



Richland School District Community Facilities Task Force



Meeting #2

May 21, 2026



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What Do We.....About Richland School District Facilities?

Know



Facts, direct observations, experiences

Wonder



What do we need to learn? What questions do we have?

Hope



What does success look like?

Instructions:

1. Individually, read through the assigned list of comments from one of the following three pages
2. Go back and highlight the 2 MOST IMPORTANT comments per page from your perspective
3. As a table take a few minutes to share what each member identified
 - Discuss similarities and differences between members

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Enrollment, Growth & Capacity

- High schools are crowded
- Richland and West Richland are growing
- Richland is a fast-growing city — the largest percentage growth of the four cities in the last decade
- Population-to-high-school ratio lags Pasco and Kennewick

Facilities Condition & Age

- Older middle schools need a lot of TLC
- There are a large number of modulars at most schools
- We still have modular classrooms
- Rivers Edge is a 30-year-old modular plus three portables
- Hanford's roof finally doesn't leak after 15 years
- It has been some time since the high schools were remodeled
- Some buildings are falling apart; roofs and buildings in general are very outdated
- Corners were cut in prior construction (e.g., HHS lab sinks)
- Overall, most of our facilities are in good repair
- Rivers Edge space is not ideal / Rivers Edge needs to be updated
- Chief Jo's 2nd floor feels unsafe
- RHS and HHS are built campus-style with multiple buildings — creates safety concerns
- Elementary schools are pretty new buildings
- Some facilities are in need of repair/replacement to the point of being unsafe
- Overcrowding is very common within some schools and is very hard to deal with

Maintenance & Resources

- In the past, maintaining facilities has not been a priority
- RSD has a history of resisting maintenance and preferring to build new rather than maintain old
- Some of our schools need improvements (CMS)
- Gym floors are poorly taken care of
- Extremely difficult to access and utilize gym facilities and equipment
- RSD is lacking resources due to budget constraints
- RSD spends too much money on new buildings / facilities
- We need additional science labs at the high school
- Some programs at RHS can't expand because of no space

Finance & Planning

- There are great cost restraints and also opportunities
- Going with the low bid doesn't get you the best long-term results

Safety, Community & Trust

- Facilities are built to ensure the safety of students, staff, and visitors
- Schools need space for extracurricular activities
- Facilities tell students a story of their value
- District facilities are — and can be — broader community assets (athletics, arts, meeting space, etc.)
- The community has not been listened to, so there is a lack of trust
- Communication between upper admin / board and the building staff tends to only go one way — top to bottom
- The staff is very nice and helpful
- Packaging must-haves with discretionary projects can kill the whole plan

Know



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Population, Growth & Demand

- What will population distribution look like?
- What will our projected demographics be in 10 years?
- Population projection for the Richland School District (high schools in the wrong place?)
- Where are we seeing the most growth?
- I wonder about population dynamics and how zoning is affecting building, culture, and health
- I wonder what the trend of student population will be in the next 10–15 years and its impact on planning
- With population growth, when does a 3rd high school become mandatory?
- Will population sustain the need for modular classrooms?
- Will population sustain the need for additional science labs?
- Population centers are changing — how are we going to adjust our current approach to building schools?

Planning, Targets & Design

- What is the ideal population target per facility?
- What is the District target of capex spend per year?
- What specific areas, if any, are we really looking at?
- What is the maintenance strategy?
- How many modular classrooms are there?
- Do we lease portables or buy?
- Could an elementary building be repurposed for one of the older facilities?
- I wonder how we can creatively use existing buildings in the community
- What small improvements can be made to have the biggest impact for the community — soon?

- How can we boost maintenance to save money?
- Are we designing facilities and programs to meet future workforce needs?
- Any green energy (energy-efficient) design/plan? Plus social-emotional design embedded in school settings
- Any systemic issues that plague the district? Which schools?

Funding, Costs & Constraints

- What will financing look like?
- How will we get the money to help the district?
- What is the best option for RSD that also provides lower operation costs?
- How does funding impact decisions? Does where funding originates create limitations or constraints?
- Why we can't have a competitive market with contractors and bids?
- Can we utilize gym rental fees to help improvements?

Safety, Accessibility & Condition

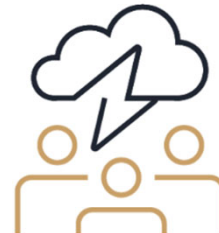
- What safety features are needed in the schools?
- I wonder what the data will show our schools' conditions are in
- How can the issues at Chief Jo be taken care of?
- What would it take to get RHS orchestra into a safe classroom inside the gate?
- What facilities don't meet ADA or have bad HVAC systems?
- How to address human element safety — floppy doors

Community, Communication & Trust

- How do we listen to the students?
- How can facilities be more available for public use?

- What are some pull factors that Richland School District has that can help with wanting people to go to Richland?
- How collaborations (Delta / Tri-Tech) are working for RSD students
- Does the board have the best interest of the kids in mind?
- Why the other committee / bond failed?
- What will happen when our plan is reviewed (and hopefully supported)?
- What other districts in similar situations have done, and what the outcomes were

Wonder



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Facilities & Learning Environment

- Safe, positive learning environment for wellbeing and growth
- That all students and teachers are safe
- Kids have an environment where they can focus on learning and are safe
- Teachers have what they need to focus on teaching in a best environment
- All schools have the tech they need for teachers and students
- I'd like all students to have facilities like Libby and Orchard
- All facilities and gyms are better maintained
- School boundaries become more standardized
- We have enough schools to meet needs
- When we are done, all schools are of equal quality
- Our schools will meet the needs of all students
- To better all the schools and keep them up to date

Planning, Strategy & Execution

- Develop a consistent and scalable model for facilities
- To bring forth a solid plan for the future of the RSD facilities
- Solid plan on how to use the current dollars that are given to the District
- To be able to implement the recommendations financially

- Find a way to cut costs and still provide quality facilities
- Avoid overspending on unnecessary new facilities
- Great facilities partnerships
- Whatever is chosen for the plan addresses the biggest need and benefits the most kids
- When we have choices to provide
- Success is planning well for the future, not using current trends / fashions

Funding & Community Support

- Plan is taken seriously
- I hope to have a good funding plan
- Community will support the plan and feel comfortable about their kids in RSD
- The whole community can support children (even if not their own)
- Success is having facilities that keep kids and families connected and enjoying their K-12 experience
- Our success will be we feel accomplished and feel like we helped the community
- I hope we come up with a plan that the community is excited about
- I hope we can find a way to go beyond the bare minimum without any groups feeling left out

Hope



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Agenda

1. Entry Activity-Know Wonder Hope Reflection
2. Welcome – Chair Parkhill
3. Brief Review: Committee Charge, Timeline & Norms
4. Building History and Condition Assessments
5. Enrollment Growth and Forecast
6. Next Steps

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Richland Community Facility Task Force Committee Members

Committee Members

- Jared Kerber
- Matthew James
- Van Cummings
- Paul Shaber
- Matt Larson
- Sarah Clark
- Michael Rizzitiello
- Danica Garcia
- Brian Ace
- Zeb Plumb
- Bertha Rachinski
- Cameron Stephens
- Brad Rew
- Toni McCarthy
- Cannon West
- Michael Baldwin
- Julie Robertson

Committee Members, Cont'd

- Brian Palmer
 - Andrew Burt
 - Malini Marshall (Vice-Chair)
 - Aaron DeWitt
 - Lori Wasner
 - Matthew Parkhill (Chair)
 - Michael Chunn
 - Kathleen Ishmael
 - Isaac Stanfield
 - Dr. Yichien Cooper
 - Lola Thomas, Student Rep.
 - TBD, Student Rep.
- Non-Voting
- Rick Jansons, Board Representative
 - Bonnie Mitchell, Board Representative
 - Ken Gosney, Assistant Superintendent

Committee Support

- Dr. Wade Smith, Consertus
- Joe Connolly, Consertus

The Impact of Schools on Economic Growth and Community Vitality

A Research Summary Prepared for the Richland Task Force

Background

During a recent Task Force meeting, a committee member asked whether there is research or data demonstrating that schools, particularly new, modern facilities, drive economic growth and community vitality. The question was essentially: do quality schools attract families, businesses, and jobs?

