



LONG RANGE FACILITY PLAN



June 2016

Acknowledgements

Hillsboro School District School Board

Janeen Sollman	Position 1
Glenn Miller, Vice Chair	Position 2
Monte Akers	Position 3
Kim Strelchun	Position 4
Lisa Allen	Position 5
Erik Seligman	Position 6
Wayne Clift, Chair	Position 7

Hillsboro School District Administration

Mike Scott	Superintendent
Adam Stewart	Chief Financial Officer
Michelle Morrison	Business Department

Hillsboro School District extends a special thanks to the Long Range Planning Committee (LRPC) members for their contributions to this plan.

Long Range Planning Committee (LRPC) Members

Glenn Miller	Hillsboro School District, Board
Monte Akers	Hillsboro School District, Board
Mike Scott	Hillsboro School District, Superintendent
Dayle Spitzer	Hillsboro School District, Assistant Superintendent, School Performance
Travis Reiman	Hillsboro School District, Assistant Superintendent, Academic Services
Adam Stewart	Hillsboro School District, Chief Financial Officer
Michelle Morrison	Hillsboro School District, Business Department
Casey Waletch	Hillsboro School District, Facilities, Safety & Operations
Beth Graser	Hillsboro School District, Communications Department
Jim Peterson	Hillsboro School District, Facilities Coordinator
Don Wolff	Hillsboro School District, Technology Services Department
Carol Hatfield	Hillsboro School District, Transportation
Jennifer Trimble	Hillsboro School District, Parent, Special Project Volunteer

Matt Buckingham	Hillsboro School District, Parent
Rob Fagliano	
Phil Johannsen	
LeRoy Landers	Mahlum Architects
Laura Weigel	City of Hillsboro
Erin Wardell	Washington County
Ed Hayden	The Hayden Group

Hillsboro School District Facility Plan prepared by:

Frank Angelo	Angelo Planning Group
Shayna Rehberg	Angelo Planning Group

Hillsboro School District

Long Range Facility Plan

Table of Contents

Executive Summary.....	ES-1
Chapter 1: Long Range Facility Plan Purpose and Process	
1.1 Purpose.....	1-1
1.2 School Facility Planning Process.....	1-6
1.3 ORS 195.110	1-7
Chapter 2: Planning and Policy Context	
2.1 Hillsboro School District Overview	2-1
2.2 Washington County and City of Hillsboro Population and Employment Growth.....	2-1
2.3 Hillsboro School District Historic and Current Enrollment and Capacity.....	2-3
2.3.1 Enrollment History.....	2-4
2.3.2 Current Student Enrollment.....	2-4
2.3.3 Current School Capacity	2-6
2.4 Local and Regional Plans and Policies.....	2-15
Chapter 3: Long Range Facility Plan Elements	
3.1 Projected Student Enrollment	3-1
3.2 School Capacity Formula.....	3-2
3.2.1 Capacity Model.....	3-2
3.2.2 School Capacity Determinations.....	3-5
3.3 Existing Conditions and Needed Improvements	3-7
3.3.1 Mahlum Facility Assessments – 2012	3-8
3.3.2 Seismic Study – 2014	3-11
3.3.3 District Facility Capital Cost Estimates	3-12
3.3.4 Modernization or Replacement.....	3-15
3.4 Ancillary Facility Needs	3-15
3.4.1 Transportation Services.....	3-15
3.4.2 District Office Administration Center.....	3-17
3.4.3 Facilities Services Department.....	3-17
3.4.4 Hare Field.....	3-17
3.5 Desirable Future School Sites	3-18
3.5.1 District-Owned Property.....	3-21
3.6 Efficient Use of School Sites	3-23
3.6.1 Portable Classrooms	3-24
3.6.2 Multi-Story Buildings.....	3-25
3.6.3 Shared Use.....	3-25

3.6.4 School Site Size, Expansion, and Conversion.....	3-26
3.7 Alternatives to New Construction	3-28
3.7.1 Program Changes.....	3-28
3.7.2 Portable Classrooms	3-29
3.7.3 Online Learning.....	3-30
3.7.4 Site-Specific Capacity Analysis	3-30
3.8 Special Program Needs.....	3-31
3.8.1 Alternative Program Facilities	3-31
3.8.2 On-Site Programs.....	3-34
3.9 District School Facility and Land Needs.....	3-37
3.9.1 Facility Needs to Accommodate Enrollment Forecasts.....	3-37
3.9.2 Land Needs and Determination of Adequate Supply.....	3-39
3.9.3 Planned Locations for New Schools.....	3-39
3.10 Financing Tools for Capital Programs	3-43
3.10.1 Capital Improvement Bonds.....	3-43
3.10.2 Construction Excise Tax.....	3-44
3.10.3 Other Available Financing Authorities	3-44
3.10.4 Hillsboro School District Indebtedness	3-45

Appendix

Appendix A: ORS 195.110

Appendix B: Local and Regional Plans and Policies

Appendix C: Hillsboro School District District-Wide Enrollment Forecast 2016-17 to 2030-31, Portland State University Population Research Center (March 2016)

Appendix D: High School and Middle School Expansion Concepts

Executive Summary and Recommendations

The Hillsboro School District (HSD) Long Range Facility Plan presents comprehensive information related to student enrollment trends, facility conditions and new facility needs. This Plan was prepared to comply with the requirements of ORS 195.110 and includes a series of recommendations for new facilities, operational practices and policies for the District to consider as it provides educational services in the future.

The Hillsboro School District (District) is the fourth largest school district in the state of Oregon. Over the last 20 years (1995 to 2015) student enrollment in the District has grown from 15,564 students to 20,649 students, an increase of 32.7%. The October 2015 Certified Enrollment for the Hillsboro School District was 20,649 students. Enrollment in 2015-16 by grade level is as follows:

- Elementary School (K-6) – 11,212 students
- Middle School (7-8) – 3,074 students
- High School (9-12) – 6,363 students

The District employs 2,506 personnel, including 2,399 teachers and classified staff, and 107 administrative staff. District property owned for schools and support facilities (such as transportation and administration centers) is approximately 550 acres. In total, the District manages approximately 2.9 million square feet of building area in the 25 elementary, four middle and four high schools.

The Long Range Facility Plan is organized as follows:

- Chapter 1: Purpose and Process
- Chapter 2: Planning and Policy Context
- Chapter 3: Plan Elements
- Appendices

The following presents a summary of the 16 key recommendations developed by the Long Range Planning Committee and presented in the Long Range Facility Plan. The Long Range Planning Committee unanimously endorsed these recommendations at its May 2016 meeting.

**Hillsboro School District
Long Range Facility Plan Advisory Committee
Summary Recommendations**

	Issue	Long Range Facility Plan Advisory Committee Recommendation
Recommendation #1	2030 Student Enrollment Forecast – Portland State University Center for Population Research	<p><i>Use the Middle Series Growth Forecast as the “base case” enrollment growth scenario to determine future facility needs in the Long Range Facility Plan.</i></p> <p><i>The District should monitor annual enrollment figures to determine which forecast series (Middle or High) is more representative of actual growth patterns and enrollment growth.</i></p> <p><i>If the High Series trend becomes the more likely future, the Long Range Facility Committee will revisit the recommendations in this Plan.</i></p>
Recommendation #2	School Capacity Formula	<p><i>Use the following capacity formulas to determine permanent and adjusted school capacities:</i></p> <p><u><i>Permanent School Capacity Formula:</i></u></p> <ul style="list-style-type: none"> <i>Number of Regular Classrooms \times 28 students per classroom = Permanent Elementary School Capacity</i> <i>Number of Regular Classrooms \times 32 students per classroom = Permanent Middle and High School Capacity</i> <p><u><i>Adjusted School Capacity Formula:</i></u></p> <ul style="list-style-type: none"> <i>Permanent Elementary School Capacity + (Number of Portable Classrooms \times 28 students per portable classroom) = Adjusted Elementary School Capacity</i> <i>Permanent Middle School/High School Capacity + (Number of Portable Classrooms \times 32 students per portable classroom) = Adjusted Middle School/ High School Capacity</i>
Recommendation #3	School Capacity Coordination	<p><i>Rely on the conclusions and findings in this Long Range Facility Plan as the basis for planning coordination with local jurisdictions.</i></p> <p><i>ORS 195.110 includes the following direction regarding District/ local jurisdiction coordination:</i></p> <p><i>(2) A city or county containing a large school district shall:</i></p> <p><i>(a) Include as an element of its comprehensive plan a school facility plan prepared by the district in consultation with the affected city or county.</i></p> <p><i>(3) The provisions of subsection (2)(a) of this section do not apply to a city or a county that contains less</i></p>

	Issue	Long Range Facility Plan Advisory Committee Recommendation
		<p><i>than 10 percent of the total population of the large school district.</i></p> <p><i>Under this provision, the City of Hillsboro and Washington County exceed the 10% threshold and, therefore, must include the Long Range Facility Plan as an element of their comprehensive plans.</i></p>
Recommendation #4	Existing Facilities Condition and Improvement Needs	<p><i>Each District facility has been evaluated by District staff and a current cost estimate has been developed that reflects the best estimate to bring an individual facility up to current operating standards. The District has identified over \$150 million in needed improvements to its facilities.</i></p> <p><i>Update the Existing Facilities Needs Assessment prior to convening a Bond Committee to identify projects that should be considered in a future Bond Program.</i></p>
Recommendation #5	Facility Replacement/Renovation Guideline	<p><i>Accept a deficiency-to-replacement cost ratio range of 30-50% as a guideline to determine when the District should begin to seriously evaluate replacement of a facility.</i></p> <p><i>Facilities in the district are maintained at a level at which the cost to address deficiencies rarely reaches 50%. Thus, there are cases in which facilities that should be evaluated for the cost-effectiveness of continued maintenance, expansion, and renovation, have not reached the 50% threshold, but could be considered for replacement for other factors (e.g., building safety conditions).</i></p>
Recommendation #6	Transportation & Support Services	<p><u>Short Term:</u></p> <p><i>Transportation Services recommends that a satellite Transportation and Support Services Facility site location be developed. This need is immediate and may be best served by utilizing an existing District-owned, undeveloped land site. See Recommendation #14.</i></p> <p><u>Long Term:</u></p> <p><i>Another satellite location may be needed in the future to accommodate growth in the South Hillsboro area.</i></p>
Recommendation #7	Other Ancillary Facilities	<p><i>There are no significant needs or short-term recommendations identified for the District's other ancillary facilities. However, it is recommended that operation and performance be monitored as use and service demand increases.</i></p>
Recommendation #8	On-Site Programs	<p><i>As a complement to this effort, the District will continue feasibility studies of various locations in a central service area to develop a hub for career and technical programs. Site characteristics include access</i></p>

	Issue	Long Range Facility Plan Advisory Committee Recommendation
		<i>to public transportation, adjacent businesses, and facility adaptability. The studies may examine potential sites currently owned by the District as well as others that may become available for sale or lease.</i>
Recommendation #9	School Site Size and Characteristics	<p><i>Use the School Site Size and Characteristics criteria presented in Section 3.5 of this Plan. These criteria should serve not as absolute rules but rather as guidelines for future school construction.</i></p> <p><i>Given the changing nature of land supply, land costs, educational programming needs, and community expectations, it is understood that significant flexibility and innovation need to be allowed for in how sites are selected, designed, and developed in the future.</i></p>
Recommendation #10	District-Owned Property	<p><i>The location of District-owned, undeveloped property corresponds fairly well to where new enrollment growth in the District is expected. Therefore, the District should retain ownership of these properties for future school facilities.</i></p> <p><i>Additionally, the District should work closely with the City of Hillsboro and property owners in the South Hillsboro area to integrate future schools into the master planning and site development of the area.</i></p>
Recommendation #11	Portable Classrooms	<p><i>The District currently (2016) relies on portable classrooms extensively at the elementary school level. The 45 portable classrooms currently in use at the elementary level have the capacity to house over 1,200 students – or the equivalent of two new elementary schools.</i></p> <p><i>While portable classrooms are an efficient and flexible way to address short-term school capacity issues, use of portable classrooms on a long-term basis would need to be assessed based on issues such as program equity, student safety, impact on core facilities at the main school building (cafeteria, gym, etc.), and costs.</i></p> <p><i>As a policy, the District will strive to serve students in permanent school facilities and reduce, over time, reliance on portable classrooms as a long-term method to house students.</i></p>
Recommendation #12	School Site Size, Expansion, and Conversion	<i>The District has determined that, because of current site size, building configurations and site characteristics, Brown Middle School (27 acres), Hillis (48 acres and a “California style” school), and Miller Education Campus East (Downtown Hillsboro location) could be used more efficiently. A deeper assessment needs to be conducted to identify and balance trade-offs before changes are made.</i>

	Issue	Long Range Facility Plan Advisory Committee Recommendation
		<i>Provide this information to a Bond Committee to consider as it develops recommendations for new facility construction and modernization of existing facilities for a future Bond Program.</i>
Recommendation #13	Efficient Use of School Sites	<i>The new schools that the District has recently constructed have been multi-story. Future school construction should follow this approach as a way to more efficiently use District properties.</i>
Recommendation #14	Facility Needs to Accommodate Enrollment Growth	<p><i>The following are the new District facilities identified by this Plan as needed to accommodate enrollment forecasts to 2030:</i></p> <ul style="list-style-type: none"> <i>• One to two new elementary schools should be constructed within the next 10 years in the South Hillsboro area to serve this new residential area. The District owns property within the South Hillsboro area that will ultimately be used for new school facilities.</i> <i>• One new middle school should be constructed within the next 10 years in the South Hillsboro area to serve this new residential area. The District owns property within the South Hillsboro area that will ultimately be used for new school facilities.</i> <i>• Monitor the pace of development in the South Hillsboro area to determine the timing of when new school facilities will be required. Coordinate with the City of Hillsboro staff and private property owners in the South Hillsboro area to properly phase-in new school facilities.</i> <i>• One new elementary school should be constructed in North Plains (east side of the City). The District owns property for a new elementary school in the eastern portion of the City.</i> <i>• A second Transportation and Support Services Facility to serve the northern portion of the District would balance the provision of this service and provide a more efficient distribution of transportation routing options. The District owns property north of U.S. 26 in the West Union area that could be used for a second Transportation and Support Services Facility.</i> <i>• The District should assess the ability of existing gymnasiums in schools at all levels to accommodate the new physical education requirements. This assessment should identify if and where modernization projects will be needed to meet the new requirements.</i> <i>• The District has three schools constructed in a "California style" (i.e., open campuses and passages, multiple entries, stand-</i>

	Issue	Long Range Facility Plan Advisory Committee Recommendation
		<p>alone classroom “pods” that aren’t connected to the main building where core facilities are located). From both a functional and security perspective, these schools (Brookwood, Ladd Acres, and Hilbi) should be considered as candidates for modernization to enhance and secure the individual campuses. This assessment should be presented to a Bond Committee for consideration as modernization projects in a future Bond Program.</p> <ul style="list-style-type: none"> • The District should consider developing a Career Technical Center that would consolidate current career technical programs at a centralized location to offer a broad selection of career training opportunities. • A future Bond Committee should review the updated Facilities Assessment to determine whether it would be more cost-efficient to replace or rebuild rather than modernize certain District facilities that exceed the deficiency-to-replacement cost ratio range of 30-50%.
Recommendation #15	Number of New School Sites Needed	<p>The District has a good supply of vacant land strategically located throughout its service area. As these sites begin to be used, the District should consider the need for new land acquisition in the areas identified as Urban Reserves. These areas include the Bendemeer area in the northern portion of the District and the Urban Reserve immediately to the west of the South Hillsboro area.</p>
Recommendation #16	School Facility Financing	<p>Work with a District Bond Committee consisting of residents, businesses, and other stakeholders to develop a school bond program package that would be presented to the Superintendent and School Board to place before District voters at a time to be determined by the School Board in January 2017.</p>

Chapter 1: Long Range Facility Plan Purpose and Process

1.1 Purpose

The Hillsboro School District (District) is the fourth largest school district in the state of Oregon. Over the last 20 years (1995 to 2015) student enrollment in the District has grown from 15,564 students to 20,649 students, an increase of 32.7%. The District covers a large portion of the western urban area of Washington County and serves the cities of Hillsboro, Cornelius, and North Plains (see Figure 1-1 – Hillsboro School District Boundary).

Providing the educational facilities and environment to achieve the District's mission and meet the needs of the community and its students is a critical responsibility. These educational facilities relate to traditional classrooms and ancillary facilities and programs required to provide quality educational programs. Transportation, food services, security, storage, maintenance, custodial services and staff training are just a few of the many support programs necessary for the daily operation of the District in addition to traditional classrooms and school facilities. The District maintains and operates approximately 2.9 million square feet of building space in 39 facilities (34 schools and five ancillary facilities) on approximately 550 acres of land. (See Figure 1-2 through Figure 1-4 for the location of schools throughout the district.) The District owns another 166.5 acres of vacant property that can be used for future facility expansions. It has a large and complex challenge to maintain and operate facilities and plan for new facilities to meet anticipated growth in student enrollment.

Looking to the future, it is clear that the District will continue to face steady growth in student enrollment. The most recent forecast from the Portland State University (PSU) Population Research Center forecasts¹ student enrollment to reach 22,383 students in 2030-31. This forecast reflects the "Middle Series student growth scenario" of the PSU forecast, or an increase of 1,734 students over the next 15 years. These enrollment forecasts include anticipated growth in the South Hillsboro area and reflect improvement in economic conditions throughout the region. The PSU 2030-31 forecasts range from the Low Series of 21,105 (+456 students) to the High Series of 23,804 (+3,155 students). Even at the "Low Series growth scenario" additional space will be needed to accommodate the anticipated increase in student enrollment in upcoming years.

The purpose of this Long Range Facility Plan is to understand facility needs, consider facility options and make recommendations to the Hillsboro School District Board on the most appropriate methods to accommodate both existing students and the anticipated growth in student enrollment.

¹ Portland State University Hillsboro School District, District-Wide Enrollment Forecast 2016-17 to 2030-31; March 2016.

Figure 1-1 – Hillsboro School District Boundary

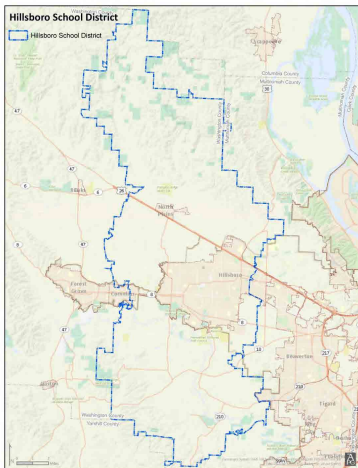


Figure 1-2 – Elementary Schools

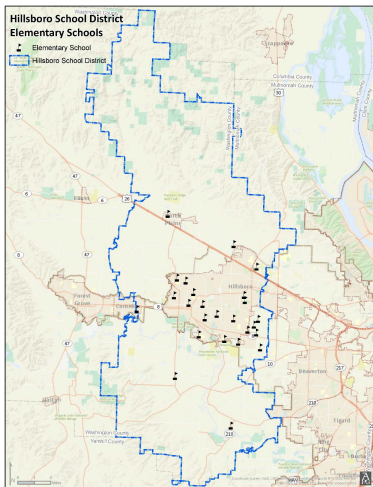


Figure 1-3 – Middle Schools

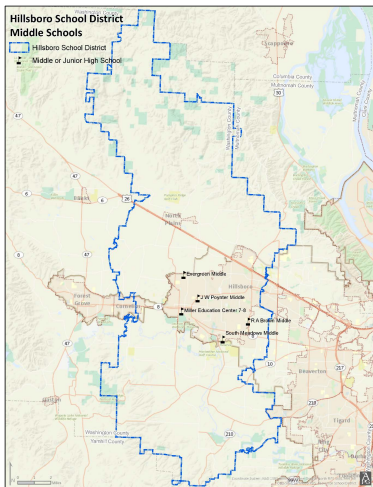
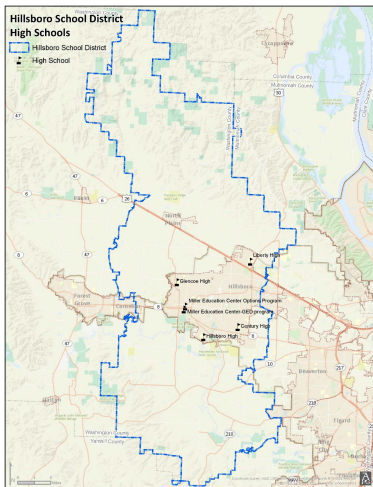


Figure 1-4 – High Schools



The Long Range Facility Plan will also provide the district with a plan that complies with ORS 195.110. This statute requires that school districts with enrollments over 2,500 students prepare a 10-year facility plan that demonstrates how a district will address enrollment growth, facility needs, and coordination with local governments. The recommendations will be incorporated into the comprehensive plans of the city of Hillsboro and Washington County and will become a part of the land use planning procedures in both jurisdictions. The Plan is also intended as an expression of the steps that the Hillsboro School District will take to align its facility planning with regional and local growth management goals and objectives.

Finally, the Long Range Facility Plan will be used as the basis for discussions of the components of a new capital bond program to present to District voters in the near future. The Plan itself will provide the overall context and guidance through which future capital bond program project and financing recommendations to the School Board can be developed.

1.2 School Facility Planning Process

The Hillsboro School District has a history of long-range planning efforts. This includes everything from the strategic acquisition of property for future school sites, commissioning studies on forecasted population and enrollment growth, inventorying all schools and buildings to determine high-priority maintenance needs, and developing strategic responses to address priority facility needs.

The District's Long Range Planning Committee (LRPC) is led by its Chief Financial Officer and is composed of other staff members (representing Technology Services, the Business Office, Facilities, and Communications), Board members, community members, representatives from the cities of Hillsboro, Cornelius, and North Plains and Washington County, and representatives from architectural and real estate companies familiar with the District. Committee meetings are often also attended by representatives from surrounding districts who want to learn from the planning process and identify ways to coordinate their facility decisions.

The current LRPC was formed at the conclusion of the District's last construction bond, which was passed in 2006. That bond allowed for the construction of three new elementary schools and one replacement elementary school: Quatama, Lincoln Street, Free Orchards, and Rosedale; and one replacement middle school: South Meadows. It also allowed the expansion of the other three middle schools (Brown, Evergreen, and Poynter), as well as the completion of several smaller projects at other schools.

Recent LRPC work has focused on the following:

- Creating a comprehensive list of District facility needs (roofing, asphalt and concrete, mechanical systems, seismic, safety, etc.);
- Creating a set of criteria by which to determine what an equitable learning environment includes;

- Staying abreast of large development projects that will impact the District's enrollment, specifically in South Hillsboro; and
- Preparing for the compilation of another construction bond package in 2017 or 2018.

The LRPC continually reviews information on demographics, existing facilities, anticipated facility needs, land requirements, options for more efficient use of facilities and school sites, financial plans, and how the District's plans fit in with local and regional growth management strategies. The Committee's discussions led to the recommendations included in this Facility Plan. The recommendations contained herein reflect the recommendations of District Staff based primarily on the discussions held with the LRPC.

1.3 ORS 195.110

As noted earlier, preparation of the Facility Plan is also intended to meet the requirements of Oregon Revised Statute (ORS) 195.110. Appendix A provides the text of ORS 195.110. This statute directs that school districts with enrollment of more than 2,500 students prepare a facility plan that identifies school facility needs based on population growth projections and land use designations contained in city or county comprehensive plans. The Hillsboro School District easily meets the standard with an enrollment of well over 2,500 students. The provisions of ORS 195.110 specify the elements of a school facility plan and the analysis that must occur to determine school facility needs. This Facility Plan has been developed to be consistent with ORS 195.110, including the following:

- To comply with the requirements of ORS 195.110, and support and align with the City and County Comprehensive Plans.
- To provide clear and objective data for demographic projections and anticipated enrollment growth.
- To define the objective criteria for determining facility capacity.
- To document available facility capacity and conditions.
- To identify desirable site locations and determine the adequacy of the current land supply within the District.
- To predict the District's needs for land and describe its policies for highest and best use of available land consistent with local and regional growth management efforts.
- To describe how the District will increase the efficient use of school sites.
- To describe the District's goals and approaches to developing public facilities that meet the educational requirements of the District while participating in, and aligning with, regional growth management strategies.

Chapter 2: Planning and Policy Context

2.1 Hillsboro School District Overview

The Hillsboro School District is located in the western portion of Washington County's urban area. The District boundary includes the city of Hillsboro, the city of North Plains, a portion of the City of Cornelius, and unincorporated Washington County. The District covers approximately 204 square miles (Figure 2-2 – HSD Boundary). In terms of land area, roughly 16% of the District is located within the Urban Growth Boundary (UGB) with the remaining 84% outside UGB.

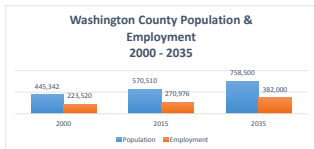
Table 2-1 – Hillsboro School District Overview

Area	Size (square miles)	% of HSD District
HSD District within Metro's UGB	32.1	15.8%
HSD District outside of Metro's UGB	172.0	84.2%
HSD District	204.1	100.0%

2.2 Washington County and City of Hillsboro Population and Employment Growth

The Hillsboro School District's location in Washington County places it in one of the fastest-growing areas in Oregon. From 2000 to 2015, Washington County's total population grew from 445,342 residents in 2000 to 570,510 residents in 2015, or an increase of 125,168 people. Employment growth during the same period grew from 223,520 jobs to 270,976 jobs, or an increase of 47,456 jobs. Population and employment projections for the next 20 years (2035) anticipate that Washington County will continue to grow at a rapid rate. Metro forecasts total population in Washington County to reach 758,500 residents (33% increase over 2015) and total employment to reach 382,000 (41% increase over 2015) by 2035. Figure 2-1 presents the historic and forecasted population and employment growth for Washington County.

Figure 2-1 – Washington County Population and Employment Growth



The expectation for continued growth on the west side of the region has significant implications for the District not only in terms of the additional students added to the District but also in terms of providing future school facilities to accommodate anticipated growth in enrollment.

2.3 Hillsboro School District Historic and Current Enrollment and Capacity

Since 1990, population within the District's boundary has grown from 69,574 residents in 1990 to 125,486 residents in 2010, an 80.4% increase¹. This dramatic increase in population has led to a steady increase in student enrollment in the District. The following table shows the population distribution within the District's boundary between population located within city limits and within unincorporated Washington County. Roughly two-thirds of the District's population resides inside the City of Hillsboro. A little over a quarter of the District's population resides in unincorporated Washington County².

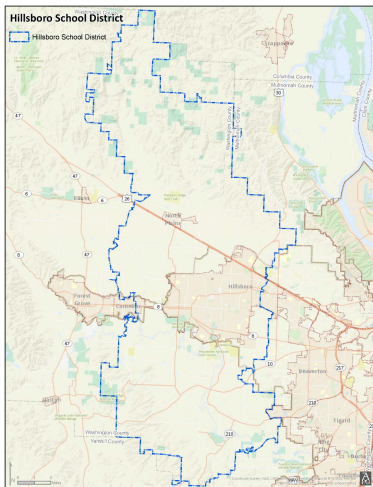
Table 2-2 – HSD District Population 1990 – 2010

	1990	2000	2010	2010 Population in HSD	% of District 2010 Population
City of N. Plains	972	1,605	1,947	1,947	1.5%
City of Hillsboro	37,520	70,186	91,611	84,396	67.3%
City of Cornelius	6,148	9,652	11,869	3,384	2.7%
HSD Unincorporated	n/a	n/a	35,759	35,759	28.5%
Total Population	69,574	104,261	141,186	125,486	100%

¹ Portland State University, Population Research Center: Hillsboro School District Population and Enrollment Forecasts 2012-13 to 2025-26 (April 2012).

² The HSD also includes a very small portion of property in unincorporated Multnomah County.

Figure 2-2 – HSD Boundary

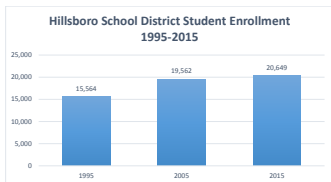


As a result of this growth the provisions of ORS 195.110 apply to the District. The ORS requires that school districts with an enrollment of over 2,500 students must develop a Long Range Facility Plan that meets the requirements of ORS 195.110. The Hillsboro School District easily meets the 2,500 student threshold with a 2015-16 school year enrollment of 20,649.

2.3.1 Enrollment History

Figure 2-3 shows the growth in student enrollment over the past 20 years. As illustrated, the student enrollment has grown over 32.7% since 1995. Just over 5,000 new students have entered the Hillsboro School District over the past 20 years. This growth rate is high in both absolute and percentage terms when compared with other school districts in the state of Oregon.

Figure 2-3 – Student Enrollment History



2.3.2 Current Student Enrollment

The October 2015 Certified Enrollment for the Hillsboro School District was 20,649 students. Enrollment in 2015-16 by grade level is as follows:

- Elementary School (K-6) – 11,212 students³
- Middle School (7-8) – 3,074 students
- High School (9-12) – 6,363 students

The District employs 2,506 personnel, including 2,399 teachers and classified staff, and 107 administrative staff. Figure 2-4 shows student enrollment categorized by kindergarten, elementary, middle school, and high school students, as well as the total number of District employees.

³ Includes roughly 1,500 kindergarten students.

Figure 2-4 – Student Enrollment and Employees

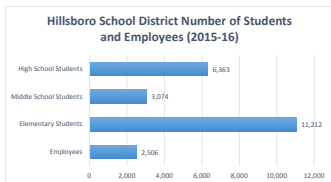
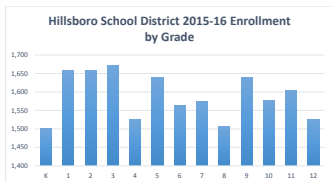


Figure 2-5 shows the enrollment of the Hillsboro School District for the 2015-16 school year categorized by grade.

Figure 2-5 – 2015-16 Enrollment by Grade



The District school facilities include four comprehensive High Schools, one options high school (Miller Education Center), four middle schools, and 25 elementary schools⁴. The total acreage for Hillsboro School District schools and support facilities (such as transportation and administration centers) is approximately 550 acres, and the total building area is approximately 2.9 million square feet. Table 2-3

⁴ One school, Groner, is a K-8 school.

shows the total building area (which includes the 41 portable classrooms currently in place) and acreage for elementary schools, middle schools, high schools, and support facilities.

Table 2-3 – HSD Facilities: Acreage and Building Area

Facility	Total Acreage	Total Building Area*
Elementary Schools (25)	262.4 acres	1,313,208 square feet
Middle Schools (4)	74.3 acres	451,614 square feet
High Schools (5)*	171.5 acres	1,068,074 square feet
Support Facilities	39.1 acres	110,071 square feet

* includes Miller Education Center

2.3.3 Current School Capacity

The capacity of a school is measured by how many students a school can accommodate without compromising educational and other standards. As discussed further in Section 3.2 (School Capacity Formula) of this Plan, determination of school capacity plays a crucial role in planning, both within the District and in coordination with local jurisdictions. Internally, determinations of school capacity are intended to provide guidance, but are not meant to serve as rigid rules about future courses of action.

