

Stacey Borland

From: Bonnie Bryndza <la_maison_Bonnie@comcast.net>
Sent: Tuesday, July 26, 2011 10:21 AM
To: Steve Pilcher
Cc: Andy Williamson; Brenda Martinez; Stacey Borland
Subject: Development Agreement Written Testimony

I have just recently become aware of the agreement concerning 7 schools to be built in Black Diamond, but a part of the Enumclaw School District. I am a resident in the Enumclaw School District and have not been notified of any public hearings on this. I am a senior citizen and I will not vote to support \$240 million in bonds to build these schools in Black Diamond.

Sincerely, Bonnie Bryndza

EXHIBIT 53

Stacey Borland

From: Cindy Proctor <proct@msn.com>
Sent: Tuesday, July 26, 2011 11:11 AM
To: Steve Pilcher; Brenda Martinez; Stacey Borland; Andy Williamson
Subject: Supplemental School Comments for Public Hearing on the Villages and Lawson Development Agreements
Attachments: Supplemental Proctor DA Comments Schools 7 26.pdf; Tahoma.pdf; APAschools1.pdf; bd_school_sites_Tri-Party_map.pdf; Comprehensive School Bond and Capital Information.pdf; I. Enumclaw S.D. Cap. Fac[1].pdf; No-votes-way-up-in.pdf; Pasco.pdf; Redmond Ridge 1.pdf; Snoqualmie 1.pdf

Steve,

Can you please add these supplemental school comments into the record. I have two more topics to cover from the DAs and hopefully I can get them in soon, there is just so much to cover!

Regards,

Cindy Proctor

EXHIBIT 54

**Before the City of Black Diamond Hearing Examiner
Supplemental School Inadequacies Development Agreements**

I will be referring to both agreements unless otherwise stated

Condition 98 of The Villages MPD Ordinance includes the following requirements:

- 1) The applicant shall enter into a separate school mitigation agreement.**
- 2) The agreement shall be approved by both the City and the School District.**
- 3) The agreement shall be incorporated into the Development Agreement by reference.**
- 4) The agreement shall provide adequate mitigation of impacts to school facilities.**

Condition 99 of the Lawson Hills MPD Ordinance contains similar requirements.

Without conditions in the Development Agreements requiring appropriate provisions for schools, the City could allow development to continue even while there is no available school capacity. For instance, the City may deny that additional school capacity is required or may believe that additional portables for new classrooms are acceptable for schools at capacity. Additional language is required in the Development Agreements to ensure that appropriate school facilities will exist and to establish that development will not be allowed to continue when adequate schools facilities do not or will not exist.

I have attached current and relevant information demonstrating that bond failure is not only likely but highly probable even with full build out as demonstrated by recent bond failures in the Lake Washington School District, which serves the Redmond Ridge MPD and the (5) time failure of the Snoqualmie Valley School District that serves the Snoqualmie Ridge MPD. Furthermore, over the past 20 years, State matching funds for school construction and repair projects have fallen from 60% of actual cost to less than 20% of actual costs.¹

The failure of how we finance public education both on the operating and capital side in Washington State is so broken that it has been elevated to the State Supreme Court in *Federal Way School District 210 v. State*. The ongoing failure of inadequate school funding on both the operating and capital side will surely be a hallmark failure of this Community's duty to ensure that schools are adequately funded for construction and operations. New funding sources are critical for education in the future, yet the Tri-Party Agreement is irrevocable! It does not allow the agreement to be re-visited even in the event of a material change in how schools are financed.

On April 26, 2011, there were 12 school bond proposals on the special election ballot in the State of Washington. All 12 went down to defeat - nearly all by very wide margins. As the following table shows, these 12 school bonds represented almost \$500 million in school construction projects and their failure will adversely affect the lives of more than 46,000 children.

¹ http://organizingforcommunityschools.org/index.php?option=com_content&view=article&id=80&Itemid=72

Washington State School Bond Failures April 2011

| County | School District | # Students | Failed |
|--------------|----------------------------|------------------------|----------------------|
| Benton | Prosser | 2,883 | \$38,950,000 |
| Franklin | Pasco | 15,127 | \$59,000,000 |
| King | Snoqualmie Valley | 6,019 | \$56,200,000 |
| King | Tahoma | 7,394 | \$125,000,000 |
| Klickitat | Goldendale | 1,031 | \$32,000,000 |
| Lewis | Chehalis | 2,688 | \$27,000,000 |
| Mason | Pioneer | 752 | \$24,500,000 |
| Spokane | East Valley | 4,606 | \$33,750,000 |
| Whatcom | Blaine | 2,159 | \$32,000,000 |
| Whitman | Oakesdale | 115 | \$4,200,000 |
| Whitman | Colton | 183 | \$4,996,000 |
| Yakima | Selah | 3,445 | \$39,949,868 |
| Total | 12 School Districts | 46,402 Students | \$478 Million |

Results were nearly as disastrous in February 2012 when \$512 million in bonds went down to defeat while only \$91 million in bonds passed. Over 50,000 children were adversely affected by the February bond failures. Thus **nearly \$1 billion in bonds have gone down to defeat this year - adversely affecting the futures of 100,000 children.** In East King County, two school district bond proposals failed - including a \$56 million school bond in the Snoqualmie Valley School District and a \$125 million school bond in the Tahoma School District.²

Whether we like it or not, land-use decisions do impact schools, just as schools and school performance impact development patterns. These ordinances, which are supposed to assure that development is timed to match public school capacity, should be integrated with a plan, a capital budget, and a mitigation process allowing developers to fund their own expansions. The City Planner was not involved in these negotiations; the City Attorney had primary input on behalf of the City. People will want to know why housing permits are still being issued while their brand new school is already 130 percent overcrowded. They will want to know why the students from their \$450,000 homes are being educated in trailers instead of traditional brick and mortar classrooms. They want to know who is responsible for planning this mess.

In conclusion:

The Tri-Party Agreement is invalid and although signed by the ESD, the City and Yarrow Bay, it is inadequate and will be detrimental to the Enumclaw public education system. Therefore it does not implement the conditions for adequate school mitigations as required under the MPD approval conditions 98 & 99. ***The Tri-Party Agreement should be remanded back for a public hearing; and the Development Agreement should as a minimum condition require the cessation of any future building permits for new development once a school's enrollment exceeds capacity by 110 percent; and allow an amendment to the Tri-party agreement in the event of a material change to how public schools are financed.***

²http://realwashingtonstatebudget.info/index.php?option=com_content&view=article&id=71&Itemid=88

Cindy Proctor~718 Griffin Ave #241, Enumclaw, WA 98022
Public Comments Development Agreements for the Lawson & Villages MPDs

Exhibits:

- Newspaper Article-Lake Washington School District
- Newspaper Article-Snoqualmie Valley School District
- Newspaper Article-Tahoma School District
- Newspaper Article-Pasco School District
- Online publication Organizing for Public Schools
- Tri-Party Agreement Map



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Tahoma bond measure fails

Election results: It's official: the \$125 million construction and remodeling bond was not approved by voters. The [final vote count released by King County Elections](#) on May 11 shows the bond measure received 5,862 votes to approve (52.58%) and 5,287 votes to reject (47.42%). The bond needed 60 percent approval.

At its meeting on May 10, Tahoma School Board directed the Superintendent to create a citizen advisory committee to explore what the district's options are to deal with rising enrollment and crowded schools. The school board will take on the task of examining the district's most pressing maintenance needs and decide how best to address them.

Details about the citizen advisory committee will be made public soon. Contact the public information office for more details at 425-413-3409.

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The Seattle Times Winner of Eight Pulitzer Prizes

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Pasco schools move closer to year-round schedule

The Pasco School District is moving closer to a year-round schedule to ease overcrowding.

The Associated Press

PASCO, Wash. —

The Pasco School District is moving closer to a year-round schedule to ease overcrowding.

The school board plans to vote in about a month on a plan for a staggered, year-round schedule.

The Tri-City Herald says two public information sessions about multi-track year-round school will be held next week in Pasco.

The district currently has room for about 13,000 students, but more than 15,000 attended classes last school year.

School officials say that number is expected to rise to 17,500 by 2013. A school bond that would have helped the district increase room for students was rejected by voters in April.

Information from: Tri-City Herald, <http://www.tri-cityherald.com>

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 Hockey Fan: don'tcha know that school districts all over Seattle also vote down levies... (July 21, 2011, by phg) [Read more](#)

 Wow, a lot of Pasco haters out pretty early in the morning. Of course, all of your... (July 22, 2011, by HatesRain) [Read more](#)

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October 2003

A Toolkit for Tomorrow's Schools

New ways of bringing growth management and school planning together.

By Steve Donnelly, AICP

The myth: Because public schools are the most expensive and complex governmental service, the intergovernmental coordination between community planners and school facilities planners must be strong.

The reality: For most local planners and school staffs, the notion that schools and development can be planned together using common population projections, facility budgeting, comprehensive plans, and even common review staff, is radical stuff.

Florida is about to take that radical step, as new statewide regulations go into effect. Those regulations were adopted in 2002 with a two-year phased implementation period.

More common is the scenario that played itself out earlier this year in Carroll County, Maryland. During a board of education meeting, frustrated school board members and parents struggled to make sense of the adequate public facilities ordinance for schools (APFO), a state-enabled, locally adopted requirement that stops new development approvals once a school's enrollment exceeded capacity by 120 percent.

School Superintendent Charles Ecker, formerly a county executive elsewhere in Maryland, explained that the school APFO was a part of the county's growth management program. Its purpose was to align development timing with the availability of new public facilities. The 120 percent criterion is the signal that new schools are needed.

Faced with overcrowded schools, continued development, and anemic school funding, one board member asked, "If it takes five years to build a new school, shouldn't we send the signal to stop development at 60 percent or 80 percent to match the timing of a new school?"

By June 2003, the old county commissioners, who supported the prior APFO process, were out of office, along with their planning director. Carroll County's new commissioners passed a sweeping one-year development moratorium while they searched for an APFO system that works. Charles Ecker and his school board will, no doubt, be extremely interested in the outcome.

Since initiating its ground-breaking smart growth program in 1998, Maryland, through its school construction financing process, stepped up pressure to establish local school APFOs like Carroll County's, but provided little guidance and even less funding. The new governor, Robert Ehrlich, is dismantling the Office of Smart Growth and transferring staff to the Department of Planning.

It's a national problem

Go to public meetings in most metropolitan areas today, and no one wants to talk about smart growth or traditional neighborhood design. Those issues are so last year.

Today, parents across the U.S. want to know why housing permits are still being issued while their brand new school is already 130 percent overcrowded. They want to know why the students from their \$450,000 homes are being educated in trailers instead of traditional bricks and mortar classrooms. They want to know who is responsible for planning this mess.

In Maryland and other smart growth states, where APFOs have become a standard part of the planner's toolkit, parents also want to know why their jurisdiction's APFO doesn't work. These ordinances, which are supposed to assure that development is timed to match public school capacity, should be integrated with a plan, a capital budget, and a mitigation process allowing developers to fund their own expansions.

Unfortunately, more and more communities find a regulatory quagmire:

- poorly aligned planning systems that do little to assure any credible connection between school capacity and the needs of new development;
- regulatory processes left over from past generations;
- inadequate capital budgets;
- ineffective mitigation processes; and,
- no interagency coordination.

Planners may be planning development, and school planners may be planning schools, but they sure aren't doing it together. It's as if they are on different planets.

The problems go beyond an angry public. First, there is the federal No Child Left Behind Act, which attacks current community composition processes by creating mandatory student transfer rights out of failing schools in neighborhoods with high concentrations of poverty.