The short answer is yes. A substantial body of peer-reviewed academic research, government studies, and analyses from major think tanks consistently shows that the quality and condition of public schools influence property values, household location decisions, workforce development, and overall community economic health. This memo summarizes the most relevant findings.

Important framing note: Most research measures the impact of school *quality and investment* rather than the construction of new buildings specifically. However, modern facilities are strongly associated with outcomes such as improved test scores, better attendance, stronger CTE programming, and teacher retention, that the research links to community economic benefits.

1. Schools and Property Values

The clearest and most replicated finding in the literature is that school quality is capitalized into local home values. This benefits all property owners, including those without school-age children, and expands the local property tax base.

Key findings

- **\$1 in school spending = \$20 in home value.** A National Bureau of Economic Research (NBER) study, *Using Market Valuation to Assess Public School Spending*, found that for every additional dollar spent per pupil on public schools, home values in the community rose by approximately \$20.
- **\$205,000 average price gap.** A Brookings Institution analysis of the 100 largest U.S. metro areas (Rothwell, *Housing Costs, Zoning, and Access to High-Scoring Schools*) found an average \$205,000 difference in home prices between homes near high-performing and low-performing schools.
- **10 percentage-point premium per standard deviation in test scores.** A widely cited NBER working paper by Kane, Riegg, and Staiger (2005) on Mecklenburg County, NC found that a one-standard-deviation increase in a school's mean test score corresponded to a 10 percentage-point increase in home value at school attendance boundaries.
- **Faster sales and stronger demand.** Realtor.com research has reported that homes near schools rated 9 or 10 (on GreatSchools) sell for over 75% more than comparable homes elsewhere in the same county, and sell roughly eight days faster on average than homes in below-average districts.
- **Statewide replication in Pennsylvania.** A Reinvestment Fund analysis of Pennsylvania school districts (2017) confirmed a strong, positive relationship between district academic performance and home prices, and noted that potential gains from improving performance are likely to be greatest in districts with historically lower home values.

Bottom Line for the Task Force

The research consistently supports the proposition that quality schools, including the modern facilities required to deliver quality education in 2026, meaningfully contribute to the economic vitality of a community. The mechanisms are well-documented:

1. Higher property values and an expanded tax base, benefiting all property owners.
2. Stronger family attraction and retention, especially among households with location flexibility.
3. Better student outcomes, which translate over time into a stronger local workforce.
4. More effective CTE and career-pathway programming, increasing alignment with regional employer needs.
5. A community signal, to employers and prospective residents alike, that the community is investing in its future.

Committee Charge



The Richland School District requests the Community Facilities Task Force (CFTF) to convene regularly to complete the work necessary to undergo technical review, engagement and analysis to deliver long-term facilities planning recommendations for administration and Board consideration.

The Committee is tasked to deliver a Final Report to the district on or before **September 22, 2026**. The recommendation will consist of a long-range facilities programming plan, based on technical analysis and broad staff and stakeholder input, that addresses the Committee's Charge and aligns with community priorities.

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Committee Charge (Continued)

The Committee's recommendation must,

- identify facility needs, prioritizing the most urgent facility needs first
- address student, staff and community safety considerations
- prioritize teaching and learning needs
- address current and projected student population and program needs
- make every attempt to ensure student and staff learning/teaching environments are brought up to current standards
- provide long-term facility planning considerations that address urgent and longer-term needs
- consist of pragmatic solutions that help ensure longevity, durability, and lower long-term maintenance and upkeep costs
- include broad, deliberate opportunities for stakeholder input from staff, parents, and community/stakeholders

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Committee Charge (Continued)

When feasible, the Committee should:

- capitalize on current infrastructure and historical community investment
- leverage the data and findings from the district's grant-funded Study and Survey facilities analysis
- consider and incorporate alternatives to facility construction
- partner with local organizations to capitalize on cooperative spaces/needs
- research outside funding streams and grant opportunities to decrease local and/or district costs
- leverage facility best-practices and third-party experts to support recommendation validity
- provide lower-cost alternatives that do not compromise on core facility & learning goals
- incorporate energy efficiencies and other sustainable practices to reduce long-term operational cost

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Operating Norms



How We Show Up

1. This committee's work matters, we honor the commitment we made by being present and engaged.
2. We represent the community, not a constituency. While we each may come with individual perspectives, experiences and ideas, we are here to advance what's best for all Richland students.



How We Listen

3. We listen to understand, not to respond. We stay curious about perspectives that differ from our own.
4. We assume good intent. We interpret others' comments charitably, even when we disagree.



How We Work Together

5. All perspectives are valued. Lived experience as a parent, staff, or community member is as important as technical expertise.
6. Questions are welcome. There are no uninformed questions, only unanswered ones. If something is unclear, we ask.



How We Make Decisions

7. We seek consensus, not unanimity. We aim for a recommendation the full group can support, even if it's not everyone's first choice.
8. We flag disagreement constructively. If we have concerns, we raise them in the room, not in the parking lot afterward.