The Hillsboro School District has to date relied upon a student capacity per classroom formula to determine the *permanent capacity* of a school. The capacity of each school is dictated primarily by its size. The permanent capacity of a school is the number of students that can be accommodated by the permanent building structure. The District determines the *permanent capacity* of a school by multiplying the number of classrooms in a building by 28 students per classroom at the elementary school level and 32 students per classroom at both the middle and high school levels. Space used for special education facilities is not included in these calculations. It should also be noted that the formula does not take into consideration shared core facilities such as restrooms, health rooms, libraries, and computer labs. These facilities can impact the capacity of a school.

The *portable capacity* of a school includes the number of students that can be accommodated by portable classrooms or facilities (determined by multiplying the number of portable classrooms by 28 students per classroom at the elementary school level and 32 students per classroom at the middle school and high school levels). The *adjusted capacity* of a school is the number of students that can be accommodated by both permanent building structures and portable facilities at a school site.

Table 2-4 through Table 2-6 show the 2015-16 student enrollment at each school in the Hillsboro School District, as well as the existing permanent capacity and adjusted capacity for each school. The use of portable classrooms has expanded the capacity of many of the elementary schools in the Hillsboro School District in order to accommodate additional students.

Elementary Schools

As Table 2-4 and Figure 2-7 show, for the 2015-16 school year, Orenco Elementary School is approaching its permanent and total capacity. When the classroom capacity provided by portables is removed and only the “permanent” capacity (that is the building capacity) is considered, eight elementary schools are essentially approaching or over capacity. One school (Eastwood) exceeds 100% of its permanent building capacity. At the remaining seven schools (Farmington View, Imlay, Indian Hills, Jackson, Minter Bridge, Orenco, and Witch Hazel), enrollment is essentially 95% or more of each building’s capacity. (Note: Shading in Table 2-4, Figure 2-6, and Figure 2-7 identifies those elementary schools that are at 80-90%, 90-100%, or more than 100% capacity.)

This demonstrates the value of the use of portable classrooms on a short-term basis as they are an effective way to address short-term capacity issues as they arise. However, long-term reliance on portable classrooms can lead to equity issues and can impact educational service delivery.

The need for expansions of elementary schools and new elementary schools is discussed in Chapter 3 of this Plan.

Table 2-4 – Hillsboro School District Elementary Schools – 2015-16 Capacity

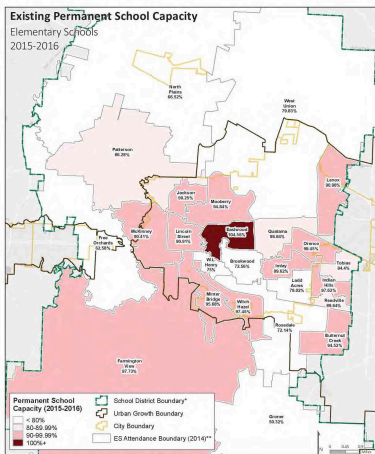
Elementary School	Acres	Gross SF	Number of Regular Classrooms	Permanent Capacity ⁵	Number of Portable Classrooms	Adjusted Capacity ⁶	Actual Enrollment 9/17/15	% Permanent Capacity	% Adjusted Capacity
Brookwood	10.00	43,401	19	532	3	616	386	72.56%	62.66%
Butternut Creek	13.64	34,840	15	420	2	476	397	94.52%	83.40%
Eastwood	10.00	49,163	18	504	3	588	527	104.56%	89.63%
Farmington View	7.88	22,867	11	308	2	364	301	97.73%	82.69%
Free Orchards	11.26	73,500	23	644	0	644	403	62.58%	62.58%
Groner (K-8)	10.00	32,402	11	308	0	308	155	50.32%	50.32%
Imlay	8.68	69,435	19	532	2	588	530	99.62%	90.14%
Indian Hills	10.10	40,219	18	504	2	560	492	97.62%	87.86%
Jackson	10.00	50,767	19	532	3	616	528	99.25%	85.71%
Ladd Acres	15.00	60,825	24	672	2	728	531	79.02%	72.94%
Lenox	9.95	51,074	19	532	0	532	484	90.98%	90.98%
Lincoln Street	11.79	73,400	22	616	0	616	560	90.91%	90.91%

⁵ Based on 28 students per permanent “regular” classroom (includes full-day kindergarten rooms, but portables are not counted towards school capacity)

⁶ Total school capacity including portable classrooms (permanent capacity + portable capacity), assuming 28 students per portable classroom

Elementary School	Acres	Gross SF	Number of Regular Classrooms	Permanent Capacity ⁵	Number of Portable Classrooms	Adjusted Capacity ⁶	Actual Enrollment 9/17/15	% Permanent Capacity	% Adjusted Capacity
McKinney	10.00	49,163	19	532	3	616	481	90.41%	78.08%
Minter Bridge	10.00	49,163	19	532	2	588	509	95.68%	86.56%
Mooberry	10.00	49,496	18	504	5	644	478	94.84%	74.22%
North Plains	14.00	46,913	16	448	0	448	298	66.52%	66.52%
Orenco	13.24	69,435	23	644	0	644	634	98.45%	98.45%
Patterson	10.00	69,435	19	532	2	588	459	86.28%	78.06%
Quatama	10.02	73,100	19	532	0	532	462	86.84%	86.84%
Reedville	7.50	16,247	10	280	5	420	251	89.64%	59.76%
Rosedale	9.01	73,700	20	560	0	560	404	72.14%	72.14%
Tobias	9.00	50,000	19	532	4	644	449	84.40%	69.72%
W.L. Henry	10.00	52,831	18	504	3	588	378	75.00%	64.29%
West Union	12.34	42,757	17	476	0	476	380	79.83%	79.83%
Witch Hazel	9.00	69,435	21	588	2	644	573	97.45%	88.98%
Total	271.01	1,313,568	456	12,768	45	14,028	11,050	86.54%	78.77%

Figure 2-6 – Existing Permanent Capacity of Elementary Schools



Note: Permanent capacity means the student capacity of the school without portable classrooms.

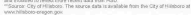
*This data layer is an approximate layer created by APG in March 2016 based on RLIS data and modified to reflect more recent data from HSD.

**Source: City of Hillsboro. The source data is available from the City of Hillsboro at www.hillsboro-oregon.gov.

April 2016
Copyright 2016 APG. All rights reserved.
Hillsboro School District. All rights reserved.



Figure 2-7 – Existing Adjusted Capacity of Elementary Schools



Middle Schools

Table 2-5 and Figure 2-8 show that only one middle school (Evergreen) has enrollment that accounts for more than 80% of the school's capacity. Portable classrooms have not been put in place at the middle school level and could potentially be available to address short-term capacity issues if they arose.

Considering existing enrollment, existing school capacity, and 2030-31 enrollment forecasts, the need for expansions of middle schools and new middle schools is discussed in Chapter 3 of this plan.

Table 2-5 – Hillsboro School District Middle Schools – 2015-16 Capacity

Middle School	Acre	Gross SF	Number of Regular Classrooms	Permanent Capacity ⁷	Number of Portable Classrooms	Adjusted Capacity	Actual Enrollment 9/17/15	% Permanent Capacity	% Adjusted Capacity
Brown	30.00	95,414	34	1,088	0	1,088	727	66.82%	66.82%
Evergreen	15.00	120,000	32	1,024	0	1,024	824	80.47%	80.47%
Poynter	19.58	83,200	33	1,056	0	1,056	761	72.06%	72.06%
South Meadows	9.67	153,000	35	1,120	0	1,120	739	65.98%	65.98%
Total	74.24	451,614	134	4,288	0	4,288	3,051	71.15%	71.15%

⁷ Based on 32 students per permanent and portable classroom

Existing Permanent School Capacity

Middle Schools
2015-2016

Evergreen
80.47%

Poynter
72.06%

Brown
66.82%

South Meadows
65.98%

Permanent School Capacity (2015-2016)

- < 80%
- 80-89.99%

Legend:

- School District Boundary*
- Urban Growth Boundary
- City Boundary
- MS Attendance Boundary (2014)**

Scale: 0 0.25 0.5 1 Miles

© 2006 Blackwell Publishing Ltd, *Journal of Internal Medicine* 260: 499–506

High Schools

Table 2-6 and Figure 2-9 show that Glencoe High School has enrollment numbers that exceed the capacity of the school (approximately 102% of the facility's capacity). The remaining three high schools have varying levels of available capacity and, for the most part, appear to have sufficient capacity to accommodate future growth. Overall, enrollment capacity at the high school level is roughly 86% of total permanent and adjusted capacity. Portable classrooms have not been put in place at the high school level, with the exception of one portable building at Hillsboro High School ("Hilhi").

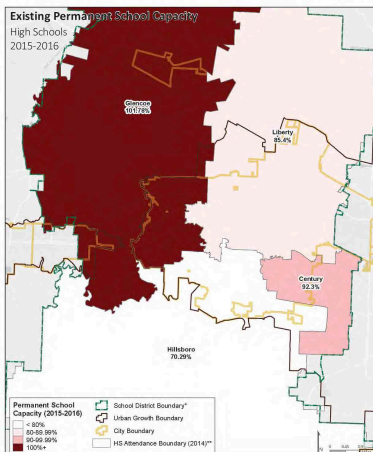
Considering existing enrollment, existing school capacity, and 2030-31 enrollment forecasts, the need for expansions of middle schools and construction of new middle schools is discussed in Chapter 3 of this plan.

Table 2-6 – Hillsboro School District High Schools – 2015-16 Capacity

High School	Acres	Gross SF	Number of Regular Classrooms	Permanent Capacity*	Number of Portable Classrooms	Adjusted Total Capacity	Actual Enrollment 9/17/15	% Permanent Capacity	% Adjusted Capacity
Century	37.50	265,000	54	1,728	0	1,728	1,595	92.30%	92.30%
Glencoe	39.00	240,000	51	1,632	0	1,632	1,661	101.78%	101.78%
Hilhi	48.00	253,625	63	2,016	1	2,048	1,417	70.29%	69.19%
Liberty	44.00	288,897	58	1,856	0	1,856	1,585	85.40%	85.40%
Miller Ed Center	3.00	20,552	4	128		128	62	48.44%	48.44%
Total	171.50	1,068,074	230	7,360	1	7,392	6,320	85.50%	85.87%

* Based on 32 students per permanent and portable classroom

Figure 2-9 – Existing Permanent Capacity of High Schools



Note: Permanent capacity means the student capacity of the school without portable classrooms.

*This data layer is an approximate layer created by APG in March 2016 based on RLIS data and modified to reflect more recent data from HSD.

**Source: City of Hillsboro. The source data is available from the City of Hillsboro at www.hillsboro-oregon.gov.

APG
Geographic Information Systems (GIS) and Mapping Department
3000 NE Oregon Street, Suite 200
Hillsboro, Oregon 97124
503.646.1234
www.apginc.com



2.4 Local and Regional Plans and Policies

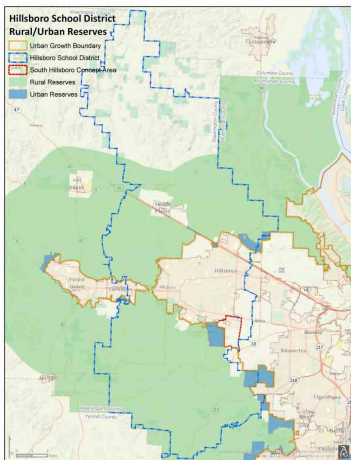
The Hillsboro School District is primarily within Washington County; however, there is a very small area within Multnomah County (approximately 150 acres) and Yamhill County (approximately 5 acres)⁹. As shown in Figure 2-10, urban areas within the District include all or a portion of the cities of Hillsboro, North Plains, and Cornelius and urban unincorporated Washington County (including the unincorporated community of Aloha). While much of the land in the District is within Metro designated Rural Reserves, there are also several areas designated as Urban Reserves. These areas can be expected to generate new enrollment as they are brought into the Urban Growth Boundary.

ORS 195.110 provides the opportunity for school districts and local jurisdictions to coordinate policy and development activities. The Long Range Facility Plan has reviewed the applicable plans and policies of the local jurisdictions to see how each jurisdiction addresses school facilities and coordination with the Hillsboro School District. The relevant plans and policies of these jurisdictions are addressed in Appendix B. Overall, the plans and policies provide strong support – particularly in the larger jurisdictions of Hillsboro, Beaverton, and Washington County – for coordinating the following: long-range facility planning; school siting that is accessible by walking, biking, and transit; potential impacts of development on schools; and shared uses between school districts and other community service providers.

The review of applicable plans and policies also provides an overview of how school facilities are addressed in local development ordinances (zoning codes). In general, schools are permitted conditionally in residential zones, institutional zones, several commercial zones, and in some rural zones on a limited basis; they are not permitted in most industrial zones and several higher-density mixed-use and transit-oriented zones. This information is important as it will apply to new school construction or reconstruction in the future.

⁹ Land in Multnomah County that is within the HSD boundary includes one large tax lot and three small tax lots. Land in Yamhill County that is within the HSD boundary comprises slivers of land that appear to result from boundaries of tax lots, county lines, and district lines not precisely aligning (i.e., mapping inaccuracies).

Figure 2-10 – Hillsboro School District Jurisdictional Boundaries



Chapter 3: Long Range Facility Plan Elements

3.1 Projected Student Enrollment

As discussed earlier, population and employment growth in Washington County is expected to rise. Population and employment projections for the next 20 years (2035) anticipate that Washington County will continue to grow at a rapid rate. School enrollment is expected to continue to rise hand-in-hand with population growth and require enhancements and existing facilities and potential new school facilities to accommodate anticipated enrollment growth. In order to predict future school facility needs to plan for new facility location and distribution, projected student enrollment must be quantified.

ORSS 195.110 includes the requirement for student enrollment projections:

(5)(a) The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:

(A) Population projections by school age group.

In order to quantify the expected growth in student enrollment through 2030, the District obtained from the Portland State University Center for Population Research & Census (CPRC) population and enrollment forecasts within the District's boundary. The CPRC produced a report entitled, *Hillsboro School District, District-Wide Enrollment Forecast 2016-17 to 2030-31 (March 2016)*. The study relied on valid, standard methodological approaches based on population models, and contained sound methodology. The report presents a projected enrollment range (low, medium and high forecasts). The Long Range Planning Committee that helped develop this Facility Plan suggested that the Middle Series Growth Forecast be used as the "base case" enrollment growth scenario to determine future facility needs in the Facility Plan. The Committee also expressed some skepticism on the Low and Middle Series forecasts. The Committee felt intuitively that the Low and Middle Series Forecasts under-forecasted new enrollment based on anticipated growth in the South Hillsboro area and in the City of North Plains. The Committee indicated that the High Series Growth Forecast should also be considered by the District as a possible future outcome and that the District should monitor annual enrollment figures to determine which forecast trend (Middle or High) is more representative of actual growth patterns and enrollment growth. If the High Series trend becomes the more likely future, the Long Range Facility Committee will revisit the recommendations in this Plan.

Table 3-1 presents the outlook for student enrollment growth in the Hillsboro School District as presented in the PSU Forecast. It is clear that, regardless of which forecast is used, there will be steady growth pressures for additional school facilities.

Table 3-1 – Center for Population Research Census Low Growth Forecasts¹

School Level	2015-16 Enrollment	2030-31 Enrollment Forecast – Low Series	2030-31 Enrollment Forecast – Middle Series	2030-31 Enrollment Forecast – High Series
K-6	11,212	11,239	12,121	13,007
K-6 Change	n/a	27	909	1,795
7-8	3,074	3,260	3,424	3,626
7-8 Change	n/a	186	350	552
9-12	6,363	6,606	6,838	7,171
9-12 Change	n/a	243	475	808
TOTAL	20,649	21,105	22,383	23,804
TOTAL Change	n/a	456	1,734	3,155
% Change from 2015-16		+2.2%	+8.4%	+15.3%

Future Enrollment Forecast – Plan Recommendation: The Middle Series Growth Forecast be used as the “base case” enrollment growth scenario to determine future facility needs in the Long Range Facility Plan. The District should monitor annual enrollment figures to determine which forecast trend (Middle or High) is more representative of actual growth patterns and enrollment growth. If the High Series trend becomes the more likely future, the Long Range Facility Committee will revisit the recommendations in this Plan.

3.2 School Capacity Formula

3.2.1 Capacity Model

School capacity is a key element in school facility planning and perhaps one of the most critical components of this Facility Plan. Much of the analysis behind the findings and recommendations of the Facility Plan are based on school capacity calculations and enrollment projections. This information is used for a variety of essential planning activities, including:

- Determining school attendance boundaries;
- Purchasing, siting and reallocating distribution of portable classrooms;

¹ Portland State University, Population Research Center, Hillsboro School District Population and Enrollment Forecasts 2016-17 to 2050-51 (March 2016)

- Responding as a service provider for residential developments as requested by local jurisdictions; and
- Planning for future school expansion, site acquisition needs and locations of future schools.

ORS 195.110(9)(a) requires that school districts assess school facility capacity based on objective criteria that are formally approved by the school board. Once the District has adopted the criteria for the capacity of school facilities, a county or city shall accept those criteria as its own:

(9)(a) In the school facility plan, the district school board of a large school district may adopt objective criteria to be used by an affected city or county to determine whether adequate capacity exists to accommodate projected development. Before the adoption of the criteria, the large school district shall confer with the affected cities and counties and agree, to the extent possible, on the appropriate criteria. After a large school district formally adopts criteria for the capacity of school facilities, an affected city or county shall accept those criteria as its own for purposes of evaluating applications for a comprehensive plan amendment or for a residential land use regulation amendment.

School Capacity Methodology

The Hillsboro School District methodology for determining Permanent School Capacity is based upon multiplying the number of regular classrooms in a school building by a specified students-per-classroom ratio. The ratios used are:

- 28 students per classroom at the Elementary School level
- 32 students per classroom at the Middle School level
- 32 students per classroom at the High School level

Permanent School Capacity Formula:

- Number of Regular Classrooms x 28 students per classroom = Permanent Elementary School Capacity
- Number of Regular Classrooms x 32 students per classroom = Permanent Middle and High School Capacity

The addition of portable classrooms at a school adds school capacity at that facility and results in the Adjusted School Capacity. Portable classrooms provide an additional 28 and 32 students per classroom at the elementary school level and middle and high school levels, respectively.

Adjusted School Capacity Formula:

- Permanent Elementary School Capacity + (Number of Portable Classrooms x 28 students per portable classroom) = Adjusted Elementary School Capacity
- Permanent Middle School/High School Capacity + (Number of Portable Classrooms x 32 students per portable classroom) = Adjusted Middle School/ High School Capacity

Space used for special education facilities is not included in these calculations. It should also be noted that the formula does not take into consideration shared core facilities such as restrooms, health rooms, libraries, and computer labs. These facilities can impact the capacity of a school.

School Capacity Formula Plan Recommendation: *Utilize the following capacity formulas to determine permanent and adjusted school capacities.*

Permanent School Capacity Formula:

- *Number of Regular Classrooms x 28 students per classroom = Permanent Elementary School Capacity*
- *Number of Regular Classrooms x 32 students per classroom = Permanent Middle and High School Capacity*

Adjusted School Capacity Formula:

- *Permanent Elementary School Capacity + (Number of Portable Classrooms x 28 students per portable classroom) = Adjusted Elementary School Capacity*
- *Permanent Middle School/High School Capacity + (Number of Portable Classrooms x 32 students per portable classroom) = Adjusted Middle School/ High School Capacity*

School District Planning and Capacity

The Hillsboro School District works closely with the cities of Hillsboro, Cornelius and North Plains and Washington County to monitor residential development that may impact school facilities. As a part of the local development review process, the District is tasked with issuing a Statement of Service Availability for all residential development within its attendance boundaries. The District evaluates the student impact of the residential development proposal with regard to available capacity of its schools, current enrollment, and projected student impact of approved yet unbuilt dwelling units.

ORS 195.110 includes the following provisions that relate to how the District and local jurisdictions coordinate on land use actions:

9(h) A city or county shall provide notice to an affected large school district when considering a plan or land use regulation amendment that significantly impacts school capacity. If the large school district requests, the city or county shall implement a coordinated process with the district to identify potential school sites and facilities to address the projected impacts.

(11) The capacity of a school facility is not the basis for a development moratorium under ORS 197.505 to 197.540.

(12) This section does not confer any power to a school district to declare a building moratorium.

(13) A city or county may deny an application for residential development based on a lack of school capacity if:

(a) The issue is raised by the school district;

(b) The lack of school capacity is based on a school facility plan formally adopted under this section; and

(c) The city or county has considered options to address school capacity.

The cumulative impact of continued residential development has created challenges for the District as a service provider to provide necessary capacity for the education of its students. The District will continue to closely coordinate with its local jurisdiction partners as development within the school district boundary continues.

School Capacity Coordination – Plan Recommendation: *Rely on the conclusions and findings in this Long Range Facility Plan as the basis for comments on land development applications when requested by the local jurisdiction.*

Note that ORS 195.110 includes the following direction regarding District / local jurisdiction coordination:

(2) A city or county containing a large school district shall:

(a) Include as an element of its comprehensive plan a school facility plan prepared by the district in consultation with the affected city or county.

(3) The provisions of subsection (2)(a) of this section do not apply to a city or a county that contains less than 10 percent of the total population of the large school district.

Under this provision, the City of Hillsboro and Washington County exceed the 10% threshold and, therefore, must include the Long Range Facility Plan as an element of their comprehensive plans.

3.2.2 School Capacity Determinations

Based on the above school capacity formulas, the current (2015-16) capacity of each school within the District, considering both Permanent and Adjusted Capacity, is

shown in the following tables. The shading indicates where enrollment is either approaching capacity (lighter shading) or exceeding capacity (darker shading):

Table 3-2 – Hillsboro School District Elementary Schools – 2015-16 Capacity

Elementary School	Acres	Gross SF	Number of Regular Classrooms	Permanent Capacity ²	Number of Portable Classrooms	Adjusted Capacity ³	Actual Enrollment 9/17/15	% Permanent Capacity	% Adjusted Capacity
Brookwood	10.00	43,401	19	532	3	616	386	72.56%	62.66%
Butternut Creek	13.64	34,840	15	420	2	476	397	94.52%	83.40%
Eastwood	10.00	49,163	18	504	3	588	527	104.56%	89.63%
Farmington View	7.88	22,867	11	308	2	364	301	97.73%	82.69%
Free Orchards	11.26	73,500	23	644	0	644	403	62.58%	62.58%
Groner (K-8)	10.00	32,402	11	308	0	308	155	50.32%	50.32%
Imlay	8.68	69,435	19	532	2	588	530	99.62%	90.14%
Indian Hills	10.10	40,219	18	504	2	560	492	97.62%	87.86%
Jackson	10.00	50,767	19	532	3	616	528	99.25%	85.71%
Ladd Acres	15.00	60,825	24	672	2	728	531	79.02%	72.94%
Lenox	9.95	51,074	19	532	0	532	484	90.98%	90.98%
Lincoln Street	11.79	73,400	22	616	0	616	560	90.91%	90.91%
McKinney	10.00	49,163	19	532	3	616	481	90.41%	78.08%
Minter Bridge	10.00	49,163	19	532	2	588	509	95.68%	86.56%
Mooberry	10.00	49,496	18	504	5	644	478	94.84%	74.22%
North Plains	14.00	46,913	16	448	0	448	298	66.52%	66.52%
Orengo	13.24	69,435	23	644	0	644	634	98.45%	98.45%
Patterson	10.00	69,435	19	532	2	588	459	86.28%	78.06%
Quatama	10.02	73,100	19	532	0	532	462	86.84%	86.84%
Reedville	7.50	16,247	10	280	5	420	251	89.64%	59.76%
Rosedale	9.01	73,700	20	560	0	560	404	72.14%	72.14%
Tobias	9.00	50,000	19	532	4	644	449	84.40%	69.72%
W.L. Henry	10.00	52,831	18	504	3	588	378	75.00%	64.29%
West Union	12.34	42,757	17	476	0	476	380	79.83%	79.83%
Witch Hazel	9.00	69,435	21	588	2	644	573	97.45%	88.98%
Total	271.01	1,313,568	456	12,768	45	14,028	11,050	86.54%	78.77%

² Based on 28 students per permanent "regular" classroom (includes full-day kindergarten room(s), but portables are not counted towards school capacity)

³ Total school capacity, including portable classrooms (permanent capacity + portable capacity), assuming 28 students per portable classroom

Table 3-3 – Hillsboro School District Middle Schools – 2015-16 Capacity

Middle School	Acres	Gross SF	Number of Regular Classrooms	Permanent Capacity ⁴	Number of Portable Classrooms	Adjusted Capacity	Actual Enrollment 9/17/15	% Permanent Capacity	% Adjusted Capacity
Brown	30.00	95,414	34	1,088	0	1,088	727	66.82%	66.82%
Evergreen	15.00	120,000	32	1,024	0	1,024	824	80.47%	80.47%
Poynter	19.58	83,200	33	1,056	0	1,056	761	72.06%	72.06%
South Meadows	9.67	153,000	35	1,120	0	1,120	739	65.98%	65.98%
Total	74.24	451,614	134	4,288	0	4,288	3,051	71.15%	71.15%

Table 3-4 – Hillsboro School District High Schools – 2015-16 Capacity

High School	Acres	Gross SF	Number of Regular Classrooms	Permanent Capacity ⁴	Number of Portable Classrooms	Adjusted Total Capacity	Actual Enrollment 9/17/15	% Permanent Capacity	% Adjusted Capacity
Century	37.50	265,000	54	1,728	0	1,728	1,595	92.30%	92.30%
Glencoe	39.00	240,000	51	1,632	0	1,632	1,661	101.78%	101.78%
Hilhi	48.00	253,625	63	2,016	1	2,048	1,417	70.29%	69.19%
Liberty	44.00	288,897	58	1,856	0	1,856	1,585	85.40%	85.40%
Miller Ed Center	3.00	20,552	4	128		128	62	48.44%	48.44%
Total	171.50	1,068,074	230	7,360	1	7,392	6,320	85.50%	85.87%

3.3 Existing Conditions and Needed Improvements

ORS 195.110 includes the following provisions related to existing facility condition assessments and District facility needs:

(5)(a) The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:

⁴ Based on 32 students per permanent classroom

⁵ Based on 32 students per permanent classroom

(C) Descriptions of physical improvements needed in existing schools to meet the minimum standards of the large school district.

(F) Ten-year capital improvement plans.

As previously noted, District school facilities include:

- Four comprehensive high schools;
- One options high school (Miller Education Center, grades 9-12);
- Four middle schools (grades 7-8);
- 25 elementary schools (grades K-6)⁶; and
- One online school (Hillsboro Online Academy, grades 3-12).

The District support facilities consist of four facilities: Administration Center, Facilities and Support Services, Transportation Services, and Hare Field.

The District has conducted extensive assessments of each of its facilities. The most recent district-wide assessment was done in 2012 by Mahlum Architects. The District also completed an assessment of seismic conditions at its facilities (2014). The following information summarizes the findings of both efforts and identifies the level of physical improvements needed at each District facility.

3.3.1 Mahlum Facility Assessments – 2012

In 2011, the Hillsboro School District hired Mahlum Architects to update its Facilities Assessment Report. Mahlum had completed a full report to the District in 2006 that found that on average buildings district-wide were generally in good condition and well maintained. There were no school facilities that were unsafe for occupancy in the Hillsboro School District. By 2011 there had been significant changes to the facilities in the District and an update of the assessment was considered prudent. Some properties had changed function (e.g., Peter Boscow Elementary became Boscow Center, David Hill Elementary became Miller Education Center West), and the District had also sold one property and decommissioned a middle school. The 2006 report also did not include the support facilities listed above, so those were included in the 2012 update.

The purpose of the Facility Assessment Report was to evaluate the adequacy of existing facilities. Within the report, Mahlum identified deficiencies of each structure (exterior and interior structural elements), deficiencies of the building systems (such as HVAC, plumbing, electrical), deficiencies of the site (parking, safety, Americans with Disabilities Act compliance, etc.), and updates requested by principals. The costs to correct these deficiencies were then compared to the replacement cost of each facility (to fully upgrade the building to a 50-year standard) to determine that building's "score." A score of 95-100 points rates as satisfactory (no immediate

⁶ One school, Groner, was converted to a K-8 school starting in the 2015-16 school year.

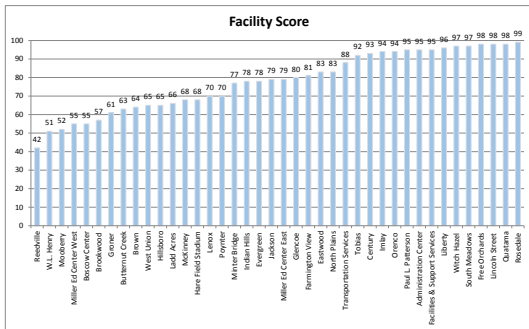
upgrades), a score of 75-94 points requires restoration (spending less than 25% of the replacement cost), a score of 55-74 represents major modernization (spending between 25-50% of the replacement cost), a score of 35-54 represents major remodeling (spending more than 50% of the replacement cost), and a score under 34 denotes the facility is unsatisfactory and it may be more cost-effective to consider replacement of the school. In addition to the rating, program enhancements were considered, including additional work that would bring the school up to the current program standards of the Hillsboro School District and expansion required at each school. The combination of the renovation, program enhancement and expansion provided a percentage of replacement cost to bring the existing facility to a 50-year facility standard.

Table 3-5 – 2012 Facilities Assessment Scoring and Recommended Action

Scoring	Recommended Action – Summary	Recommended Action – Description
95 - 100 points:	Satisfactory	
75 - 94 points:	Remodeling C	Minor Modernization; less than 25% of replacement cost
55 - 74 points:	Remodeling B	Modernization; 25% - 50% of replacement cost
35 - 54 points:	Remodeling A	Major Modernization; over 50% of replacement cost
0 - 34 points:	Consider Demolition	System is unsatisfactory and cannot be remodeled

The following chart presents the scores or rankings of the District's facilities based on the 2012 Facility Assessment prepared by Mahlum Architects.

Figure 3-1 – 2012 Facilities Assessment Scoring and Recommended Action



3.3.2 Seismic Study – 2014

The Hillsboro School District contracted with Miller Engineering to conduct a seismic renovation survey of all existing facilities in 2002. The purpose of the survey was to identify any existing structural or non-structural deficiencies that could affect the school buildings in the event of a major seismic event. The original surveys included preliminary cost estimates and presented corrective measure recommendations to bring the facilities up to current life safety codes. Many of the recommendations from that survey were completed between 2002 and 2014.

In August 2014, the District hired School Support Services LLC to coordinate a new round of seismic surveys to determine precisely which recommendations from the original surveys were completed, verify the existence of previously identified discrepancies, and physically inspect each facility to note any discrepancies that may have been overlooked during the 2002 surveys.

The information presented in this survey was gleaned from existing data, review of construction documents, numerous discussions with Maintenance Department staff, School Principals, Office Managers, and Head Custodians. Between August and December 2014 on-site visits were made by representatives of Miller Engineering and School Support Services. Many of the existing District facilities were deemed post-benchmark, meaning they were built after a certain time utilizing certain construction methods allowing them to be assumed to meet all life safety standards at the time of their construction. The post-benchmark facilities were not visited. However, their construction documents were reviewed by Miller Engineering and several needs were identified for those facilities as well.