Next is the school choice movement. These folks want control of their own public schools. In fact, they'd prefer to put the public school in their office park to be near their kids.

Last are the equity and uniformity groups. Some local governments have created better schools than their neighbors. Since state charters mandate a free and uniform system of public schools, equity and uniformity groups are suing for the same quality in their schools.

Why does any of this matter?

Here are a few reasons why these things matter:

- Most current school APFOs are so far out-of-date and out-of-alignment with the modern school system that if you don't change them, you will find legislatures (like Florida's) and judges (like Maryland's) cutting your current regulations to pieces.
- If you don't find a school planning system that works, the public may toss you and your plans out the window.

- Public schools are the apex predator in the local budget game, so money wasted in poor school planning comes out of your paycheck.
- Schools and communities are so interdependent that finding systems that work together, instead of in conflict, could make you a local hero — or take the bulls-eye off your forehead.

Whether we like it or not, land-use decisions do impact schools, just as schools and school performance impact development patterns. So we are faced with two alternatives. We can retreat further from school planning, or we can find a new strategy that opens all the doors and directly tackles the problems and opportunities.

The Florida challenge

Florida's legislature, frustrated by years of contentious school planning problems, has laid down the terms for the next generation of school planning: If local governments want to use school APFOs, then the local government, the local school system, and their respective planners must work together — common growth management plans, common population projections, common development review bodies, and common funding strategies — with a formally executed agreement between the parties.

Florida's first APFO skirmishes began with the passage of the 1985 Growth Management Act. Although that law did not address schools, it laid the foundation for local APFOs, and introduced new terms and concepts like concurrency and development impact fees.

As is true elsewhere, Florida's public schools are established as a state service under the requirement for a free and uniform system, so any efforts by local governments to regulate state school services raised profound intergovernmental issues. Could local government create regulations related to a state service? What level of service standards and procedures would apply? What planning processes would be needed? What state agencies need to sign off on agreements and plans between local governments and boards?

Over the succeeding years, as the mismatch between local growth plans and public school capacity worsened, the effort to bring the two camps together resulted in one reform after another until, in 2002, Chapters 163 and 235 of the state code were substantially revised. Under the revisions any local government, as a condition of exercising school APFO authority, must submit a plan for state review and approval, and execute formal intergovernmental agreements. These agreements must demonstrate: planning and budget consistency; coordinated growth management planning; coordinated plan review; common capacity measurements and level of service standards; school siting; population projections; and defined processes for mitigation; co-location strategies; and appeal and conflict resolution.

The legislation provides specific steps and deadlines for plan development and implementation. In December 2003, planning studies must be completed to be eligible for state funding. This is a big step, but the last major hurdles must be completed by December 2004, which, in government terms, is fast approaching.

Interestingly, Florida's legislation does not contain the detailed methodologies by which land-use and school plans are actually coordinated. The challenge now is to find those methodologies.

That quest is creating a lot of excitement for school planning geeks like myself. For the first time in decades, national school planning firms are working with planners like me to figure out why school projections don't work, and what role local planning processes and APFOs play in the failures. If everyone plans together, accuracy should increase markedly, provided that all the interactions are correctly mapped out.

For planners nationwide, though, the emergence of new and, hopefully, better techniques raises the question: How do our local practices compare?

The tale of two planets

Thirty-five years ago, school planning was the province of the local planning department in most counties, so schools and communities were planned on the same page, though in different ways.

Typically, a community planner intensely studied the subtleties of each subdivision to accurately estimate student generation probabilities based on the price range, target market, type of community amenities, area enrollment patterns, and student-by-student impact of other comparable subdivisions. That planner also knew every classroom, how it was used, and how many new students would trigger the need for a new teacher, an addition, or a new school.

School facility planning and development coordination happened simultaneously. The planner knew that by changing certain characteristics, or the timing of any proposed project, the student profile could be adjusted to fit available capacity, and unnecessary construction could be avoided. This approach of sequencing development to match the use of public facilities is exactly what adequate public facilities ordinances are supposed to deliver.

Where a new school was needed, the developer might contribute a small, walkable site in the heart of the community, which also served as the community playground — the kind of schools and communities that Andreas Duany could love.

The Achilles heel of that system of local school planning was that it preserved pre-existing systems of segregated schools. Then the U.S. Supreme Court's 1954 *Brown vs. Board of Education* desegregation decision mandated that schools establish color-blind geographic attendance boundaries. Implementation came in the late 1960s, once the federal government offered millions in school construction financing, provided that local jurisdictions could meet all the compliance standards, including desegregation.

By the 1970s, the federal carrot-and-stick created the need for highly specialized school planners. Community planners had their own legal peculiarities to deal with, including takings law. So school planners went one way, building fortress schools on 25-acre, single-use campuses, and local planners went another, designing all the services except schools. That division is reflected today in the disparity between current school APFOs and genuine school planning issues — as if the clock stopped in 1970.

Everything is simple on the APFO planet: Each new house brings a uniform and predictable number of students, each attends the same local schools, from kindergarten through 12th grade. The schools are simple, too: The curriculum is uniformly provided

through standard class sizes — 25 students per teacher. The cost of new schools is high, but substantially funded by state and federal sources, and school choice is limited to menu items.

Today's school system

The public school planet is entirely different: a complex, choice-based, and highly specialized system consisting of a grab-bag of old and new neighborhoods, crumbling and sparkling schools, aging neighborhoods with few kids, and new communities with either kids by the bus load or no kids at all.

Enrollments are driven so much by neighborhood turnover and test scores that the impact of new development is sometimes irrelevant, but those patterns are only discernible by project-specific analysis. Classroom capacity changes every year. New schools (charters) and school combinations (magnets) are emerging. Federal mandates and lawsuits constantly change the rules, and funding levels swing wildly.

Hello, enterprise-wide, market-savvy, GIS-integrated data systems.

Despite the system's changes, here is the current APFO scenario:

If net capacity (projected enrollment minus reported capacity) shows enough seats for the proposed development (based on countywide student generation factors), the subdivision is approved (yes); if not, it is initially denied (no); but, to prevent takings claims, it is allowed to proceed within three or six years (soon), regardless of capacity status.

When you cut through the veneer of tables and data, these school APFOs amount to little more than what one local judge in Maryland has taken to calling a "meaningless checklist" — a compendium of charts showing last year's enrollment, an outdated report of school capacity, and an undocumentable countywide student generation rate — none of which is of any genuine use in planning anything as complex as the modern public school system.

Next generation school planning

These days, school planning involves complex geography, overlapping boundaries, highly complex service distribution and transportation patterns, parents who move easily between jurisdictions, and lots of competition. It also involves more locally responsive planning and service alignments, cost-sharing agreements with other local agencies, and a variety of business and organizational models.

To keep up with all this, school planners are ramping up their technology. Many systems are being upgraded — inventory and enrollment tracking systems and transportation routing, to name a few.

Here are the basic concepts of the new school system:

Community composition. Most local planners know how to create great school performance in their own communities. Approve a neighborhood of McMansions within a single school attendance boundary. The students from those well-manicured homes will

be well-prepared, well-equipped, and well-fed, and their affluent parents will be available to help with homework or provide tutors. Result: great test scores!

Dismantling that homogeneous, but often inequitable, system in favor of a more diverse one will be critical to next generation school planning, whether that means moving kids between schools or creating more diverse communities. Community composition will be at the heart of future school planning decisions, so it's only a question of time before it begins to drive local land-use decisions.

Magnet and transfers. Geographic attendance boundaries no longer determine public school enrollments. Instead, school systems are creating specialized educational products (for special needs students, for example) that break down the old notion of neighborhood schools. Instead, students may attend regional schools, crossing several attendance boundaries to get there.

The No Child Left Behind Act is the 800-pound gorilla of a transfer program. Students assigned to failing schools now have a federally protected right to transfer to good schools, with the local system footing the transportation bill. By failing to comply, school districts risk major federal sanctions — and uniformity groups are there to make sure those sanctions are applied.

Does your APFO review board consider that APFO reviews should be based on a complex menu of possible schools, not a small set of schools? The whole process will get very complicated very soon.

Public charter schools. Public charter schools are public schools that operate independently, but under a charter from state public schools. Typically, they receive the same per student revenues as the local public schools, but can establish their own specialized curriculum, so long as it is not religious. Charter recipients may be a local community or affinity group, a for-profit charter school operator, a local cultural or educational institution, or, perhaps, a developer resolving school APFO issues.

Arizona, the big kahuna of charter school states, shows just how creative charters can be. Charters as small as 100 students, or as large as a regional high school, schools located in an office park, and even a college-sponsored teaching high school located on a college campus so students who want to teach can simultaneously mix high school classes with college credits.

Charter schools also function as an incubator for new school facility concepts. Can a small satellite school, or a series of them, be developed in lieu of the traditional public mega-school? Can variable grade-span approaches, Grades 1 through 3 or 11 and 12, provide better student settings, and more cost-effective facilities, than the standard arrangement of elementary (K-5), middle (6-8), and high schools (9-12)?

Looking at charter schools from a planner's perspective, as community elements or land uses, charters open the door for a return to attractive neighborhood-scale school designs, and seem like a wonderful new use for small towns and older communities, but they raise specific siting and traffic issues. Do your plans and regulations anticipate charters?

School shoppers. Today, many parents move from one district to another — and one community to another — seeking better schools. Parents of this ilk seem to fall into three categories: casual shoppers looking for newer architecture, generally good test scores, and reputation; grade sensitive shoppers (those who compare test scores); and legacy hunters (those who move from school to school in search of top performance).

School shopping is nothing new. Baltimore's top-performing schools had school shoppers 50 years ago, and they had them in 1970, when my family left Baltimore for the suburbs. It wasn't for racial reasons; my parents moved to the suburbs seeking better school performance. Thanks to court-ordered geographic attendance boundaries, there was only one way to attend those schools: Live within the boundary.

These school shopping patterns explain why a single-family home in one school district generates two students per house while the identical home in another district generates none. Does your school APFO recognize school performance, or just rely on countywide statistics?

Another question: If the city of Baltimore were to create a charter with a top-rated private school system, accessible tuition-free to city residents, could the power of school shopping pull residents into the city in the same way the suburbs pulled them out?

Co-location. When a town near Sacramento, California, needed a school, a library, community college space, and a regional park, Sacramento planner Carol Shearly proposed an out-of-the box solution. She suggested developing a community "power center," leasing one community complex to four different entities: a public school in the daytime, the community college at night, a public library, and a regional park, all on the same 150-acre campus. The result is the Natomas Town Center, being developed by the Eastridge Companies and scheduled to open in August 2004.

The result: one highly efficient building putting all the public services together, with cost savings for the agencies involved, plus an increase in public use for one of the most underused public facilities.

This common-sense idea, known as co-location, is becoming quite popular. More and more state legislatures, like Florida's, are establishing requirements for public agencies, and especially schools, to explore co-location opportunities with other public agencies before using scarce public dollars to build separate facilities.

As co-located projects become financially compelling, if not required, the local planner could serve as the broker in the transaction, scouting locations and bringing about the marriage of agencies that are often deadly competitors in the budget game.

Also, as concepts like co-location, leased facilities, and for-profit charters become more accepted, a truly national school service industry is emerging to tackle what were once strictly local activities. National school construction, planning, and consulting firms are setting up offices around the U.S. and creating an unprecedented national pool of resources and ideas.

Counting things

For decades, management of school systems was left to each local principal. The back-office bunch — facilities managers and school planners overseeing billions in construction contracts — were left with the worst technology.

All of that is changing fast due to the centralization of school management, the complexity of service patterns, and the soaring costs of school construction. At last, school facility managers and school planners will get their own version of Wal-Mart's state-of-the-art, just-in-time inventory management systems.