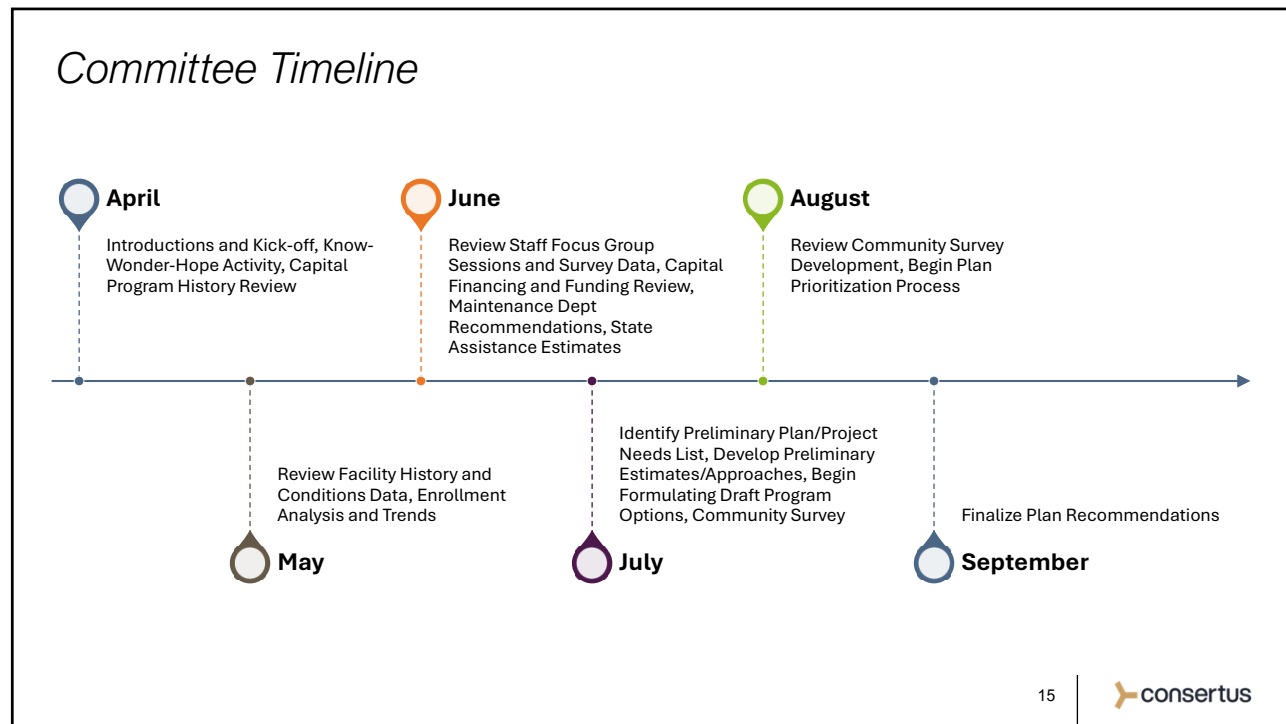
How We Communicate Outside the Room

9. We keep the process credible. We avoid social media commentary on the committee's deliberations while the work is in progress.

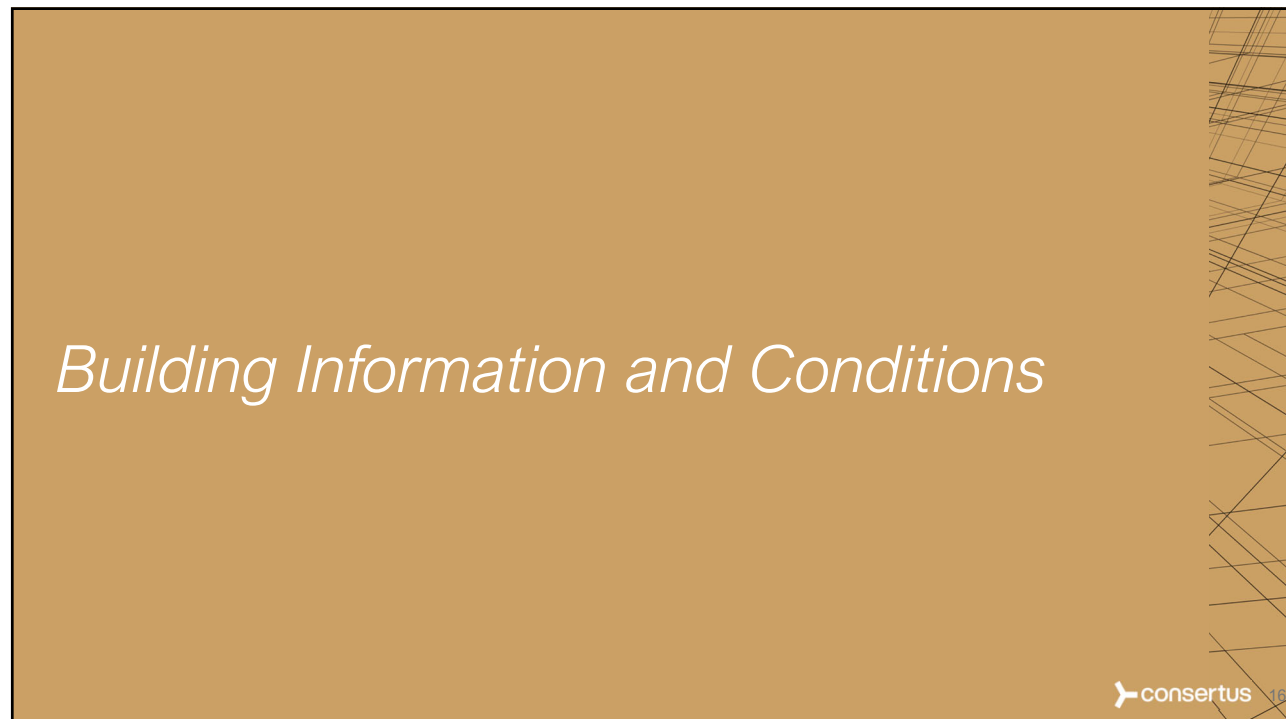
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New or Recent Renovation & Building SF			
School Building	New/ Modernization	Board Acceptance	Area in SF
Grades K-5			
Badger Mountain ES	New	Pending	65,497
Desert Sky ES	New-in-Lieu	9/8/2020	62,204
Jason Lee ES	New-in-Lieu	2008	64,170
Jefferson ES	New-in-Lieu	4/28/2020	62,204
Lewis & Clark ES	New/New-in-Lieu	5/24/2016	64,390
Marcus Whitman ES	New-in-Lieu	8/8/2017	64,390
Orchard ES	New	3/22/2016	71,330
Sacajawea ES	New/New-in-Lieu	5/24/2016	64,390
Tapteal ES	New-in-Lieu	Pending	65,497
White Bluffs ES	New-in-Lieu	2008	72,626
William Wiley ES	New	1999	49,226
Total K-5 Area:			705,924
Grades 6-8			
Carmichael MS	Mod./New-in-Lieu	8/14/2001	112,085
Chief Joseph MS	Modernization	2/27/1996	106,131
Enterprise MS	New	2005	96,030
Leona Libby MS	New	8/27/2019	106,548
Total 6-8 Area:			420,794
Grades 9-12			
Hanford HS	Mod./New-in-Lieu	2008	270,556
Richland HS	Mod./New-in-Lieu	2008	267,337
Auditorium Remodel	Modernization	2022	26,457
Auditorium Addition	New	2008	4,484
Auditorium Vestibules	New	2022	1,264
TLAC	New	11/9/2021	12,770
Total 9-12 Area:			582,868
Grand Total K-12 Area:			1,709,586

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Facility Asset Preservation / Building Condition Assessments (BCA)

- The asset preservation program is required by: WAC 392-347-023
- Developed in 1992, the intent of the program is to ensure that taxpayer investment in state assisted construction of school facilities is protected through an appropriate building preventative maintenance and care program.
- The goal of an Asset Preservation System (APS) is to ensure buildings adequately bridge their 30-year expected life cycle.
- To fulfill the Asset Preservation Program requirements, a district must develop and implement an Asset Preservation System (APS), which is a series of tasks that are proactive, predictive or preventative to maintain the day-to-day health, safety, and instructional quality of the school facility.
- An annual Building Condition Assessment (BCA) and a report detailing the results of that assessment is required.
- The Building Condition Assessment is a systematic rating of common building components and is based on coding and categories. The five major Assemblies are:
 - Substructure
 - Shell
 - Interiors
 - Services
 - Furnishings
 - Additional site conditions are also evaluated
- Buildings receive an overall score of excellent (>95), good (75-95), fair (45-75), poor (20-45) and unsatisfactory (<20), based on a 0-100 rating
- Despite care and upkeep, building are anticipated to depreciate by 1% per year as they age.