The survey data was presented by school site, including photographs of the discrepancies noted. Cost estimates were provided for each site. The total cost to address seismic deficiencies was estimated to be approximately \$37.5 million. However, the greatest costs were estimated for the following sites: Poynter Middle School (\$8 million) and Brookwood Elementary School (\$4.6 million). A full list of the sites and seismic cost estimates is provided below.

Table 3-6 – Seismic Assessment Cost Estimates

Facility	Seismic Cost Total
Peter Boscow Gym	\$467,128.63
Brookwood	\$4,655,322.04
R. A. Brown	\$1,802,121.15
Butternut Creek	\$378,739.21
Eastwood	\$1,372,598.23

Facility	Seismic Cost Total
Evergreen	\$1,233,981.63
Farmington View	\$707,551.21
Glencoe	\$1,370,518.23
Groner	\$1,775,091.80
W. L. Henry	\$456,055.03
Hilhi	\$2,234,496.51
Indian Hills	\$463,100.46
Jackson	\$973,947.32
Ladd Acres	\$453,511.79
Lenox	\$567,356.77
W. V. McKinney	\$1,321,637.94
Miller East	\$189,097.22
Miller West	\$2,605,218.62
Minter Bridge	\$1,568,326.30
Mooberry	\$992,273.22
North Plains	\$2,037,422.80
J. W. Poynter	\$8,064,375.55
Reedville	\$994,408.52
West Union	\$852,784.70
Totals	\$37,537,064.88

Source: Hillsboro School District and School Support Services LLC, 2014

3.3.3 District Facility Capital Cost Estimates

In addition to the two study efforts noted above, the District's Facilities Department keeps a current estimate of costs by individual facilities on an annual basis to keep the facility in acceptable operating condition. The District's facility assessment considers the following building factors:

- Mechanical/Electrical/Plumbing
- Safety
- Seismic (2014 study)
- Roofing
- Technology
- Asphalt/Concrete
- Other Needed Projects

Each District facility is evaluated by District staff based on the above factors and a current cost estimate is developed that reflects the best estimate to bring an

individual facility up to current operating standards. These costs are a combination of general maintenance and building modernization and include project cost escalation for 3 to 5 years at 3% to 6% annually. The costs on the following table are total costs inclusive of the factors noted above. Detailed project and cost information can be found at:

<https://docs.google.com/spreadsheets/d/1ukZzK9bSoCIYd3V6RKm301Lsmn17AeGrNrwoyQSSxBo/edit?ts=56055a3a#gid=0>

Table 3-7 – Existing Facility Needs, Elementary Schools

Elementary School Facility	2015 Estimated Project Costs
Brookwood	\$9,480,863
Butternut Creek	\$3,411,621
Eastwood	\$3,344,543
Farmington View	\$4,516,594
Free Orchards	\$389,171
Groner	\$3,637,297
Imlay	\$596,532
Indian Hills	\$1,890,130
Jackson	\$2,566,069
Ladd Acres	\$4,235,229
Lenox	\$4,603,138
Lincoln Street	\$403,430
McKinney	\$2,820,394
Minter Bridge	\$3,109,394
Mooberry	\$3,535,968
North Plains	\$4,008,813
Orenco	\$496,245
Paul L. Patterson	\$562,883
Quatama	\$347,971
Reedville	\$2,563,355
Rosedale	\$398,676
Tobias	\$2,078,846
W.L. Henry	\$5,095,983
West Union	\$4,641,153
Witch Hazel	\$483,554
Elementary School Total	\$69,217,852

Table 3-8 – Existing Facility Needs, Middle Schools

Middle School Facility	2015 Estimated Project Costs
Brown	\$7,297,970
Evergreen	\$4,886,399
Poynter	\$14,623,300
South Meadows	\$810,032
Middle School Total	\$27,617,701

Table 3-9 – Existing Facility Needs, High Schools

High School Facility	2015 Estimated Project Costs
Century	\$7,370,732
Glencoe	\$8,685,192
Hillsboro	\$12,685,991
Liberty	\$2,842,158
Miller Ed Center East	\$1,899,547
Miller Ed Center West	\$3,907,124
High School Total	\$37,390,744

Table 3-10 – Existing Facility Needs, Auxiliary Facilities

Other Facilities	2015 Estimated Project Costs
Administration Center	\$398,570
Boscow Center	\$1,191,298
Facilities & Support Services	\$66,970
Transportation Services	\$16,390,387
Hare Field Stadium	\$1,031,172
Other Facilities Total	\$19,078,397

Table 3-11 – Summary of Existing District Facility Needs

	2015 Estimated Project Costs
Elementary Schools	\$69,217,852
Middle Schools	\$27,617,701
High Schools	\$37,390,744
Other District Facilities	\$19,078,397
District Facilities Total	\$153,304,694

Existing Conditions / Needed Improvements – Plan Recommendation:

Update the Existing Facilities Needs Assessment prior to convening a Bond Committee to identify projects that should be considered in a future Bond Program.

3.3.4 Modernization or Replacement

In the 2012 Facilities Assessment Report, the costs to correct identified deficiencies were compared to the cost to replace each facility (to fully upgrade the building to a 50-year standard) to determine a building's "score." On a scale of 0-100 points, a score under 34 denotes that the facility is unsatisfactory and it may be more cost-effective to replace the school.

The District's Long Range Planning Committee also discussed the point at which, when considering facility improvement costs, that it may be more cost-effective to replace the facility and rebuild a new facility.

Facility Replacement/Renovation Guideline – Plan Recommendation: *The Long Range Planning Committee came to the conclusion that the District should adopt a deficiency-to-replacement cost ratio range of 30-50% as a rule-of-thumb and guideline when the District should begin to seriously evaluate replacement of a facility. Staff suggested that the guideline be described as a range of 30-50%. Facilities in the district are maintained at a level at which the cost to address deficiencies rarely reaches 50%. Thus, there are cases in which facilities that should be evaluated for the cost-effectiveness of continued maintenance, expansion, and renovation, have not reached the 50% threshold, but could be considered for replacement for other factors (i.e. building safety conditions).*

3.4 Ancillary Facility Needs

3.4.1 Transportation Services Department

Transportation Services is located in the southwestern portion of the district at 1220 SW Walnut Street. This 8.4-acre parcel of land serves the entire district. Carol Hatfield, HSD Transportation Services Director, presented the following information to the Long Range Planning Committee on January 21, 2016.

Fleet Size and Route Information

The site is not central in the district. Therefore, the routes substantially add up in mileage on a daily basis. The average mileage per day has been calculated as 13,772 total miles per day. Average age of the fleet is 9 years. Other fleet and route information includes the following:

- 191 buses
- 15 miscellaneous transportation vehicles
- 98 General Education routes
- 52 Special Needs routes
- 60 Afterschool Activity routes
- 45 Summer 2015 Program routes, including Hillsboro Parks & Rec programs
- 2,882 Academic and Athletic field trips in 2015
- 1,087 Academic and Athletic field trips as of January 21, 2016

Facility Site

The current Transportation Services site is at capacity. All employee parking spaces and bus/transportation vehicle parking spaces are filled, and the facility space is not adequate to meet on-site training and staff meeting needs. Site characteristics include the following:

- 256 employees and 257 parking spaces (the site is not located near transit, so employees drive their personal vehicles to work)
- Four buildings on site
 - Main Building – Mechanic bays, dispatch, staff room, offices
 - Training Building (modular)
 - Seat Repair Building
 - Small Bus Wash Building with Diesel Exhaust Fluid (DEF) station

Transportation Services – Plan Recommendation:

Short-Term Needs

Transportation Services recommends that a satellite Transportation and Support Services site location be developed. This need is immediate and may be best served by utilizing an existing District-owned, undeveloped land site.

Long-Term Needs

- *Another satellite transportation and support services location may be needed in the future to accommodate growth in the South Hillsboro area*
- *Clean fleet mandate – Elimination of “gross polluters,” replacement/retrofit of current high-emission buses is scheduled*

- *GPS for buses – To increase accessibility for student tracking, transportation logistics, and maintenance*
- *Continuous improvement in fleet efficiencies and key performance indicators*

3.4.2 District Office Administration Center

The District Office Administration Center, located at 3083 NE 49th Place, provides office space for the following services:

- Superintendent and Assistant Superintendents' staffs for Office of School Performance and Academic Services
- Human Resources
- Finance & Business Office
- Communications

The District Office also serves as a hub for district-wide staff training activities and Board meetings. Additionally, there is a print shop located at this site. As the district continues to grow and new schools are added, the District Office Administration Center may need to either expand or find a way to more efficiently use its space. If the print shop were relocated or outsourced, the District could re-purpose the print-shop space as future office or training/meeting space.

Administration Center – Plan Recommendation: *No short-term recommendations.*

3.4.3 Facilities Services Department

The Facilities Services site, located at 4901 SE Witch Hazel Road, provides office space and storage for the Facilities and Maintenance Staff. This location also provides warehousing for Food Services. There is some need for expansion of this facility. As the district continues to grow and new schools are added, the Facilities and Maintenance site will require more space.

Facilities Services Department – Plan Recommendation: *No short-term recommendations. Monitor operation and performance of the existing facility as service demands increase to determine timing of any enhancements at the Facilities Services site.*

3.4.4 Hare Field

The 2012 Facilities Assessment Report identifies a series of longer term improvements needed at Hare Field, including the following:

- Replace home grandstand bleachers
- Replace baseball field light poles
- Address plumbing needs such as new hot water heaters, pipe leaks, and ADA fixtures in restrooms
- Address electrical needs such as panel capacity and lighting upgrades

Hare Field – Plan Recommendation: *No short-term recommendations. Monitor operation and performance of the existing facility as use increases to determine timing of any enhancements at Hare Field.*

3.5 Desirable Future School Sites

ORS 195.110 (5)(a) states:

The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:

(B) Identification by the city or county and by the large school district of desirable school sites.

Many school districts have historically referred to the following site size criteria for new school sites, as recommended by the Council of Educational Facility Planners International:

Elementary Schools:	10 acres
Middle Schools:	20 acres
High Schools:	40 acres

However, it is becoming more difficult to find sites these sizes in areas where they may be needed to accommodate future enrollment growth. Large sites often are constrained by environmental features such as topography or wetlands, involve multiple landowners that would require aggregation of lots, and are expensive to purchase as land values and costs rise. In addition, zoning regulations may either prohibit or otherwise make it challenging to develop a new school, particularly in areas zoned for high density development. (See Section 2.4 and Appendix B of this plan for a discussion of zoning regulations that apply in the Hillsboro School District.)

Recognizing these challenges and that the District needs flexibility in terms of future site selection, it is proposed that site size criteria for future school sites be reduced and be represented as ranges. The ranges are designed to accommodate the following site features and student enrollment.

Elementary Schools

Site Size (general range)	7 to 10 acres
Site Features	Covered Play Area – 2 basketball courts Soft Play Area with play equipment Soccer field size grass area Room for 3 double portables (6 classrooms)
Typical Target Enrollment (new construction)	600 students

Middle Schools

Site Size (general range)	15 to 20 acres
Site Features	Covered Play Area – 4 basketball courts Soccer Field(s) Football Field(s) 4 – 6 tennis courts Baseball Field(s) Softball Field(s) Room for 6 – 8 portables (12 – 16 classrooms)
Typical Target Enrollment (new construction)	1,100 students

High Schools

Site Size (general range)	35 to 40 acres
Site Features	Football Stadium and football practice area Track & Field with bleachers 2+ Baseball Fields, one with bleachers and concessions 2+ Softball Fields, one with bleachers and concessions 4 – 6 outdoor basketball courts Marching band practice area 8 – 12 tennis courts Batting cages (softball and baseball) Field house and concessions 2+ soccer fields Room for 6 – 10 portables (12 – 20 classrooms)
Typical Target Enrollment (new construction)	1,800 students

The site features shown above are those that have been found important to community members and school district leaders during school facility and site design workshops in the region in the past. Many of the site features highlight the community recreational values that are associated with school district properties. For instance, the Hillsboro School District and Hillsboro Parks & Recreation Department (HPRD) work closely to provide recreational facilities for HPRD programs. These facilities include field space for baseball, soccer, and football programs operated by HPRD and Little League organizations, as well as space inside school buildings for HPRD programs.

More recently, House Bill 3141 requirements regarding enhanced physical education (PE), has led District leaders to evaluate the programming of indoor spaces

(auditoriums and gymnasiums) and consider the addition or improvement of outdoor covered play areas at the elementary school and middle school levels.⁷ Considerations regarding indoor programming and outdoor improvements are being driven by the potential conflict between both PE and lunch needing indoor gymnasium/auditorium space. Currently, District elementary schools can program up to five lunch periods between 11:00 and 1:15 and middle schools can program up to three lunch periods between 11:00 and 1:25.⁸ When lunches are provided in the gymnasium, conflicts with PE programs can result. Other issues related to HB 3141 are discussed on page 3-34.

It is proposed that these criteria for site size and features serve not as absolute rules but rather as guidelines. Given the changing nature of land supply, land costs, educational programming needs, and community expectations, it is understood that significant flexibility and innovation needs to be allowed for in how sites are selected, designed, and developed in the future.

This is especially true for alternative education programs, which tend to have fewer students than traditional programs at the same grade level. This allows flexibility in siting those programs. Siting possibilities for alternative education programs include offering the programs in existing schools, in stand-alone schools but in smaller buildings on smaller sites, or in leased buildings. Facility needs for existing alternative programs such as Hillsboro Online Academy and Miller Education Center are discussed later in this plan (see Section 3.9.1).

The following factors should be considered in going forward with site selection, design, and development.

Efficient Use of Sites

The District can continue to study ways to make more efficient use of school sites and build on smaller sites, and keep current on emerging guidelines and practices of other organizations. The District can work with local jurisdictions on development code barriers to making more efficient and creative use of sites. Efficient use of sites is the focus of the next section of this plan.

Design Workshops

Site-specific design sessions can be held as sites are considered for inclusion in a bond development program, which can explore research on new school construction methods and models for small sites; alternatives for meeting school-related and/or recreational activities on-site, off-site, or in other programmatic ways; the optimal capacity of each existing site following a site-specific assessment; opportunities for joint partnerships with local agencies and community organizations (including

⁷ December 17, 2015 LRFP meeting minutes

HPRD, libraries, non-profits, etc.) to maximize the use of school sites and facilities; and alternative site-specific school designs and layouts developed with architects, urban designers, planners, and community representatives.

Community Amenities

School sites are often community centers that offer community amenities such as pools/athletic facilities, performing arts space, gardens, multi-use paths, and fields. As discussed in other passages of this section and this plan, the District can pursue partnerships in providing these amenities.

Access and Connections

Selecting and configuring sites so that bus and vehicle (parent and staff) circulation can operate safely and efficiently is critical. It is also essential that school sites connect to the surrounding neighborhood in a way that provides safe and convenient pedestrian and bicycle access, balanced with the need for clear and limited access points in order to ensure school safety and security.

Site Characteristics – Plan Recommendation: *The criteria for site size and features should serve not as absolute rules but rather as guidelines for future school construction. Given the changing nature of land supply, land costs, educational programming needs, and community expectations, it is understood that significant flexibility and innovation needs to be allowed for in how sites are selected, designed, and developed in the future.*

3.5.1 District-Owned Property

The following is an inventory of sites that the District owns. The list suggests the type of facility that could be developed on each site, but these are suggestions based on the size and configuration of the properties and not necessarily the facility need. Figure 3-2 shows the location of these sites.

1. Jacobson Road Site: Middle School or Transportation Site

- Location: Both sides of Northwest Jacobson Road, east of Croeni Road and west of the railroad tracks; immediately adjacent to the north boundary of Liberty High School site.
- Purchase Date: November 2001
- Land: Approximately 27 acres split between 15.49 acres north of Jacobson Road, and about 12 acres on the south side of Jacobson Road.

2. Butternut Creek: One Elementary School

- Location: Southwest corner of Cornelius Pass Road and Rosa Road of Butternut Creek as depicted on the Development Density and Intensity plan.
- Date: December 2014
- Land: 8.22 acres

3. Rosedale Farms: One High School

- Street Address: 22520 SW Rosedale Road
- Location: Directly across Rosedale Road from South Hillsboro Urban Growth Boundary expansion area.
- Purchase Date: March 20, 2014
- Land: 39.09 acres

4. Newland Development: Two Elementary Schools, or One Elementary/Middle School

- Location: Adjacent to Southwest 229th Avenue, south of Gordon Creek in southwestern portion of tax lot 1600 of Reed's Crossing. This 40-acre parcel will be divided into three smaller parcels within the Newland development in South Hillsboro as development occurs.
- Purchase Date: March 28, 2012
- Land: 40 acres

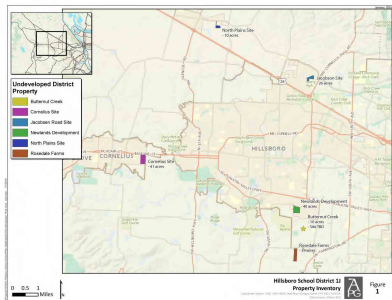
5. Cornelius Site: One High School or Combined Campus

- Street Address: 305 SW 345th Avenue, Hillsboro, OR 97123
- Location: West of Southwest 345th Avenue on the south side of the Southern Pacific Railroad tracks; adjacent to but outside of the City of Cornelius (due south from the Autonet Used Cars and Trucks on the south side of Tualatin Valley Highway). There is a home on the property that is rented and managed by the Hayden Group, LLC.) Note: Property was included in UGB expansion approved as part of legislative "Grand Bargain" in February 2014 short session.
- Purchase Date: January 2002
- Land: 41.09 acres

6. North Plains Site: One Elementary School

- Location: Southwest corner of Northwest West Union Road, near the Northwest Jackson School Road intersection.
- Purchase Date: October 1, 2004
- Land: 11.69 acres

Figure 3-2 – Undeveloped District Property



District-Owned Property – Plan Recommendation: The location of the undeveloped property that the District owns corresponds fairly well to where new enrollment growth in the District is expected. Therefore, the District should retain ownership of these properties for future school facilities. Additionally, the District should work closely with the City of Hillsboro and property owners in the South Hillsboro area to integrate future schools into the master planning and site development of the area.

3.6 Efficient Use of School Sites

ORS 195.110 (5)(a) states:

The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:

- (E) An analysis of
- (i) The alternatives to new school construction and major renovation

Efficiency measures that the District currently uses and could expand upon include the following categories of measures: portable classrooms; multi-story buildings; shared use; and school site size, expansion, and conversion.

3.6.1 Portable Classrooms

As discussed elsewhere in this plan, portable classrooms are an affordable and flexible method for responding to fluctuations in school enrollment and increasing efficient use of a school site. The portables used by the Hillsboro School District typically consist of two classrooms, each about 900 square feet. Portables often make the difference between a school being below or over capacity. The portables used in the district range between being temporary to semi-permanent. There are currently 45 portable classrooms in use at the Elementary School level and one portable in use at the High School level. The 45 portable classrooms at the Elementary School level represent capacity for 1,260 students or roughly the equivalent of two new elementary schools at 600 students each.

The use of portables must be balanced with site considerations and issues of educational quality and equity between schools. The following site conditions should be considered when considering the siting of portables:

- Environmental constraints – steep or changing slopes; streams, wetlands, or other sensitive lands
- School site features – parking, play areas and fields
- Development code – how portables are classified and regulated according to zoning code; building setbacks from lot lines required by the code
- Fire safety – access roads and proximity to hydrants
- Core facilities – including whether restroom facilities are provided in portables.

Other issues to consider when making decisions about using portables include educational quality and equity. There is a growing body of research indicating a positive relationship between the quality of a school facility and student achievement. It cannot necessarily be assumed that permanent classrooms are always better quality than portable classrooms, but because portables are designed to be temporary and uniform, they lack some of the architectural quality and special features or amenities that permanent classrooms have. These differences may make a difference in student achievement. When some schools have more portables than others, there is the potential to foster inequity between schools, possibly resulting in lower performance and achievement.

Portable Classrooms – Plan Recommendation: *The District currently relies on portable classrooms extensively at the elementary school level. The 45 portable classrooms currently in place at the elementary level have the capacity to house over 1,200 students – or the equivalent of two new elementary schools. While portables do provide temporary relief to capacity issues, in the longer term*

the District should reduce reliance on portable classrooms and provide new capacity in permanent facilities.

3.6.2 Multi-Story Buildings

Multi-story buildings are typically more expensive to construct than single-story buildings. Local building codes may prohibit younger students from being taught on floors above or below the main floor. At the same time, multi-story buildings provide significantly more student capacity using the same footprint as a single-story building. Rising land costs have made multi-story construction and operation in the district increasingly cost-effective. Existing schools in the district, including South Meadow Middle School, Glencoe High School, and Liberty High School, feature multi-story buildings.

Multi-Story Buildings – Plan Recommendation: *The new schools that the District has recently constructed have been multi-story. Future school construction should follow this approach as a way to more efficiently use District properties.*

3.6.3 Shared Use

Another effective way of maximizing the use of a site is to share the use with other organizations. Shared use also implements direction from the 2011-2016 Hillsboro School District Strategic Plan, including “The District shares facilities and systems with community partners to enhance academic and recreational programs” and “Reciprocal facilities partnerships are increasing.”

The District already enjoys a healthy partnership with HPRD for parks, sports facilities, and trails. Other shared use partnerships that the District has and can enter into and develop include those with the City of Hillsboro and other educational and community service providers. Partnerships could also be considered with commercial interests insofar as the shared-use portion of the site could be secured from the rest of the school site. Shared uses to potentially target include libraries, performing arts facilities, culinary arts programs, indoor and outdoor recreation and fitness facilities, meeting and training rooms, parking facilities, facility support and maintenance services, and commercial enterprises on the ground floor and offices on the upper floor of multi-story schools,

There are also opportunities for District schools to share sites with other District functions and facilities. This includes schools and school programs that share buildings on a site or have their own buildings but share the site itself. There is already an example of this in the Hillsboro School District where Witch Hazel Elementary School and South Meadows Middle School are co-located on a site. Other examples are found locally in Portland Public Schools and Forest Grove School District. In Portland, Abernethy Elementary School and the Environmental Middle School shared buildings on a southeast Portland school site until the middle school grew to a point where it needed to move to its own site nearby. In Forest

Grove, Fern Hill Elementary School and Neil Armstrong Middle School were constructed on the same site.

A related form of schools sharing sites is the K-8 format, which effectively combines two schools – an elementary school and a middle school. The District currently has one K-8 school, Groner K-8 in the Scholls community in the southernmost part of the district.

3.6.4 School Site Size, Expansion, and Conversion

Clearly one way to make more efficient use of land is to use less of it, and to make school sites smaller. While site size guidelines may be adopted for schools, these are understood to be flexible, and non-traditional schools like alternative schools usually can also be very flexible with site sizes and features. Non-educational uses on sites such as parking, recreation, and open spaces may be reduced but the following factors should be seriously considered in these types of decisions.

- Good walking, biking, and transit access must be available to reduce the demand for vehicle parking. Otherwise, there is the risk that parking will overflow into the surrounding neighborhood, which can create livability issues and complaints from residents.
- Sufficient parking is an important issue for parents and others who usually come to volunteer at schools during the daytime. As schools have come to rely more on volunteers in times of operating budget shortfalls, this can be a critical consideration.
- Local zoning code must allow for shared parking agreements and/or off-site parking. If not, the District and any partner agencies will need to work with jurisdictions to develop solutions to these code barriers.
- School sports and extracurricular activities have consistently been a highly regarded value of residents in school districts. Unless there are convenient alternatives to providing space for these activities, very careful consideration should be taken when evaluating whether to reduce this space on a school site.

Efficient use of a site can also be increased by expanding uses on a site rather than acquiring new land. Expansion studies for all four high schools and all four middle schools were conducted to determine if it was feasible to expand current facilities or reconfigure the site to provide a more efficient layout. Appendix D presents the outcome of this assessment. While these studies illustrate potential opportunities to more efficiently use existing school sites, expansion should generally be carefully considered for trade-offs in terms of significantly increasing the number of students in schools and creating a “large school” environment where it may not be ultimately desired.

Current schools that have major building systems (e.g., mechanical, electrical, plumbing) or seismic deficiencies should not necessarily be expanded. Newer sites that have been built in the past 10 years may be more easily expanded. However, if this option is considered, careful consideration should be given to the existing building systems to determine if an expansion would put excessive stress on those systems or if additional upgrades will be required.

In terms of specific school sites, the District has determined that the following school sites could possibly be used more efficiently, but a deeper assessment would need to be conducted to identify and balance trade-offs before changes were made:

- **Brown Middle School** – This school sits on 27 acres. The middle school building is situated on a small portion of this L-shaped parcel of land. There are community fields that are seldom used during the school day but that are a major community asset. This area in Hillsboro is possibly in need of a new elementary school to help alleviate the crowding at the nearby elementary schools of both the Liberty and Century feeders. Options include using a portion of the L-shaped lot to build a new elementary school, with still enough land remaining for community fields.
- **Hillsboro High School** – This school site is 48 acres. There are many amenities that Hillsboro does not have that other high schools in the District have, such as a track and field for their athletic department. This school is a “California-style” open campus, which means that the school has multiple, single-story buildings spread out over the site. The access in and out of the school is through one narrow, long drive; and the bus drop-off/pick-up zone is shared with the student and staff parking area. Options include re-designing the school, athletic facilities, parking, and bus areas to provide better use of the site and for a more efficient and safer high school campus.
- **Miller Education Campus East** – This site is located in the heart of Downtown Hillsboro. The buildings on the site are in poor condition. Options include replacing the existing buildings on the site to provide a central location for a new office building that could house the Community Transition Services (CTS) or Options programs. Another possibility is selling this site to provide funding for other projects.

School Site Sites, Expansion, and Conversion – Plan Recommendation: Provide this information to a Bond Committee to consider as it develops the recommendations for new facility construction or modernization of existing facilities for a future Bond Program.

3.7 Alternatives to New Construction

ORS 195.110 (5)(a) states:

The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:

(E) *An analysis of:*

[...]

(ii) Measures to increase the efficient use of school sites including, but not limited to, multiple-story buildings and multipurpose use of sites.

Schedule changes, the use of portable classrooms, public/private partnerships, and online learning were evaluated as alternatives to building new schools.

3.7.1 Program Changes

Two types of year-round schedules that other school districts use are the single-track year-round schedule, a more traditional year-round schedule where all the students are on the same year-round schedule, and a multi-track year-round schedule. Year-round school has been shown to have educational benefits. However, with a single-track year-round schedule when all the students attend school at same time, there is not a significant difference in the school's capacity. In fact, it has the potential to make maintenance more difficult because there are no long stretches of time when the school is unoccupied, as compared to schedules in which classes are not held during the summer). Major maintenance and renovations would require closing a school and transporting students temporarily to another location for classes.

In a multi-track schedule, the student body is divided into four groups, and three of the four groups attend at one time. This has educational benefits associated with year-round schedules in addition to the potential to make 25% more capacity available. However, these advantages are somewhat offset by the same challenges to major maintenance and renovation that single-track year-round schedules face.

An extended-day schedule essentially splits the students into two groups: one that attends during the morning shift and one during the afternoon shift. Of these programming options, the double shift has the potential to free up the greatest amount of school capacity; theoretically, this could make 50% more capacity available during each shift. However, this schedule can create challenges for working parents coordinating care as well as interfere with extracurricular and "after-school" activities that families tend to regard dearly. In the past, other districts in the region have not considered these options because they are undesirable in the long term.

Program Changes – Plan Recommendation: *The above represent program and operational changes that the District could consider in the future. However, at the present, there does*

not appear to be the need to move toward these changes. No Facility Plan recommendation at this time.

3.7.2 Portable Classrooms

Portable classrooms offer solutions both for making more efficient use of a school site and providing a substitute to constructing new permanent buildings. Portables offer flexibility in responding to changes in enrollment and cost less than permanent buildings to purchase and operate. Table 3-12 provides the number of portable classrooms that were in use in the district for the 2015-16 school year, and the corresponding student capacity that these portables provide. As the table shows, portable classrooms are currently used very minimally at the middle school and high school levels. In addition, although each school is not displayed, almost half of the elementary schools currently do not have portable classrooms.

Table 3-12 – Portable Classrooms in Hillsboro School District

	Number of Portable Classrooms	Student Capacity ⁹
Elementary Schools	45	1,260
Middle Schools	0	0
High Schools	1	32
Total	46	1,292

Portables tend to lack some of the architectural quality and special features or amenities that permanent classrooms have, particularly core facilities like restrooms, and some schools have significantly more portables than other schools. Studies are being done throughout the country to see what effects facility differences like these may have on student achievement. The concern is that when some schools have many more portables than others, this potentially creates an inequity in terms of lower performance and achievement related to a higher ratio of portable classrooms to permanent classrooms. The District could consider developing guidelines and policies about when portable classrooms become, in essence, permanent classrooms and when portable buildings should be replaced with permanent buildings.

Portables can be considered for use not just as additional classrooms, but for either extra cafeteria or physical education space, such as an indoor play area for elementary school students. They may also provide space for after-school care and other uses.

⁹ Capacity is determined based on an assumption of 28 students per classroom at the elementary school level and 32 students per classroom at the middle and high school levels.

Portable Classrooms – Plan Recommendation: While portable classrooms are an efficient and flexible way to address short-term school capacity issues, use of portable classrooms on a long-term basis would need to be assessed based on issues such as program equity, student safety, impact on core facilities at the main school building (cafeteria, gym, etc.) and costs. As a policy, the District will strive to house students in permanent school facilities and reduce, over time, reliance on portable classrooms as a long-term method to house students.

3.7.3 Online Learning

It is expected that there will be increasing opportunities for online and remote learning as a supplement for in-class learning. Offering more online learning may alleviate some of the need for the staffing and facility space associated with traditional in-class instruction, and at the very least should allow more flexibility in what staffing and facility resources are needed and how they are used.

Hillsboro Online Academy (HOA) opened in September 2012 as the first public, non-charter online school in Oregon. It is located centrally in Hillsboro between Vern McKinney School and Hare Field. As stated on the District's website, the academy was launched "to fill the needs of students who wish to conduct their education outside of, or as a supplement to, traditional learning on a physical campus. Our Online Academy provides the educational tools for our students to do so." HOA is a free, public school open to elementary (grades 3-6), middle, and high school students. It offers core courses and electives that enable students to fulfill state requirements. Facility needs related to HOA are discussed later in this plan (in Section 3.9.1).

Online Learning – Plan Recommendation: No short-term recommendations.

3.7.4 Site-Specific Capacity Analysis

In order to best understand the opportunities for efficient use and alternatives to new construction on facility sites in the Hillsboro School District, the District could conduct a site-by-site assessment of its school facilities and support facilities to estimate the optimal capacity of each site. This would help determine if expanding existing facilities is feasible and may defer the need for the construction of new school facilities.

It is recognized that this analysis is an intensive effort, and it would not be expected that such an analysis could be completed for inclusion in this plan. However, a site-by-site analysis would be extremely informative in developing a bond program and helpful to a bond committee. It is anticipated that existing practices in making efficient use of sites and implementing alternatives to new construction would be enhanced by findings from a site-by-site capacity analysis as well as by site-specific design workshops, market pressures associated with a limited supply of large sites, and the move toward infill and redevelopment.

Site-Specific Capacity Analysis – Plan Recommendation: *As a part of a future Bond Committee, evaluate current facilities and campuses and identify if opportunities exist to make more efficient use of a District-owned property to that will provide student capacity in areas where new capacity is needed.*

3.8 Special Program Needs

The facility needs for HSD Special Programs are summarized in two categories.