Next generation facility tracking systems follow the current use of each classroom and each seat in each school — that is, the grade level uses of each classroom (integrated with variable class size standards), and the number of empty seats by classroom, by grade level. Every time a classroom assignment changes from kindergarten (20 students per classroom) to first grade (22 students per classroom), the system will automatically update the school's capacity.

The tracking system can also simultaneously track non-classroom data like the maximum fire rating for a cafeteria, and the number of lunch shifts that will be required to serve the currently assigned students. Add data on expansion options (including costs), then link all the adjacent schools together, and you're really in the high-tech facility management business.

Four-dimensional capacity review

By linking GIS-coded enrollment data to other government data, such as tax records, deed registration, and building permits, school planners can now identify fine-grained relationships and trends that couldn't even be imagined a decade ago. Examples include real-time student enrollment patterns by grade level, school boundary, subdivision, or housing type; student impacts of neighborhood turn-over, correlated with price range and tenure; and student projections from new development. This information also allows for project-specific impact projections for new development.

Connect the facility database to the enrollment database and you have an impressive new management tool. If it were integrated with the land-use system, you could recreate the kind of work that local planners did 35 years ago: effective, efficient, and attractive schools in communities planned on one page.

Once next generation systems are in place, any changes on a zoning map will instantly be re-calibrated into student impacts by grade level, siting requirements, and new costs. Each time a planner, community group, or property owner comes up with a proposed change, school-related financial ramifications will become instantly available to everyone.

School planners will also begin to identify important planning relationships that haven't been seen in 35 years: Small changes in project orientation can make the difference between balanced school use or the need for a new school.

School APFO reviews

The purpose of school APFOs is to time and sequence development to match available or planned school capacity. Yet most school APFOs don't function as a vibrant, timing-

sensitive planning tool, but, instead, as a largely meaningless checklist — a snapshot of irrelevant data.

In real life, school capacity changes over time. School impacts from new development also change over time. New databases will allow school planners to connect specific housing types to school-level enrollment patterns that include the impact of test scores, and market share arranged by local magnet, charter, and private schools. They will also provide critical timing data to allow better scheduling of these impacts and available capacity.

Instead of a useless plug number, what can be produced is a student impact profile: how many students, by grade level and impact year, over, say, a five-year period.

The facility database, too, can provide time-sensitive information on the number of seats available by grade level and year across the network of potentially significant schools — a multi-year capacity profile.

When you put a next generation student impact profile together with a capacity profile, you have a smart tool. It can suggest a range of recommendations: timing the project to fit into existing capacity; modifying uses to change the impact profile to fit existing capacity; tailoring development to improve use of existing facilities; identifying specific expansion projects and costs for increasing capacity to match the development's needs (real-time mitigation pricing).

Impact fees and mitigation

The purpose of impact fees is to assess the costs of accommodating new development. Fees are based on a reasonable relationship between the project's impact and the school expansions needed. The formula is simple: Number of students expected times the local per seat cost for needed construction

Most school impact fee systems in metropolitan areas suffer from the same problems as the APFO — meaningless countywide student generation rates, outdated capacity reports, and poorly integrated planning techniques. As a result, the fee calculations only meet a vague standard of rough proportionality, and are often highly politicized.

Next generation data will allow fees that more accurately put the right costs on the right project at the right time. Out with the generic impact fee, and in with the individualized exaction.

Hopefully, too, real data will greatly reduce the politics of rates, and put dollars to decisions in a meaningful way. This is assuming your regulatory and exaction processes are structured to deal with real data.

Bringing it together

Public schools are undergoing a service revolution that, on the one hand, undermines the old way of doing business, and on the other, opens bold new opportunities for planning together — better schools, better communities, better cost control, and better alignments between schools and communities.

Taking advantage of the opportunities depends on major organizational, regulatory, and fiscal re-alignments. Planners didn't create the problems, and can do little, except through low-key advocacy, to change them.

The good news, though, is that revolutions in land use and schools happen overnight in the face of fiscal crises, legislative enactments, or court cases. Stand by!

Steve Donnelly, AICP, is a Maryland-based consulting planner who specializes in school planning regulations and development impacts. He is a member of the Council of Educational Facilities Planners, International. Contact him at schoolplanning@aol.com.

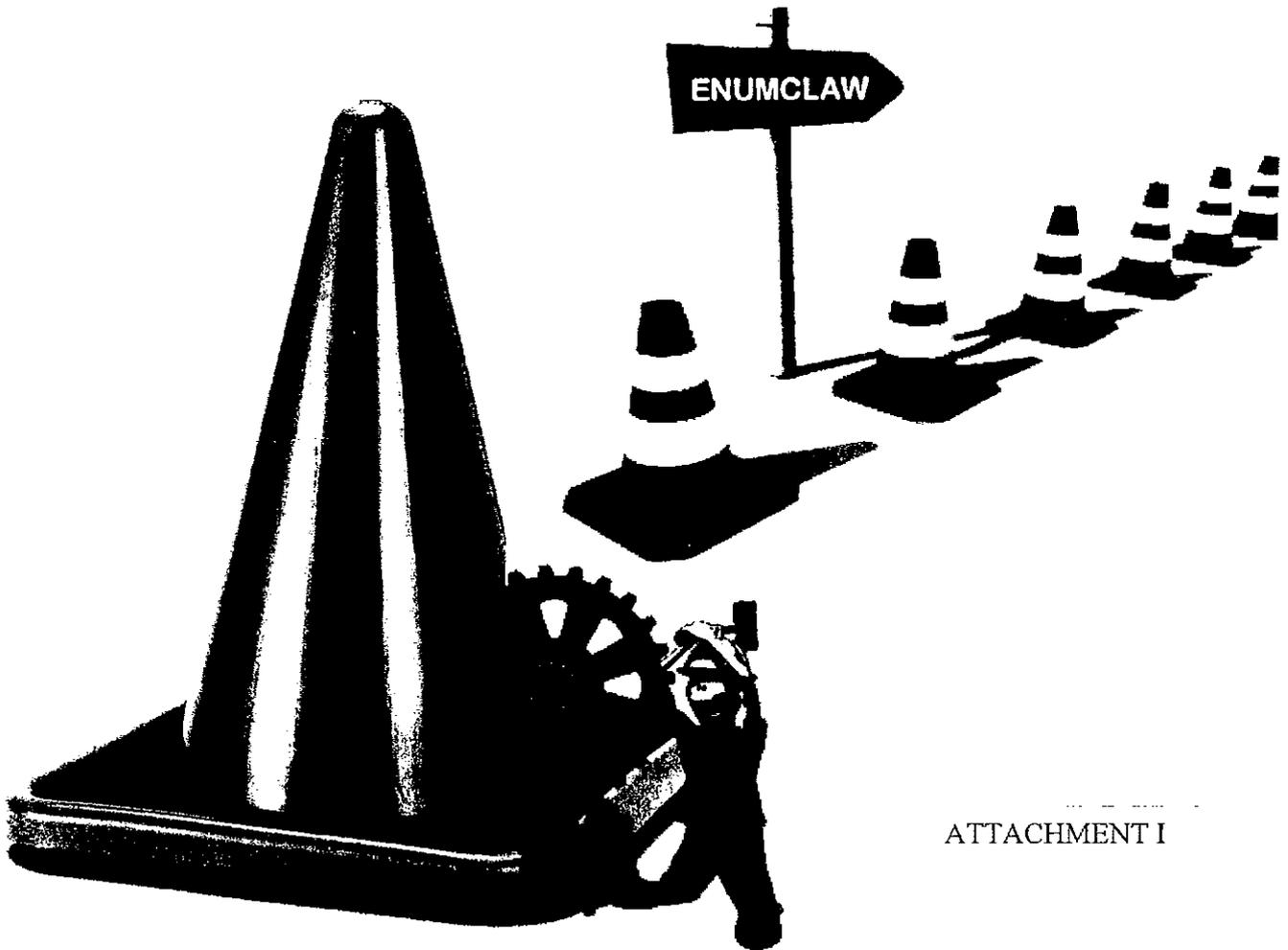
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Capital Facilities Plan

6-Year
Capital Facilities Plan
June, 2010 - 2015

Enumclaw SCHOOL DISTRICT
all students achieving at high levels

**16963
ATTACHMENT I**



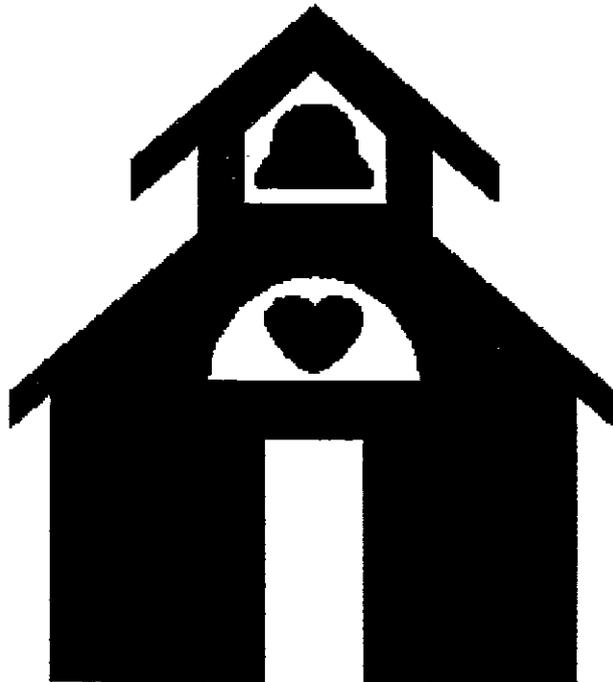
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Enumclaw School District No. 216
2929 McDougall Avenue
Enumclaw, Washington 98022
(360) 802-7100

Capital Facilities Plan

2010-2015

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Enumclaw School District No. 216

*2929 McDougall Avenue
Enumclaw, Washington 98022
(360) 802-7100*

Board Adopted: July 19 _____, 2010

**Six-Year Capital Facilities Plan
2010-2015**

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Board of Directors

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Cathy Dahlquist

Nancy Merrill

Corey Cassell

Tim Nickson

Chris VanHoof

Administration

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Superintendent

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Instruction, & Assessment

Randy Stocker
Director, Business & Operations

Aaron Stanton
Director, Student Support
Services

Kathleen Lockyer
Director, Human Resources

Enumclaw School District No. 216
Enumclaw, Washington 98022

CAPITAL FACILITIES PLAN

Approved by Board of Directors
Resolution No. _____954_____

The Enumclaw School District No. 216 hereby provides to the King County Council, City of Enumclaw and City of Black Diamond, this Capital Facilities Plan documenting present and future school facility requirements of the District. The plan contains all elements required by the Growth Management Act and King Code 21A, including a six (6) year financing plan component.

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Executive Summary

In accordance with King County Code 21A.43, this update has been prepared by the Enumclaw School District No. 216 to reflect current conditions in facility usage and needs.

The District's service area includes areas of unincorporated King County, the City of Black Diamond, and the City of Enumclaw. Currently, the District serves a student population of about 4,308 (Oct. 2009) students in kindergarten through grade 12. Current enrollment, along with projections presented herein, indicates that the enrollment growth will continue over the next six years.