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BCA Scores- Framework

Building Components				
SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
HVAC	Deficiencies:	Other		
	Causes:	Equipment Obsolescence		
	Comments:	Equipment ageing, still serviceable, spare parts difficult to source		
	Facility HVAC Distribution Systems	D3050		62.00% Fair
	Deficiencies:	Other		
	Causes:	Other		
	Comments:	Aging components		
	Ventilation	D3060		62.00% Fair
	Deficiencies:	Other		
	Causes:	Other		
	Comments:	Aging components		
Fire Protection	Fire Suppression	D4010		90.00% Good
	Fire Protection Specialties	D4030		90.00% Good
Electrical	Electrical Services and Distribution	D5020		90.00% Good
	General Purpose Electrical Power	D5030		90.00% Good
	Lighting	D5040		30.00% Poor
	Deficiencies:	Other		
Communications	Causes:	Other		
	Comments:	Inefficient lighting		
	Data Communications	D6010		62.00% Fair
	Voice Communications	D6020		62.00% Fair
	Audio-Video Communications	D6030		62.00% Fair
Electronic Safety and Security	Distributed Communications and Monitoring	D6060		62.00% Fair
	Access Control and Intrusion Detection	D7010		90.00% Good
	Electronic Surveillance	D7030		90.00% Good
	Detection and Alarm	D7050		90.00% Good
Integrated Automation	Integrated Automation Facility Controls	D8010		62.00% Fair
Equipment	Commercial Equipment	E1030		90.00% Good

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BCA Scores- Facilities



ICOS

School Facilities and Organization
 INFORMATION AND CONDITION OF
 Inventory of Sites and Buildings

SITE	BUILDING	YEAR BUILT	GROSS SQ. FT.	BCA SCORE
1219 Thayer	Main Building	2021	12,757	86.34%
Badger Mountain Elementary	Main Building	2022	65,497	100.00%
Carmichael Middle School	Main Building	1949	112,085	72.47%
Chief Joseph Middle School	Main Building	1951	116,228	77.94%
Desert Sky Elementary	Main Building	2019	62,204	99.50%
Early Learning Center	Main Building	1975	35,145	71.81%
Enterprise Middle School	Main Building	2005	96,030	87.51%
Fran Rish Stadium	Home Side Building	2022	13,872	94.27%
Hanford High School	Visitor Side Building	2015	2,967	93.88%
	Main Building	2008	270,556	79.03%
	Modular Building	2017	16,865	97.76%
Jason Lee Elementary School	Main Building	2008	64,170	87.59%
Jefferson Elementary School	Main Building	2018	62,204	98.04%
Leona Marshall Libby Middle	Main Building	2019	106,548	98.13%
Lewis & Clark Elementary School	Main Building	2014	64,390	90.13%
Marcus Whitman Elementary	Main	2016	64,390	95.68%
Orchard Elementary	Information Technology	2010	6,033	87.37%
	Main Building	2014	71,330	94.47%
	1000 Building	1962	109,822	81.31%
Richland High School	2000 Building	2008	27,142	83.25%
	3000 Building Mac Hall	1954	50,216	83.04%
	Auditorium	1981	42,855	86.95%
Rivers Edge High School	Gymnasium	1962	69,507	85.28%
	Modular Building	2017	16,865	96.40%
	Building One	2001	5,208	81.13%
	Building Two	2001	5,208	82.39%
Sacajawea Elementary School	Main	2014	64,390	90.13%
Tapteal Elementary School	Main Building	2021	65,497	100.00%
Teaching, Learning & Administrative Center	Main Building	2020	41,000	99.98%
Three Rivers Homelink	Main Building	2015	17,200	86.05%
White Bluffs Elementary School	Main Building	2007	72,626	86.95%
Wiley Elementary School	Main Building	1999	49,226	78.18%
	Modular Building	2017	19,720	97.10%
GRAND TOTAL			1,899,753	87.37% Avg. %

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Lowest Scoring Facilities

Wiley(1999) - 78.18

- Roofing- asphalt shingles are near end of life. Wire glass interior windows. Inefficient lighting. Domestic hot water heater nearing end of life.

Chief Jo(1951, 1996) - 77.94

- Exterior doors- single pane glass. Wire glass interior windows. Interior doors are wire glass. Inefficient lighting. Fire panel at end of life cycle.

Carmichael(1949, 2001) - 72.47

- Roofing- Bitumen is at end of life. Inefficient lighting. Telecenter at end of life. BAS at end of life. HVAC near end of life. Sanitary drainage near end of life. Wire glass on windows and interior doors.

ELC- 71.81

- Roofing- Asphalt and bitumen at end of life. HVAC systems at end of life. BAS at end of life. Inefficient lighting. Floor covering aging.

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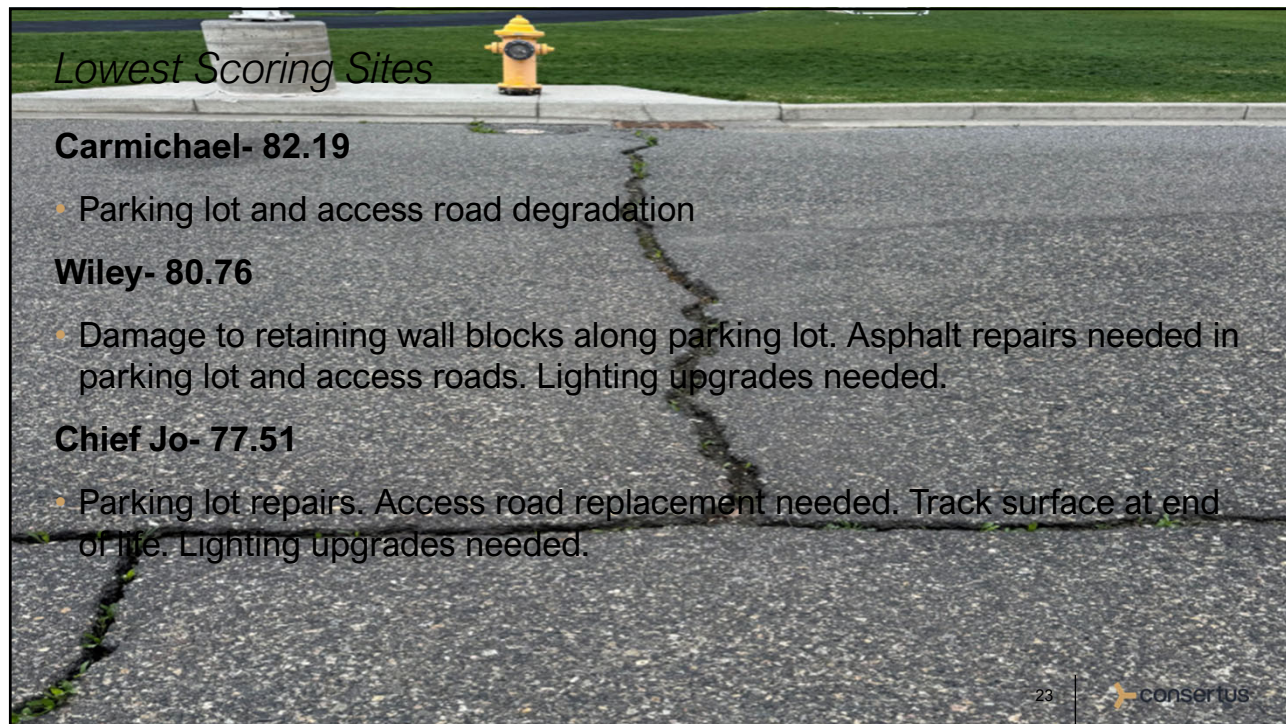
BCA Scores- Sites