- 1) **Alternative/Options Programs** – These programs require their own facilities or a large amount of space to be considered in long-range planning. Alternative or Options programs such as the Hillsboro Online Academy, Miller Education Centers, Community Transition Services, and a Career and College Pathways/Career and Technical Education Center are addressed in the Alternative Program Facilities section.
- 2) **On-Site Programs** – These programs require special consideration, but are located within existing school sites. Full-day Kindergarten, Physical Education and Sports programs, Special Education classrooms, and on-site Dual-credit College Classrooms and Career and Technical Education classrooms.

3.8.1 Alternative Program Facilities

Hillsboro Online Academy

Hillsboro Online Academy (HOA) is a free, public, hybrid online school, incorporating the benefits and the flexibility of online schooling with the support of a school district and state-certified, highly qualified teachers. HOA is a hybrid online school because it mostly offers online classes, but also has a physical location used for weekly face-to-face STEM emphasis opportunities, counseling sessions, physical education classes, extra-curricular clubs, and monthly field trips. HOA currently has an elementary program and a secondary program. The elementary program serves students in grades 3 through 6. The secondary program serves students in grades 7 through 12.

HOA has 182 full-time enrolled students as of the 2015-16 school year. They are served in the old Peter Boscow Elementary School and share the facility with a life skills program called Community Transition Services. HOA was a pilot program in 2012 and has grown substantially every year. The need for this hybrid school is very apparent. They have already outgrown their space at the Boscow facility. The school would like to expand into the CTS space at the Boscow facility if possible. The Peter Boscow site is located on a 7.91-acre parcel. Much of the site contains well-groomed community fields and newer outdoor play equipment. However, there is no covered play area, so during most of the school year, physical education classes and requirements are met by using the gymnasium. HOA may be better served by a facility that is more in line with their program needs.

Community Transition Services (CTS)

Community Transition Services (CTS) is the District's program to support young adults (ages 18-21) in their transition to life after high school. The key focus is to help young adults build independence and quality of life with an emphasis on linking students to appropriate community and adult services. These academic and community experiences are provided to special education students who have not graduated with a regular diploma.

HSD currently has two CTS program sites:

- 1) CTS at the Peter Boscow site – This site is shared with HOA, as described above. The Boscow site is an older building and has some ADA compliance issues. The CTS program would like to expand; however, no space is currently available at the Boscow site.
- 2) CTS at the Boys and Girls Club – This site is located at 560 SE 3rd Avenue, Hillsboro, 97123 (prior location of the Miller Education program, grades 7-8). This location is owned by the Boys and Girls Club, but HSD uses a few rooms at this location and in turn provides janitorial to the Boys and Girls Club facility. This has been a beneficial partnership; however, HSD would prefer to have the CTS programs combined or located closer to each other if possible.

The CTS program uses buses to transport students into the community where they learn life skills first-hand through part-time job experience programs. Any future CTS property location will need to be ADA compliant and have adequate bus access. Possible future locations for the CTS programs include: 1) expand the Peter Boscow site and move the HOA to an alternative site; or 2) construct buildings at the Miller Education Center East site (215 SE 6th Avenue, Hillsboro) to provide a new multi-story, ADA-accessible building with a bus pull-through driveway on the 0.94-acre site. The benefit of being located at this site is its accessibility to the MAX line and other public transit. Other programs could also be housed in this new building if properly planned.

Miller Education Center East

Miller Education Center East provides educational services to middle school students who have been expelled. Each student is provided an individualized educational plan that focuses on academic skill building. All students at MEC East have access to a counselor who can help with personal decision-making, positive behavioral management, and/or questions related to transition to their home school.

Other programs supported at Miller Education Center East include Options programs for fifth-year diploma students, students who are transitioning between programs, and Workforce Training (HIP/Connect).

Miller Education Center West

Miller Education Center (MEC) West is Hillsboro School District's alternative high school. MEC West currently supports students in grades 9-12. There is an on-site teen parent program (including a nursery) for up to 12 infants and toddlers.

All MEC West students live at or below the poverty level and receive free breakfast and lunch services at the school. Students apply to attend MEC West and re-apply each semester. MEC West accepts applications from district high school students with referral by their school counselor. Applications are accepted each semester. Students are able to earn their high school diploma through the program.

MEC 9-12 does not accept expelled students or students who have committed felonies or certain misdemeanors.

Needed improvements for the Miller Education Center are addressed in Section 3.3 of this plan, grouped with high schools in the district. Options for alternative uses for the site are discussed in the subsection above regarding the CTS program.

City View Charter School

City View Charter School opened in 2004 with only 34 students (grades 1-5). City View has grown to 192 students in grades K-8 as of the 2015-16 school year. City View organizes its curriculum around multidisciplinary learning expeditions. Academic achievement and character development are placed together at the core of the curriculum.

City View must meet all District and state health, safety, and various other requirements. All City View students must meet or exceed the standardized test scores of District public schools as written in the contract with the Hillsboro School District. Funding to establish a non-profit public school comes from private foundations, federal grants, corporate donations, and personal donations. Once the school is in session, it receives a percentage of state public school tuition for each student enrolled.

City View is currently looking for a new property for their school. They have been partnering with a local church, but they are growing and would like to build a new school. City View also provides all their own janitorial, maintenance, etc., at their current location, and would continue to do so at their new location.

Alternative Program Facilities – Plan Recommendation: *Continue to support alternative programs and identify where facility improvements will be needed to provide safe and efficient programs either through the District or in partnership with others.*

3.8.2 On-Site Programs

Full-Day Kindergarten

Full-day kindergarten went into effect for the 2015-16 school year. All 25 of HSD's elementary schools now offer full-day kindergarten. In order to accommodate full-day kindergarten, each of the 25 elementary schools lost one permanent classroom. As well, the shift to full-day kindergarten had an impact on core facilities such as cafeterias – lunch is now provided to kindergartners whereas before (half-day) lunch was not provided. This has had an impact on scheduling lunch periods. There are over 1,500 full-day kindergartners now attending school in the District.

Physical Education and Sports Programs

In 2007, the Oregon Legislature enacted House Bill 3141, which calls for a minimum of 150 minutes of weekly physical activity for each student in grades K-5 and 225 minutes for students in grades 6-8, effective July 1, 2017. Jim Peterson, Facilities Coordinator for the Hillsboro School District, provided an overview of district physical education facilities to the Long Range Planning Committee on December 17, 2015, in the following table, "Square Footage of Elementary and Middle School PE Areas, Prepared Oct. 2015."

Figure 3-3 – Overview of HSD Physical Education Facilities

Site	Gym (sf)	Cafeteria (sf)	Covered Play Area (sf)	Custodial FTE
Elementary Schools				
Brookwood	2,400	2,200	5,560	2.0
Butternut Creek	4,000	2,891	2,664	2.0
Eastwood	SHARED	4,750	4,968	2.0
Free Orchards	6,664	3,360	4,802	2.0
Farmington View	2,800	2,080	2,205	1.875
Groner	2,940	2,100	4,272	1.875
Imlay	5,612	3,572	4,752	2.0
Indian Hills	4,000	3,000	2,775	1.5
Jackson	SHARED	4,606	4,692	2.0

Site	Gym (sf)	Cafeteria (sf)	Covered Play Area (sf)	Custodial FTE
Ladd Acres	SHARED	3,950	10,506	2.0
Lenox	4,400	3,968	3,672	1.875
Lincoln Street	8,100	4,080	5,535	2.0
McKinney	SHARED	4,720	4,889	2.0
Minter Bridge	SHARED	4,750	4,970	2.0
Mooberry	SHARED	4,410	5,160	1.875
North Plains	SHARED	3,264	3,723	1.875
Orenco	6,825	3,300	4,195	2.0
Patterson	6,825	3,075	5,247	2.0
Quatama	7,350	3,360	4,060	2.0
Reedville	3,871	1,768	4,125	1.5
Rosedale	7,600	3,538	4,864	2.0
Tobias	5,000	4,214	5,776	2.0
W.L. Henry	SHARED	5,000	5,476	2.0
West Union	3,750	2,304	3,780	1.875
Witch Hazel	7,068	3,430	4,389	2.0
Middle Schools				
Brown	11,472	7,366	N/A	3.0
Evergreen	17,602	10,347	N/A	3.0
Poynter	11,008	3,540	N/A	3.0
South Meadows	13,184	5,950	N/A	3.5
Miller Alternative	3,871	2,097	N/A	

This report shows that there are eight elementary schools in the district (Eastwood, Jackson, Ladd Acres, McKinney, Minter Bridge, Mooberry, and North Plains) that have a combined cafeteria/gymnasium. These schools will face challenges meeting the physical education requirements unless additional facilities, or, at a minimum, additional janitorial services are provided. Alternatively, the District can consider adding portables for specific use as either cafeteria or gym space.

Special Education Classrooms

The Resource Room

The Resource Room programs serve students grades K-12 who have mild to moderate disabilities. Classrooms are supported with regular consultation from a variety of specialists (behavioral, support, autism, speech-language pathologists, and occupational and/or physical therapists). They assist the teacher and instructional assistants in providing quality services to students.

Life Skills Classroom

The Life Skills Classroom (LSC) is the District's program for students with moderate to severe disabilities who have a demonstrated need for support in the areas of intellectual development, social development, self-management, communication, medical, behavior and/or motor skills. These classrooms are highly structured and include a higher adult-to-student ratio than the general education classroom.

Social Learning Center

The Social Learning Center (SLC) is the District's program for students in need of intensive social-emotional and behavioral supports. The SLC provides specially designed social/emotional and behavioral support, as well as mainstreaming support.

Social Communication Classroom

The Social Communication Classroom (SCC) is the District's program for students with social communication disorders, such as Autism Spectrum Disorder, who do not show indications of severe intellectual disabilities. These students may experience severe educational impact in the following areas: emotional regulation, severe reactions to sensory experiences, communication and social skills. The SCC provides a continuum of services to address the individual student's needs.

Student Services – Extended School Year Service

Extended School Year Service (ESY) services are provided in order to mitigate severe regression and lack of recoupment over the summer break.

Dual-Credit College Classrooms and Career and Technical Education Classrooms

Hillsboro School District is committed to ensuring all students are college- and career-aware, -eligible, and -prepared. As part of the Career and College Pathways program, HSD provides career technical skills classes and dual-credit opportunities

at all four high school campuses in classes ranging from early childhood education, culinary arts, robotics, engineering/drafting, agriculture, and fire science. These courses are designed to engage students to explore career choices while still in high school.

The dual-credit classes allow students to get a free head start on college. However, the District's current networks of industry professionals and high school teachers offering focused programs of study in career technical education and dual-credit classes is uneven across schools; e.g., students with an interest in Fire Science have to attend Liberty High School, and students with an interest in Agriculture have to attend Hāhi. The strongest programs – Health Sciences, Business, Engineering, Early Childhood Education, Automotive Science, Fire Science, and Culinary Arts – are the result of incredible efforts by teachers, industry partners, and creative use of space within existing facilities. The District's goal is to expand existing offerings by creating a centralized campus for this program. Transportation would be provided from each high school in the district so that all students have the opportunity to participate in focused programs of study and internships related to their career aspirations.

A currently District-owned property that could be used for this Career and College Pathways Campus is Poynter Middle School. The current middle school could be maintained, while a portion of the fields could be converted to the storefront portions of the new campus. Eventually, as the campus grows, HSD might consider relocating the Poynter Middle School students to a new middle school that could be built adjacent to Liberty High School.

On-Site Programs – Plan Recommendation: *As a complement to this effort, the District will continue feasibility studies of various locations in a central service area to develop a hub for career and technical programs. Site characteristics include access to public transportation, adjacent businesses, and facility adaptability. The studies may examine potential sites currently owned by the District as well as others that may become available for sale or lease.*

3.9 District School Facility and Land Needs

3.9.1 Facility Needs to Accommodate Forecasted Enrollment Growth

Based on the growth in student enrollment forecasted by Portland State University, the distribution of that growth and where current school capacity issues either exist or are anticipated to occur, this Facility Plan includes the following recommendations for new school facilities during the time period covered by the Plan (2030).

Facility Needs to Accommodate Enrollment Growth – Plan Recommendation:

- *One to two new elementary schools in the South Hillsboro area. This area is expected to be the location of significant residential development over the next 10 – 15 years. The District owns property within the South Hillsboro area that will ultimately be used for new school facilities (probably two elementary schools and possibly one middle school). As this area begins to develop, the District should work with the City of Hillsboro and the property owners to understand the phasing of residential development in the South Hillsboro area and to identify the site for the first elementary school to serve this area. One new elementary school should be constructed within the next 10 years in the South Hillsboro area to accommodate this new residential area with one additional elementary school constructed by the end of the planning period of this Facility Plan (2030).*
- *One new middle school should be constructed within the next 10 years in the South Hillsboro area to serve this new residential area. The District owns property within the South Hillsboro area that will ultimately be used for new school facilities.*
- *Monitor the pace of development in the South Hillsboro area to determine the timing of when new school facilities will be required. Coordinate with the City of Hillsboro staff and private property owners in the South Hillsboro area to properly phase-in new school facilities.*
- *One new elementary school in North Plains (east side of the City). The City of North Plains is currently experiencing significant new residential development in the eastern portion of the city (600 – 800 new housing units are either approved or “in-process”). The District owns property for a new elementary school in the eastern portion of the City. As this area begins to develop, the District should work with the City of North Plains and property owners to understand and monitor the phasing of residential development in the eastern portion of North Plains to determine when a new elementary school should be constructed within the next 10 years to accommodate this new residential area.*
- *The District needs to address its Transportation and Support Services Facility. The current facility is at capacity and there is little opportunity for expanding on the site. As well, the current facility is in the southwest portion of the District. A second Transportation and Support Services Facility to serve the northern portion of the District would help balance the provision of this service and provide a more efficient distribution of transportation routing options. The District owns property north of U.S. 26 in the West Union area that could be used for a second Transportation and Support Services Facility. The site is properly zoned Industrial and could be used for this purpose. This facility should be considered as one of the elements of a future Bond Program and assessed.*
- *The State-mandated physical education (PE) requirements will put a significant strain on existing PE facilities at many schools throughout the District. The District should assess the ability of existing gymnasiums in schools at all levels to accommodate the new requirement in light of how these facilities are currently used. This assessment should*

identify if and where modernization steps will need to be taken to meet the new PE requirements.

- *The District has three schools constructed in the “California style” of school construction (i.e., open campuses and passages, multiple entries, stand-alone classroom “pods” that aren’t connected to the main building where core facilities are located). From both functionality and security perspectives, these schools (Brookwood, Ladd Acres, and Hilbi) should be considered as candidates for modernization to enhance and secure the individual campuses. This assessment should be presented to a Bond Committee for consideration as modernization projects in a future Bond Program.*
- *The District should consider developing a Career Technical Center that would consolidate current career technical programs at a centralized location to offer a broad selection of career training opportunities.*
- *A future Bond Committee should review the updated Facilities Assessment to determine if it will be more cost-efficient to rebuild or replace rather than modernize certain District facilities that exceed the deficiency-to-replacement cost ratio range of 30-50%. The Long Range Planning Committee suggested that the 30-50% threshold be used as a rule of thumb and guideline when the District begins to seriously evaluate replacement of a facility.*

3.9.2 Land Needs and Determination of Adequate Supply

Land Needs – Plan Recommendation: *The District currently has a good supply of vacant land strategically located throughout its service area. As these sites begin to be used, the District should consider the need for new land acquisition in the areas identified as Urban Reserves (see Figure 2-10) – specifically in the Bendemeer area in the northern portion of the District and in the Urban Reserve immediately to the west of the South Hillsboro area.*

3.9.3 Planned Locations for New Schools

As noted above, this Plan has identified the need for two new elementary schools – one in the South Hillsboro area and one in the City of North Plains (east side).

Planned Locations for New School – Plan Recommendation: *The following table provides a rough approximation of the distribution of future student enrollment growth to 2030 compared to the current distribution. Given that the new growth is likely to occur most significantly within the urban growth boundaries of the incorporated areas, it’s appropriate to assume that the large majority of future student growth will occur within the two cities that have the most developable residential land – Hillsboro and North Plains.*

Table 3-13 – Geographic Distribution of Enrollment

Jurisdiction	2015-16 HSD Current Enrollment Distribution by Jurisdiction	2030-31 Enrollment Distribution Assumption	2030-31 Enrollment Forecast – Middle Series Enrollment Growth (1,734 students)	2030-31 Enrollment Forecast – High Series Enrollment Growth (3,155 students)
City of Hillsboro	67.2%	80%	1,387	2,523
Unincorporated Washington County	28.5%	5%	87	158
City of Cornelius	2.7%	5%	87	158
City of North Plains	1.6%	10%	173	316
TOTAL			1,734	3,155

Figure 3-4 Growth Areas within HSD Elementary School Attendance Boundaries

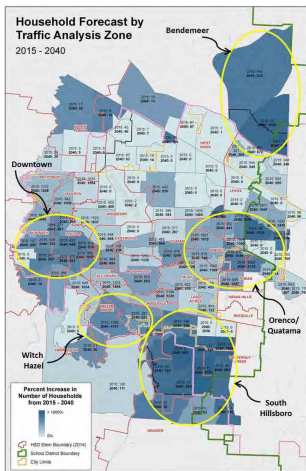
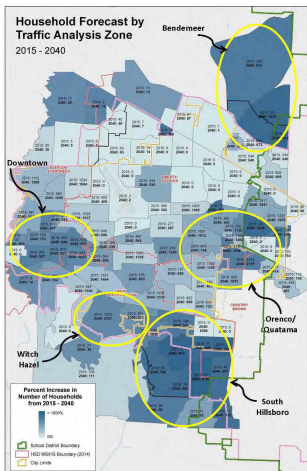


Figure 3-5 – Growth Areas within HSD Middle and High School Attendance Boundaries



3.10 Financing Tools for Capital Programs

ORS 195.110 (5)(a) states:

The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:

(D) Financial plans to meet school facility needs, including an analysis of available tools to ensure facility needs are met.

This section provides a discussion of the financing tools available to Hillsboro School District and its capacity for generating capital resources.

3.10.1 Capital Improvement Bonds

General Obligation Bonds (GO Bonds)

GO Bonds are a municipal debt security issued by the District and are backed by the full faith and credit of the Hillsboro School District. They are used to finance capital expenditures and are supported by a voter-approved property tax levy. Historically, the Hillsboro School District has used this method of financing for most of its capital construction. GO Bonds can be issued for capital construction and improvements having an expected useful life of more than one year. The most recent bond that District voters approved was in 2006 for \$169,000,000 for new and modernized facilities.

Full Faith and Credit Obligation (FFCO)

Similar to the GO Bond, the District can issue a municipal debt security by authorization from the School Board, and is repaid using resources other than a tax levy. The District has issued an FFCO supported by the State School Fund's 70% transportation reimbursement to purchase school buses.

Certificates of Participation (COPs)

COPs are a financial obligation the District can use to finance essential capital improvements. Like a GO bond, a COP is a loan from investors to the District. Unlike GO bonds, however, COPs are not backed by the full faith and credit of the District; rather, the repayment of the debt service on the COPs is subject to annual appropriation by the District.

Qualified Energy Conservation Bonds (QECCBs)

QECCBs are bonds that enable qualified local government issuers to issue taxable rates to fund energy conservation projects. Bond issuers then receive cash rebates from the U.S. Department of Treasury to subsidize the net interest payment, effectively lowering the cost of these bonds to near 0%. These bonds have been used by the Hillsboro School District to fund energy conservation measures in many of our facilities.

3.10.2 Construction Excise Tax

The 2007 Oregon Legislature passed Senate Bill 1036 allowing school districts to impose a CET on improvements to real property that result in a new structure or additional square footage in an existing structure. For the 2015-16 school year the Hillsboro School District is collecting \$1.20 per square foot of new residential construction and 60¢ per square foot of new non-residential construction that can be used for land acquisition, construction, renovation or improvement of school facilities; costs to purchase and install equipment and furnishings or other tangible property that have a useful life of more than one year; and architectural, engineering, legal or similar costs related to capital improvements.

Hillsboro School District has CET agreements in place with the City of Hillsboro, City of Cornelius, and Washington County. Since 2007-08 (and through August 2014), the District has collected a total of \$4,305,765.30, as shown on the table below. This money is typically used to complete a subset of high-priority facility maintenance projects each year, as well as to fund the maintenance and replacement of turf athletic fields.

Table 3-14 – Construction Excise Tax Collections (Through August 2014)

School Year	City of Hillsboro	Washington County	City of Cornelius	Annual Total
2007-08	\$91,645.77	\$35,201.43	\$27,520.02	\$154,367.22
2008-09	\$402,451.86	\$127,881.71	\$4,158.00	\$534,491.57
2009-10	\$248,122.71	\$137,836.40	\$275.22	\$386,234.33
2010-11	\$283,683.48	\$94,984.86	\$0.00	\$378,668.34
2011-12	\$547,973.70	\$177,600.27	\$192.00	\$725,765.97
2012-13	\$665,734.56	\$398,571.47	\$2,074.56	\$1,066,380.59
2013-14	\$495,108.00	\$402,576.00	\$3,846.72	\$901,530.72
2014-15	\$89,864.16	\$68,462.40	\$0.00	\$158,326.56
Totals	\$2,824,584.24	\$1,443,114.54	\$38,066.52	\$4,305,765.30

This school year (2015-16), an estimated \$1,227,300 will be used to fund 19 projects across the District, ranging from the cleaning and sealing of exterior brick veneer to the installation of emergency lighting to the repair of sagging concrete. Details of these and other high-priority facility needs can be found by clicking the link provided in the Strategic Plan monthly reports section of the District's website.

3.10.3 Other Available Financing Authorities

Local Option Levy (LOL)

In 1997 Ballot Measure 50 amended the constitution to add a new limit to Oregon's local property tax system. The Measure 50 property tax limit is usually less than the 1990 Measure 5 tax limit, and the difference is generally referred to as the tax "gap."

The 1997 Legislature approved school use of the gap for a voter-approved local option property tax. Districts may use an L.O.L. for operating and capital expenditures.

General Fund

The primary fund of the District that provides resources necessary to pay for day-to-day operations of the District.

State Facility Grant

The 1997 Legislature established the facility grant, but delayed implementation until 1999-2000. The grant is for costs to equip and furnish a facility and cannot be used for construction costs. This was partly in response to the 1996 Measure 47 (included in Measure 50) that limited construction costs that could be bonded to those that are intrinsic to the structure. The District could receive up to 8% of the construction cost of a new school excluding land. The actual revenue limitations have shown this grant to be more in the 3-4% range of project cost. The State Facility Grant will sunset following the 2015-17 biennium.

Oregon School Capital Improvement Matching Program

The 2015 Legislature established the Oregon School Capital Improvement Matching (OSCIM) Program. OSCIM also creates incentives for districts that may not have passed a local General Obligation (GO) bond or been unwilling to try for a GO bond due to lack of voter support. The prospect of matching funds can be used by districts to encourage their community to support a local GO bond and invest in their schools because the state is putting a priority on their communities as well. Grants are offered on a first-come, first-served basis and on a priority basis with those districts of higher poverty and lower assessed values receiving a higher priority.

Donations

The District receives donations given by persons or foundations for charitable purposes to benefit the education of Hillsboro students. An example would be the Nike School Innovation Fund has donated to the District.

Grants

The District pursues federal and state grant opportunities as they are available. An example would be Senate Bill 1149. The bill went into effect on March 1, 2002, and it provides a 3% charge on electricity services. Ten percent of these funds go toward energy efficiency efforts in the public schools.

3.10.4 Hillsboro School District Indebtedness

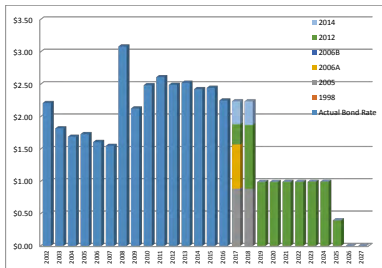
The following provides a summary of the District's current, outstanding bonds and anticipated pay-off dates.

Table 3-15 – Hillsboro School District Schedule of Outstanding and Refunded Bonds (For the Year Ended June 30, 2015)

Issue Date	Original Issue	At June 30, 2015	Interest Rates	Pay-off Year
General Obligation Bonds				
May, 2005	78,055,000	33,680,000	3.70 - 5.12	June, 2018
December, 2006	168,996,712	17,565,000	4.00 - 5.00	June, 2017
November 20, 2012	98,950,000	98,015,000	1.50 - 5.00	June, 2025
August, 2014	18,290,000	14,065,000	3.00 - 5.00	June, 2018
Subtotal		163,325,000		
Full Faith and Credit Obligations				
March, 2008	4,390,000	2,365,000	2.50 - 5.13	June, 2036
Total		\$165,690,000		

As can be seen in the following figure, in terms of capacity and timing for assuming new debt, the District will have paid off a series of bonds with the result being a reduction in the District's tax rate per \$1,000 assessed value from roughly \$2.20 to \$1 in 2018-19. If voters were to pass a bond measure that didn't increase the tax rate beyond its current \$2.20 per \$1,000, early estimates are the District could finance \$300 million in modernization and new construction.

Figure 3-6 – Hillsboro School District Outstanding GO Bonds – Actual and Projected Levy Rates



For Oregon school districts, bonds are the primary tool for financing school facility needs. There is a legal maximum debt capacity of 7.95% of real market value, and the District has remaining capacity of \$2.38 billion remaining. The real limitation is the capacity made available by the voting patrons of the District. In 2017, the District's levy rate is estimated to be \$2.2374 per \$1,000 of assessed value and is projected to drop to \$0.9914 in 2019. This is a potential good timeframe for a bond issue. In 2025, the rate is projected to drop to \$0.3981 offering an additional possibility for debt issuance.

Financing Tools – Plan Recommendation: Work with a District School Bond Committee consisting of residents, businesses and other stakeholders to develop a school bond program package that would be presented to the Superintendent and School Board to place before District voters at a time to be determined by the School Board in January 2017.

Appendix A: ORS 195.110

195.110 School facility plan for large school districts. (1) As used in this section, “large school district” means a school district that has an enrollment of over 2,500 students based on certified enrollment numbers submitted to the Department of Education during the first quarter of each new school year.

(2) A city or county containing a large school district shall:

(a) Include as an element of its comprehensive plan a school facility plan prepared by the district in consultation with the affected city or county.

(b) Initiate planning activities with a school district to accomplish planning as required under ORS 195.020.

(3) The provisions of subsection (2)(a) of this section do not apply to a city or a county that contains less than 10 percent of the total population of the large school district.

(4) The large school district shall select a representative to meet and confer with a representative of the city or county, as described in subsection (2)(b) of this section, to accomplish the planning required by ORS 195.020 and shall notify the city or county of the selected representative. The city or county shall provide the facilities and set the time for the planning activities. The representatives shall meet at least twice each year, unless all representatives agree in writing to another schedule, and make a written summary of issues discussed and proposed actions.

(5)(a) The school facility plan must cover a period of at least 10 years and must include, but need not be limited to, the following elements:

(A) Population projections by school age group.

(B) Identification by the city or county and by the large school district of desirable school sites.

(C) Descriptions of physical improvements needed in existing schools to meet the minimum standards of the large school district.

(D) Financial plans to meet school facility needs, including an analysis of available tools to ensure facility needs are met.

(E) An analysis of:

(i) The alternatives to new school construction and major renovation; and

(ii) Measures to increase the efficient use of school sites including, but not limited to, multiple-story buildings and multipurpose use of sites.

(F) Ten-year capital improvement plans.

(G) Site acquisition schedules and programs.

(b) Based on the elements described in paragraph (a) of this subsection and applicable laws and rules, the school facility plan must also include an analysis of the land required for the 10-year period covered by the plan that is suitable, as a permitted or conditional use, for school facilities inside the urban growth boundary.

(6) If a large school district determines that there is an inadequate supply of suitable land for school facilities for the 10-year period covered by the school facility plan, the city or county, or both, and the large school district shall cooperate in identifying land for school facilities and take necessary actions, including, but not limited to, adopting appropriate zoning, aggregating existing lots or parcels in separate ownership, adding one or more sites designated for school facilities to an urban growth boundary, or petitioning a metropolitan service district to add one or more sites designated for school facilities to an urban growth boundary pursuant to applicable law.

(7) The school facility plan shall provide for the integration of existing city or county land dedication requirements with the needs of the large school district.

(8) The large school district shall:

(a) Identify in the school facility plan school facility needs based on population growth projections and land use designations contained in the city or county comprehensive plan; and

(b) Update the school facility plan during periodic review or more frequently by mutual agreement between the large school district and the affected city or county.

(9)(a) In the school facility plan, the district school board of a large school district may adopt objective criteria to be used by an affected city or county to determine whether adequate capacity exists to accommodate projected development. Before the adoption of the criteria, the large school district shall confer with the affected cities and counties and agree, to the extent possible, on the appropriate criteria. After a large school district formally adopts criteria for the capacity of school facilities, an affected city or county shall accept those criteria as its own for purposes of evaluating applications for a comprehensive plan amendment or for a residential land use regulation amendment.

(b) A city or county shall provide notice to an affected large school district when considering a plan or land use regulation amendment that significantly impacts school capacity. If the large school district requests, the city or county shall implement a coordinated process with the district to identify potential school sites and facilities to address the projected impacts.

(10) A school district that is not a large school district may adopt a school facility

plan as described in this section in consultation with an affected city or county.

(11) The capacity of a school facility is not the basis for a development moratorium under ORS 197.505 to 197.540.

(12) This section does not confer any power to a school district to declare a building moratorium.

(13) A city or county may deny an application for residential development based on a lack of school capacity if:

(a) The issue is raised by the school district;

(b) The lack of school capacity is based on a school facility plan formally adopted under this section; and

(c) The city or county has considered options to address school capacity. [1993 c.550 §2; 1995 c.508 §1; 2001 c.876 §1; 2007 c.579 §1]

Note: Section 3, chapter 579, Oregon Laws 2007, provides:

Sec. 3. A school district that is a large school district as defined in ORS 195.110 on the effective date of this 2007 Act [January 1, 2008] shall complete a school facility plan within two years after the effective date of this 2007 Act. [2007 c.579 §3]

Appendix B: Local and Regional Plans and Policies

NOTE: Many of the following Comprehensive Plans, Community Plans and local policies that are discussed have not been recently updated and still refer to the Reedville, North Plains, Farmington View, Groner, West Union or Hillsboro Union High School Districts in their adopted text. However, on July 1, 1996, Hillsboro Elementary, North Plains, Farmington View, Groner, Reedville, West Union, and Hillsboro Union High School districts unified into a single district. Where the reader sees references to these historic school districts, the specific plans have not been revised to reflect this consolidation.

B.1 City of Hillsboro

Most of the city of Hillsboro is within the Hillsboro School District. The City's recently adopted (August 2015) Community Plan¹ included the District as a partner. There are several initiatives and actions identified in the Community Plan that identify the District as the lead community partner.

2035 HILLSBORO COMMUNITY PLAN

Education and Community Involvement Goal Statement

Hillsboro's comprehensive education system ranks among the best in the nation. Students have equal access to cutting-edge career and workforce programs, technology and other unique educational opportunities, making Hillsboro a preferred city for businesses, workers and families. Hillsboro remains a welcoming and attractive home to all people. Community events and activities, personal connections, cultural understanding and civic engagement create an environment where every resident has a voice and a role in keeping Hillsboro a great place to live, work and play.