Following a period of little to no growth, the District anticipates healthy enrollment gains as a result of growth projected to begin within the six-year planning period (and continue beyond the six year planning period). In particular, the City of Black Diamond is currently reviewing a proposed development of 1,250 dwelling units and a second proposed project of approximately 4,800 residential dwelling units (both developments have primarily single family homes). Using current student generation rates, this could mean that the District's enrollment will grow by approximately 3,691 new students at full build out (using conservative estimates and the best known information regarding unit types). In addition, there is a third potential project of approximately 1,400 dwelling units as well as other smaller scale development within the City of Black Diamond. In the City of Enumclaw, the District is likely to be impacted by growth now that the City of Enumclaw has lifted its sewer moratorium. In addition, the City of Enumclaw is currently reviewing annexation options, which could lead to additional residential development. Finally, there is ongoing, though limited, development in the unincorporated area of King County that is located within the District. With this cumulative potential new development, the District will likely need to add student capacity at all three grade levels. Section IV of this Plan identifies the District's anticipated long term planning with regard to the development within the City of Black Diamond.

This Plan includes the capacity projects planned by the District during this planning period. The District has identified a need during this six-year planning period for additional elementary capacity in the Black Diamond area. As noted above, the District will also need substantial capacity additions in the long-term planning period in response to development activity throughout the District and particularly within the City of Black Diamond. Future updates to this Plan will reflect planning needs in response to growth.

Section I: Six-Year Enrollment Projection

This plan update is based on the anticipated number of students expected to be enrolled through 2015 and beyond. The six-year projection (2010-2015) will assist in determining short term needs and form the basis for assessing the need for impact fees.

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Enrollment projections are most accurate for the initial years of the forecast period. Moving further into the future, more assumptions about economic conditions and demographic trends in the area affect the projection. In the event that enrollment growth slows, plans for new facilities can be delayed. It is much more difficult, however, to initiate new projects or speed projects up in the event enrollment growth exceeds the projections. Regular updates of both the enrollment projections and the Capital Facilities Plan (CFP) are essential to good facility planning.

The District relies on two population forecasts for purposes of projecting student enrollment. The first is an estimate by the Superintendent of Public Instruction (OSPI). OSPI estimates future enrollment through 2015 using the cohort survival method. This method estimates how many students in one year will attend the next grade in the following year. Due to the fact that the cohort survival method does not incorporate in-migration, particularly from anticipated new development within the District, these projections are considered highly conservative. See Appendix A.

The second forecast is a modified cohort analysis, which uses the cohort projections as a base, incorporates King County live birth data and the District's historic percentage of those births to determine the number of kindergartners entering the system, and further incorporates assumptions based on known new residential development proposals within the District. See Appendix B. Because this analysis incorporates the expected in-migration to the District from new development, the District uses this analysis for purposes of determining capacity needs throughout the six years of this planning period. Using the modified enrollment projections, the District's enrollment is expected to increase over the six years of this Plan.

With regard to the expected enrollment from the expected 6,050 dwelling units in Black Diamond, the District anticipates, using best known information to date, that building will commence in 2011 (and continue for a period of fifteen years or more thereafter). As such, the enrollment impacts from these two developments begin to show during the last years of this Plan period. Future updates to this Plan will provide additional and updated information regarding these projects and the impacts on District enrollment.¹

Note that the District uses a headcount enrollment figure because full-day kindergarten has, for several years, been uniform across the District. Due to the state budget, during the 2009-10 school year, the District moved to a half-day kindergarten with an option to pay (either directly or through scholarships) for full-day kindergarten. This same program will continue through the 2010-11 school year. The District is also pursuing funding for a pilot full-day kindergarten program. At this time, it is unclear how the funding changes will affect the full-day kindergarten enrollment figures. For this

¹ Similarly, the District intends to closely monitor development in the City of Enumclaw (where the current sewer moratorium was recently lifted and annexation options are being studied) in order to further assess the potential and real impacts to student enrollment. Future updates to this Plan will reflect new enrollment information.

reason, the District is continuing to plan for full-day kindergarten space needs and will re-evaluate this program in the next plan update.

Using the modified cohort survival projections, a total enrollment of 5,248 (HC) is expected in 2015, with most of the growth occur in the last two years of the planning period when the first portion of homes in the large development in Black Diamond are expected to be occupied. In other words, the District expects the enrollment of 646 additional students between 2009 and 2015. See Table 1.

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Table 1: Projected Student Enrollment 2009-2015 **ATTACHMENT I**

| <i>Projection</i> | <i>2009*</i> | <i>2010</i> | <i>2011</i> | <i>2012</i> | <i>2013</i> | <i>2014</i> | <i>2015</i> | <i>Actual Change</i> | <i>Percent Change</i> |
|----------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|----------------------|-----------------------|
| Modified Cohort (HC) | 4,308 | 4,233 | 4,301 | 4,378 | 4,493 | 4,653 | 4,954 | 646 | 15% |

* Actual enrollment (October 1, 2009). Note that figure does not include students living in the Enumclaw School District but enrolled at the Muckleshoot Tribal School.

Section II: Current Enumclaw School District "Standard of Service"

In order to determine the capacity of the District's facilities, the King County Code 21A refers to a "standard of service" that each school district must establish in order to ascertain its overall capacity.

The standard of service is based upon the number of classrooms available at each school and the desired average class load district-wide. A favorable class size is used to promote the standard and quality of educational programs the residents of the Enumclaw School District expect and support through the passage of levies and bonds.

Rooms designed for special use are not counted as classrooms. Portables used for classrooms are employed on an interim basis only. When additional permanent classrooms are available portables are removed from service, transferred to other locations, or used for non-classroom purposes.

Current Standards of Service for Elementary Students:

Average district wide class size for grades K-4 should not exceed 23 students.

Average district wide class size for grades 5 should not exceed 26 students.

Elementary school permanent capacity should be between 400 and 500 students.

Class size may vary from building to building based upon different influencing factors at each school.

Students may be provided music instruction, physical education, and lunch in a separate classroom or facility.

Students may have scheduled time in a special computer lab.

Special Education for student with disabilities may be provided in a self-contained classroom with a maximum capacity of 10-12 depending on the program.

Identified students will also be provided other educational opportunities in classrooms and/or special spaces for programs designated as follows:

- English as a Second Language (ESL)
- Integrated Programs & Resource Rooms (for special remedial assistance)
- Education for Disadvantage Students (Title 1)
- Highly Capable Program
- Other Remediation Programs
- Learning Assisted Program (LAP)
- School Adjustment Programs for severely behavior-disordered students
- Hearing Impaired
- Mild, Moderate and Severe Developmental Disabilities
- Developmental Kindergarten
- Preschool Handicapped
- Early Childhood Education Assistance Programs (ECEAP)

All of the above special programs require specialized classroom space; thus, the full-time student capacity of buildings housing these programs is reduced. Students leave their regular classroom for a period of time to receive instruction in these special programs. When programs change, program capacity fluctuates and the plan is updated annually to reflect the change in program and capacity.

Current Standards of Service for Secondary Students:

The standards of service outlined below reflect only those programs and educational opportunities provided to secondary students which directly affect the capacity of the school buildings.

Average district wide class size for grades 6-8 should not exceed 28 students.

Middle school permanent capacity should be between 500 and 550 students.

Average district wide class size for grades 9-12 should not exceed 28 students.

High school permanent capacity should not exceed 1,300 students.

Special Education for students with disabilities may be provided in a classroom with a capacity of 10-15 depending on program.

Identified students will also be provided other educational opportunities in classrooms and/or special spaces for programs designated as follows:

- Instrumental and Vocal Music
- Integrated Programs & Resource Rooms (for special remedial assistance)
- Computer Labs
- Advanced Placement Programs
- Basic Skills Programs
- Variety of Career and Education Programs

Many of these programs require specialized classroom space and can reduce the permanent capacity of the school buildings. In addition, an alternative (continuation) program with limited capacity and enrollment is provided for secondary students at the White River Alternative Program, cooperative programs with Sumner and White River School districts housed in Buckley.

Each schools' available capacity will vary with the type of programs and space utilization in the building. When a large number of portables are added to site to add capacity, other support facilities, such as gymnasiums, lunch areas, halls, etc. become inadequate.

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Section III: Inventory and Projected Six-Year Enrollment Capacity of Schools

Currently, the District has permanent program capacity to house 4,352 students based on the District's Standard of Service as set forth in Section II. Approximately 100 students are served by White River Alternative Program in Buckley. Students come from the Enumclaw, White River, and Sumner School Districts. Children attending White River Alternative Program are counted as students in the White River School District. Portable classroom capacity for 440 students brings the total capacity to 4,792. A summary of the current enrollment and proposed capacity and the breakdown at each grade span, is as follows:

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Table 2: Summary of Capacity

| 2009-10 Current | Permanent Capacity | Portable Capacity | Total Capacity | Oct 2009 Enrollment (HC) | Surplus Capacity w/o Portables | Surplus Capacity w/ Portables |
|-----------------------|-----------------------|----------------------|-------------------|--------------------------------|--------------------------------------|-------------------------------------|
| Elementary | 1,916 | 220 | 2,136 | 1,801 | 115 | 335 |
| Middle School | 1,092 | 0 | 1,092 | 1,016 | 76 | 76 |
| Senior High | 1,344 | 220 | 1,564 | 1,491 | -147 | 73 |
| District Total | 4,352 | 440 | 4,792 | 4,308 | 44 | 484 |

Included in this Plan is an inventory of the District's schools by type, address and current capacity. See Table 3. In the fall of 2005, the District closed J.J. Smith Elementary due to the age and condition of the building. Because the building does not meet current educational instruction requirements, the District would need to comprehensively modernize or completely replace the building before it could be used for classroom instruction. While the building remains on the District's inventory, the District is unable to use the building for instructional purposes. As such, J.J. Smith is not included in the District's inventory for purposes of this Capital Facilities Plan.

Based on the enrollment forecasts, current inventory and program capacity, current standard of service, portable capacity, and construction of new classroom spaces, the District anticipates having sufficient capacity to house students during the next two to three years. However, with the planned new development commencing in the City of Black Diamond and potential development in the City of Enumclaw and King County during the six year planning period, the District anticipates needing to add additional student capacity in the short term. Table 4 analyzes projected enrollment and capacity.

TABLE 3: Inventory Summary

An inventory of existing permanent school facilities including the locations and capacities of those facilities is provided below.

| Existing Facility | Location | Capacity¹ |
|--------------------------------|---|-----------------------------|
| Black Diamond Elementary | 25314 Baker Street Black Diamond, WA 98006 | 169 63 |
| Byron Kibler Elementary | 2057 Kibler Avenue Enumclaw, WA 98022 | 461 |
| Southwood Elementary | 3240 McDougall Avenue Enumclaw, WA 98022 | 364.5 |
| Sunrise Elementary | 899 Osceola Street Enumclaw, WA 98022 | 461 |
| Westwood Elementary | 21200 SE 416th Enumclaw, WA 98022 | 436.5 |
| Enumclaw Middle School | 550 Semanski Street S. Enumclaw, WA 98022 | 560 |
| Thunder Mountain Middle School | 42018 264th Avenue E. Enumclaw, WA. 98022 | 532 |
| Enumclaw High School | 226 Semanski Street S. Enumclaw, WA 98022 | 1344 |

¹=Exclusive of portable classrooms and based upon District standards (see Section II).