Site	Site Address	Site City	Site Type	Rating	Site Acres
1219 Thayer	1219 Thayer Dr	Richland	Junior/Senior High School	90.00	1.20
Badger Mountain Elementary	1515 Elementary St	Richland	Elementary School	98.94	15.14
Carmichael Middle School	620 Thayer Drive	Richland	Middle/Junior High School	82.19	27.00
Chief Joseph Middle School	504 Wilson	Richland	Middle/Junior High School	77.51	22.00
Desert Sky Elementary	2100 Sunshine Ave	West Richland	Elementary School	98.94	14.60
Early Learning Center	1525 Hunt Ave	Richland	Early Childhood/Pre-Kindergarten	92.83	5.00
Enterprise Middle School	5200 Paradise Way	West Richland	Middle/Junior High School	82.85	40.00
Fran Rish Stadium	930 Long Ave	Richland	Stadium	95.50	7.00
Hanford High School	450 Hanford Street	Richland	High School	82.27	107.00
Jason Lee Elementary School	1750 McMurray	Richland	Elementary School	86.28	14.00
Jefferson Elementary School	1550 George Washington Way	Richland	Elementary School	98.94	13.24
Leona Marshall Libby Middle	3100 Belmont Blvd	West Richland	Middle/Junior High School	96.34	30.00
Lewis & Clark Elementary School	415 Jadwin	Richland	Elementary School	90.00	14.70
Marcus Whitman Elementary	1959 Stevens Dr	Richland	Elementary School	95.71	.01
Orchard Elementary	1600 Gala Way	Richland	Elementary School	92.91	12.33
Richland High School	930 Long Ave	Richland	High School	83.65	60.00
Rivers Edge High School	975 Gillespie	Richland	High School	86.26	13.00
Sacajawea Elementary School	535 Fuller St.	Richland	Elementary School	93.37	15.60
Tapteal Elementary School	705 N 62nd Ave	West Richland	Elementary School	100.00	14.00
TLAC	6972 Keene Rd	West Richland	High School	97.01	8.00
Three Rivers Homelink	1710 Van Giesen St	Richland	K-12	96.35	3.50
White Bluffs Elementary School	1250 Kensington	Richland	Elementary School	85.03	15.00
Wiley Elementary School	2820 S Highlands Blvd	West Richland	Elementary School	80.76	13.50
Avg Score				90.59	465.82
					Total Acres