¹http://www.hillsboro2035.org/scp-content/uploads/2015/07/Community-Plan-2035_HQIP_072315sm.pdf

Initiative 1: Pursue and promote continued excellence in Hillsboro Schools.

ACTION	LEAD COMMUNITY PARTNER(S)	TIMELINE
A. Reduce student-to-teacher classroom ratios	• Hillsboro School District	 To be implemented by 2020
B. Develop advanced learning experiences (STEAM) in schools with help from the community	• Hillsboro School District	 To be implemented by 2020
C. Increase the percentage of students enrolled in challenging curriculums including Advance Placement and International Baccalaureate programs	• Hillsboro School District	 To be implemented by 2020
D. Expand dual credit programs and increase student enrollment in college	• Hillsboro School District	 To be implemented by 2020
E. Establish a community school support program to help meet education needs with help from parents and professionals	• City of Hillsboro	 2020~ To be implemented in 2020 or later

Initiative 2: Embrace and expand alternative and lifelong learning opportunities.

B. Promote student career and technical training opportunities to parents	• Hillsboro School District • Portland Community College	 To be implemented by 2020
C. Expand student internship and scholarship opportunities	• Hillsboro School District	 To be implemented by 2020

The Hillsboro Comprehensive Plan is the City's long-term land use and transportation framework, and sets goals and policies to guide growth and development. Current policies and implementation measures related to schools are noted below (references to schools are highlighted in **bold type**). The last complete update of the Comprehensive Plan was in 1983 and, since then, the City has more than tripled in population and doubled in land area. The City is now working with community members and government partners to update its Comprehensive Plan using the 2035 Community Plan as the foundation.

CITY OF HILLSBORO COMPREHENSIVE PLAN²*Section 2. Urbanization**(IV) Implementation Measures.*

*(4) Other essential services, including **school districts**, Police or Sheriff's Department, water districts, and transit agency, must be shown to be available to a proposed development within five years of a development approval.*

Section 9. Recreation.

(I) Goal. To design a parks and recreation facilities plan and provide a recreation program that:

*(B) Links open spaces, parks, recreation facilities, and **school** via a pedestrian and bicycle trail system.*

(II) Policies.

*(C) The development of parks, recreation facilities and programs shall be coordinated with other public agencies, including **schools**, in order to efficiently use public lands and facilities for recreation.*

*(F) A pathways plan shall be developed to link open spaces, parks, recreation facilities and **schools** within the planning area.*

*Section 12. Public Facilities and Services.**(III) Policies.*

*(G) The location of **schools** should be used as a tool in directing future growth within the planning area.*

*(K) Utilization of **schools** and other public facilities as multi-purpose facilities should be encouraged to help meet the education, recreation and civic needs of the community*

*(V) Implementation Measures.**(F) GENERAL GOVERNMENT.*

(2) Prior to the first major Comprehensive Plan revision, the City shall review the Community Development Code and determine if the existing zones adequately address the location of such

² <http://www.ci.hillsboro.or.us/modules/showdocument.aspx?documentid=5715>, amended through January 2015.

public facilities as: churches, **schools**, utilities, and government agencies.

(7) SCHOOLS.

(1) Public Facilities planning and projections shall be maintained in five year increments and shall be coordinated with the joint City/County urbanization studies.

(2) The City shall coordinate with the **school districts** located in the Urban Area to help assure an adequate level of educational services. Areas of coordination shall include:

(a) Location of **school** site;

(b) Reservation of potential **school** sites during the development approval process;

(c) Provision of adequate pedestrian, bicycle and bus access from residential districts to **school** sites;

(d) Consideration of school capacities, **school** population, and district assessed value during the development approval process; and

(e) Provision of population projections.

The city of Hillsboro is expected to continue to grow as new employment opportunities locate within the city, attracting new residents and as new development areas are brought into the city (i.e. South Hillsboro).

Economic Opportunity Analysis

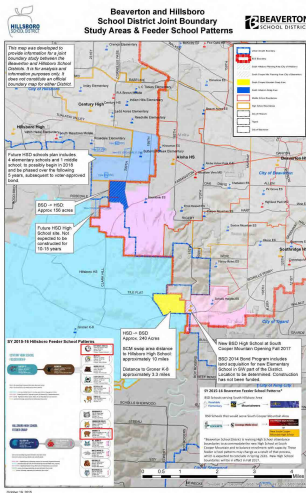
The City's Economic Opportunity Analysis (Draft 2009)³ includes an estimate of the twenty-year residential growth and land need. This analysis outlines a forecast of housing need within the City of Hillsboro/Urban Growth Boundary through 2035. It presents growth forecasts under baseline, medium growth and high growth scenarios which correspond to employment forecasts.

South Hillsboro Plan Area

South Hillsboro (1,400 acres) is bordered on the south by Rosedale Road, on the north by Tualatin Valley Highway, and lying between SW 229th Avenue and the existing Urban Growth Boundary to the west and SW 209th Avenue on the east. There are two existing schools within South Hillsboro: Rosedale Elementary in the northwest and Life Christian private school in the east. The majority of the planning area is within the Hillsboro School District. A recent school boundary swap with the Beaverton School District brought undeveloped land that was in the Beaverton District into the Hillsboro School District boundary. This added property was in the South Hillsboro area and basically brings the entirety of the developing South Hillsboro area into the Hillsboro School District. A portion of property in the South Cooper Mountain area of Beaverton that was

³ <http://www.ci.hillsboro.or.us/modules/showdocument.aspx?documentid=1782>

Figure B-1 – Hillsboro School District/Beaverton School District Boundary Adjustment



previously inside the Hillsboro School District has been absorbed by the Beaverton District. (See Figure B-1 – Hillsboro School District/Beaverton School District Boundary Adjustment.)

The 2014 South Hillsboro Community Plan⁴ (adopted by the City Council on January 20, 2015) outlines the area's long-term development over the next 20 years. At full build out, South Hillsboro is anticipated to include:

- Approximately dwelling unit estimate of 7,712 units⁵ based on the current zoning concept, ultimately providing housing for nearly 20,000 residents. Residential product mix would be approximately 57% single-family detached, 22% single-family attached, and 21% multi-family.
- Mixed-Use Town and Village Centers providing commercial opportunities
- 286 acres of new parks and open space with 15 miles of new multi-use trails, co-located with planned school facilities.
- Approximately 61 acres of land for schools. The Plan notes that the District will build four new elementary schools and a new middle school within the planning area.
- A multi-modal transportation network.

SECTION 31. SOUTH HILLSBORO COMMUNITY PLAN (FROM THE COMPREHENSIVE PLAN)

*(G) Public Facilities and Services Objective: Public facilities and services such as police, fire protection, libraries and **schools** are adequate to serve development as it occurs within the South Hillsboro area.*

(2) Schools

*(a) Identify adequate land to ensure provision of K-12 educational facilities on sites consistent with the **school** facility master plans of Hillsboro School District 1-J (minimum of three to four sites in the 2011 UGB expansion area) and Beaverton School District 48, as applicable.*

*(b) Optimize the ability to walk or bike to **school** sites using a network of street sidewalks and paths through parks or open space corridors, as shown in Figure 31-5.*

*(c) Avoid separation of adjacent **schools** and parks by streets other than local roads.*

⁴ <http://www.ci.hillsboro.or.us/modules/showdocument.aspx?documentid=6503>

⁵ Note: In an earlier analysis of South Hillsboro, PSU used the Spring 2010 draft of the plan which projected a scenario that would include 8,451 housing units. Excluding potential housing units within the Beaverton School District, they estimated 7,658 units would be in the Hillsboro School District, which is approximately 90%.

Tanasbourne Plan Area

The 612-acre Tanasbourne plan area is bounded by US 26 on the north, Rock Creek on the west, Walker and Comell Roads on the south, and 185th Avenue and the Tanasbourne Town Center shopping on the east. A small portion of the District extends across Rock Creek into the Tanasbourne area. In May 2015 the city completed the Tanasbourne Community Plan: A Neighborhood Vision⁶. The portion of the Tanasbourne plan area within the District is primarily zoned and developed for multi-family development. The Plan noted that this area is unlikely to redevelop in the near term (2015-2025), although the redevelopment viability of some properties could increase further in the future (2025-2035 and beyond).

Community Development Code

Pursuant to the City of Hillsboro Community Development Code⁷, schools are permitted on land within the District boundary as shown in Table *w-1*. These uses reflect the base zones which may be further restricted by overlay districts and plan districts.

Table B-1 – Schools Permitted by Base Zone – Hillsboro

Land Use District	School Permitted	Permit Type	Notes
<i>Residential Zones</i>			
SFR-10 Single Family Residential	YES	Conditional Use	Subject to public assembly regulations in Section 12.40.210.
SFR-8.5 Single Family Residential			
SFR-7 Single Family Residential			
SFR-6 Single Family Residential			
SFR-4.5 Single Family Residential			
SCR-LD Station Community Residential Low Density			
SCR-OTC Station Community Residential Orenco Townsite Conservation			
SCR-DNC Station Community Residential Downtown Neighborhood Conservation			
SCR-V Station Community Residential Village	YES	Conditional Use	
UC-RM Urban Center - Residential Medium Density			Subject to Special Use provisions in Section 12.40.210.

⁶ <http://www.ci.hillsboro.or.us/multimedia/showdocument.aspx?documentid=7009>

⁷ <http://gcode.us/codes/hillsboro/view.php?version=beta&view=desktop&topic=12>

Land Use District	School Permitted	Permit Type	Notes
MFR-1 Multi-Family Residential MFR-2 Multi-Family Residential MFR-3 Multi-Family Residential SCR-MD Station Community Residential – Medium Density SCR-HD Station Community Residential – High Density	YES	Conditional Use	Subject to public assembly regulations in Section 12.40.210.
<i>Commercial Zones</i>			
C-N Commercial - Neighborhood	YES (in some locations)	Conditional Use	Permitted with Conditional Use approval if permitted as Conditional Use in an adjacent residential zone.
C-G Commercial - General	YES (middle and high schools only)	Conditional Use	Middle and senior high schools permitted with Conditional Use approval; elementary schools Not Permitted.
SCC-DT Station Community Commercial-Downtown SCC-SC Station Community Commercial-Station Commercial SCC-MM Station Community Commercial-Multi-Modal	YES (middle and high schools only)	Conditional Use	Middle and senior high schools permitted with Conditional Use approval; elementary schools Not Permitted. Subject to public assembly regulations in Section 12.40.210.
<i>Mixed-Use and Urban Center Zones</i>			
MU-N Mixed-Use - Neighborhood	NO		
MU-C Mixed-Use - Commercial	YES	Conditional Use	Subject to Special Use provisions in Section 12.40.210.
MU-VTC Mixed-Use - Village Town Center	YES	Conditional Use	Subject to Special Use provisions in Section 12.40.210 and subject to the size limitation of Subsection 12.24.350.C.
UC-MU Urban Center - Mixed-Use Urban Density	YES	Conditional Use	Subject to Special Use provisions in Section 12.40.210.
UC-AC Urban Center - Activity Center	NO		
UC-NC Urban Center - Neighborhood Center	NO		
UC-OR Urban Center -	YES	Conditional	Subject to Special Use provisions in

Land Use District	School Permitted	Permit Type	Notes
Office/Research		Use	Section 12.40.210.
UC-RP Urban Center - Research Park	NO		
<i>Industrial and Institutional Zones</i>			
I-G Industrial General	YES (middle and high schools only)		Middle and senior high schools, colleges and universities permitted with conditional use approval; elementary schools not permitted. Subject to additional regulations in Section 12.40.210.
I-P Industrial Park	NO		
I-S Industrial Sanctuary	YES / NO	Conditional Use	See Section 12.25.350 regarding limitations.
SCBP Station Community Business Park	NO		
SCI Station Community Industrial	NO		
SSID Shute Road Special Industrial District	NO		
ESID Evergreen Area Special Industrial District	NO		
HSID Helvetia Area Special Industrial District	NO		
SCFI Station Community Fair Complex Institutional	NO		

B.2 City of Cornelius

The Forest Grove School District serves the majority of the Cornelius city limits. However, Hillsboro School District serves a small portion of the northern and eastern city limits. There are also several small areas within the city's UGB, but currently outside city limits, which are within the Hillsboro School District.

The Comprehensive Plan includes schools in the vision statement as well as several policies. However, the description of school facilities relates to Forest Grove School District facilities (Echo Shaw and Cornelius Elementary) which are located in the city of Cornelius.

CORNELIUS COMPREHENSIVE PLAN⁸

*Public Facilities and Services Vision: The citizens enjoy independent utilities, **schools** and public safety. They utilize neighborhood and centralized parks. The city administration shows concern and responds to the needs of the community.*

POLICIES

1. The City shall coordinate with the **school** districts for efficient expansion or development of new schools and facilities.
2. The city shall provide opportunities in the zoning code for alternative and private **schools**.

Pursuant to the City of Cornelius Zoning Ordinance⁹, schools are permitted on land within the District boundary as shown in Table _-2. These uses reflect the base zones which may be further restricted by overlay districts and plan districts.

Table B-2 – Schools Permitted by Base Zone – Cornelius

Land Use District	School Permitted	Permit Type	Notes
R-7 District (Single Family)	YES	Conditional Use	
A-2 (Multi-Family)	YES	Conditional Use	
C-2 (Highway Commercial)	*	Conditional Use	*Schools are not listed as a conditional use; however, "government or other similar institutional uses" are listed.
CE (Core Commercial-Employment)	NO	N/A	
M-1 (General Industrial)	**	Conditional Use	** Schools are not listed as a conditional use; however "any conditional use allowed in a commercial zone, except residential" is listed.

⁸ Adopted July 1978, acknowledged by LCDC July 1980, last amended June 20, 2005.

<http://www.ci.cornelius.or.us/vertical/sites/%7B74DDA728-822C-4D15-9791-000615642E9D%7D/uploads/%7B4C3AF84A-AB63-46C3-ADCD-BEEED2DA840A%7D.PDF>

⁹ Title 18 of the City of Cornelius Municipal Code current through Ordinance 2015-07, passed November 16, 2015.

<http://www.codepublishing.com/OR/Cornelius/#/Cornelius18/Cornelius18.html>

B.3 City of North Plains

Hillsboro School District serves the entire city of North Plains. The City's Comprehensive Plan includes schools in several policies. The policies address coordination between the City and the District, with emphasis on determining land needs and school sites, dovetailing recreational and educational facilities, and providing safe and convenient connections between neighborhoods and schools.

NORTH PLAINS COMPREHENSIVE PLAN¹⁰

15.02.060 RECREATION

15.02.065 CITIES OBJECTIVES AND POLICIES

1. OBJECTIVE: To plan a parks and recreation system adequate to serve projected population growth.

A. POLICIES:

(7) The City shall establish a minimum of two acres per 1,000 population for neighborhood parks and with each park to contain two to five acres with an opportunity to co-locate one park with a new elementary **school**

3. OBJECTIVE: To plan community recreation facilities in conjunction with existing and planned **school** facilities so that they complement [sic] each other in function.

A. POLICIES:

(2) The City will coordinate with the **Hillsboro Elementary School District** to allow use of school playground equipment and sports facilities by residents when the facilities are not in use by the **school**

15.02.100 SCHOOLS POLICY

(1) The City shall coordinate with the **Hillsboro School District** to project all school land needs and to determine the location of future **school** sites.

(2) The City will determine if park lands shall adjoin **school** lands.

(3) The City will assure that **school** lands are accessible to all neighborhoods via efficient and safe linkages. The City defines efficient and safe linkages for **school** children as those linkages, such as pathways and sidewalks, which are designed for pedestrian and bicycle riding

¹⁰ Adopted October 2001, last amended February 7, 2005.
[http://cityofop.org/index.php/publications/municipal-code/chapter-10-2-2-2-2-2/](http://cityofop.org/index.php/publications/municipal-code/chapter-10-2-2-2-2/)

opportunities for **school** children, to enable them to make their way to and from **school** in a safe manner with a minimal amount of traffic conflicts.

(4) The City shall encourage the **Hillsboro School District** to establish and maintain all **school** facilities within the City and UGB and to site new **schools** only in a manner that is consistent with the City's livability objectives.

15.02.152 SCHOOLS

1. OBJECTIVE: The City shall coordinate with the **school** district to help assure an adequate level of educational service is provided. Areas of coordination shall include: • Location of **school** site, and

• Provision of adequate pedestrian, bicycle and bus access from residential districts to **school** sites.

Pursuant to the City of North Plains Zoning and Development Ordinance¹¹, schools are permitted on land in the city as shown in Table _-3. These uses reflect the base zones which may be further restricted by overlay districts and plan districts.

Table B-3 – Schools Permitted by Base Zone – North Plains

Land Use District	School Permitted	Permit Type
R-7.5 (Low Density)	YES	Conditional Use
R-5 (Medium Density)		
R-2.5 (High Density)		
NC (Neighborhood Community)		
C-1 (Community Commercial)	YES	Conditional Use
C-2 (Highway Commercial)		
M-1 (Light Industrial)	YES	Conditional Use
M-2 (General Industrial)		

A Community Service (CS) Overlay District is established in the Zoning and Development Ordinance (Chapter 16.60), whose purpose is to “identify and protect public and private facilities that serve a community educational, cultural, recreational,

¹¹ Title 16 of the City of North Plains Municipal Code
<http://cityofnp.org/index.php/publications/municipal-code/chapter-10-2-2-2-2-2-2/>

social, or governmental function,” subject to other sections of the ordinance, as applicable.

B.4 City of Beaverton

Comprehensive Plan for the City of Beaverton

The Comprehensive Plan for the city of Beaverton contains objectives and policies that address planning for school facilities. Schools are considered Public Services and are discussed in Chapter 5, the Public Services Element. School facilities are discussed specifically in Section 5.7 - Schools. Section 5.7 (reprinted from the Comprehensive Plan – January 2002) contains the following language and policy direction.

BEAVERTON COMPREHENSIVE PLAN¹²

5.7 SCHOOLS

The need for and location of schools is closely related to residential development and housing densities in the community. The location of public schools can significantly influence the direction and rate of growth of a given area. This is especially true of elementary schools. Beaverton School District #48 (the District) is responsible for providing public schools in the community. In order to assist the District with monitoring enrollment potential, the City provides the District with information on development proposals that may potentially impact a present or future school site.

The District is required, by State Statute (ORS 195.110), to adopt a School Facility Plan to identify school facility needs based on population growth projections and land use designations contained in local government comprehensive plans covering the area within the District. The current School Facility Plan was adopted by the District on June 13, 1994 in compliance with ORS 195.110 and adopted by the City as a supporting document to the Comprehensive Plan on March 7, 1995 by ORD. 3920. The School Facility Plan is a supporting document to this Comprehensive Plan and is adopted by reference. The District is currently in the process of updating the School Facility Plan, which will be incorporated into this Element by reference after the District adopts it. The District is responsible for planning its own facilities and the City may only cooperate and advise them in this process.

State Statutes (ORS 195 and 197) do not allow the City to deny a development request based on school capacity but these Statutes do require the City to provide notice to the “...District when considering a plan or land use regulation amendment that significantly impacts school capacity.”

The City has gone beyond this minimal requirement in attempting to inform and assist the District regarding their facilities planning and the development of the School Facilities Plan.

In most cases, the School Facilities Plan recommends a park adjacent to each school. School parks serve essentially the same area as the school and can combine to make a year-round educational and

¹² Acknowledged by LCDC March 1981, Chapter 5 last amended 2007
<http://www.beavertonoregon.gov/DocumentCenter/Home/View/20079>

recreational center for part of the community.

5.7.1 Goal: Cooperate with the Beaverton School District in its efforts to provide the best possible educational facilities and services to Beaverton residents.

Policies:

- a) The City shall encourage the School District to provide facilities that will adequately accommodate growth while recognizing the limited supply of buildable land in the city for such facilities.*
- b) Schools should be located within or adjacent to residential districts for the convenience of those the facilities serve. However, public and private school proposals should be assessed for compatibility in order to assure that the stated purposes of the residential districts are not necessarily eroded.*
- c) The City shall encourage the District to provide for schools throughout the City in locations that are easily accessible to those they are intended to serve.*
- d) The City shall work cooperatively with the School District in implementation of the Comprehensive Plan through the District's various programs, joint acquisition and development efforts.*
- e) The City shall notify the school district of development proposals that may potentially impact a present or future school site to allow the district the opportunity to comment, purchase or request dedications.*
- f) The City shall notify the School District when considering Comprehensive Plan or land use regulation amendments that may significantly impact school capacity.*
- g) The City shall encourage the School District and the Tualatin Hills Park and Recreation District THPRD to continue their excellent level of cooperation in the joint acquisition, development and use of facilities for educational and recreational purposes.*

Beaverton Development Code

The city of Beaverton Development Ordinance contains the development and zoning regulations for the city of Beaverton.

Section 60.40.25, Uses Requiring Special Regulation, includes additional standards and requirements for certain uses. Section 60.40.25.8 contains standards and regulations for nursery schools and day or child care facilities. Section 60.40.25.9 contains standards and regulations regarding portable classrooms.

The Development Ordinance also includes regulations regarding where school facilities can be located (Section 20 – Land Uses). In general, schools are allowed in most zoning districts, including residential, commercial, regional center, town center, station community and station area districts. School facility development must conform to the requirements of the base zone, including use restrictions, such as the size (gross floor area) of establishments or limitations on outdoor storage. Within residential and regional center districts, Conditional Use Permits are required for development. Development in regional center, town center, station community, and station area districts are subject to Supplementary Regulations as detailed in Section

20.20.60. Schools are generally not allowed in industrial districts. The following table identifies the zoning districts and review procedures for schools in Beaverton.

Table B-4 – Land Use Districts in Beaverton

Land Use District		School Permitted	Permit Type	Notes
<i>Residential Land Use Districts</i>				
Residential-Agricultural	(R-A)	YES	Conditional Use Permit (CUP)	
Single Family (Urban Low Density)	(R-10)	YES	CUP	
Single Family (Urban Standard Density)	(R-7)	YES	CUP	
Single Family (Urban Standard Density)	(R-5)	YES	CUP	
Single Family (Urban Medium Density)	(R-4)	YES	CUP	
Multi-Family (Urban Medium Density)	(R-3.5)	YES	CUP	
Multi-Family (Urban Medium Density)	(R-2)	YES	CUP	
Multi-Family (Urban High Density)	(R-1)	YES	CUP	
<i>Commercial Land Use Districts</i>				
Community Service	(CS)	YES*	Permitted Outright	* Educational Services are permitted outright; some open air restrictions
Convenience Service	(CV)	YES*	Permitted Outright	* Educational Services are permitted outright; some open air restrictions
General Commercial	(GC)	YES*	Permitted Outright	* Educational Services are permitted outright; some open air restrictions
Neighborhood Service	(NS)	YES*	Permitted Outright	* Educational Services are permitted outright; some open air restrictions
Office Commercial	(OC)	YES**	Permitted Outright	**When educational institution in question does not abut a residential zone
Town Center-Sub Regional	(TC-SR)	YES*	Permitted Outright	* Educational Services are permitted outright; some open air restrictions

Land Use District		School Permitted	Permit Type	Notes
<i>Industrial Land Use Districts</i>				
Campus Industrial	(CI)	NO		
Industrial Park	(IP)	NO		
Light Industrial	(LI)	NO		
<i>Regional Center Districts</i>				
Regional Center - Transit Oriented	(RC-TO)	YES	CUP	
Regional Center - Old Town	(RC-OT)	YES	CUP	
Regional Center - East	(RC-E)	YES	CUP	
<i>Town Center Districts</i>				
Town Center - Multiple Use	(TC-MU)	YES	Permitted Outright	CUP PUD required for phased development projects or development of sites greater than 5 acres
Town Center - High Density Residential	(TC-HDR)	YES	Permitted Outright	CUP PUD required for phased development projects or development of sites greater than 5 acres
Town Center - Medium Density Residential	(TC-MDR)	YES	Permitted Outright	CUP PUD required for phased development projects or development of sites greater than 5 acres
<i>Station Community Districts</i>				
Station Community - Multiple Use	(SC-MU)	YES	Permitted Outright	
Station Community - High Density Residential	(SC-HDR)	YES	Permitted Outright	
<i>Station Area Districts</i>				
Station Area - Multiple Use	(SA-MU)	YES	Permitted Outright	
Station Area - Medium Density Residential	(SA-MDR)	YES	Permitted Outright	

B.5 Washington County

Washington County Comprehensive Framework Plan for the Urban Area¹³

The Washington County Comprehensive Framework Plan for the Urban Area contains policies and implementation strategies to address school facilities. Key provisions and policies relevant to the District are included below. The Comprehensive Plan also states that Washington County and school districts should coordinate regarding school facility placement, future development potentially affecting school facilities, and safety.

COUNTYWIDE DEVELOPMENT CONCEPT

*Parks, **schools** and other institutional uses (public and semi-public) should be located with regard to accessibility and consideration of impacts on nearby land uses.*

POLICY 1, THE PLANNING PROCESS:

*Written notice of the hearing shall be provided at least ten (10) days prior to the hearing to a high growth school district which has adopted a **School** Facility Plan in accordance with the provisions of ORS 195.110, for any Plan or Code amendment which:*

- 1) Inside the established boundaries of a high-growth **school** district; and*
- 2) Impacts the residential density of the land.*

POLICY 5, NOISE:

*Implementation Strategy c. Discourage the location of service facilities such as **schools**, hospitals, nursing homes, public assembly and high-density residential development within the year 2000 LDN55 and LDN 60 contours.*

POLICY 14, MANAGING GROWTH:

*Implementation Strategy 2. Essential facilities and services are defined as: **Schools**.... Failure to ensure the availability of an adequate level of all Essential services within five (5) years from occupancy may result in the denial of a development application...*

POLICY 15, ROLES AND RESPONSIBILITIES FOR SERVING GROWTH:

It is the policy of Washington County to work with service providers, including cities and special service districts, and Metro, to ensure that facilities and services required for growth will be provided when needed by the agency or agencies best able to do so in a cost effective and efficient manner.

*Implementing Strategy a: Enter into intergovernmental agreements with high growth **school** districts that are consistent with state law; and that contain at a minimum the following items: 1. An explanation of how objective criteria for school capacity in the District's school facility plan*

¹³ Last amended 2014

https://s3.amazonaws.com/washcomultimedia/CMSBigFiles/CFP_November2014_061615.pdf

will be used by the County; 2. **School** District involvement with the County's periodic review; and 3. How the County will coordinate comprehensive plan amendments and residential land use regulation amendments with the District, including notice of hearing.

POLICY 30, **SCHOOLS**:

*It is the policy of Washington County to coordinate with **school** districts and other educational institutions in planning future school facilities to ensure proper location and safe access for students.*

Implementing Strategies: The County will:

- a. Include as an element of the Resource Document of the Comprehensive Plan, the **School** Facility Plans adopted by high growth school districts pursuant to ORS 195.110. The County will also provide notice to the affected high growth school district when considering a plan or land use regulation amendment that affects school capacity.*
- b. Include in the Community Development Code the opportunity for **school** districts to review and comment on all development proposals subject to the growth management standards.*
- c. Include in the Community Development Code clear and objective criteria regarding the location and design of educational facilities. Such criteria will address pedestrian, bicycle and vehicle access, the means to ensure compatibility of the facility with surrounding uses and consistency with the applicable Community Plan.*
- d. Encourage the re-use of school buildings when such facilities are removed from use by the **school** district.*

POLICY 33, QUANTITY AND QUALITY OF RECREATION FACILITIES AND SERVICES:

*Implementing Strategy e. Designate existing parks, recreation sites, golf courses, cemeteries, **school** play-grounds, powerline rights-of-way, and bicycle pathways; and future park or bicycle pathway sites as Open Space in the Community Plans (light green designation on the Significant Natural Resource Map).*

Community Plans

The unincorporated portion of the County within the metropolitan area regional Urban Growth Boundary and outside of city planning areas is divided into a number of Community Planning Areas. The District falls within several of these plan areas, including those listed below. Key excerpts of the plans that are relevant to the District are presented below.

Aloha-Reedville-Cooper Mountain¹⁴

- The planning area is served by three public **school** districts. Beaverton School District serves most of the Aloha area. The Reedville School District and the Hillsboro Union High School District serve the western portion of the planning area.¹⁵

East Hillsboro Community Plan¹⁶

- SHUTE ROAD AREA - The Hillsboro Union High School District owns a large piece of property on the east side of Shute Road south of Evergreen that is reserved for a future high **school** site. This is the only property in the area that is committed to any particular land use....Additionally, people living in this area will be able to use the high **school** athletic fields for recreation.
- ORENCO AREA - Development in the Orenco Community should be limited to lower density residential uses with the exception of existing non-residential uses (a church and fire station), the West Union **School** District¹⁷ site, and the neighborhood commercial site at the present location of the original Orenco Store.
- REEDVILLE - The majority of this subarea has been planned for low-density residential (R-9). The exceptions to this designation occur on 219th Avenue where areas have been designated for medium-density residential (R-15) or institutional to reflect the two existing **schools** in the area, and a neighborhood commercial site in the southwest corner of the intersection of Baseline Road and 219th Avenue.
- EVERGREEN ROAD SUBAREA - Area of Special Concern 6 and 7: Day care facilities, cemeteries, churches and **schools** are prohibited due to the area's designation as a Regionally Significant Industrial Area.

Sunset West Community Plan¹⁸

- Three separate **school** districts (Beaverton #48, West Union #1 and #3, and Reedville #29)¹⁹ serve the Sunset West planning area. Beaverton School District #48 serves the largest area. Seven elementary **schools** are currently found within the planning area's boundaries.

¹⁴ Last amended 2013

http://www.co.washington.or.us/LUT/Divisions/LongRangePlanning/Publications/upload/ARCM_CP.pdf

¹⁵ On July 1, 1996, Hillsboro Elementary, North Plains, Farmington View, Groner, Reedville, West Union, and Hillsboro Union High School districts unified into a single district.

¹⁶ Last amended 2007

http://www.co.washington.or.us/LUT/Divisions/LongRangePlanning/Publications/upload/Hillsboro_2007.pdf

¹⁷ On July 1, 1996, Hillsboro Elementary, North Plains, Farmington View, Groner, Reedville, West Union, and Hillsboro Union High School districts unified into a single district.

¹⁸ Last amended 2014

http://www.co.washington.or.us/LUT/Divisions/LongRangePlanning/Publications/upload/Sunset-West-Community-Plan_041714_withMaps-2.pdf

¹⁹ On July 1, 1996, Hillsboro Elementary, North Plains, Farmington View, Groner, Reedville, West Union, and Hillsboro Union High School districts unified into a single district.

West Union Community Plan²⁰

- *The West Union **School** District #70 and the Hillsboro Union High **School** District #3 both serve the West Union planning area.²¹*
- *HELVETIA - Area of Special Concern 1: Day care facilities, cemeteries, churches, and **schools** are prohibited due to the area's designation as a Regionally Significant Industrial Area.*

Washington County Community Development Code

The Community Development Code contains the development and zoning regulations for unincorporated areas of Washington County. Section 501 of the Code establishes standards for the provision of Public Facility and Service Requirements. Section 501-7.1 classifies schools as “essential services.” Section 501-8.2 requires that applicants obtain service provider documentation, which, in the case of schools, consists of documentation from the school district showing that adequate levels of service are available or will be available for a proposed residential development within a specified timeframe.