Table 4 – Projected Enrollment & Capacity*

| K-5 Elementary | | | | | | | |
|-------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Plan Years | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Permanent Capacity | 1,916 | 1,916 | 1,916 | 1,916 | 1,723** | 1,723 | 2,223 |
| New Construction: Elementary | | | | | | 500*** | |
| Portable Capacity Available | 220 | 220 | 220 | 220 | 220 | 220 | 16963 |
| Portable/Purchase, Relocate | | | | | | | |
| Total Capacity | 2,136 | 2,136 | 2,136 | 2,136 | 1,943 | 2,443 | 2,443 |
| Projected Enrollment* | 1,801 | 1,818 | 1,847 | 1,887 | 2,004 | 2,104 | 2,279 |
| Surplus/(Deficit) of Perm. Capacity | 115 | 98 | 69 | 29 | (281) | 119 | (56) |
| Surplus/(Deficit) with Portables | 335 | 318 | 289 | 249 | (61) | 339 | 164 |
| | | | | | | | |
| 6-8 Middle School | | | | | | | |
| Plan Years | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Permanent Capacity | 1,092 | 1,092 | 1,092 | 1,092 | 1,092 | 1,092 | 1,092 |
| New Construction: Middle School | | | | | | | |
| Portable Capacity Available | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Portable/Purchase, Relocate | | | | | | | |
| Total Capacity | 1,092 |
| Projected Enrollment* | 1,016 | 976 | 1,031 | 1,090 | 1,118 | 1,120 | 1,142 |
| Surplus/(Deficit) of Perm. Capacity | 76 | 116 | 61 | 2 | (26) | (28) | (50) |
| Surplus/(Deficit) with Portables | | | | | | | |
| | | | | | | | |
| 9-12 High School | | | | | | | |
| Plan Years | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Permanent Capacity | 1,344 | 1,344 | 1,344 | 1,344 | 1,344 | 1,344 | 1,344 |
| New Construction: H.S. | | | | | | | |
| Portable Capacity Available | 220 | 220 | 220 | 220 | 220 | 220 | 220 |
| Portable/Purchase, Relocate | | | | | | | |
| Total Capacity | 1,564 |
| Projected Enrollment* | 1,491 | 1,439 | 1,423 | 1,401 | 1,371 | 1,429 | 1,533 |
| Surplus/(Deficit) of Perm. Capacity | (147) | (95) | (79) | (57) | (27) | (85) | (189) |
| Surplus/(Deficit) with Portables | 73 | 125 | 141 | 163 | 193 | 135 | 31 |
| | | | | | | | |
| | | | | | | | |

2009 enrollment is actual (based upon October 2009 reported enrollment).

*Note: the District uses headcount enrollment projections due to the fact that the majority of kindergarten students are enrolled in an all-day program.

**The existing Black Diamond Elementary School will be closed for reconstruction. Students will be temporarily housed in portables or at other school sites.

***The new Black Diamond Elementary School, with expanded capacity, is scheduled to open.

Section IV: The District's Planning and Construction Plan

Trigger of Construction

Planning for new schools and additions to existing schools is triggered by comparing the enrollment forecasts with District capacity. Projected available student capacity was derived by subtracting projected student enrollment from existing school capacity for each of the six years in the forecast period (2010-2015). Capacity needs are expressed in terms of "Surplus/(Deficit) of Perm. Capacity." A "(Deficit)" in permanent capacity means that there will be unhoused students (who will likely be served in portable classrooms, in classrooms where class size exceeds State standards, Board expectations and/or contractually negotiated agreements within the local school district). The unhoused student levels are shown in Table 5. Note: for purposes of assessing capacity, the District has included the capacity improvements that are planned over the six year planning period. As previously discussed in this Plan, the District intends to monitor development and enrollment growth and will continue to assess the need for any capacity additions in future updates to this Plan.

Facility Needs (2010-2015)

Based upon present information, it appears that the District should plan for additional elementary school capacity in the Black Diamond area. At the present time, the District anticipates that this will be accomplished with a replacement of and capacity addition at the existing Black Diamond Elementary School. Notably, creating capacity in this area of the District will also ensure that elementary schools in other areas of the District are not overcrowded. The projects listed in Table 5 are anticipated based upon information available at the present time and are only preliminary planning estimates. The District may also purchase additional portables during the six years of this planning period. Future updates to this Plan will reflect actual planning decisions.

Facility Needs (Long Term)

Based upon present information regarding the development activity within the City of Black Diamond, the District is planning for long term needs in the Black Diamond area. The District anticipates that, based upon service standards and enrollment projections, the two projects currently under review will necessitate the need for four new elementary schools, two new middle schools, and one new high school. The District is uncertain at this time regarding long term additional capacity needs that may result from additional development in Black Diamond and development within the City of Enumclaw and unincorporated King County. The District will continue to monitor development activity and related capacity needs. Future updates to this Plan will reflect the planning needs in response to long term growth impacts.

General Considerations

The decision and ability to actually construct a new school facility involve multiple factors not wholly within the control of the District. The availability of funds is the biggest consideration; whether those funds are generated from locally approved bonds, state construction funds, impact fees, or mitigation payments.

The District is also currently researching the possible modernization/replacement of one or more of its existing facilities. This decision will be based upon the need for new facilities due to the age of the facilities and educational program needs. Modernization/replacement projects will generally not include new capacity additions. Future updates to this Plan will reflect actual planning decisions.

Table 5 - Planned Projects 2010-2015

Enumclaw School District No. 216
Projects Planned and Sites Acquisitions

| School/Facility/Site | Location | Type | Status | Projected Comp Date | Added Capacity | % for new Growth |
|---------------------------|-------------------------|------|----------|---------------------|----------------|------------------|
| | | | | | Approx | Approx |
| Elementary | | | | | | |
| Black Diamond Elem | Black Diamond | New* | Planning | 2014/15 | 307** | 100% |
| Middle School | | | | | | |
| Senior High | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Other Sites | | | | | | |
| South West Enumclaw (18A) | 1009 SE 244th, Enumclaw | New | Exist. | Site Bank | 0 | 0 |
| North East Enumclaw (20A) | East of Highway 169 | New | Exist. | Site Bank | 0 | 0% |
| Black Diamond (40A) | | New | Planning | | 500 | 100% |

*Replacement and expansion of capacity

**The existing capacity of 193 will be increased to 500

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Table 6 - Finance Plan

| | Estimated Project Cost by Year - In \$millions | | | | | Total Cost | Secured Bond/Levy (1) (All Amounts in \$000) | Secured Other (2) | Unsecured Other (3) |
|--------------------------------------|--|------|----------|---------|------|------------|---|-------------------|---------------------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | | | | |
| Improvements Adding Student Capacity | | | | | | Cost | | | |
| Elementary School | | | | | | | | | |
| Property Acquisition | | | | | | | | | |
| New Construction* | | | \$20,000 | \$9,000 | | \$29,000 | | | \$29,000 |
| Middle School | | | | | | | | | |
| Property Acquisition | | | | | | | | | |
| New Construction | | | | | | | | | |
| High School | | | | | | | | | |
| Property Acquisition | | | | | | | | | |
| New Construction | | | | | | | | | |
| Subtotal | | | \$20,000 | \$9,000 | | \$29,000 | | | |
| Total | | | \$20,000 | \$9,000 | | \$29,000 | | | \$29,000 |

- (1) Secured Bond/levy- Bond and levy funding already approved by voters.
 (2) Secured Other - Funds currently available to the District including proceeds from property sales, school mitigation and impact fees, and State Match Funds remaining from prior construction projects.
 (3) Unsecured future - School mitigation and impact fees not yet collected, bonds and levies not yet approved, state match dollars not yet allocated.
 *Replacement of existing Black Diamond Elementary and related new capacity.

Section V: Capital Facilities Financing Plan

The Six-Year Finance Plan shown on Table 6 demonstrates how the District intends to fund new construction and improvements to school facilities for the years of 2010-2015. The financing plan and impact fee calculation formula also differentiate between capacity and noncapacity projects.

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The District's ability to accomplish its building program is dependent on the following funding sources:

- Passage of general obligation bonds by District voters
- Collection of school mitigation and impact fees
- State equalization funds

General Obligation Bonds

Bonds are typically used to fund construction of new schools and other capital improvement projects. A 60% voter approval is required to pass a bond. Bonds are then retired through collection of property taxes. The District will need to present a bond proposal to its voters for the replacement of the existing Black Diamond Elementary School within the six years of this Plan.

State School Construction Funding Assistance

State School Construction Funding Assistance comes from the Common School Construction Fund. Bonds are sold on behalf of the fund then retired from revenues accruing predominantly from the sale of renewable resources (i.e. timber) from State school lands set aside by the Enabling Act of 1889. If these sources are insufficient to meet needs, the Legislature can appropriate funds or the State Board of Education can establish a moratorium on certain projects.

School districts may qualify for School Construction Funding Assistance for specific capital projects. To qualify, a project must first meet a State established criteria of need. This is determined by a formula that specifies the amount of square footage the State will help finance to provide permanent structures for the unhoused enrollment projected for the district. If a project qualifies, it can become part of a State prioritization system. This system prioritizes allocation of available funding resources to school districts statewide based on seven prioritization categories. Funds are then disbursed to the districts based on a formula which calculates district assessed valuation per pupil relative to the whole State assessed valuation per pupil to establish the percent of the total project cost to be paid by the State. The State contribution can range from less than half to more than 70% of the project's cost.

State School Construction Funding Assistance can only be applied to major school construction projects. Site acquisition and minor improvements are not eligible to receive School Construction Funding Assistance dollars. School Construction Funding Assistance funds are not received by a school district until after a school has been constructed. In such cases, the District must "front fund" a project. That is, the District

must finance the complete project with local funds (the future State's share coming from funds allocated to future District projects). When the State share is finally disbursed (without accounting for escalation) the future District project is partially reimbursed.

Because of the method of computing State School Construction Funding Assistance, the official percentage of funds calculated by the State does not typically equal the actual percentage of total facility cost. The State Funding Assistance percentage for the Enumclaw School District is approximately 57.52%. Notably, this only applies to costs that the State considers eligible for State Funding. Land costs and other development costs are not considered eligible for State School Construction Funding Assistance. Furthermore, the State only allows 90 square feet per elementary student while the District's service standard requires more square feet per student. This additional space must be funded with local dollars. For a typical project that has maximum State funding, less than 50% of the total project costs will be covered by School Construction Funding Assistance dollars.

Mitigation Payments and School Impact Fees

For development in those jurisdictions that have not adopted a school impact fee ordinance, the District relies on mitigation required under the State Environmental Policy Act and related statutes.

In those jurisdictions where a school impact fee ordinance is in place, the District requests that an impact fee be collected by the permitting agency for the construction of any new residential dwelling unit.

Fees assessed are based on the new enrollment growth in the District. By law, new development cannot be assessed impact fees to correct existing deficiencies.

Impact fees have been calculated utilizing the formula in the King County Ordinance 11621. The resulting figures are based on the District's cost per dwelling unit to purchase land for school sites, make site improvements, construct schools and purchase, install or relocate temporary facilities (Portables). Credits have also been applied in the formula to account for State School Construction Funding Assistance expected to be reimbursed to the District and projected future property taxes to be paid by the owner of a dwelling unit.

The District's cost per dwelling unit is derived by multiplying the cost per student by the applicable student generation rate per dwelling unit. King County Ordinance 11621 defines "Student Factor" as "the number derived by a school district to describe how many students of each grade span are expected to be generated by a dwelling unit. Student factors shall be based on district records of average actual student generation rates for new developments constructed over a period of not more than five (5) years prior to the date of the fee calculation; provided that, if such information is not available in the district, the data from adjacent districts, districts with similar demographics, or county wide averages may be used."

Enumclaw School District's student generation factors are based on the 2010 average of student factors from surrounding districts in King County. See Table 7. The surrounding districts include Auburn, Issaquah, Kent, and Lake Washington.