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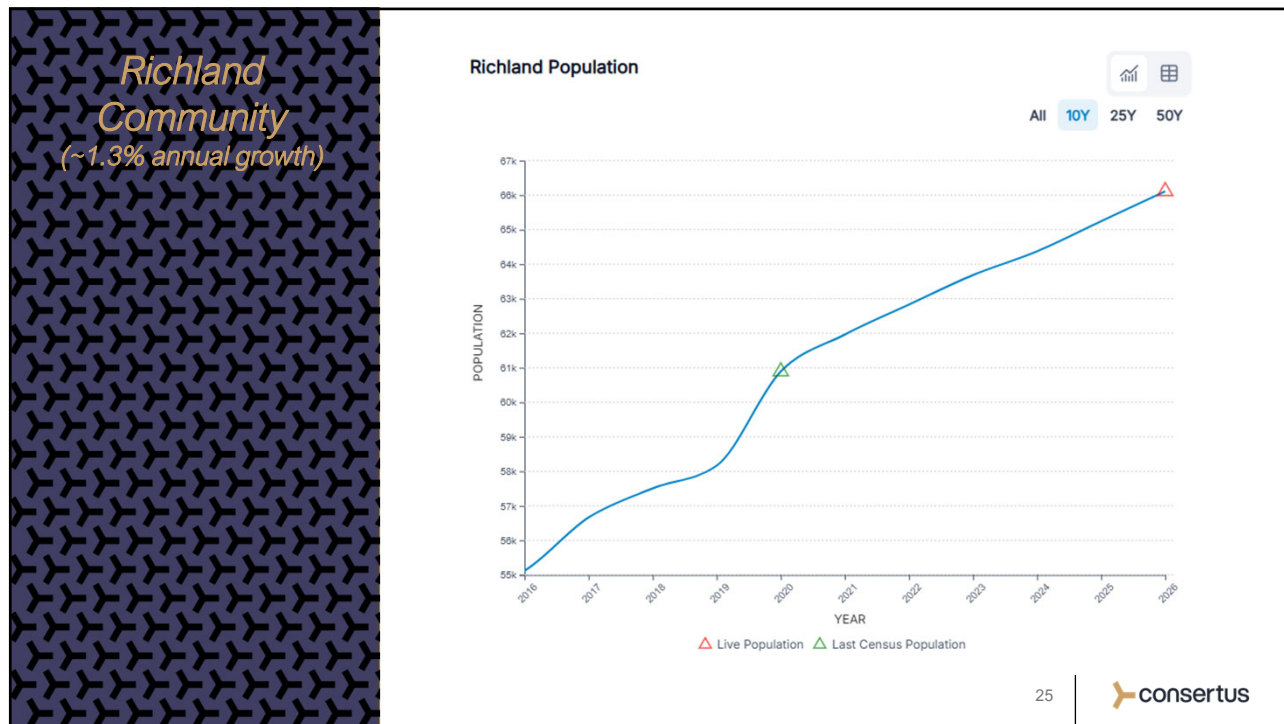
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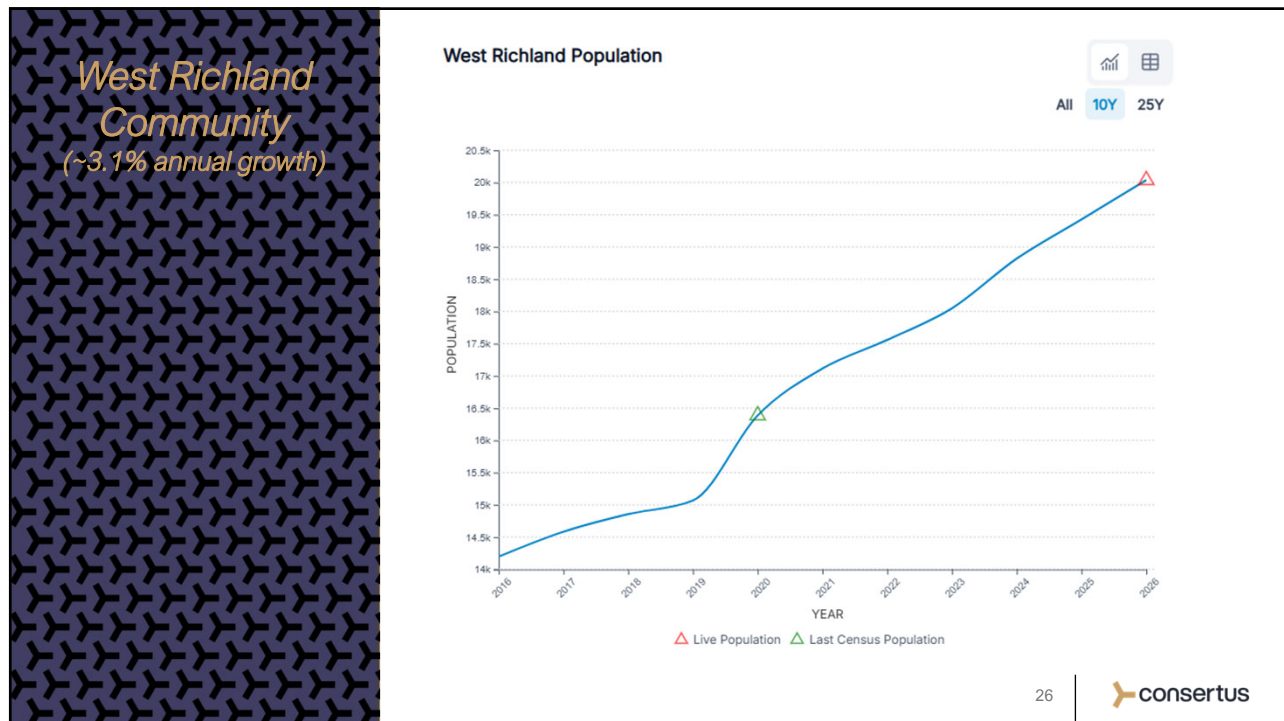
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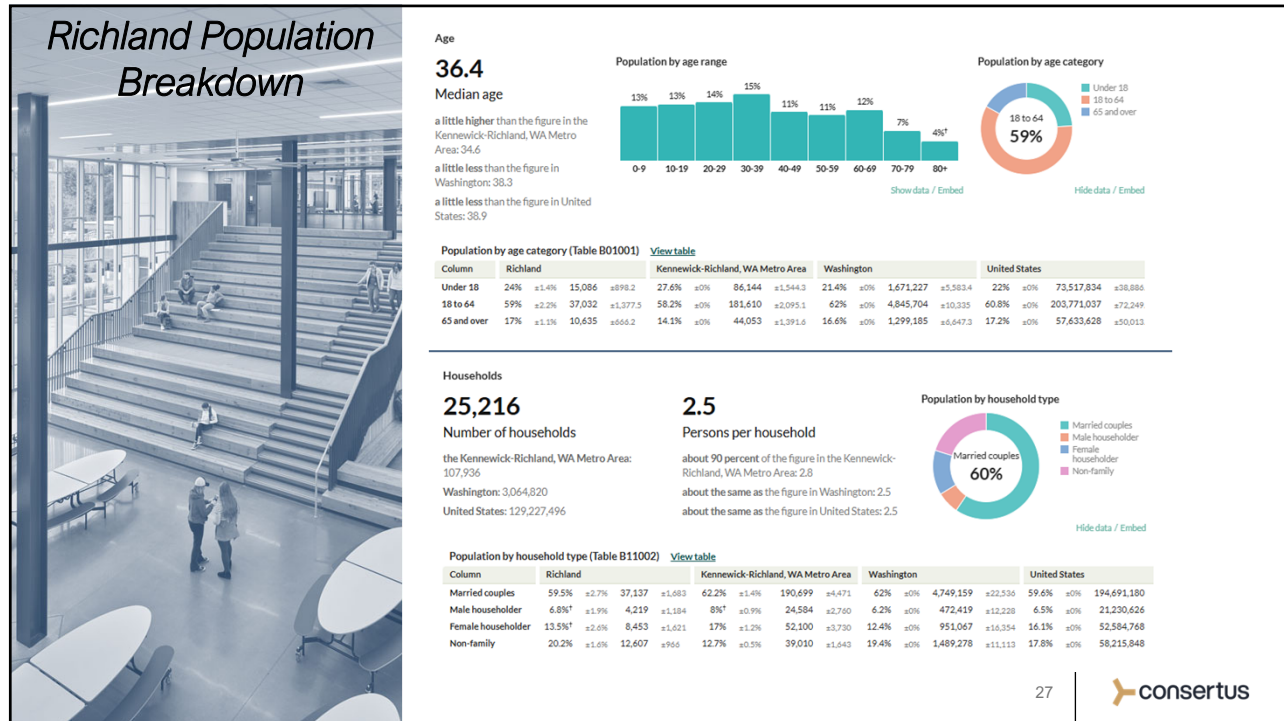
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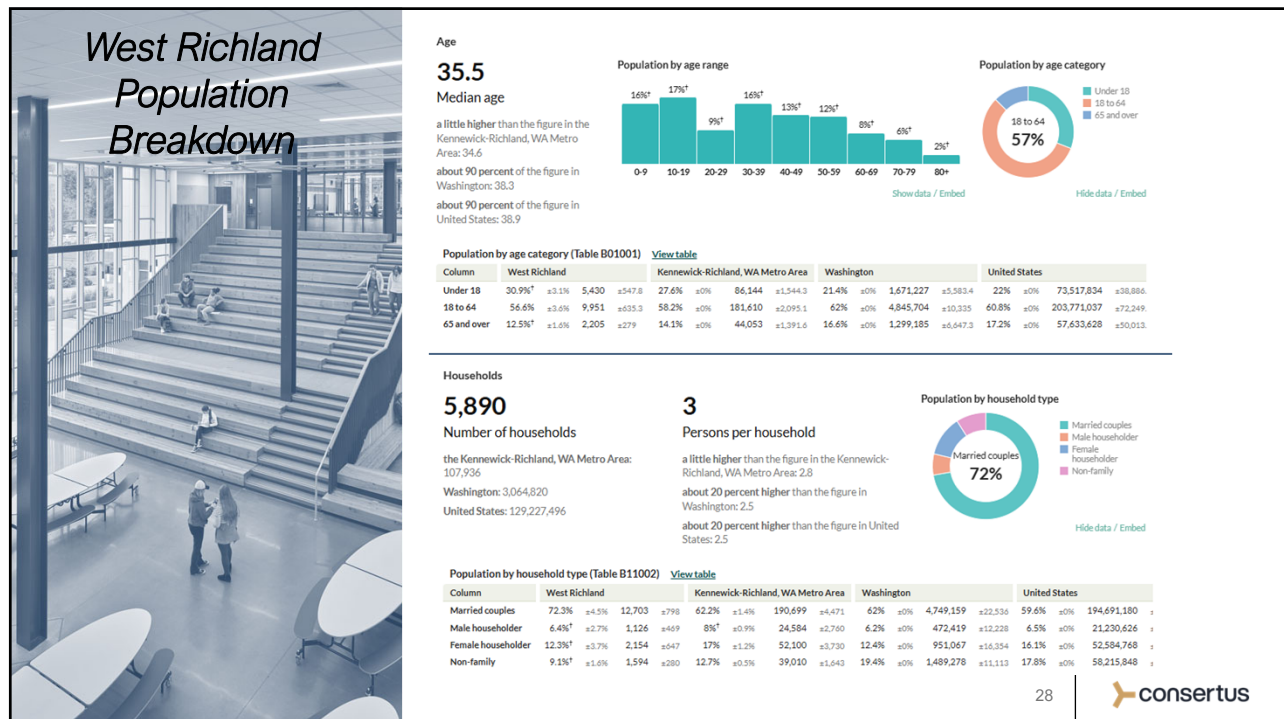
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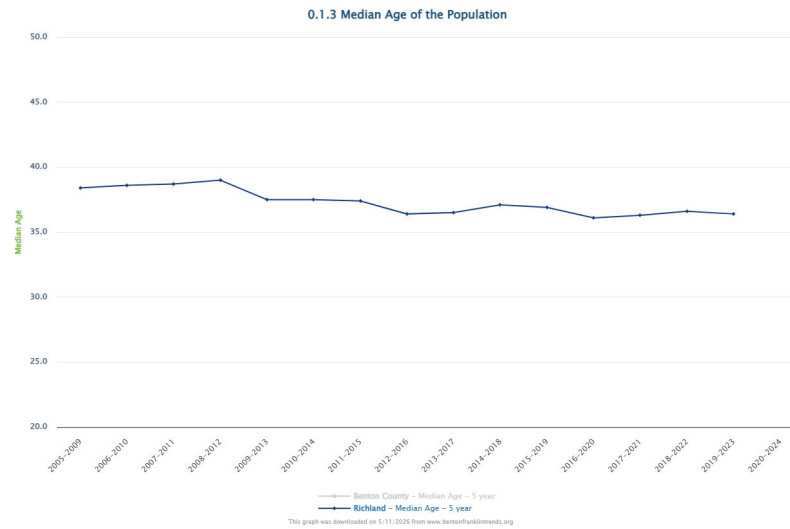