Special use standards for schools are included in Section 430 – Special Use Standards.

²⁰ Last amended 2008

<http://www.co.washington.or.us/LUT/Divisions/LongRangePlanning/Publications/upload/westuni-on.pdf>

²¹ On July 1, 1996, Hillsboro Elementary, North Plains, Farmington View, Groner, Reedville, West Union, and Hillsboro Union High School districts unified into a single district.

WASHINGTON COUNTY COMMUNITY DEVELOPMENT CODE

430-121 Schools. *Including Nursery (Private and Public) A place for systematic instruction in any branch or branches of knowledge including any of the following: nursery, kindergarten, primary, intermediate and high school or combination thereof, which may be a public school or a private school offering instruction substantially similar to public schools. School does not include trade and commercial schools or day care facilities.*

430-121.1 *Residential facilities, provided in conjunction with a **school** may be approved as part of a school master plan pursuant to this Section, provided the facilities are for the exclusive use of staff and students affiliated with the school. Residential facilities may include dormitories.*

430-121.2 *Before and/or after school child care provided at a **school** exclusively for students affiliated with the **school** is permitted pursuant to Section 201-2.19.*

430-121.3 Schools *in the EFU and AF-20 Districts shall be small in size, rural in character and not require urban services.*

430-121.4 *The minimum setback for all yards shall be thirty (30) feet.*

430-121.5 *The maximum sign areas shall be: A. Less than one (1) acre - twelve (12) square feet. B. On one (1) to ten (10) acres - seventy (70) square feet. Greater than ten (10) acres - one hundred fifty (150) square feet. Except as provided otherwise in the Institutional District (Section 330-9).*

The Community Development Code also includes regulations regarding where school facilities can be located. In general, schools are allowed as a Special Use in lower-density residential zoning districts and institutional districts. School uses are generally not allowed in commercial zoning districts, industrial districts, and most transit oriented districts. Only elementary schools located on sites less than seven acres are allowed uses in three of the transit oriented districts (Transit Oriented Residential District, 9-12 units/acre; Transit Oriented Residential District 12-18 units/acre; and Transit Oriented Employment District). The following table identifies the zoning districts and review procedures for schools in Washington County.

Table B-5 – Schools Permitted by Base Zon – Washington County

Land Use District	School Permitted	Permit Type	Notes
<i>Residential Land Use Districts</i>			
R-5 District (Residential 5 units per acre)	YES	Type III	Location of high schools in airport approach zones

Land Use District	School Permitted	Permit Type	Notes
			is prohibited
R-6 District (Residential 6 units per acre)	YES	Type III	Location of high schools in airport approach zones is prohibited
R-9 District (Residential 9 units per acre)	YES	Type III	Location of high schools in airport approach zones is prohibited
R-15 District (Residential 15 units per acre)	NO		
R-24 District (Residential 24 units per acre)	NO		
R-25+ District (Residential 25+ units per acre)	NO		
FD-20 District (Future Development 20 Acre District)	YES/NO	Type III	School - Section 430-121, except as prohibited in Areas of Special Concern 7 and 9 in Policy 41 of the Comprehensive Framework Plan for the Urban Area, and Areas of Special Concern 6, 7 and 8 in the East Hillsboro Community Plan; see also Section 308-7.1.
FD-10 District (Future Development 10 Acre District)	NO		
<i>Commercial Land Use Districts</i>			
Neighborhood Commercial District (NC)	NO		
Office Commercial District (OC)	NO		
Community Business District (CBD)	YES/NO	Type II	Only educational facilities accessory or incidental to

Land Use District	School Permitted	Permit Type	Notes
			an allowed use are permitted; Location of high schools in airport approach zones is prohibited.
General Commercial District (GC)	NO		
<i>Transit Oriented Districts</i>			
TO:R9-12 Transit Oriented Residential District, 9-12 units/acre	YES/NO	Type III	Only elementary schools, located on sites less than 7 acres (2 acres for play equipment, areas, play fields may be subtracted from gross site acreage)
TO:R12-18 Transit Oriented Residential District, 12-18 units/acre	YES/NO	Type III	Only elementary schools, located on sites less than 7 acres (2 acres for play equipment, areas, play fields may be subtracted from gross site acreage)
TO:R18-24 Transit Oriented Residential District, 18-24 units/acre	NO		
TO:R24-40 Transit Oriented Residential District, 24-40 units/acre	NO		
TO:R40-80 Transit Oriented Residential District, 40-80 units/acre	NO		
TO:R80-120 Transit Oriented Residential District 80-120 units/acre	NO		
TO:RC Transit Oriented Retail Commercial District	NO		

Land Use District	School Permitted	Permit Type	Notes
TO:EMP Transit Oriented Employment District	YES/NO		Elementary schools permitted only if accessory to a campus development (Type II). To be located on approved master plan development site; elementary portion of development shall not exceed 7 acres (2 acres for play equipment, areas, play fields may be subtracted from gross site acreage).
TO:BUS Transit Oriented Business District	NO		
<i>Other Urban Land Use Districts</i>			
Industrial District (IND)	YES/NO	Type II	Only educational facilities accessory or incidental to an allowed use are permitted; Location of high schools in airport approach zones is prohibited.
Institutional District (INS)	YES	Type III	
<i>Resource and Rural Land Use Districts</i>			
EFU District (Exclusive Farm Use)	YES/NO	Type II	Elementary and Nursery Schools only. Not permitted on high-value farmlands or on land within three miles of a UGB unless an exception approved per ORS 197.732 and OAR 660, Division 4

Land Use District	School Permitted	Permit Type	Notes
EFC District (Exclusive Forest and Conservation)	NO		
AF-20 District (Agriculture and Forestry)	YES/NO	Type II	Elementary and Nursery Schools only. Not permitted on high-value farmlands or on land within three miles of a UGB unless an exception approved per ORS 197.732 and OAR 660, Division 4
AF-10 District (Agriculture and Forest)	YES	Type III	
AF-5 District (Agriculture and Forest)	YES	Type III	
RR-5 District (Rural Residential Five Acre Minimum)	YES	Type III	
R-COM District (Rural Commercial)	YES	Type II	Educational institution serving the local area. Total site plan and a schedule for development required.
R-IND District (Rural Industrial)	NO		
MAE District (Land Extensive Industrial)	NO		

B.6 Metro

Regional Framework Plan²²

Metro is the regional planning agency for the Portland metropolitan area, and is designated as the Portland-area Metropolitan Planning Organization (MPO) for purposes of Federal transportation funding. Metro plans affect the entire Portland

²² 2011 Update <http://www.oregonmetro.gov/regional-framework-plan>

metropolitan area, especially within the Urban Growth Boundary. The UGB area includes portions of three counties (Multnomah, Washington, and Clackamas) and is intended to identify where urban uses and development can and cannot occur. The Metro Regional Framework Plan is the document that unites all of Metro's adopted land use planning policies and requirements into one overall plan. The Regional Framework Plan chapters on Land Use (Chapter 1), Management (Chapter 7), and Implementation (Chapter 8) specifically address schools and the role of school districts.

REGIONAL FRAMEWORK PLAN - CHAPTER 1: LAND USE

*1.14 **School** and Local Government Plan and Policy Coordination*

It is the policy of the Metro Council to:

*1.14.1 Coordinate plans among local governments, including cities, counties, special districts and **school** districts for adequate school facilities for already developed and urbanizing areas.*

*1.14.2 Consider **school** facilities to be "public facilities" in the review of city and county comprehensive plans for compliance with the Regional Framework Plan.*

*1.14.3 Work with local governments and **school** districts on school facility plans to ensure that the Urban Growth Boundary contains a sufficient supply of land for school facility needs.*

*1.14.4 Use the appropriate means, including, but not limited to, public forums, open houses, symposiums, dialogues with state and local government officials, **school** district representatives, and the general public in order to identify funding sources necessary to acquire future school sites and commensurate capital construction to accommodate anticipated growth in school populations.*

*1.14.5 Prepare a **school** siting and facilities functional plan with the advice of MPAC to implement the policies of this Plan.*

REGIONAL FRAMEWORK PLAN - CHAPTER 7: MANAGEMENT

*7.7.5 Recognize the role of **School** Districts to:*

*a. Advise Metro regarding the identification of areas and activities of **school** district concern.*

*b. Cooperatively develop strategies for responding to designated areas and activities of **school** district concern.*

c. Participate in the review and refinement of these goals and objectives.

REGIONAL FRAMEWORK PLAN - CHAPTER 8: IMPLEMENTATION

8.3 Schools *It is the policy of the Metro Council to:*

8.3.1 *Create a standing Advisory Committee on **School** Facility Planning Coordination to advise Metro on implementation of this Plan's **School** Facilities policies in order to prepare and implement an action plan for establishing Local **School** Facilities Site Planning Committees for **school** districts in the region serving 5,000 or more students made up of local **school** board, local government and local business representatives to advise their local governments on whether local comprehensive plans provide for adequate **school** facilities.*

8.3.2 *Provide to local governments a forecast of population by subarea to be used by local governments and **school** districts as a basis for their facilities planning.*

8.3.3 *Encourage park providers and **school** districts, in preparing capital improvement plans and land acquisitions, to the maximum extent feasible, to coordinate their site selections and facility plans with one another and to encourage that, wherever feasible, contiguous park/ school sites be obtained by means of shared purchase or options, land exchange or other means.*

8.3.4 *Establish a region-wide acquisition fund using a variety of sources in order to assure that **school** sites exist within our communities that encourage walking or biking for elementary and middle **school** students and connect to public transit whenever possible for high **school** and middle **school** students to be distributed to actual need and utilize specific criteria.*

8.3.5 *Base any allocation of funds to sites which reflect regional and local policies for urban design and **school** sites that meet more of the following desired criteria may receive greater funding: a. Require less land area than standard practice due to multi-story construction, mixed uses in building and shared use of playing fields with local park providers. b. Located sufficiently close to concentrations of population in the **school's** attendance area so as to minimize the need for **school** bus transportation or private auto transportation. c. Well connected by the local street system and by established or planned pedestrian and bicycle ways. d. High **school** sites that are well served by established or planned transit routes (need to include a TriMet coordination requirement). e. Multi-**school** district collaborative projects.*

8.3.6 *Include discussions with the local **school** district to ensure that sufficient **schools** are provided for the children generated by large-scale development or redevelopment in local jurisdictions.*

8.3.7 *Encourage local jurisdictions to prioritize development applications and streamline processes for public agencies, including **schools**, to ensure that public needs are met without jeopardizing opportunities for citizen input or oversight for health and safety or environmental protection.*

8.3.8 *Encourage local jurisdictions to partner (including funding) with **school** districts to jointly use **school** sites for the public good (such as combined libraries, parks, connections with local services such as police, neighborhood centers, senior centers, etc.).*

8.3.9 Require to prioritize their transportation spending to ensure bicycle and pedestrian connections are provided and the local road and land use plans encourage TriMet service in order to help ensure transportation connections with public buildings and local governments. 8.3.10 Recognize efforts described in 8.4.9 as it allocates federal transportation dollars.

8.3.11 Require local jurisdictions to engage local **school** districts and inform them of any density increases which may affect school populations as a part of compliance with the Urban Growth Management Functional Planning effort.

8.3.12 Require local governments and **school** districts to review codes related to the construction of schools.

8.3.13 Establish performance measures, after consultation with the **school** districts, related to the **school** policies of this Plan to help determine whether state goals are met. Measures may include: a. Number of elementary and middle **school** children who walk or bike to **school** b. Number of high school students who take public transit. c. Amount of land used for new **schools**

Metro Urban Growth Management Functional Plan²⁹

The Functional Plan is intended to implement the growth management policies in the Regional Framework Plan. The regional policies presented in the Functional Plan recommend and require changes to city and county comprehensive plans and implementing ordinances if necessary. Key requirements of the Functional Plan (Titles 4, 11, 12 and 14) that are relevant to the District are noted below.

TITLE 4: INDUSTRIAL AND OTHER EMPLOYMENT AREAS

3.07.420 Protection of Regionally Significant Industrial Areas

(d) Cities and counties shall review their land use regulations and revise them, if necessary, to prohibit the siting of **schools**, places of assembly larger than 20,000 square feet or parks intended to serve people other than those working or residing in the RSLA...

As shown in Figure 2-9, there are Urban and Rural Reserves within the District Boundary. Urban reserves are expected to be added to the UGB within the next 50 years. Rural reserves include high value working farms and forests or have important natural features like rivers, wetlands, buttes and floodplains that will be protected from urbanization for at least the next 50 years. While these designations do not change current zoning or restrict landowners' currently allowed use of their lands, they do provide greater clarity regarding long-term expected uses. Lands outside the

²⁹[http://www.greennmetro.gov/sites/default/files/03.07%20\(FP%2009102014%20%20Maps%20Title%2014%20%206%20%2014%20amended%20maps%20effective%20102914%2020140910_1.pdf](http://www.greennmetro.gov/sites/default/files/03.07%20(FP%2009102014%20%20Maps%20Title%2014%20%206%20%2014%20amended%20maps%20effective%20102914%2020140910_1.pdf)

UGB which are neither urban reserve nor rural reserve are of lower priority for possible urban growth boundary expansion.

Title 11 of the Functional Plan guides long-range planning for urban reserves and areas added to the UGB. Counties are responsible for land use planning for an urban reserve and any city likely to provide governance or an urban service for the area are required to work with Metro and appropriate service districts to develop a concept plan prior to its addition to the UGB. Concept Plans for larger areas (over 100 acres) are required to achieve a range of outcomes to ensure complete communities.

TITLE 11: PLANNING FOR NEW URBAN AREAS

3.07.1110 Planning for Areas Designated Urban Reserve

(c) A concept plan shall: ...

*(10) Be coordinated with **schools** districts, including coordination of demographic assumptions.*

3.07.1120 Planning for Areas Added to the UGB

(c) Comprehensive plan provisions for the area shall include:...

*(5) Provision for the amount of land and improvements needed, if any, for public **school** facilities sufficient to serve the area added to the UGB in coordination with affected school districts. This requirement includes consideration of any school facility plan prepared in accordance with ORS 195.110;*

The intent of Title 12 of the Functional Plan is to protect residential neighborhoods from air and water pollution, noise and crime and to provide adequate levels of public services.

TITLE 12: PROTECTION OF RESIDENTIAL NEIGHBORHOODS

*3.07.1240 Access to Parks and **Schools***

*(d) To make public **schools** more accessible to neighborhood residents, cities, counties and **school** districts shall prioritize **school** sites that are near concentrations of population and are connected to those concentrations by safe and convenient walking, biking and, where transit is available or planned, transit facilities.*

Title 14 prescribes criteria and procedures for amendments to the urban growth boundary (UGB) including Legislative Amendments, Major Amendments, and

Minor Adjustments. Minor Adjustments are very limited in scope; however, the Major Amendment process can be initiated to add land to the UGB for public schools.

TITLE 14: URBAN GROWTH BOUNDARY

3.07.1440 Major Amendments - Criteria

*(a) The purpose of the major amendment process is to provide a mechanism to address needs for land that cannot wait until the next analysis of buildable land supply under ORS 197.299. Land may be added to the UGB under sections 3.07.1430 and 3.07.1440 only for public facilities and services, **public schools**, natural areas and other nonhousing needs and as part of a land trade under subsection (d). An applicant under section 3.07.1430 must demonstrate compliance with this purpose and these limitations.*

Appendix C: Hillsboro School District District-Wide Enrollment Forecast
2016-17 to 2030-31, Portland State University Population Research Center
(March, 2016)

**HILLSBORO SCHOOL DISTRICT
DISTRICT-WIDE ENROLLMENT FORECAST
2016-17 TO 2030-31**



Portland State
UNIVERSITY
**Population Research
Center**



MARCH, 2016

SUMMARY

The tables following this brief summary contain results of a demographic study conducted for the Hillsboro School District (HSD) by the Portland State University Population Research Center (PRC). Forecasts of district-wide enrollment annually from 2016-17 to 2030-31 under low, middle, and high growth scenarios constitute the core information requested by the District. Additional tables present information compiled in the course of developing forecasts, including recent population, housing and school enrollment trends.

Recent Enrollment Trends

Total K-12 enrollment in the HSD and its predecessor high school and elementary districts grew every year for more than 20 years, from the 1980s until 2011-12. Enrollment has declined in three out of four years since 2011-12; fall 2015 enrollment of 20,649 was 40 students less than in fall 2010.

The decline followed on the heels of the Great Recession. Job losses and the housing crisis discouraged the migration and mobility that typically contribute to growth in the Portland metro area. Other suburban districts including Tigard-Tualatin and North Clackamas experienced similar reversals, seeing flat enrollment or small K-12 losses after many years of rapid increase.

Since the 1990s, long term trends in birth rates have been characterized by declines for women under 30, and increases for women over 30. Birth rates have fallen more for Latinas compared with non-Latinas. However, population growth and a strong economy drove the number of births to record levels in the U.S., in Oregon, and in the HSD in 2007. As the recession set in, the number of births plunged, and calendar year 2013 births had declined by more than eight percent in the state and nation, and 12 percent in the HSD, when compared with the 2007 peak. The birth peak corresponds to the 2012-13 kindergarten cohort, with the decline contributing to smaller kindergarten classes in the District each year following 2012-13.

Long-Range Population and Household Forecasts

The HSD enrollment forecasts are linked to a long-range population forecast, using methodology described in the District-wide Enrollment Forecasts section of this report. The District adds about 33,000 residents between 2010 and 2030 in the middle series forecast, growing by 26 percent.

Using *headship* rates that measure the number of householders per person by age group, we are able to relate the population forecast to demand for new housing. Housing stock will grow faster than population in the next two decades due to lower birth rates and an aging population, though the rates of growth will depend on trends in household formation and the age and ethnic characteristics of families and individuals who move into the District. Based on the middle series 2030 forecast population by age group and headship rates measured in the 2010 Census, there will be a net increase of more than 16,000 households between 2010 and 2030.

To compare the HSD population forecast with local and regional plans, we allocated Transportation Analysis Zone (TAZ) household forecasts adopted by Metro in November 2012 to an area approximating the HSD's boundaries.¹ The area adds about 13,400 households between 2010 and 2025, an average of just under 900 annually, and another 9,800 households between 2025 and 2035 (980 annually). The growth is similar to household growth implied in our forecast, which exceeds 800 per year averaged over the 2010 to 2030 period using 2010 headship rates, or closer to 900 per year if household formation among young adults rebounds to 2000 levels from the recession-era lows observed in 2010.

Metro's 2012 forecasts also were used to project housing growth in the January 2016 *Draft Housing Needs Analysis* prepared for the City of Hillsboro by ECONorthwest.² The report adapts the forecast to the 2016 to 2036 period, indicating need for 16,040 new housing units within the current city limits and South Hillsboro. Residential capacity within the same area ranges between 17,986 and 20,986 units, though the report indicates a deficit of capacity for single-family detached units.

¹ *Regional Forecast Distribution Methodology & Assumptions. Population and Employment 2010-40 TAZ Forecast Distribution "Gamma Scenario".* Metro, Attachment 6 (Staff Report to Ordinance no. 12-1292A), November 2012. Datasets and associated information at <http://www.oregonmetro.gov/regional-2035-forecast-distribution>.

² Draft – Hillsboro Housing Needs Analysis, ECONorthwest, January 2016. Report at <http://plan.hillsboro-oregon.gov/document/housing-needs-analysis>.

Part of the City of Hillsboro lies outside of the HSD boundaries, including the Amberglen and Tanasbourne areas that account for capacity of several thousand multiple family units. However, there is additional single family capacity within the HSD in the cities of Cornelius and North Plains. Recent UGB expansion areas in northeast and southeast Cornelius have capacity for 1,680 dwelling units, and are almost entirely within the HSD.³ Preliminary work done in 2014 to update the City of North Plains' comprehensive plan identified capacity of 664 residential units, given relatively low density development, or more if higher densities or mixed use development are included. Estimates will be revised after an economic development study and housing needs analysis are completed.⁴

Based on the current capacity within the cities' urban growth boundaries and a small amount of additional capacity within unincorporated rural areas, the district could accommodate the annual average growth of about 800 additional households implied by the middle series enrollment forecast within the 15 year forecast horizon. The estimate of additional households consistent with the low and high alternative forecasts is between 650 and 950 annually, using 2010 headship rates.

Enrollment Forecasts

In each of the three series, kindergarten enrollment remains below its 2012-13 peak for at least several years, resulting in enrollment change in primary (K-3rd) grades between 2015-16 and 2020-21 ranging from a loss of 329 students (five percent) in the low series to a loss of 28 students (0.4 percent) in the high series. Charts 3a-3c on pages 15 to 17 illustrate the relationship between births and kindergarten enrollment. These smaller cohorts result in relatively slow growth in K-12th grade overall throughout much of the forecast horizon, even as significant population and housing growth is expected in the Hillsboro vicinity and the greater Portland metro area.

In the middle series, all grade levels enroll more students in 2025-26 than in 2015-16, and growth in elementary and middle grades accelerates in the last five years, from 2025-26 to 2030-31, while 9th-12th grade enrollment remains relatively flat as the smaller cohorts now in primary grades enter high school.

³ Ordinance No. 2015-06 SE UGB Comprehensive Plan Amendments and Ordinance No. 2015-07 NE UGB Comprehensive Plan Amendments, City of Cornelius.

⁴ Comprehensive Plan Map Related Code Updates, City of North Plains Planning Commission 8/13/14. Documents at <http://cityofnpl.org/index.php/departments/public-meetings/planning-commission/comprehensive-plan-update/comprehensive-plan-update-process/>

Table 1 and Chart 1 summarize the K-12 forecasts under each scenario, while Table 2 presents school level forecasts under the middle series. More detailed forecasts are included in Tables 9 to 11 on pages 18 to 20.

Table 1
Historic and Forecast K-12 Enrollment
Hillsboro School District

	Actual			Forecast		
	2005-06	2010-11	2015-16	2020-21	2025-26	2030-31*
LOW SERIES	19,562	20,689	20,649	20,903	21,000	21,105
5 year change*		1,127	-40	254	97	<u>456</u>
MID SERIES	19,562	20,689	20,649	21,240	21,711	22,383
5 year change*		1,127	-40	591	471	<u>1,734</u>
HIGH SERIES	19,562	20,689	20,649	21,614	22,558	23,804
5 year change*		1,127	-40	965	944	<u>3,155</u>

*Note: 2030-31 column shows change for entire 15 year forecast period.

Source: Historic enrollment, Hillsboro School District; Enrollment forecasts, Population Research Center, PSU, March 2016

Chart 1
Hillsboro S.D. K-12 Enrollment, 2005-06 to 2030-31

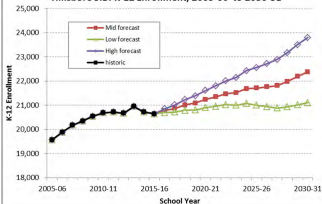


Table 2
Historic and MIDDLE SERIES Forecast Enrollment
Hillsboro School District by School Level

	Actual			MIDDLE SERIES Forecast		
	2005-06	2010-11	2015-16	2020-21	2025-26	2030-31*
K-6	10,839	11,368	11,212	11,195	11,539	12,121
5 year change*		529	-156	-17	344	<u>900</u>
7-8	2,904	3,165	3,074	3,433	3,277	3,424
5 year change*		261	-91	359	-156	<u>350</u>
9-12	5,819	6,156	6,363	6,612	6,895	6,838
5 year change*		337	207	249	283	<u>475</u>
Total	19,562	20,689	20,649	21,240	21,711	22,383
5 year change		<u>1,127</u>	<u>-40</u>	<u>591</u>	<u>471</u>	<u>1,734</u>

*Note: 2030-31 column shows change for entire 15 year forecast period.

Source: Historic enrollment, Hillsboro School District; Enrollment forecasts, Population Research Center, PSU, March 2016

POPULATION, HOUSING, AND ENROLLMENT TRENDS

Table 3
City and Region Population, 2000, 2010, and 2015

	2000	2010	2015	Avg. Annual Growth Rate	
				2000-2010	2010-2015
HSD Total ¹	104,261	125,486	135,257	1.9%	1.4%
City of North Plains	1,605	1,947	2,015	2.0%	0.7%
City of Hillsboro	70,186	91,611	97,480	2.7%	1.2%
HSD Portion	65,504	84,396	N/A	N/A	
City of Cornelius	9,652	11,869	11,900	2.1%	0.0%
HSD Portion	2,215	3,384	N/A	4.3%	
HSD Unincorporated	34,937	35,759	N/A	N/A	
Washington County	445,342	529,710	570,510	1.8%	1.4%
Portland-Vancouver-Hillsboro MSA ²	1,927,881	2,226,009	2,362,655	1.4%	1.1%

1. School District population determined by PSU-PRC based on aggregation of census blocks within the HSD boundary. The 2010 HSD population published by the Census Bureau is 125,462. The 2015 estimate is based on an extrapolation of 2010-2014 growth estimated by the Census Bureau. See <http://www.census.gov/did/www/saipe>.

2. Portland-Vancouver-Hillsboro MSA consists of Clackamas, Columbia, Multnomah, Washington, Yamhill (OR) and Clark and Skamania (WA) Counties.

Sources: U.S. Census Bureau, 2000 and 2010 censuses; Population Research Center, PSU, July 1, 2015 estimates; State of Washington, Office of Financial Management, April 1, 2015 estimates.

Table 4
Hillsboro School District
Housing and Household Characteristics, 2000 and 2010

	2000	2010	2000 to 2010 Change	
			Number	Percent
Housing Units	38,491	46,731	8,240	21%
Households	36,129	44,348	8,219	23%
Households with children under 18 share of total	15,270 42%	17,259 39%	1,989	13%
Households with no children under 18 share of total	20,859 58%	27,089 61%	6,230	30%
Household Population	102,987	123,809	20,822	20%
Persons per Household	2.85	2.79	-0.06	-2%

Source: U.S. Census Bureau, 2000 and 2010 Censuses; data aggregated to HSD boundary by Portland State University Population Research Center.

Table 5
Housing Units Authorized by Building Permits

Year Permit Issued	City of Hillsboro ¹		City of Cornelius ²	
	Single Family	Multiple Family	Single Family	Multiple Family
1996	681	1137	96	2
1997	745	1710	45	0
1998	661	1298	133	0
1999	618	95	42	0
2000	623	373	14	0
2001	526	92	6	17
2002	661	306	78	14
2003	726	852	43	0
2004	688	128	75	53
2005	838	230	117	3
2006	1022	553	52	0
2007	538	249	27	0
2008	186	306	17	0
2009	132	48	11	0
2010	141	91	7	0
2011	126	419	1	0
2012	172	435	2	0
2013	175	566	3	0
2014	185	701	2	0
2015 (preliminary)	191	616	2	0

1. Entire city, including a portion outside of the HSD. In 2010, 92 percent of the city's residents lived within the HSD. However, the multiple family column includes several hundred apartment units permitted since 2010 in the Beaverton S.D. portion of the city.

2. Entire city, including a portion outside of the HSD. In 2010, 29 percent of the city's residents lived within the HSD.

Source: U.S. Census Bureau, Residential Construction Branch. Data available online at <http://censtats.census.gov/bldg/bldgprmt.shtml>.

Table 6
Residential Subdivisions and Planned Unit Developments by Attendance Area¹

Middle/High Area (2015-16)	Elementary Area (2015-16)	Record ID	Development Name ²	Lots
Brown/Century	Imlay	SUB-003-15	Lois Gardens	6
Brown/Century	Imlay	SUB-001-15	Madison Meadows	4
Brown/Century	Imlay	SUB-007-15	Meadow Grove (pending)	6
Brown/Century	Ladd Acres	DR-031-15	Johnson Street Townhomes*	6
Brown/Century	Ladd Acres	SUB-003-14	Colby Ridge	8
Brown/Century	Ladd Acres	PUD-002-15	Langwood Crossing	24
Evergreen/Glencoe	Mckinney	SUB-04-14	Honey Crest Meadows	18
Evergreen/Glencoe	Mckinney	SUB-002-15	Glen View	8
Evergreen/Glencoe	Patterson	SUB-016-14	Keystone Grove	5
Evergreen/Glencoe	Patterson	SUB-015-14	Milne Street	9
Evergreen/Glencoe	Patterson	PUD-002-14	Offinga Hollow No. 1	6
Poynter/Liberty	Eastwood	SUB-006-15	Skipper Estates	6
Poynter/Liberty	Orenco	SUB-012-14	Kalahari Ridge No. 2*	5
Poynter/Liberty	Orenco	SUB-009-14	Ring's Hill Ridge	13
Poynter/Liberty	Quatama	SUB-010-14	Pohlman Woods	42
Poynter/Liberty	Quatama	SUB-011-14	Hawthorn Glen No. 2*	5
S. Meadows/Hillsboro	Brookwood	SUB-001-16	Brookwood Court (pending)	5
S. Meadows/Hillsboro	Brookwood	SUB-008-14	Brookwood Glen Subdivision	17
S. Meadows/Hillsboro	Brookwood	SUB-005-15	Brookwood Glen Addition	8
S. Meadows/Hillsboro	Brookwood	SUB-004-15	Brookwood Landing	5
S. Meadows/Hillsboro	Brookwood	SUB-008-15	Brookwood Landing No. 2 (pending)	15
S. Meadows/Hillsboro	Minter Bridge	SUB-001-14	Meier Woods*	39
S. Meadows/Hillsboro	Minter Bridge	PUD-003-14	Jackson Hollow (pending)	28
S. Meadows/Hillsboro	Rosedale	PUD-004-14	Overlook	23
S. Meadows/Hillsboro	Witch Hazel	SUB-013-14	River Bend	92
S. Meadows/Hillsboro	Witch Hazel	PUD-001-15	Brookwood Meadows	21

1. SUB and PUD applications submitted to the City of Hillsboro between 1/1/2014 and 2/24/2016, excluding development outside of Hillsboro School District.

2. Developments that had been platted as of late 2015 are identified by an *asterisk. Those identified as pending had not gained final approval as of 2/24/2016.

Sources: Compiled by Population Research Center, PSU; based on information from Hillsboro Planning Department and Metro Regional Land Inventory System (RLIS).

Table 7
Multiple Family Developments by Attendance Area¹

Middle/High Area (2015-16)	Elementary Area (2015-16)	Record ID	Development Name²	Units
Evergreen/Glencoe	Lincoln Street	DR-060-15	4th Avenue Apartments (pending)	12
Evergreen/Glencoe	Lincoln Street	DR-060-15	Brighton Place Apartments (pending)	13
Poynter/Liberty	Moolberry	DR-028-14	Pinewood Apartments addition	5
Poynter/Liberty	Orenco	DR-049-15	Orenco Flats	36
Poynter/Liberty	Orenco	DR-062-15	Quatama Woods Apartments (pending)	28
Poynter/Liberty	Orenco	DR-050-14	Sequoia Village Rowhomes	157
Poynter/Liberty	Quatama	DR-043014	REACH Orchards at Orenco Phase 2*	58
Poynter/Liberty	Quatama	DR-013-14	West Podium Building*	220

1. Design Review applications submitted to the City of Hillsboro between 1/1/2014 and 2/24/2016, excluding development outside of Hillsboro School District.