Table 7 - Summary of Student Generation Rate (SGR)

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Single Family Dwelling Unit:

| | Auburn | Issaquah | Kent | Lk. Wash | Average |
|-------------------|---------------|-----------------|-------------|-----------------|----------------|
| Elementary | 0.308 | 0.437 | 0.486 | 0.436 | 0.417 |
| Middle | 0.147 | 0.168 | 0.130 | 0.099 | 0.136 |
| High | 0.177 | 0.166 | 0.250 | 0.074 | 0.167 |
| Total | 0.632 | 0.771 | 0.866 | 0.609 | 0.720 |

Multi-Family Dwelling Unit:

| | Auburn | Issaquah | Kent | Lk. Wash | Average |
|-------------------|---------------|-----------------|-------------|-----------------|----------------|
| Elementary | 0.086 | 0.102 | 0.331 | 0.141 | 0.165 |
| Middle | 0.038 | 0.049 | 0.067 | 0.056 | 0.053 |
| High | 0.031 | 0.052 | 0.124 | 0.047 | 0.064 |
| Total | 0.155 | 0.203 | 0.522 | 0.244 | 0.282 |

Section VI: Impact Fee Variables and Impact Fees

Student Factors-Single/Multi-Family

| | |
|---------------|-----------|
| Elementary | .417/.165 |
| Middle School | .136/.053 |
| High School | .167/.064 |

Student Capacity Per Facility

| | |
|---------------|---------|
| Elementary | 400-500 |
| Middle School | 500-550 |
| High School | 1,300 |

Site Acreage Site

| | |
|---------------|------|
| Elementary | 15 a |
| Middle School | 25 a |
| High School | 40 a |

Site Cost per Acre

| | |
|---------------|--|
| Elementary | |
| Middle School | |
| High School | |

New Facility Construction Cost

| | |
|------------|---------------|
| Elementary | \$ 28,486,401 |
|------------|---------------|

SPI Square Footage per Student

| | |
|---------------------|-----|
| Elementary (K-5) | 90 |
| Middle School (6-8) | 117 |
| High School (9-12) | 130 |

| | |
|-------------------|-----|
| Special Education | 144 |
|-------------------|-----|

Temporary Classroom Capacity

| | |
|---------------|----|
| Elementary | 22 |
| Middle School | 22 |
| High School | 22 |

Developer Provided Sites/Facilities

None

Temporary Facilities Costs

| | |
|---------------|--------------|
| Elementary | |
| Middle School | 16963 |
| High School | |

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Permanent Square Footage

| | |
|---------------|----------------|
| Elementary | 244,960 |
| Middle School | 87,334 |
| High School | <u>157,519</u> |
| Total | 489,813 |

Temporary Square Footage

| | |
|---------------|---------------|
| Elementary | 15,645 |
| Middle School | |
| High School | <u>10,638</u> |
| Total | 26,283 |

Total Facilities Square Footage

| | |
|---------------|----------------|
| Elementary | 260,605 |
| Middle School | 87,334 |
| High School | <u>168,157</u> |
| Total | 516,096 |

State Construction Funding

Local District 57.52%
Current Construction Cost
Allocation \$180.17

District Average Assessed Value

Single Family Res. \$304,532
K.C. Assessor, 2/8/10

Gen. Obligation Bond Interest Rate

Current Bond Buyer Index 4.33%

District Average Assessed Value

Multi-Family Res. \$87,096
K.C. Assessor, 2/8/10
Avg. of Condos and Apts.

District Debt Service Tax Rate

Current \$/1,000 \$1.22

Using the variables and formula described above, impact fees proposed for the District are summarized in Table 8. See also Appendix C.

Table 8 - School Impact Fees

16963

ATTACHMENT I

| Housing Type | Impact Fee Per Dwelling Unit City of Black Diamond* |
|---------------|--|
| Single Family | \$12,556 |
| Multi-Family | \$5,228 |

*To be proposed to the City of Black Diamond

| Housing Type | Impact Fee Per Dwelling Unit City of Enumclaw* |
|---------------|---|
| Single Family | \$12,556 |
| Multi-Family | \$5,228 |

*To be proposed to the City of Enumclaw

| Housing Type | Impact Fee Per Dwelling Unit King County** |
|---------------|---|
| Single Family | \$7,847 |
| Multi-Family | \$3,268 |

**Per Chapter 21A.43 KCC and Ordinance No. 10162

APPENDIX A OSPI COHORT SURVIVAL PROJECTIONS

STATE OF WASHINGTON
SUPERINTENDENT OF PUBLIC INSTRUCTION
OLYMPIA

REPORT NO. 1049
RUN ON 16:22 NOV 17 2009
16963

DETERMINATION OF PROJECTED ENROLLMENTS

ATTACHMENT I

BY COHORT SURVIVAL KK LINEAR PROJECTION

| ENUMCLAW | DISTRICT NO. 216 KING | | | | | | COUNTY NO. 17 | | | | | | |
|----------------|--|-------|-------|-------|-------|-------|---------------------|--|-------|-------|-------|-------|-------|
| | ----ACTUAL ENROLLMENTS ON OCTOBER FIRST--- | | | | | | AVER. % SURVIVAL | -----P R O J E C T E D E N R O L L M E N T S-- | | | | | |
| | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| KINDERGARTEN | 316 | 353 | 309 | 293 | 280 | 291 | 271 | 261 | 250 | 240 | 230 | 220 | |
| GRADE 1 | 334 | 300 | 346 | 297 | 269 | 303 | 99.18 | 289 | 269 | 259 | 248 | 238 | 228 |
| GRADE 2 | 311 | 322 | 305 | 340 | 313 | 311 | 101.88 | 309 | 294 | 274 | 264 | 253 | 242 |
| GRADE 3 | 358 | 319 | 338 | 308 | 332 | 344 | 103.21 | 321 | 319 | 303 | 283 | 272 | 261 |
| GRADE 4 | 348 | 345 | 316 | 337 | 309 | 368 | 101.25 | 348 | 325 | 323 | 307 | 287 | 275 |
| GRADE 5 | 358 | 356 | 347 | 335 | 338 | 341 | 103.90 | 382 | 362 | 338 | 336 | 319 | 298 |
| GRADE 6 | 378 | 378 | 355 | 342 | 351 | 368 | 103.38 | 353 | 395 | 374 | 349 | 347 | 330 |
| K-6 HEADCOUNT | 2,403 | 2,371 | 2,316 | 2,252 | 2,212 | 2,326 | | 2,273 | 2,225 | 2,121 | 2,027 | 1,946 | 1,854 |
| K-6 W/K @ 1/2 | 2,245 | 2,195 | 2,182 | 2,188 | 2,072 | 2,181 | | 2,138 | 2,095 | 1,996 | 1,907 | 1,831 | 1,744 |
| GRADE 7 | 427 | 378 | 397 | 376 | 352 | 361 | 102.92 | 379 | 363 | 407 | 385 | 359 | 357 |
| GRADE 8 | 420 | 424 | 394 | 372 | 386 | 369 | 101.42 | 366 | 384 | 368 | 413 | 390 | 364 |
| 7-8 HEADCOUNT | 847 | 802 | 781 | 748 | 738 | 730 | | 745 | 747 | 775 | 798 | 749 | 721 |
| GRADE 9 | 541 | 555 | 428 | 390 | 374 | 403 | 107.40 | 396 | 393 | 412 | 385 | 444 | 419 |
| GRADE 10 | 452 | 426 | 414 | 412 | 381 | 406 | 91.17 | 367 | 361 | 358 | 378 | 366 | 405 |
| GRADE 11 | 352 | 350 | 404 | 353 | 348 | 359 | 87.24 | 354 | 320 | 315 | 312 | 328 | 314 |
| GRADE 12 | 256 | 299 | 341 | 360 | 335 | 340 | 92.81 | 333 | 329 | 297 | 292 | 290 | 304 |
| 9-12 HEADCOUNT | 1,601 | 1,630 | 1,587 | 1,515 | 1,438 | 1,508 | | 1,450 | 1,403 | 1,382 | 1,375 | 1,422 | 1,442 |
| K-12 HEADCOUNT | 4,851 | 4,803 | 4,884 | 4,515 | 4,388 | 4,564 | | 4,468 | 4,375 | 4,278 | 4,200 | 4,117 | 4,017 |

**APPENDIX B
MODIFIED COHORT SURVIVAL PROJECTIONS**

| | PROJECTED ENROLLMENTS | | | | | 16963 |
|------------------------|-----------------------|-------------|-------------|-------------|-------------|--------------|
| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Kindergarten | 270 | 298 | 305 | 314 | 317 | 328 |
| Grade 1 | 271 | 294 | 324 | 336 | 349 | 363 |
| Grade 2 | 294 | 288 | 316 | 349 | 364 | 389 |
| Grade 3 | 275 | 297 | 291 | 324 | 360 | 385 |
| Grade 4 | 340 | 301 | 324 | 324 | 354 | 411 |
| 438 | 368 | 369 | 327 | 357 | 360 | 403 |
| K-5 Headcount | 1818 | 1847 | 1887 | 2004 | 2104 | 2279 |
| Grade 6 | 322 | 385 | 386 | 347 | 379 | 390 |
| Grade 7 | 326 | 322 | 383 | 387 | 351 | 390 |
| Grade 8 | 328 | 324 | 321 | 384 | 390 | 362 |
| 6-8 Headcount | 97 | 1031 | 1090 | 1118 | 1120 | 1142 |
| Grade 9 | 348 | 334 | 330 | 330 | 395 | 408 |
| Grade 10 | 384 | 361 | 346 | 346 | 347 | 421 |
| Grade 11 | 351 | 369 | 348 | 336 | 338 | 346 |
| Grade 12 | 356 | 359 | 377 | 359 | 349 | 358 |
| 9-12 Headcount* | 1439 | 1423 | 1401 | 1371 | 1429 | 1533 |
| K-12 FTE | | | | | | |
| K-12 Headcount | 4233 | 4301 | 4378 | 4493 | 4653 | 4954 |

*The District uses headcount enrollment due to the fact that all-day kindergarten is uniform across the District.