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Richland Median Age of the Population

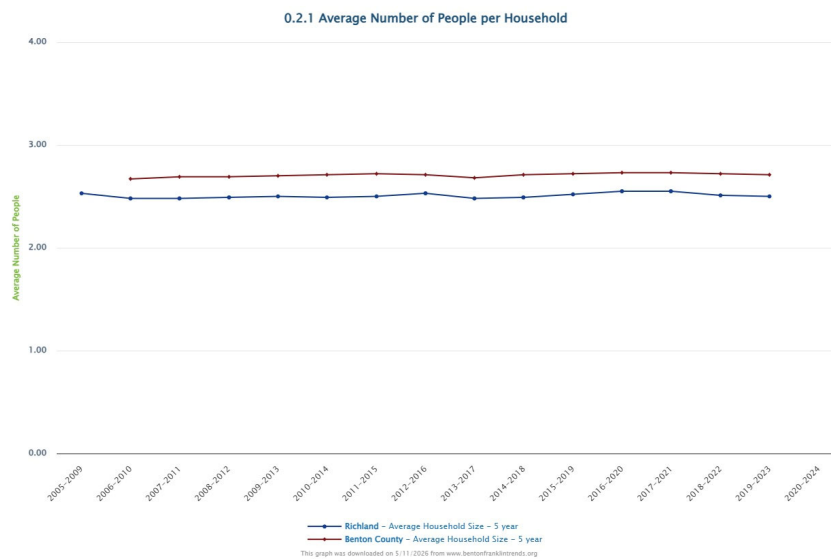


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Richland and Benton Avg People per Household



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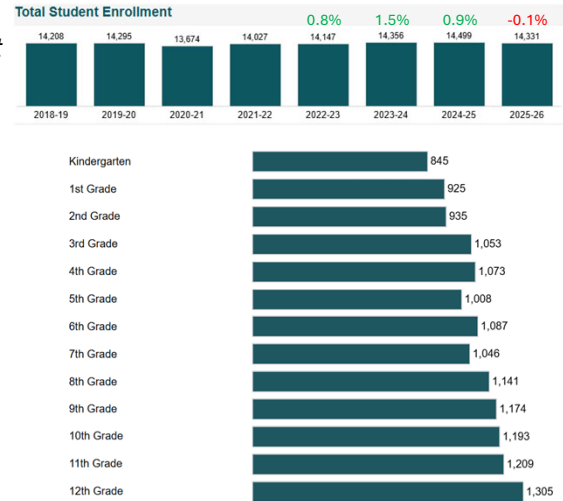
Total Enrollment

Projected in 2023 Study and Survey

- “Richland is experiencing steady sustained enrollment growth. RSD’s enrollment growth from 2014 to 2019 was 2.2% annual at the K-5 span and 3.3% annual at the 6-8 span reflecting births, matriculation, and high in-migration. Grades 9-12 growth during that same time frame was 1.5% annual reflecting matriculation and high in-migration. It is likely that local birth rates, matriculation, and high in-migration will continue consistently with pre-pandemic trends. This study recommends the 6-Year Growth (OSPI 2019 Rates) – Total Enrollment – 2022-2028 model.”

6-Year Growth (OSPI 2019 Rates) – Total Enrollment – 2022-2028:

Grades K-5	From 5,985 to 6,622 = 637 students, 10.6% (1.7% annual)
Grades 6-8	From 3,315 to 3,625 = 310 students, 9.4% (1.5% annual)
Grades 9-12	From 4,473 to 5,218 = 745 students, 16.7% (2.6% annual)
Total	From 13,773 to 15,465 = 1,692 students, 12.3% (1.95% annual)



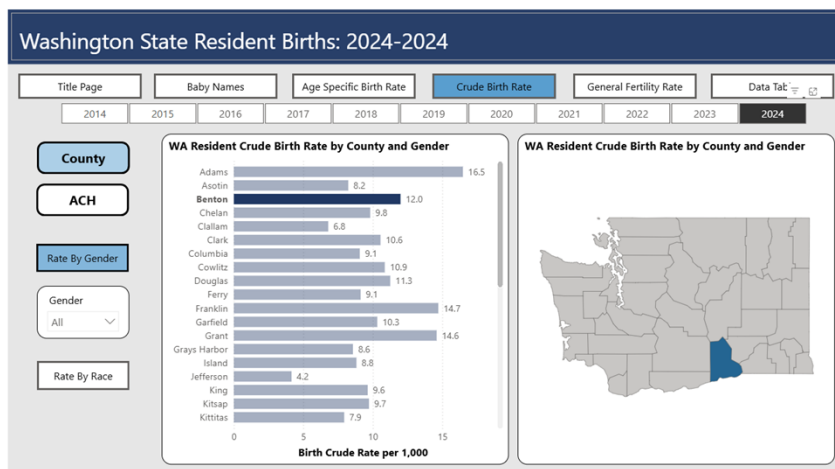
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Birth Rates (Benton County)

Year	Birth Rate (per 1,000)
2014	14.2
2015	14.1
2016	14.4
2017	13.2
2018	12.8
2019	12.6
2020	12.1
2021	12.2
2022	11.8
2023	11.4
2024	12.0



Franklin County (2024): 14.7 (down from 18.9 in 2014) / Benton (2024): 12.0 (down from 14.2 in 2014)

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The Macro Picture: We're Living a National Phenomenon

- Richland's flat enrollment despite jurisdictional population growth is textbook for what's happening across the U.S. right now:
 - K-12 enrollment has declined 2.3% nationally over the past five years, with NCES projecting a further 5.5% decline by 2031 — about 2.7 million fewer students. 40 states are projected to lose students over the decade. [Education Commission of the States](#)
 - The primary driver is declining birth rates — 690,000 fewer U.S. births in 2024 than in 2007. [Education Commission of the States](#)
 - A secondary driver is shifting school choice — growing shares of students in private school and homeschool. [EdChoice](#)
 - The takeaway for the task force: the historical assumption that population growth = enrollment growth is broken. It was a reliable rule for 60 years and it no longer is. Any facility plan built on a that old ratio will likely overbuild unless the community is an outlier with respect to birth rates.