2. Developments that had been permitted as of late 2015 are identified by an *asterisk. Those identified as pending had not gained final approval as of 2/24/2016.

Sources: Compiled by Population Research Center, PSU; based on information from Hillsboro Planning Department and Metro Regional Land Inventory System (RLIS).

Table 8
Hillsboro School District, Historic Enrollment, 2005-06 to 2015-16

Grade	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
K	1,549	1,591	1,522	1,595	1,577	1,690	1,554	1,630	1,609	1,576	1,501
1	1,614	1,581	1,676	1,571	1,674	1,632	1,731	1,557	1,666	1,643	1,657
2	1,535	1,606	1,613	1,701	1,561	1,669	1,599	1,697	1,543	1,661	1,657
3	1,578	1,534	1,629	1,600	1,700	1,541	1,681	1,582	1,688	1,525	1,671
4	1,543	1,569	1,537	1,611	1,604	1,661	1,520	1,628	1,598	1,653	1,525
5	1,520	1,548	1,588	1,555	1,605	1,579	1,639	1,536	1,657	1,569	1,638
6	1,500	1,527	1,554	1,586	1,573	1,596	1,568	1,589	1,561	1,619	1,563
7	1,454	1,500	1,561	1,554	1,613	1,565	1,601	1,525	1,606	1,508	1,567
8	1,450	1,472	1,535	1,573	1,571	1,600	1,563	1,593	1,553	1,605	1,507
9	1,553	1,542	1,556	1,576	1,646	1,606	1,660	1,613	1,692	1,588	1,639
10	1,495	1,512	1,578	1,541	1,546	1,631	1,587	1,636	1,597	1,655	1,578
11	1,360	1,456	1,441	1,517	1,470	1,492	1,570	1,549	1,608	1,549	1,603
12	1,266	1,307	1,373	1,368	1,409	1,427	1,426	1,531	1,551	1,552	1,526
US*	145	142	14	0	0	0	24	0	22	16	17
Total	19,562	19,887	20,177	20,348	20,549	20,689	20,723	20,666	20,951	20,719	20,649
Annual change		325	290	171	201	140	34	-57	285	-232	-70
		1.7%	1.5%	0.8%	1.0%	0.7%	0.2%	-0.3%	1.4%	-1.1%	-0.3%
K-3	6,276	6,312	6,440	6,467	6,512	6,532	6,565	6,466	6,506	6,405	6,486
4-6	4,563	4,644	4,679	4,752	4,782	4,836	4,727	4,753	4,816	4,841	4,726
7-8	2,904	2,972	3,096	3,127	3,184	3,165	3,164	3,118	3,159	3,113	3,074
9-12	5,819	5,959	5,962	6,002	6,071	6,156	6,267	6,329	6,470	6,360	6,363

	2005-06 to 2010-11		2010-11 to 2015-16	
	5 yr. chg.	Pct.	5 yr. chg.	Pct.
K-3	256	4.1%	-46	-0.7%
4-6	273	6.0%	-110	-2.3%
7-8	261	9.0%	-91	-2.9%
9-12	337	5.8%	207	3.4%
Total	1,127	5.8%	-40	-0.2%

2005-06 to 2015-16	
10 yr. chg.	Pct.
210	3.3%
163	3.6%
170	5.9%
544	9.3%
1,087	5.6%

*Note: "US" is ungraded secondary; included in grade 9-12 totals.

Source: Hillsboro School District

DISTRICT-WIDE ENROLLMENT FORECASTS

District-wide Long-range Forecast Methodology

To ensure that enrollment forecasts are consistent with the dynamics of likely population growth within the District, we combine the grade progression enrollment model with a demographic cohort-component model used to forecast population for the District by age and sex. The components of population change are births, deaths, and migration. Using age-specific fertility rates, age-sex specific mortality rates, age-sex specific migration rates, estimates of recent net migration levels, and forecasts of future migration levels, each component is applied to the base year population in a manner that simulates the actual dynamics of population change.

The 2000 and 2010 Census results were used as a baseline for the population forecasts. By “surviving” the 2000 population and 2000s births (estimating the population in each age group that would survive to the year 2010) and comparing the “survived” population to the actual 2010 population by age group, we were able to estimate the overall level of net migration between 2000 and 2010 as well as net migration by gender and age cohort. The net migration data was used to develop initial net migration rates, which were used as a baseline for rates used to forecast net migration for the 2010 to 2030 period.

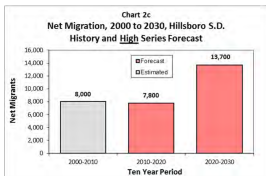
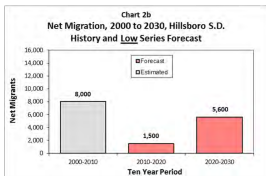
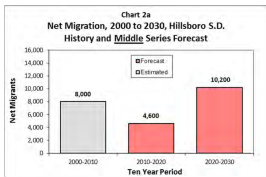
We estimated the number of births to women residing within the District each year from 2000 to 2014, using data from the Oregon Department of Human Services, Center for Health Statistics. Detailed information including the age of mothers is used to calculate fertility rates by age group for both 2000 and 2010. The total fertility rate (TFR) is an estimate of the number of children that would be born to the average woman during her child-bearing years based on age-specific fertility rates observed at a given time. The estimated TFR for the District fell from 2.39 in 2000 to 2.05 in 2010. Continued declines estimated since 2010 in rates for women under 30 outpace increases for women 30 and over, so age-specific fertility rates used for 2015 and beyond correspond to a TFR of 2.00, slightly lower than the 2010 rate.

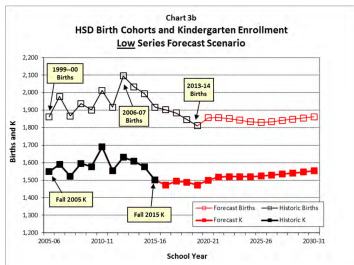
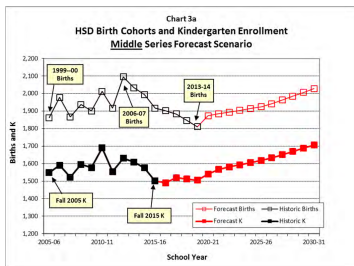
Historic school enrollment is linked to the population forecast in two ways. First, the kindergarten and first grade enrollments at the time of the most recent census (the 2009-10 school year) are compared to the population at the appropriate ages counted in the census. The “capture rate,” or ratio of enrollment

to population, is an estimate of the share of area children who are enrolled in HSD schools. Assumptions for capture rates based on census data are used to bring new kindergarten and first grade students into the District's enrollment. If there is evidence that capture rates have changed since the time of the census, they may be adjusted in the forecast. Capture rates in all three forecast scenarios stabilize at 0.82 for kindergarten and 0.85 for 1st grade. A rate of 0.85 implies that 15 percent of HSD school age residents are enrolled in private schools, other districts, or are home schooled.

The other way that historic population and enrollment are linked is through migration. Annual changes in school enrollment by cohort closely follow trends in the net migration of children in the District's population. Once the students are in first grade, a set of baseline grade progression rates (GPRs) are used to move students from one grade to the next. Grade progression rates are the ratio of enrollment in an individual grade to enrollment in the previous grade the previous year. Baseline rates of 1.00 for 2nd through 8th grades, 1.04 for 9th grade, 0.99 for 10th grade, and 0.98 for 11th and 12th grade are applied to represent a scenario under which there is no change due to migration. Rates higher than 1.00 occur when students more students enter than leave the public school system, and rates lower than 1.00 can occur when more students leave, including dropouts. In all cases, these are the rates that would occur if no one were moving into or out of the District. Enrollment change beyond the baseline is added (or subtracted, if appropriate) at each grade level depending on the migration levels of the overall population by single years of age.

Charts 2a-2c and 3a-3c illustrate the migration and birth assumptions used in the forecasts. Tables 9, 10, and 11 provide detailed forecasts by year and grade for each of the three scenarios. Table 12 compares fall 2015 enrollment with forecasts prepared by PRC in spring 2012. Actual K-12 enrollment has lagged behind all three 2012 scenarios, as the housing recovery has taken longer than expected, and small enrollment losses occurred in three of the four years since 2012.





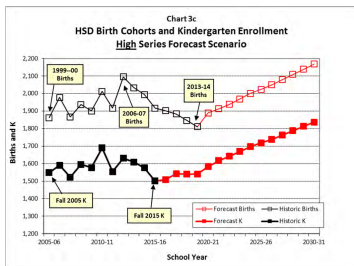


Table 9
Hillsboro School District
MIDDLE SERIES Enrollment Forecasts, 2016-17 to 2030-31

	Actual		Forecast													
Grade	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
K	1,501	1,490	1,520	1,512	1,505	1,541	1,567	1,581	1,593	1,605	1,618	1,633	1,651	1,669	1,688	1,706
1	1,657	1,570	1,554	1,585	1,578	1,570	1,606	1,633	1,647	1,660	1,673	1,686	1,701	1,720	1,739	1,759
2	1,657	1,667	1,579	1,563	1,594	1,586	1,578	1,614	1,642	1,656	1,669	1,682	1,695	1,710	1,729	1,748
3	1,671	1,667	1,677	1,588	1,572	1,602	1,594	1,586	1,623	1,651	1,665	1,678	1,691	1,704	1,719	1,738
4	1,525	1,682	1,678	1,688	1,598	1,581	1,611	1,603	1,595	1,632	1,660	1,674	1,687	1,700	1,713	1,728
5	1,638	1,535	1,693	1,689	1,699	1,607	1,590	1,620	1,612	1,604	1,641	1,669	1,683	1,696	1,709	1,723
6	1,563	1,649	1,545	1,704	1,700	1,708	1,616	1,599	1,629	1,621	1,613	1,650	1,678	1,692	1,705	1,719
7	1,567	1,573	1,660	1,555	1,715	1,709	1,717	1,625	1,608	1,638	1,630	1,622	1,659	1,687	1,701	1,714
8	1,507	1,577	1,583	1,671	1,565	1,724	1,718	1,726	1,634	1,617	1,647	1,639	1,631	1,668	1,696	1,710
9	1,639	1,577	1,651	1,657	1,749	1,635	1,801	1,795	1,804	1,707	1,690	1,721	1,713	1,704	1,743	1,772
10	1,578	1,633	1,571	1,645	1,651	1,739	1,625	1,790	1,784	1,793	1,697	1,680	1,711	1,703	1,694	1,733
11	1,603	1,556	1,610	1,549	1,622	1,625	1,711	1,599	1,761	1,755	1,764	1,670	1,653	1,684	1,676	1,667
12	1,526	1,581	1,534	1,587	1,527	1,596	1,599	1,684	1,573	1,733	1,727	1,736	1,643	1,626	1,657	1,649
US*	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
Total	20,649	20,774	20,872	21,010	21,092	21,240	21,350	21,472	21,522	21,689	21,711	21,757	21,813	21,980	22,186	22,383
Annual change	125	98	138	82	148	110	122	50	167	22	46	56	167	206	197	
	0.6%	0.5%	0.7%	0.4%	0.7%	0.5%	0.6%	0.2%	0.8%	0.1%	0.2%	0.3%	0.8%	0.9%	0.9%	
K-3	6,486	6,394	6,330	6,248	6,249	6,299	6,345	6,414	6,505	6,572	6,625	6,679	6,738	6,803	6,875	6,951
4-6	4,726	4,866	4,916	5,081	4,997	4,896	4,817	4,822	4,836	4,857	4,914	4,993	5,048	5,088	5,127	5,170
7-8	3,074	3,150	3,243	3,226	3,280	3,433	3,435	3,351	3,242	3,255	3,277	3,261	3,290	3,355	3,397	3,424
9-12	6,363	6,364	6,383	6,455	6,566	6,612	6,753	6,885	6,939	7,005	6,895	6,824	6,737	6,734	6,787	6,838
	2015-16 to 2020-21				2020-21 to 2025-26				2015-16 to 2025-26				2015-16 to 2030-31			
	5 yr. chg.		Pct.		5 yr. chg.		Pct.		10 yr. chg.		Pct.		15 yr. chg.		Pct.	
K-3	-187		-3%		326		5%		139		2%		465		7%	
4-6	170		4%		18		0%		188		4%		444		9%	
7-8	359		12%		-156		-5%		203		7%		350		11%	
9-12	249		4%		283		4%		532		8%		475		7%	
Total	591		3%		471		2%		1,062		5%		1,734		8%	

*Note: "US" is ungraded secondary; included in grade 9-12 totals.

Population Research Center, Portland State University, March 2016

Table 10
Hillsboro School District
LOW SERIES Enrollment Forecasts, 2016-17 to 2030-31

	Actual		Forecast													
Grade	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
K	1,501	1,472	1,494	1,488	1,472	1,500	1,518	1,520	1,520	1,520	1,523	1,529	1,535	1,541	1,546	1,554
1	1,657	1,556	1,532	1,555	1,549	1,534	1,561	1,580	1,583	1,582	1,582	1,585	1,592	1,598	1,604	1,611
2	1,657	1,663	1,561	1,537	1,560	1,556	1,541	1,568	1,587	1,590	1,589	1,589	1,592	1,599	1,605	1,612
3	1,671	1,663	1,669	1,566	1,542	1,567	1,563	1,548	1,575	1,594	1,597	1,596	1,596	1,599	1,606	1,613
4	1,525	1,677	1,669	1,675	1,572	1,549	1,574	1,570	1,555	1,582	1,601	1,604	1,603	1,603	1,606	1,615
5	1,638	1,531	1,684	1,676	1,682	1,579	1,556	1,581	1,577	1,562	1,589	1,608	1,611	1,610	1,610	1,615
6	1,563	1,644	1,537	1,691	1,683	1,690	1,586	1,563	1,588	1,584	1,569	1,596	1,615	1,618	1,617	1,619
7	1,567	1,569	1,650	1,543	1,698	1,690	1,697	1,593	1,570	1,595	1,591	1,576	1,603	1,622	1,625	1,626
8	1,507	1,573	1,575	1,656	1,549	1,705	1,697	1,704	1,600	1,577	1,602	1,598	1,583	1,610	1,629	1,634
9	1,639	1,573	1,642	1,644	1,729	1,617	1,780	1,771	1,779	1,670	1,646	1,672	1,668	1,652	1,680	1,702
10	1,578	1,628	1,563	1,631	1,633	1,717	1,606	1,768	1,759	1,767	1,658	1,635	1,660	1,656	1,641	1,670
11	1,603	1,552	1,601	1,537	1,604	1,605	1,688	1,579	1,738	1,729	1,737	1,630	1,607	1,632	1,628	1,615
12	1,526	1,576	1,526	1,574	1,511	1,577	1,578	1,659	1,552	1,708	1,699	1,707	1,602	1,580	1,604	1,602
US*	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
Total	20,649	20,694	20,720	20,790	20,801	20,903	20,962	21,021	21,000	21,077	21,000	20,942	20,884	20,937	21,018	21,105
Annual change	45	26	70	11	102	59	59	-21	77	-77	-58	-58	53	81	87	
	0.2%	0.1%	0.3%	0.1%	0.5%	0.3%	0.3%	-0.1%	0.4%	-0.4%	-0.3%	-0.3%	0.3%	0.4%	0.4%	
K-3	6,486	6,354	6,256	6,146	6,123	6,157	6,183	6,216	6,265	6,286	6,291	6,299	6,315	6,337	6,361	6,390
4-6	4,726	4,852	4,890	5,042	4,937	4,818	4,716	4,714	4,720	4,728	4,759	4,808	4,829	4,831	4,833	4,849
7-8	3,074	3,142	3,225	3,199	3,247	3,395	3,394	3,297	3,170	3,172	3,193	3,174	3,186	3,232	3,254	3,260
9-12	6,363	6,346	6,349	6,403	6,494	6,533	6,669	6,794	6,845	6,891	6,757	6,661	6,554	6,537	6,570	6,606
	2015-16 to 2020-21				2020-21 to 2025-26			2015-16 to 2025-26			2015-16 to 2030-31					
	5 yr. chg.		Pct.		5 yr. chg.		Pct.		10 yr. chg.		Pct.		15 yr. chg.		Pct.	
K-3	-329		-5%		134		2%		-195		-3%		-96		-1%	
4-6	92		2%		-59		-1%		33		1%		123		3%	
7-8	321		10%		-202		-6%		119		4%		186		6%	
9-12	170		3%		224		3%		394		6%		243		4%	
Total	254		1%		97		0%		351		2%		456		2%	

*Note: "US" is ungraded secondary; included in grade 9-12 totals.

Population Research Center, Portland State University, March 2016

Table 11
Hillsboro School District
HIGH SERIES Enrollment Forecasts, 2016-17 to 2030-31

Grade	Actual		Forecast															
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31		
K	1,501	1,509	1,543	1,539	1,540	1,583	1,617	1,642	1,669	1,696	1,718	1,738	1,763	1,788	1,813	1,837		
1	1,657	1,584	1,575	1,615	1,613	1,610	1,652	1,687	1,714	1,742	1,769	1,792	1,814	1,840	1,866	1,891		
2	1,657	1,671	1,597	1,588	1,628	1,625	1,622	1,664	1,699	1,727	1,755	1,782	1,805	1,827	1,854	1,879		
3	1,671	1,671	1,685	1,611	1,602	1,640	1,637	1,634	1,676	1,711	1,739	1,768	1,795	1,818	1,840	1,866		
4	1,525	1,686	1,686	1,700	1,625	1,614	1,652	1,649	1,646	1,689	1,724	1,752	1,781	1,809	1,832	1,853		
5	1,638	1,539	1,702	1,702	1,716	1,637	1,626	1,664	1,661	1,658	1,702	1,737	1,765	1,794	1,823	1,845		
6	1,563	1,653	1,553	1,717	1,717	1,729	1,650	1,638	1,677	1,674	1,671	1,715	1,750	1,779	1,808	1,836		
7	1,567	1,578	1,669	1,568	1,733	1,730	1,742	1,662	1,650	1,690	1,687	1,683	1,728	1,763	1,792	1,821		
8	1,507	1,581	1,592	1,684	1,582	1,746	1,743	1,755	1,675	1,662	1,703	1,700	1,696	1,741	1,776	1,805		
9	1,639	1,582	1,659	1,671	1,768	1,657	1,829	1,826	1,838	1,755	1,741	1,784	1,781	1,777	1,824	1,859		
10	1,578	1,637	1,580	1,657	1,669	1,763	1,652	1,824	1,821	1,833	1,750	1,736	1,779	1,776	1,772	1,818		
11	1,603	1,560	1,619	1,562	1,638	1,647	1,740	1,630	1,800	1,797	1,809	1,727	1,713	1,756	1,753	1,748		
12	1,526	1,585	1,542	1,601	1,544	1,616	1,625	1,717	1,609	1,776	1,773	1,785	1,704	1,690	1,733	1,729		
US*	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17		
Total	20,649	20,853	21,019	21,232	21,392	21,614	21,804	22,009	22,152	22,427	22,558	22,716	22,891	23,175	23,503	23,804		
Annual change	204		166	213	160	222	190	205	143	275	131	158	175	284	328	301		
	1.0%		0.8%	1.0%	0.8%	1.0%	0.9%	0.9%	0.6%	1.2%	0.6%	0.7%	0.8%	1.2%	1.4%	1.3%		
K-3	6,486	6,435	6,400	6,353	6,383	6,458	6,528	6,627	6,758	6,876	6,981	7,080	7,177	7,273	7,373	7,473		
4-6	4,726	4,878	4,941	5,119	5,058	4,980	4,928	4,951	4,984	5,021	5,097	5,204	5,296	5,382	5,463	5,534		
7-8	3,074	3,159	3,261	3,252	3,315	3,476	3,485	3,417	3,325	3,352	3,390	3,383	3,424	3,504	3,568	3,626		
9-12	6,363	6,381	6,417	6,508	6,636	6,700	6,863	7,014	7,085	7,178	7,090	7,049	6,994	7,016	7,099	7,171		

	2015-16 to 2020-21		2020-21 to 2025-26		2015-16 to 2025-26		2015-16 to 2030-31	
	5 yr. chg.	Pct.	5 yr. chg.	Pct.	10 yr. chg.	Pct.	15 yr. chg.	Pct.
K-3	-28	0%	523	8%	495	8%	987	15%
4-6	254	5%	117	2%	371	8%	808	17%
7-8	402	13%	-86	-2%	316	10%	552	18%
9-12	337	5%	390	6%	727	11%	808	13%
Total	965	5%	944	4%	1,909	9%	3,155	15%

*Note: "US" is ungraded secondary; included in grade 9-12 totals.

Population Research Center, Portland State University, March 2016

Table 12
Fall 2015 Enrollment Compared to Previous Forecasts By Grade Level¹

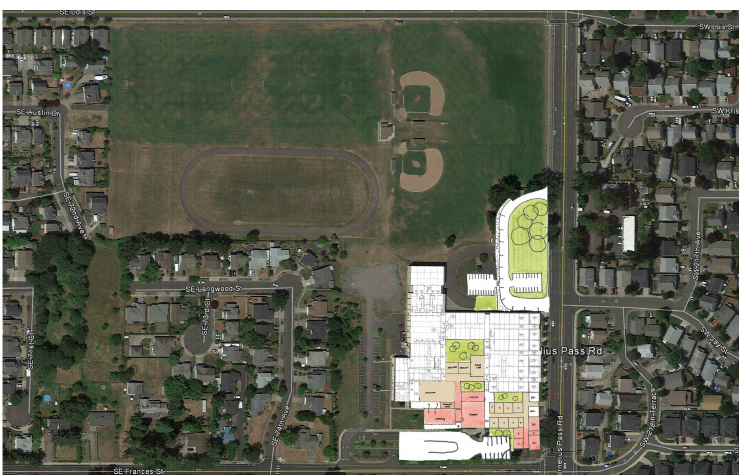
Grade	Actual	Low Growth Forecast			Medium Growth Forecast			High Growth Forecast		
		Fcst.	Diff.	Error	Fcst.	Diff.	Error	Fcst.	Diff.	Error
K	1,501	1,593	92	6.1%	1,613	112	7.5%	1,626	125	8.3%
1	1,657	1,643	-14	-0.8%	1,676	19	1.1%	1,699	42	2.5%
2	1,657	1,646	-11	-0.7%	1,682	25	1.5%	1,705	48	2.9%
3	1,671	1,661	-10	-0.6%	1,712	41	2.5%	1,737	66	3.9%
4	1,525	1,585	60	3.9%	1,624	99	6.5%	1,657	132	8.7%
5	1,638	1,713	75	4.6%	1,742	104	6.3%	1,776	138	8.4%
6	1,563	1,580	17	1.1%	1,610	47	3.0%	1,643	80	5.1%
7	1,567	1,676	109	7.0%	1,712	145	9.3%	1,747	180	11.5%
8	1,507	1,531	24	1.6%	1,564	57	3.8%	1,594	87	5.8%
9	1,639	1,717	78	4.8%	1,753	114	7.0%	1,780	141	8.6%
10	1,578	1,642	64	4.1%	1,677	99	6.3%	1,695	117	7.4%
11	1,603	1,592	-11	-0.7%	1,628	25	1.6%	1,640	37	2.3%
12	1,526	1,491	-35	-2.3%	1,526	0	0.0%	1,535	9	0.6%
US	17	24	7	41.2%	24	7	41.2%	24	7	41.2%
Total	20,649	21,094	445	2.2%	21,543	894	4.3%	21,858	1,209	5.9%
MAPE ²				2.9%			4.3%			5.9%

1. Forecast for 2015-16 by PSU-PRC, baseline 2011-12 enrollment (four year horizon).

2. Mean absolute percent error for individual grades.

Appendix D: Middle School and High School Expansion Studies

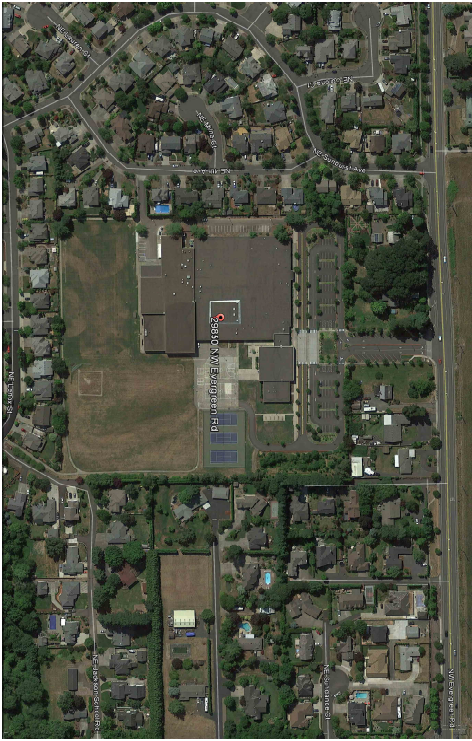


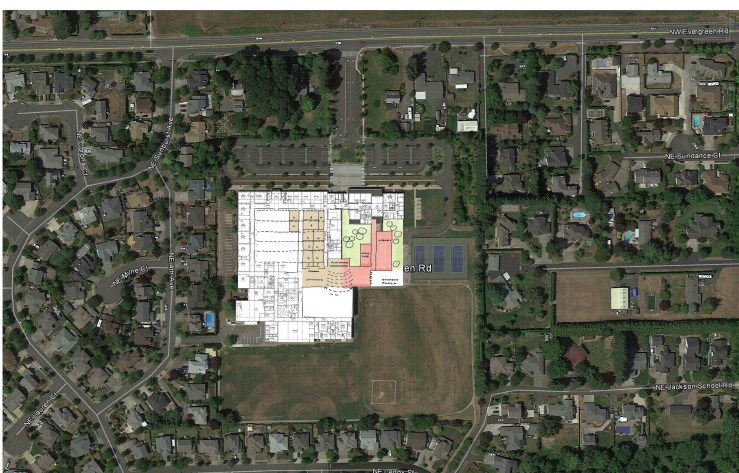


BROWN MS SCHEME A- NO SCALE

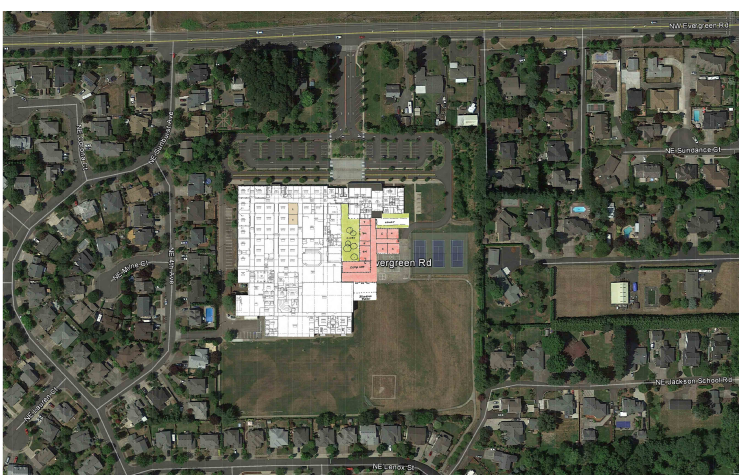


BROWN MS SCHEME B- NO SCALE



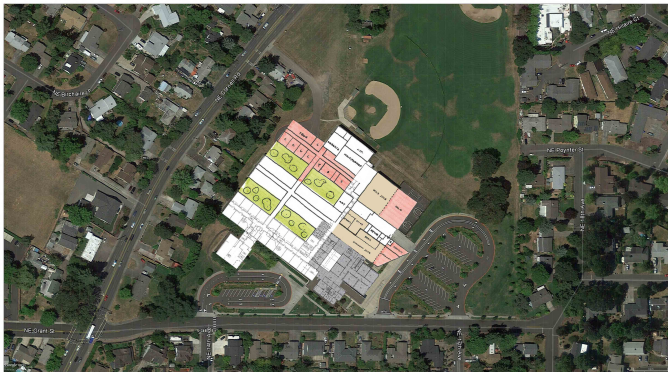


EVERGREEN MS SCHEME A- NO SCALE



EVERGREEN MS SCHEME B- NO SCALE



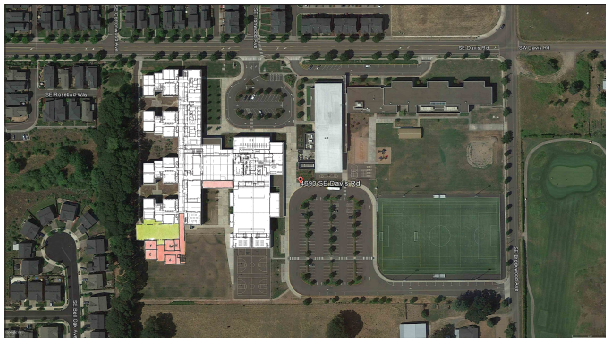


POYNTER MS SCHEME A - NO SCALE



POYNTER MS SCHEME B - NO SCALE





SOUTH MEADOWS MS SCHEME A - NO SCALE



SOUTH MEADOWS MS SCHEME B - NO SCALE

	Brown		Evergreen		Poynter		South Meadows	
	SF	\$	SF	\$	SF	\$	SF	\$
Modernization								
Low	23,500	\$3,525,000	21,300	\$3,195,000	20,000	\$3,000,000	0	\$0
High	23,500	\$4,700,000	21,300	\$4,260,000	20,000	\$4,000,000	0	\$0
Additions								
Low	20,000	\$5,800,000	15,000	\$4,350,000	28,000	\$8,120,000	18,000	\$5,220,000
High	20,000	\$6,400,000	15,000	\$4,800,000	28,000	\$8,960,000	18,000	\$5,760,000
Restroom Enlargement								
Low		\$300,000		\$300,000		\$300,000		\$300,000
High		\$400,000		\$400,000		\$400,000		\$400,000
Site Allowance		\$500,000		\$500,000		\$500,000		\$300,000
Kitchen Allowance		\$0		\$0		\$400,000		\$0
Skylight Allowance		\$0		\$400,000		\$0		\$0
Total Low		\$10,125,000		\$8,745,000		\$12,320,000		\$5,820,000
Total High		\$12,000,000		\$10,360,000		\$14,260,000		\$6,460,000

Notes:

Assumed Low Modernization cost \$150

Assumed High Modernization cost \$200

Assumed Low Addition Cost \$290

Assumed High Addition Cost \$320

Area takeoffs are approximate

2015 Dollars (not escalated)

Construction cost only (no soft cost allowance)

No potential code required updates included with exception of additional restroom count

No utility enlargements included

No allowance for off site improvements

Addition costs based on recent new construction cost/SF of \$240-\$270 (times 1.2 to account for addition/reno complexity)

ALL ESTIMATES OF PROBABLE COST ARE ROUGH ORDER OF MAGNITUDE - FOR EARLY PLANNING PURPOSES ONLY

CENTURY HIGH SCHOOL

OPENED: 1997

DESIGNED CAPACITY: 1,800

2010-11 ENROLLMENT: 1,416

PROPOSED CAPACITY: 2,200

FACTS AND ASSUMPTIONS

- Century has operated with as many as 2,200 students.
- The technology area has been remodelled into two computer labs and a child care room.
- The commons is severely congested due in part to circulation patterns. Queuing for the food service backs up into the corridor. Internal partitions makes supervision difficult. For these reasons, the expanded commons should be as generous as possible.
- An Art lab is preferred to a Computer lab.
- Two storage containers east of the stage are currently being used for band and choir storage.
- The south vehicular area creates conflicts between busses, parents, and visitors. The drop-off loop is undersized, and the south entry is not wide enough for busses to turn in the presence of other vehicles.
- The stair and corridor near the cafeteria creates a circulation bottleneck. This should be explored in greater detail during a pre-design phase.
- Century has the capacity to absorb additional faculty positions within existing work rooms and offices, therefore the expansion(s) should prioritize larger classrooms or additional labs.
- The campus could use a turf field and/or improved drainage.