**APPENDIX C
SCHOOL IMPACT FEE CALCULATIONS**

16963

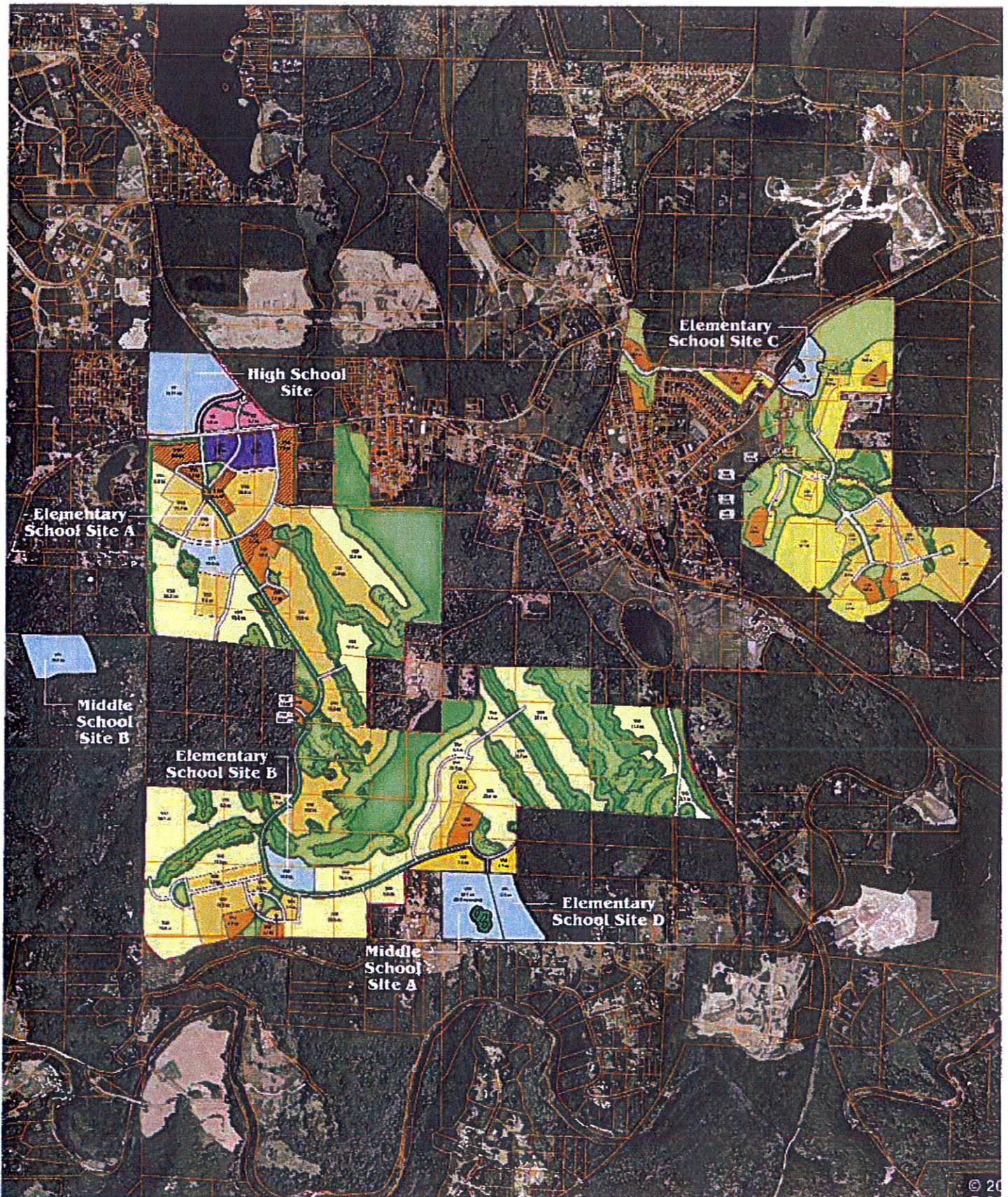
ATTACHMENT I

| SCHOOL IMPACT FEE CALCULATIONS | | | | | | | |
|---|---------------------|---------------|-------------------|--------------------|--------------------|-----------------|----------------|
| DISTRICT | Enumclaw SD #216 | | | | | | |
| YEAR | 2010 King County | | | | | | |
| School Site Acquisition Cost: | | | | | | | |
| ((Acreage x Cost per Acre) / Facility Capacity) x Student Generation Factor | | | | | | | |
| | Facility Acreage | Cost/Acre | Facility Capacity | Student Factor SFR | Student Factor MFR | Cost/SFR | Cost/MFR |
| Elementary | 15.00 | \$0.00 | 500 | 0.417 | 0.165 | \$0 | \$0 |
| Middle | 25.00 | \$0.00 | 800 | 0.136 | 0.053 | \$0 | \$0 |
| High | 40.00 | \$0.00 | 1,200 | 0.167 | 0.064 | \$0 | \$0 |
| | | | | | TOTAL | \$0 | \$0 |
| School Construction Cost: | | | | | | | |
| ((Facility Cost / Facility Capacity) x Student Generation Factor) x (permanent / Total Sq Ft) | | | | | | | |
| | %Perm/ Total Sq.Ft. | Facility Cost | Facility Capacity | Student Factor SFR | Student Factor MFR | Cost/SFR | Cost/MFR |
| Elementary | 94.91% | \$ 28,486,401 | 500 | 0.417 | 0.165 | \$22,548 | \$8,922 |
| Middle | 94.91% | \$ | 800 | 0.136 | 0.053 | \$0 | \$0 |
| High | 94.91% | \$ | 1,200 | 0.167 | 0.064 | \$0 | \$0 |
| | | | | | TOTAL | \$22,548 | \$8,922 |
| Temporary Facility Cost: | | | | | | | |
| ((Facility Cost / Facility Capacity) x Student Generation Factor) x (Temporary / Total Square Feet) | | | | | | | |
| | %Temp/ Total Sq.Ft. | Facility Cost | Facility Size | Student Factor SFR | Student Factor MFR | Cost/SFR | Cost/MFR |
| Elementary | 5.09% | \$ | 22 | 0.417 | 0.165 | \$0 | \$0 |
| Middle | 5.09% | \$ | 22 | 0.136 | 0.053 | \$0 | \$0 |
| High | 5.09% | \$ | 22 | 0.167 | 0.064 | \$0 | \$0 |
| | | | | | TOTAL | \$0 | \$0 |
| State Matching Credit: | | | | | | | |
| Boeckh Index X SPI Square Footage X District Match % X Student Factor | | | | | | | |
| | Boeckh Index | SPI Footage | District Match % | Student Factor SFR | Student Factor MFR | Cost/SFR | Cost/MFR |
| Elementary | \$ 180.17 | 90 | 57.52% | 0.417 | 0.165 | \$3,889 | \$1,539 |
| Junior | \$ 180.17 | 117 | 0.00% | 0.136 | 0.053 | \$0 | \$0 |
| Str. High | \$ 180.17 | 130 | 0.00% | 0.167 | 0.064 | \$0 | \$0 |
| | | | | | TOTAL | \$3,889 | \$1,539 |
| Tax Payment Credit: | | | | | | | |
| | | | | | | SFR | MFR |
| Average Assessed Value | | | | | | \$304,532 | \$87,094 |
| Capital Bond Interest Rate | | | | | | 4.33% | 4.33% |
| Net Present Value of Average Dwelling | | | | | | \$2,429,945 | \$694,963 |
| Years Amortized | | | | | | 10 | 10 |
| Property Tax Levy Rate | | | | | | \$1,220 | \$1,220 |
| Present Value of Revenue Stream | | | | | | \$2,965 | \$848 |
| Fee Summary: | | | | | | | |
| | | | | Single Family | Multi-Family | | |
| Site Acquisition Costs | | | | \$0 | \$0 | | |
| Permanent Facility Cost | | | | \$22,548 | \$8,922 | | |
| Temporary Facility Cost | | | | \$0 | \$0 | | |
| State Match Credit | | | | (\$3,889) | (\$1,539) | | |
| Tax Payment Credit | | | | (\$2,965) | (\$848) | | |
| FEE (AS CALCULATED) | | | | \$15,694 | \$6,535 | | |
| FEE (AS DISCOUNTED) | | | | \$7,847 | \$3,268 | | |
| FINAL FEE | | | | \$7,847 | \$3,268 | | |

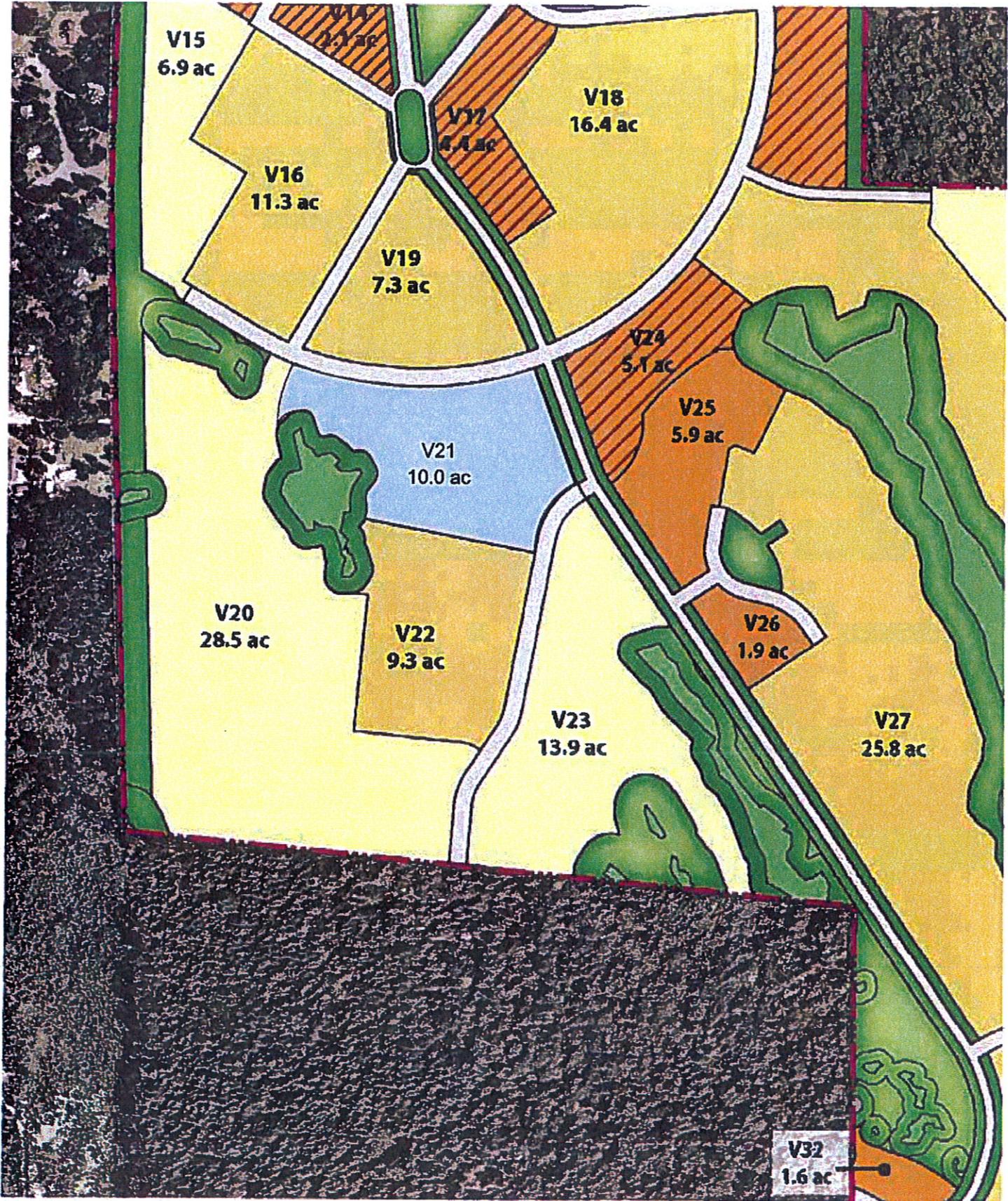
| SCHOOL IMPACT FEE CALCULATION | | | | | | | | | |
|---|-------------------------------|---------------|----------|-----------|-----------|-------------|-----------|---------|--|
| DISTRICT | Enumclaw SD #216 | | | | | | | | |
| YEAR | 2010 Black Diamond & Enumclaw | | | | | | | | |
| School Site Acquisition Cost: | | | | | | | | | |
| ((Acreage*Cost per Acre)/Facility Capacity)*Student Generation Factor | | | | | | | | | |
| | Facility | Cost/ | Facility | Student | Student | | | | |
| | Acreage | Acre | Capacity | SFR | MFR | Cost/ | Cost/ | | |
| Elementary | 15.00 | \$0.00 | 500 | 0.417 | 0.165 | \$0 | \$0 | | |
| Middle | 25.00 | \$0.00 | 800 | 0.136 | 0.053 | \$0 | \$0 | | |
| High | 40.00 | \$0.00 | 1,200 | 0.167 | 0.064 | \$0 | \$0 | | |
| | | | | | | TOTAL | \$0 | \$0 | |
| School Construction Cost: | | | | | | | | | |
| ((Facility Cost/Facility Capacity)*Student Generation Factor)*(permanent/Total Sq Ft) | | | | | | | | | |
| | %Perm/ | Facility | Facility | Student | Student | Cost/ | Cost/ | | |
| | Total Sq.Ft. | Cost | Capacity | SFR | MFR | SFR | MFR | | |
| Elementary | 94.91% | \$ 28,486,401 | 500 | 0.417 | 0.165 | \$22,548 | \$8,922 | | |
| Middle | 94.91% | \$ | 800 | 0.136 | 0.053 | \$0 | \$0 | | |
| High | 94.91% | \$ | 1,200 | 0.167 | 0.064 | \$0 | \$0 | | |
| | | | | | | TOTAL | \$22,548 | \$8,922 | |
| Temporary Facility Cost: | | | | | | | | | |
| ((Facility Cost/Facility Capacity)*Student Generation Factor)*(Temporary/Total Square Feet) | | | | | | | | | |
| | %Temp/ | Facility | Facility | Student | Student | Cost/ | Cost/ | | |
| | Total Sq.Ft. | Cost | Size | SFR | MFR | SFR | MFR | | |
| Elementary | 5.09% | \$ | 22 | 0.417 | 0.165 | \$0 | \$0 | | |
| Middle | 5.09% | \$ | 22 | 0.136 | 0.053 | \$0 | \$0 | | |
| High | 5.09% | \$ | 22 | 0.167 | 0.064 | \$0 | \$0 | | |
| | | | | | | TOTAL | \$0 | \$0 | |
| State Matching Credit: | | | | | | | | | |
| Boeckh Index X SPI Square Footage X District Match % X Student Factor | | | | | | | | | |
| | Boeckh | SPI | District | Student | Student | Cost/ | Cost/ | | |
| | Index | Footage | Match % | SFR | MFR | SFR | MFR | | |
| Elementary | \$ 180.17 | 90 | 57.32% | 0.417 | 0.165 | \$3,889 | \$1,539 | | |
| Junior | \$ 180.17 | 117 | 0.00% | 0.136 | 0.053 | \$0 | \$0 | | |
| Sr. High | \$ 180.17 | 130 | 0.00% | 0.167 | 0.064 | \$0 | \$0 | | |
| | | | | | | TOTAL | \$3,889 | \$1,539 | |
| Tax Payment Credit: | | | | | | | | | |
| | | | | | | SFR | MFR | | |
| Average Assessed Value | | | | | | \$304,532 | \$87,096 | | |
| Capital Bond Interest Rate | | | | | | 4.33% | 4.33% | | |
| Net Present Value of Average Dwelling | | | | | | \$2,429,945 | \$694,963 | | |
| Years Amortized | | | | | | 10 | 10 | | |
| Property Tax Levy Rate | | | | | | \$1,220 | \$1,220 | | |
| Present Value of Revenue Stream | | | | | | \$2,945 | \$848 | | |
| Fee Summary: | | | | Single | Multi- | | | | |
| | | | | Family | Family | | | | |
| Site Acquisition Costs | | | | \$0 | \$0 | | | | |
| Permanent Facility Cost | | | | \$22,548 | \$8,922 | | | | |
| Temporary Facility Cost | | | | \$0 | \$0 | | | | |
| State Match Credit | | | | (\$3,889) | (\$1,539) | | | | |
| Tax Payment Credit | | | | (\$2,945) | (\$848) | | | | |
| FEE (AS CALCULATED) | | | | \$15,694 | \$6,535 | | | | |
| FEE (AS DISCOUNTED) | | | | \$12,556 | \$5,228 | | | | |
| FINAL FEE | | | | \$12,556 | \$5,228 | | | | |