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Student Generation Rates by Housing Type

- For Tri-Cities / Pacific Northwest planning, defensible working ranges (based on multiple district demographer reports):

Housing Type	K-12 Students per Unit (typical range)
Single-family detached (new)	.45 - .65
Townhome / attached	.40 - .55
Apartments (2-3 BR)	.20 - .35
Apartments (1BR)	.05 - .15
Mobile Home	.30 - .50

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Applying This to West Richland's 6,166 New Units (20 yrs)

West Richland's housing stock is currently 80% detached single-family, with 11.3% mobile/manufactured homes and the remaining consisting of apartments and attached housing. If we assume the next 6,166 units follow a similar pattern, the gross student yield ranges look like this:

- **Scenario A — Status quo housing mix (80% SF detached):**
 - $4,953 \text{ SF} \times 0.55 = 2,724$
 - $1,291 \text{ other} \times 0.30 = 387$
 - **Gross $\approx 3,111$ students** over 20 years
- **Scenario B — More diversified mix (60% SF, 30% MF/attached, 10% other):**
 - $3,700 \text{ SF} \times 0.55 = 2,035$
 - $1,850 \text{ MF/attached} \times 0.45 = 832$
 - $616 \text{ other} \times 0.25 = 154$
 - **Gross $\approx 3,021$ students**
- **Scenario C — Demographic discount applied** (declining birthrate, smaller family sizes, fewer kids per household — apply a 25-35% downward adjustment to capture the national demographic shift):
 - **Net $\approx 1,800 - 2,300$ new students** over 20 years from West Richland's new construction
- Spread over 20 years, depending on the three scenarios, that's roughly **90(Scenario C) - 155(Scenario A) additional students per year** from West Richland's new housing (about 10 additional students per grade per year or 0.8% annual growth); a meaningful but **not** explosive number for a 14,300-student district.

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Enrollment Projections (OSPI K-Linear)



ICOs

School Facilities and Organization
INFORMATION AND CONDITION OF SCHOOLS
Enrollment Projections (Report 1049)

RICHLAND

Grade	--- ACTUAL ENROLLMENTS ON OCTOBER 1st ---					AVERAGE %	--- PROJECTED ENROLLMENTS ---							
	2020	2021	2022	2023	2024	2025 SURVIVAL	2026	2027	2028	2029	2030	2031		
Kindergarten	832	937	926	869	865	825		845	836	827	818	810	801	
Grade 1	929	876	995	956	902	901	104.52%	862	883	874	864	855	847	
Grade 2	883	997	913	1,028	996	916	104.11%	938	897	919	910	900	890	
Grade 3	1,004	944	1,019	952	1,047	1,031	103.74%	950	973	931	953	944	934	
Grade 4	970	1,038	952	1,039	985	1,044	101.87%	1,050	968	991	948	971	962	
Grade 5	1,027	1,003	1,058	986	1,073	987	102.47%	1,070	1,076	992	1,015	971	995	
K-5 Sub-Total	5,645	5,795	5,863	5,830	5,868	5,704		5,715	5,633	5,534	5,508	5,451	5,429	
Grade 6	1,030	1,080	1,076	1,086	995	1,063	103.00%	1,017	1,102	1,108	1,022	1,045	1,000	
Grade 7	1,031	1,032	1,066	1,078	1,092	1,021	100.44%	1,068	1,021	1,107	1,113	1,026	1,050	
Grade 8	1,116	1,059	1,083	1,086	1,094	1,115	102.62%	1,048	1,096	1,048	1,136	1,142	1,053	
6-8 Sub-Total	3,177	3,171	3,225	3,250	3,181	3,199		3,133	3,219	3,263	3,271	3,213	3,103	
Grade 9	1,106	1,188	1,129	1,144	1,147	1,149	105.86%	1,180	1,109	1,160	1,109	1,203	1,209	
Grade 10	990	1,105	1,148	1,144	1,160	1,146	99.83%	1,147	1,178	1,107	1,158	1,107	1,201	
Grade 11	1,059	975	1,115	1,174	1,117	1,142	99.54%	1,141	1,142	1,173	1,102	1,153	1,102	
Grade 12	1,150	1,085	1,015	1,143	1,179	1,138	102.27%	1,168	1,167	1,168	1,200	1,127	1,179	
9-12 Sub-Total	4,305	4,353	4,407	4,605	4,603	4,575		4,636	4,596	4,608	4,569	4,590	4,691	
DISTRICT K-12 TOTAL	13,127	13,319	13,495	13,685	13,652	13,478		13,484	13,448	13,405	13,348	13,254	13,223	

*Accounts for resident district students only

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Enrollment Projections (District)

BEA	Total	K	1	2	3	4	5	6	7	8	9	10	11	12
2026-27	11,856	777	799	863	892	974	982	941	999	969	1,076	1,039	824	721
2027-28	11,648	727	792	813	876	881	967	1,010	944	1,006	1,035	1,049	826	722
2028-29	11,429	701	741	803	823	864	872	1,018	1,013	950	1,075	1,010	836	724
2029-30	11,193	676	713	750	814	811	856	928	1,020	1,020	1,019	1,048	806	732
ALE														
2026-27	1,191	77	86	76	70	72	74	67	83	82	91	121	140	152
2027-28	1,315	90	100	92	82	74	71	77	64	86	80	151	149	199
2028-29	1,534	104	118	108	99	86	72	73	74	65	101	178	201	255
2029-30	1,982	123	139	127	116	105	84	75	70	75	129	268	294	377
Combined														
2026-27	13,047	853	885	939	962	1,046	1,056	1,008	1,082	1,051	1,167	1,160	964	873
2027-28	12,963	817	892	905	958	955	1,038	1,087	1,008	1,092	1,115	1,200	975	921
2028-29	12,963	805	859	911	922	950	944	1,091	1,087	1,015	1,176	1,188	1,037	979
2029-30	13,175	800	852	877	930	916	940	1,003	1,090	1,095	1,148	1,316	1,100	1,109

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Enrollment Implications (High School)

2023 Study and Survey

“Total practical capacity of RSD’s two comprehensive high schools is approximately 4,197 students, consisting of:

- Hanford HS 1,690
 - Modular Building 288
- Richland HS 1,931
 - Modular Building 288

Enrollment will likely reach the 4,197 practical capacity of the existing high school buildings in 2023 or 2024.”

Historic and Projections

TRADITIONAL ENROLLMENT - AAFTE				
School Level	2022-2023	2023-2024	2024-2025	2025-2026
01 - Elementary School	5,589	5,574	5,409	5,420
Badger Mountain	569	590	603	626
Desert Sky	410	431	441	441
Jason Lee	512	517	523	493
Jefferson	412	404	409	355
Lewis & Clark	485	475	475	442
Marcus Whitman	490	447	448	445
Orchard	622	618	599	596
Sacajawea	465	446	476	484
Tapscott	470	471	440	442
White Bluffs	631	639	666	655
William Wiley	525	515	489	441
02 - Middle School	2,976	2,979	2,971	2,963
Carmichael	809	799	783	755
Chief Joseph	678	664	648	657
Enterprise	696	703	737	724
Leona Libby	793	813	803	826
03 - High School	3,445	3,713	3,420	3,560
Hanford High	1,675	1,744	1,729	1,654
Richland High	1,970	1,969	1,891	1,906
04 - ALE	44	85	84	63
Rivers Edge High School	44	85	84	63
Total	12,274	12,351	12,285	12,006

School Year	9-12 HS Enrollment
Current	3,560
2026-27	3,660
2027-28	3,632
2028-29	3,645
2029-30	3,605

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