Above | Aerial photo of the school campus

Below | Photo of the east entry



CENTURY HIGH SCHOOL

STRATEGIES

See the attached 17x11 fold-out sheet for a diagram of the expansion schemes. Where the classroom count is given as a range, the dashed boundary is the upper boundary and the solid hatch is the lower boundary.

- ▢ Location A: By expanding north into the student parking lot, two-story classroom expansion could fit seven to fifteen classrooms, two labs, and support spaces. The addition would share nearby existing restrooms. Adjustments to the parking lot include elimination of the southern entry, creation of a new entry at the north end of the lot, and the elimination of approximately 55 parking spaces.
- ▢ Location B: Each of the four existing classroom pods can accommodate two additional classrooms by in-filling the glazed corridor corner. This approach distributes the increased population evenly. However, construction at this location is potentially more disruptive. A small expansion at 'A' is required to bring the total classroom count to fifteen.
- ▢ PE: Similar to the current auxiliary gym, a new second-story gym could be built adjacent to the main gym. The lower level could house athletic storage, restrooms, and new team rooms – including a coach's office & shower. Existing team rooms could be converted to PE lockers.
- ▢ Commons: A significant expansion of the commons is recommended. Remove the internal partitions where possible to improve supervision line-of-sight.
- ▢ Food Service: To improve food service efficiency, consider:
 - ▢ Removing the island;
 - ▢ Moving the student store to the commons expansion area;
 - ▢ Adding another pay station;
 - ▢ Using a "food court" model with multiple serving locations; and
 - ▢ Extending the lunch period.
- ▢ Music: Expand band/choir storage east of the band room.
- ▢ Expand the parent drop-off loop and visitor parking into the spacious front lawn area.

CENTURY HIGH SCHOOL

EXPANSION OPTIONS

Schleife Q mit:	A	B
Schleife Two:	A	A + B

Figure 6.

1. *Introduction*

- Q1) Lubin
- Support spaces
 - non-parking entry
 - eliminates approach
 - no rear stations

Location: 00

- ⊗: requires combination with 'W'

PE (Physical Education)

- Auxiliary Gases, Teams Rooms, Storage & Admin
- gases on second floor
- restrooms on first floor

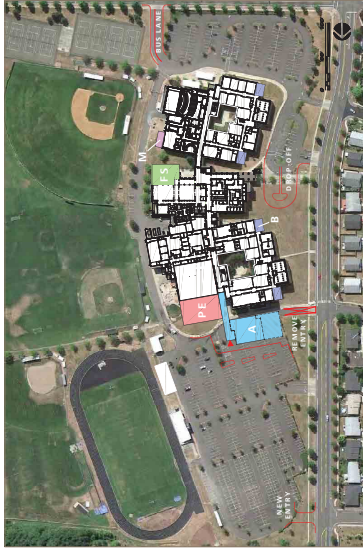
114. *Food & Drug Admin.*

- Consistency expansion
: current consensus area is 7,300 of 46

- MI 014512**
Expansion to benefit their storage.
: expansion is shown = 1,000 sf.

11

- modify the student parking lot
- expand the drop-off and visitor parking



RLB|Rider Levett Bucknall

Hillsboro SD High School Feasibility Study

Century HS Scheme One

Location Summary

Rates Current At May 2012

GFA: Gross Floor Area

Code	Description	GFA SF	Cost/SF	Total Cost
A	Location A	27,876	\$175	\$4,882,229
B	PE New Construction	17,528	\$149	\$2,616,661
C	Commons Expansion	4,400	\$175	\$769,871
D	Music Expansion	1,800	\$182	\$326,797
E	Site			\$150,000
	Estimated Net Cost	51,604	\$169	\$8,745,558

Margins & Adjustments

General Conditions	8.0%	\$699,645
Bonds & Insurances	2.0%	\$188,904
Overhead & Profit	4.0%	\$385,364
Design Contingency	15.0%	\$1,502,921
Escalation to 1Q2017	13.5%	\$1,565,523

Estimated Total Cost	51,604	\$253	\$13,077,915
----------------------	--------	-------	--------------

RLB|Rider Levett Bucknall

Hillsboro SD High School Feasibility Study

Liberty HS Scheme One

Location Summary

Rates Current At May 2012
GFA: Gross Floor Area

Code	Description	GFA SF	Cost/SF	Total Cost
A	Location A	24,148	\$177	\$4,267,359
C	Commons Expansion	3,290	\$166	\$531,310
D	Music Expansion	1,800	\$182	\$326,797
E	Site			\$125,000
Estimated Net Cost		29,148	\$180	\$5,250,466
Margins & Adjustments				
General Conditions		8.0%		\$420,037
Bonds & Insurances		2.0%		\$113,410
Overhead & Profit		4.0%		\$231,367
Design Contingency		15.0%		\$902,291
Escalation to 10/2017		13.5%		\$933,871

Estimated Total Cost	29,148	\$269	\$7,851,432
----------------------	--------	-------	-------------

GLENCOE HIGH SCHOOL

STRATEGIES

See the attached 17x11 fold-out sheet for a diagram of the expansion schemes.

- ⌚ Scheme A: North of the existing external connection between the main building and the commons is a level area that can accommodate a two-story expansion housing up to fifteen classrooms, two labs, and support spaces. The expansion would also facilitate enclosing the outdoor circulation to the commons. A secondary ground floor access point could be provided at the art room corridor to the north. To avoid further congestion of the ground level corridor, a second floor connection to the main classroom block is important. This could conceivably be accomplished via a mezzanine in the commons expansion.
- ⌚ Scheme B: The equivalent program at 'A' could be located at the front of the school to give Glencoe a face-lift and new source of identity and pride. In addition to education delivery space, the administration area would move to the expansion (1,700 +/- sf) and the vacated space (4,400 +/- sf) could be used for work areas, teachers' offices, counselors, and other administration. The addition would be two-stories and connect to the main classroom block at both levels via an existing corridor.
- ⌚ PE: With only minor disruption to the athletic fields and fire lane, an auxiliary gym, lockers, and athletic storage could be added to the west side of the school. Similar to scheme 'B', the addition could help to redefine the public face of the facility.
- ⌚ Food Service: Due to steep adjacent grades, the most likely commons expansion would fill in the gap between the main building. In conjunction with scheme 'A', a double-height volume would allow for the possibility of a second floor connection to the main classroom wing.
- ⌚ Music: Expand band/choir storage adjacent to the proposed PE gym. Access could occur via the current make-up room (to be re-located). A larger addition could also house athletic storage accessed via the new gym.
- ⌚ Add a dedicated bus lane to the south vehicular entry. From left to right: Lane One will be mixed traffic outbound, Lane Two will be mixed traffic inbound, and Lane Three will be bus-only for in-bound queuing.
- ⌚ Expand the parent drop-off loop into the spacious existing entry plaza.

GLENCOE HIGH SCHOOL EXPANSION OPTIONS

Scheme A

- 1. new 100,000 sq ft classroom building
- 2. new 100,000 sq ft gymnasium
- 3. new 100,000 sq ft cafeteria
- 4. new 100,000 sq ft library
- 5. new 100,000 sq ft art building
- 6. new 100,000 sq ft music building
- 7. new 100,000 sq ft theater building
- 8. new 100,000 sq ft dance building
- 9. new 100,000 sq ft drama building
- 10. new 100,000 sq ft computer lab
- 11. new 100,000 sq ft science lab
- 12. new 100,000 sq ft history lab
- 13. new 100,000 sq ft social studies lab
- 14. new 100,000 sq ft foreign language lab
- 15. new 100,000 sq ft health center
- 16. new 100,000 sq ft counseling center
- 17. new 100,000 sq ft career center
- 18. new 100,000 sq ft student union
- 19. new 100,000 sq ft parking garage
- 20. new 100,000 sq ft bus loop

Scheme B

- 1. new 100,000 sq ft classroom building
- 2. new 100,000 sq ft gymnasium
- 3. new 100,000 sq ft cafeteria
- 4. new 100,000 sq ft library
- 5. new 100,000 sq ft art building
- 6. new 100,000 sq ft music building
- 7. new 100,000 sq ft theater building
- 8. new 100,000 sq ft dance building
- 9. new 100,000 sq ft drama building
- 10. new 100,000 sq ft computer lab
- 11. new 100,000 sq ft science lab
- 12. new 100,000 sq ft history lab
- 13. new 100,000 sq ft social studies lab
- 14. new 100,000 sq ft foreign language lab
- 15. new 100,000 sq ft health center
- 16. new 100,000 sq ft counseling center
- 17. new 100,000 sq ft career center
- 18. new 100,000 sq ft student union
- 19. new 100,000 sq ft parking garage
- 20. new 100,000 sq ft bus loop

PE (Physical Education)

- 1. new 100,000 sq ft gymnasium
- 2. new 100,000 sq ft cafeteria
- 3. new 100,000 sq ft library
- 4. new 100,000 sq ft art building
- 5. new 100,000 sq ft music building
- 6. new 100,000 sq ft theater building
- 7. new 100,000 sq ft dance building
- 8. new 100,000 sq ft drama building
- 9. new 100,000 sq ft computer lab
- 10. new 100,000 sq ft science lab
- 11. new 100,000 sq ft history lab
- 12. new 100,000 sq ft social studies lab
- 13. new 100,000 sq ft foreign language lab
- 14. new 100,000 sq ft health center
- 15. new 100,000 sq ft counseling center
- 16. new 100,000 sq ft career center
- 17. new 100,000 sq ft student union
- 18. new 100,000 sq ft parking garage
- 19. new 100,000 sq ft bus loop

PS (Physical Science)

- 1. new 100,000 sq ft classroom building
- 2. new 100,000 sq ft gymnasium
- 3. new 100,000 sq ft cafeteria
- 4. new 100,000 sq ft library
- 5. new 100,000 sq ft art building
- 6. new 100,000 sq ft music building
- 7. new 100,000 sq ft theater building
- 8. new 100,000 sq ft dance building
- 9. new 100,000 sq ft drama building
- 10. new 100,000 sq ft computer lab
- 11. new 100,000 sq ft science lab
- 12. new 100,000 sq ft history lab
- 13. new 100,000 sq ft social studies lab
- 14. new 100,000 sq ft foreign language lab
- 15. new 100,000 sq ft health center
- 16. new 100,000 sq ft counseling center
- 17. new 100,000 sq ft career center
- 18. new 100,000 sq ft student union
- 19. new 100,000 sq ft parking garage
- 20. new 100,000 sq ft bus loop

M (Music)

- 1. new 100,000 sq ft classroom building
- 2. new 100,000 sq ft gymnasium
- 3. new 100,000 sq ft cafeteria
- 4. new 100,000 sq ft library
- 5. new 100,000 sq ft art building
- 6. new 100,000 sq ft music building
- 7. new 100,000 sq ft theater building
- 8. new 100,000 sq ft dance building
- 9. new 100,000 sq ft drama building
- 10. new 100,000 sq ft computer lab
- 11. new 100,000 sq ft science lab
- 12. new 100,000 sq ft history lab
- 13. new 100,000 sq ft social studies lab
- 14. new 100,000 sq ft foreign language lab
- 15. new 100,000 sq ft health center
- 16. new 100,000 sq ft counseling center
- 17. new 100,000 sq ft career center
- 18. new 100,000 sq ft student union
- 19. new 100,000 sq ft parking garage
- 20. new 100,000 sq ft bus loop

Site

- 1. new 100,000 sq ft classroom building
- 2. new 100,000 sq ft gymnasium
- 3. new 100,000 sq ft cafeteria
- 4. new 100,000 sq ft library
- 5. new 100,000 sq ft art building
- 6. new 100,000 sq ft music building
- 7. new 100,000 sq ft theater building
- 8. new 100,000 sq ft dance building
- 9. new 100,000 sq ft drama building
- 10. new 100,000 sq ft computer lab
- 11. new 100,000 sq ft science lab
- 12. new 100,000 sq ft history lab
- 13. new 100,000 sq ft social studies lab
- 14. new 100,000 sq ft foreign language lab
- 15. new 100,000 sq ft health center
- 16. new 100,000 sq ft counseling center
- 17. new 100,000 sq ft career center
- 18. new 100,000 sq ft student union
- 19. new 100,000 sq ft parking garage
- 20. new 100,000 sq ft bus loop



RLB|Rider Levett Bucknall

Hillsboro SD High School Feasibility Study

Glencoe HS Scheme A

Location Summary

Rates Current At May 2012

GFA: Gross Floor Area

Code	Description	GFA SF	Cost/SF	Total Cost
A	Location A	30,136	\$166	\$5,008,254
B	Commons Expansion	3,360	\$173	\$580,713
C	PE New Construction	13,861	\$187	\$2,598,219
D	Music Expansion	1,800	\$191	\$343,890
E	Site			\$165,320
Estimated Net Cost		49,157	\$177	\$8,696,396
Margins & Adjustments				
General Conditions		8.0%		\$695,712
Bonds & Insurances		4.0%		\$375,684
Overhead & Profit		4.0%		\$360,712
Design Contingency		15.0%		\$1,523,176
Escalation to 1Q2017		13.5%		\$1,577,108
Estimated Total Cost		49,157	\$270	\$13,259,388

RLB|Rider Levett Bucknall

Hillsboro SD High School Feasibility Study

Glencoe HS Scheme B

Location Summary

Rates Current At May 2012

GFA, Gross Floor Area

Code	Description	GFA SF	Cost/SF	Total Cost
A				
A1	Location B	4,550	\$122	\$554,229
	Location B Renovation			
A2	Location B New Construction	33,296	\$159	\$5,206,549
A - Location B Total				
		37,846	\$155	\$5,860,778
B	Commons Expansion	3,360	\$173	\$580,713
C	PE New Construction	13,861	\$187	\$2,598,219
D	Music Expansion	1,800	\$191	\$343,890
E	Site			\$165,320
Estimated Net Cost				
		56,867	\$168	\$9,548,820
Margins & Adjustments				
General Conditions		8.0%		\$763,914
Bonds & Insurances		2.0%		\$206,257
Overhead & Profit		4.0%		\$420,764
Design Contingency		15.0%		\$1,640,978
Escalation to 10/2017		13.5%		\$1,698,412

Estimated Total Cost	56,867	\$251	\$14,279,245
----------------------	--------	-------	--------------

HILLSBORO HIGH SCHOOL

OPENED: 1969

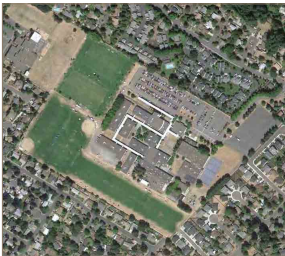
ORIGINAL CAPACITY: 1,600

2010-11 ENROLLMENT: 1,452

PROPOSED CAPACITY: 2,000

FACTS AND ASSUMPTIONS

- All of the existing structures are one story in height; accordingly, the building density at Hilli is lower than the other three schools.
- The existing library is outdated and has not been recently remodeled.
- The campus has only one vehicular ingress/egress. Additional student population will likely increase traffic congestion.
- Expansion into the south practice fields is feasible. The campus could use a turf field and/or improved drainage.
- At 14,800 +/- square feet, the current cafeteria + commons provides significantly more lunch seating than the other schools. It does not need to be expanded.
- As an older facility, Hilli has a greater need for Computer labs as opposed to Science or Art labs.
- Hilli needs additional teachers' offices and work rooms.
- Hilli is the school closest to the UGB expansion and has the lowest original design capacity. It would be theoretically possible to increase the site density by tearing down the existing one-story classroom wings and replacing them with two-story wings. Exploration of this strategy and its repercussions is beyond the scope of this study.



Above | Aerial photo of the school campus

Below | Photo of the central campus open space



HILLSBORO HIGH SCHOOL

STRATEGIES

See the attached 17x11 fold-out sheet for a diagram of the expansion schemes. Where the classroom count is given as a range, the dashed boundary is the upper boundary and the solid hatch is the lower boundary.

- ▢ Location A: Replaces the existing library with a two-story building containing ten classrooms, one lab, a new Media Center, and support spaces. This location is central, but requires combination with either 'B' or 'C' to achieve the necessary classroom count. It would be the only two-story structure at Hilli. The other expansion strategies leave the library unchanged in its current location.
- ▢ Location B: In the court between the cafeteria and gym, a small one-story classroom expansion will fit five classrooms, one lab, and support spaces. This location has a few site constraints. One, the resultant light courts are narrow; two, the expansion will be close to the kitchen service area, and; three, it may require relocation of nearby transformers.
- ▢ Location C: In combination with 'A', this expansion provides five classrooms, two labs, and support spaces. In combination with 'B', the classroom count would be expanded to ten. One existing room must be altered to make an internal connection. Work in this area will also require and extension of the fire lane.
- ▢ PE: An expansion towards the existing tennis courts could fit an auxiliary gym, lockers, and athletic storage. Replacement tennis courts could be constructed at the far end of the student overflow parking lot.
- ▢ Music: Expand band/choir storage north of the existing music rooms.
- ▢ During pre-design, explore new drive connections to existing roads at the southeast corner of the campus.

HILLSBORO HIGH SCHOOL EXPANSION OPTIONS

- Scheme One: **A + B**
 Scheme Two: **A + C**
 Scheme Three: **B + C**

Location A
 1100 Classroom
 1000 Support Space
 1000 Support Space
 1000 Support Space

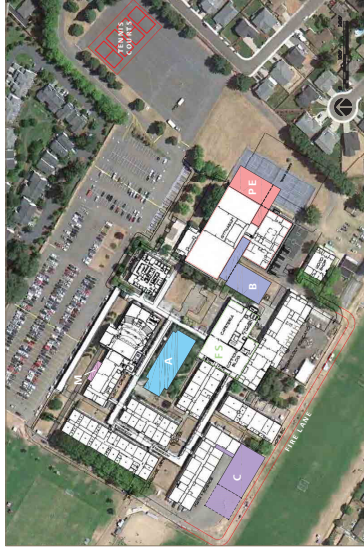
Location B
 1000 Classroom
 1000 Classroom
 1000 Classroom
 1000 Classroom
 1000 Classroom

Location C
 1000 Classroom
 1000 Classroom
 1000 Classroom
 1000 Classroom
 1000 Classroom

PE (Physical Education)
 1000 Classroom
 1000 Classroom
 1000 Classroom

FS (Food Service)
 1000 Classroom
 1000 Classroom
 1000 Classroom

M (Music)
 1000 Classroom
 1000 Classroom
 1000 Classroom



RLB|Rider Levett Bucknall

Hillsboro SD High School Feasibility Study

Hillsboro HS Scheme One

Location Summary

Rates Current At May 2012

GFA: Gross Floor Area

Code	Description	GFA SF	Cost/SF	Total Cost
A	Location A	28,630	\$171	\$4,888,566
B	Location B	12,719	\$162	\$2,061,027
C	PE Expansion	14,731	\$177	\$2,607,130
D	Music Expansion	1,800	\$195	\$351,547
E	Site			\$150,000
	Estimated Net Cost	57,880	\$174	\$10,056,270

Margins & Adjustments

General Conditions	8.0%	\$804,662
Bonds & Insurances	2.0%	\$217,259
Overhead and Profit	4.0%	\$443,206
Design Contingency	15.0%	\$1,728,510
Escalation to 1Q2017	13.5%	\$1,789,006

Estimated Total Cost	57,880	\$260	\$15,040,917
----------------------	--------	-------	--------------

RLB|Rider Levett Bucknall

Hillsboro SD High School Feasibility Study

Hillsboro HS Scheme Two

Location Summary

Rates Current At May 2012

GFA: Gross Floor Area

Code	Description	GFA SF	Cost/SF	Total Cost
A	Location A	28,630	\$171	\$4,888,556
B	Location C	11,641	\$194	\$2,256,782
C	PE Expansion	14,731	\$177	\$2,607,124
D	Music Expansion	1,800	\$195	\$351,541
E	Site			\$169,000

Estimated Net Cost 56,802 \$181 \$10,273,003

Margins & Adjustments

General Conditions	8.0%	\$821,840
Bonds & Insurance	2.0%	\$221,887
Overhead & Profit	4.0%	\$452,670
Design Contingency	15.0%	\$1,765,412
Escalation to 1Q2017	13.5%	\$1,827,201

Estimated Total Cost 56,802 \$270 \$15,362,023

RLB|Rider Levett Bucknall

Hillsboro SD High School Feasibility Study

Hillsboro HS Scheme Three

Location Summary

Rates Current At May 2012
GFA, Gross Floor Area

Code	Description	GFA SF	Cost/SF	Total Cost
A	Location B	12,719	\$162	\$2,061,020
B	Location C	17,866	\$170	\$3,036,894
C	PE Expansion	14,731	\$177	\$2,607,124
D	Music Expansion	1,800	\$195	\$351,541
E	Site			\$169,000

Estimated Net Cost 47,116 \$175 \$8,229,579

Margins & Adjustments

General Conditions	8.0%		\$658,366
Bonds & Insurances	2.0%		\$177,759
Overhead & Profit	4.0%		\$362,828
Design Contingency	15.0%		\$1,414,250
Escalation to 1Q2017	13.5%		\$1,463,749

Estimated Total Cost 47,116 \$261 \$12,306,331

LIBERTY HIGH SCHOOL

OPENED: 2003

DESIGNED CAPACITY: 1,800

2010-11 ENROLLMENT: 1,275

PROPOSED CAPACITY: 2,200

FACTS AND ASSUMPTIONS

- ▢ Liberty has experienced slow growth due to its peripheral location within the District.
- ▢ An Art lab is preferred to a Computer lab.
- ▢ Liberty has the capacity to absorb additional faculty positions within existing work rooms and offices, therefore the expansion(s) should prioritize larger classrooms or additional labs.
- ▢ Liberty is being considered for the location of a 9th grade academy – a small learning community to improve the success of students as they transition to high school.
- ▢ The athletic departments use exterior containers to expand their storage capacity.
- ▢ Liberty houses the medically fragile and autism special needs programs.
- ▢ The main gym at Liberty is larger than the other schools.



Above | Aerial photo of the school campus
 Below | Photo of the west entry



LIBERTY HIGH SCHOOL

STRATEGIES

See the attached 17x11 fold-out sheet for a diagram of the expansion schemes. Where the classroom count is given as a range, the dashed boundary is the upper boundary and the solid hatch is the lower boundary.

- Location A: Expand the south classroom wing into the student parking area. A two-story addition could house seven to fifteen classrooms, two labs, and support spaces. The addition would share nearby existing restrooms. Adjustments to the parking lot include elimination of the south entry, creation of a new entry at the west end of the lot, and the elimination of up to approximately 55 parking spaces. The expansion location necessitates relocation of the daycare play area, but creates the opportunity for an "art courtyard" adjacent to the existing fine arts room. A similar expansion to the north classroom wing was studied, but was deemed too disruptive to the bus queuing and fire lanes.
- Location B: Each of the four existing classroom pods can accommodate two additional classrooms by in-filling the glazed corridor corner. This approach distributes the increased population evenly. However, construction at this location is potentially more disruptive. A small expansion at 'A' is required to bring the total classroom count to fifteen.
- Location C: A strategy previously studied by the school administration proposes the creation of a ninth grade academy via remodel and expansion. A two-story addition located at the shot put area would house replacement fitness and wrestling rooms on the ground floor and seven classrooms above. The upper level would connect to the main building via a bridge, and the shot put area would be re-located adjacent to the current javelin and discus throwing areas. The vacated athletic rooms could be converted into two large classrooms and two labs. See the conceptual floor plans in the Appendix for additional detail.
- Music: Expand band/choir storage north of the band room.
- PE: Add a divider to the main gym so that two PE classes may run simultaneously. The divider may need to be asymmetrical to avoid the ceiling mounted AV equipment.
- PE and athletic lockers: Locker room capacity is increased at location 'C' by including new team rooms in the expansion. If this location is not used, consider building a one-story structure to house new team rooms and athletic storage. Existing team rooms could be converted to PE lockers for increased capacity.
- Food Service: Expand the commons to the west for additional seating area and improved circulation around the serving. As part of the commons remodel, remove the interior partition for greater seating flexibility and improved sight lines.

LIBERTY HIGH SCHOOL EXPANSION OPTIONS

Scheme One: **A + B**
Scheme Two: **C + B**

Location A

OT 1500 sq. ft.

- 1 Classroom
- 1 restrooms
- 1 new parking, as per plan
- 1 elevated up to 50 parking spaces
- 1 new parking lot
- 1 new lot
- 1 new lot

Location B

OT 1500 sq. ft.

- 1 Classroom
- 1 restrooms
- 1 new parking, as per plan
- 1 elevated up to 50 parking spaces
- 1 new parking lot
- 1 new lot
- 1 new lot

Location C

OT 1500 sq. ft.

- 1 Classroom
- 1 restrooms
- 1 new parking, as per plan
- 1 elevated up to 50 parking spaces
- 1 new parking lot
- 1 new lot
- 1 new lot

Location D

OT 1500 sq. ft.

- 1 Classroom
- 1 restrooms
- 1 new parking, as per plan
- 1 elevated up to 50 parking spaces
- 1 new parking lot
- 1 new lot
- 1 new lot

Location E

OT 1500 sq. ft.

- 1 Classroom
- 1 restrooms
- 1 new parking, as per plan
- 1 elevated up to 50 parking spaces
- 1 new parking lot
- 1 new lot
- 1 new lot

Location F

OT 1500 sq. ft.

- 1 Classroom
- 1 restrooms
- 1 new parking, as per plan
- 1 elevated up to 50 parking spaces
- 1 new parking lot
- 1 new lot
- 1 new lot

Location G

OT 1500 sq. ft.

- 1 Classroom
- 1 restrooms
- 1 new parking, as per plan
- 1 elevated up to 50 parking spaces
- 1 new parking lot
- 1 new lot
- 1 new lot

Location H

OT 1500 sq. ft.

- 1 Classroom
- 1 restrooms
- 1 new parking, as per plan
- 1 elevated up to 50 parking spaces
- 1 new parking lot
- 1 new lot
- 1 new lot

Location I

OT 1500 sq. ft.

- 1 Classroom
- 1 restrooms
- 1 new parking, as per plan
- 1 elevated up to 50 parking spaces
- 1 new parking lot
- 1 new lot
- 1 new lot

Location J

OT 1500 sq. ft.

- 1 Classroom
- 1 restrooms
- 1 new parking, as per plan
- 1 elevated up to 50 parking spaces
- 1 new parking lot
- 1 new lot
- 1 new lot

Location K

OT 1500 sq. ft.

- 1 Classroom
- 1 restrooms
- 1 new parking, as per plan
- 1 elevated up to 50 parking spaces
- 1 new parking lot
- 1 new lot
- 1 new lot

Location L

OT 1500 sq. ft.

- 1 Classroom
- 1 restrooms
- 1 new parking, as per plan
- 1 elevated up to 50 parking spaces
- 1 new parking lot
- 1 new lot
- 1 new lot

Location M

OT 1500 sq. ft.

- 1 Classroom
- 1 restrooms
- 1 new parking, as per plan
- 1 elevated up to 50 parking spaces
- 1 new parking lot
- 1 new lot
- 1 new lot

Location N

OT 1500 sq. ft.

- 1 Classroom
- 1 restrooms
- 1 new parking, as per plan
- 1 elevated up to 50 parking spaces
- 1 new parking lot
- 1 new lot
- 1 new lot

Location O

OT 1500 sq. ft.

- 1 Classroom
- 1 restrooms
- 1 new parking, as per plan
- 1 elevated up to 50 parking spaces
- 1 new parking lot
- 1 new lot
- 1 new lot

Location P

OT 1500 sq. ft.

- 1 Classroom
- 1 restrooms
- 1 new parking, as per plan
- 1 elevated up to 50 parking spaces
- 1 new parking lot
- 1 new lot
- 1 new lot

Location Q

OT 1500 sq. ft.

- 1 Classroom
- 1 restrooms
- 1 new parking, as per plan
- 1 elevated up to 50 parking spaces
- 1 new parking lot
- 1 new lot
- 1 new lot



DRAFT

mahlum

RLB|Rider Levett Bucknall

Hillsboro SD High School Feasibility Study

Liberty HS Scheme One

Location Summary

Rates Current At May 2012
GFA: Gross Floor Area

Code	Description	GFA SF	Cost/SF	Total Cost
A	Location A	24,148	\$177	\$4,267,359
C	Commons Expansion	3,290	\$166	\$531,310
D	Music Expansion	1,800	\$182	\$326,797
E	Site			\$125,000
Estimated Net Cost		29,148	\$180	\$5,250,466
Margins & Adjustments				
General Conditions		8.0%		\$420,037
Bonds & Insurances		2.0%		\$113,410
Overhead & Profit		4.0%		\$231,367
Design Contingency		15.0%		\$902,291
Escalation to 10/2017		13.5%		\$933,871

Estimated Total Cost	29,148	\$269	\$7,851,432
----------------------	--------	-------	-------------

RLB|Rider Levett Bucknall

Hillsboro SD High School Feasibility Study

Liberty HS Scheme Two

Location Summary

Rates Current At May 2012

GFA: Gross Floor Area

Code	Description	GFA SF	Cost/SF	Total Cost
A	Location A + B			
A1	Location A	16,274	\$186	\$3,022,897
A2	Location B	7,600	\$212	\$1,613,253
	A - Location A + B Total	23,874	\$194	\$4,636,150
C	Commons Expansion	3,200	\$166	\$531,310
D	Music Expansion	1,800	\$182	\$326,797
E	Site			\$125,000
	Estimated Net Cost	28,874	\$195	\$5,619,257
Margins & Adjustments				
	General Conditions	8.0%		\$449,541
	Bonds & Insurances	2.0%		\$121,376
	Overhead & Profit	4.0%		\$247,807
	Design Contingency	15.0%		\$965,667
	Escalation to 1Q2017	13.5%		\$999,465
	Estimated Total Cost	28,874	\$291	\$8,402,913

RLB|Rider Levett Bucknall

Hillsboro SD High School Feasibility Study

Liberty HS Scheme Three

Location Summary

Rates Current At May 2012
GFA: Gross Floor Area

Code	Description	GFA SF	Cost/SF	Total Cost
A	Location B	7,600	\$212	\$1,613,246
B	Location C			
B1	Location C Renovation	8,100	\$119	\$963,405
B2	Location C New Construction	21,897	\$179	\$3,893,093
B - Location C Total		29,797	\$163	\$4,856,498
C	Commons Expansion	3,200	\$166	\$531,317
E	Music Expansion	1,800	\$182	\$326,797
F	Site			\$125,040
Estimated Net Cost		42,397	\$176	\$7,452,858
Margins & Adjustments				
General Conditions		8.0%		\$596,229
Bonds & Insurances		2.0%		\$160,982
Overhead & Profit		4.0%		\$328,403
Design Contingency		15.0%		\$1,280,771
Escalation to 10Q2017		13.5%		\$1,325,598

Estimated Total Cost	42,397	\$263	\$11,144,841
----------------------	--------	-------	--------------