16963
ATTACHMENT I

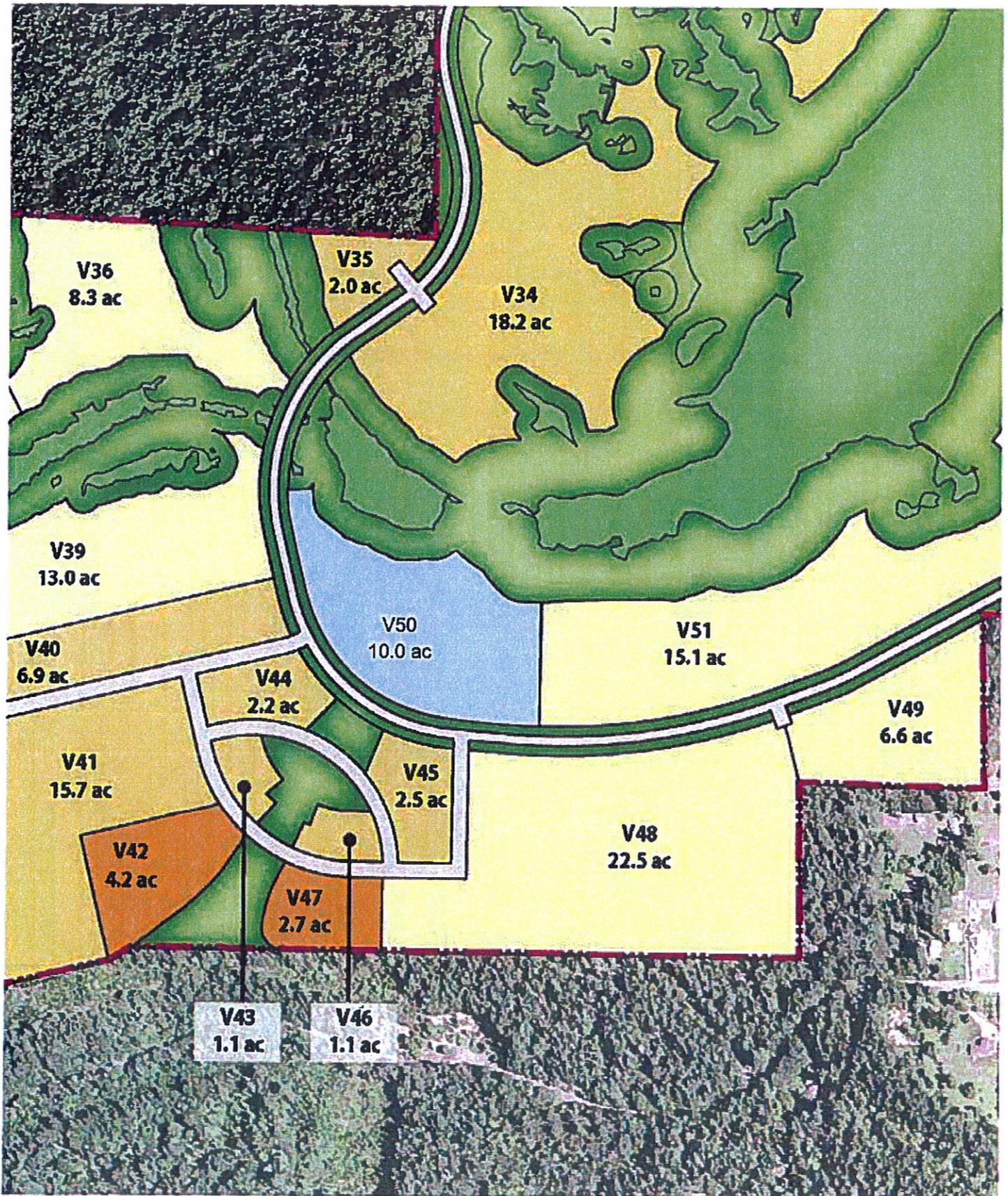
Black Diamond School Sites



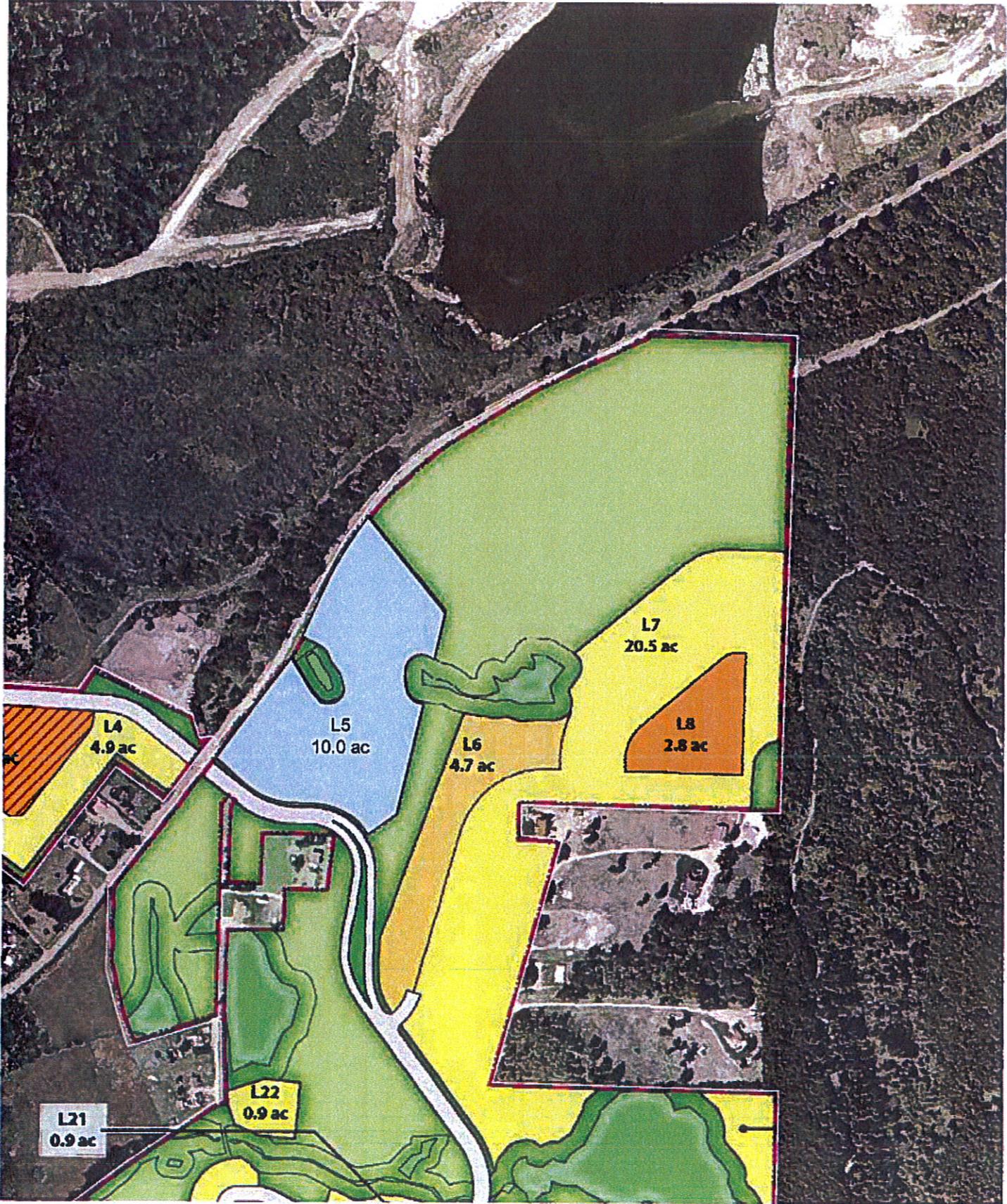
Elementary School Site A



Elementary School Site B

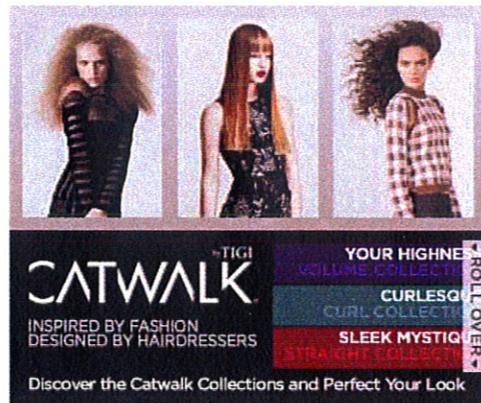


Elementary School Site C



BUMBERSHOOT* 2011

SEATTLE'S MUSIC & ARTS FESTIVAL



'No' votes way up in second Snoqualmie Valley Schools bond attempt

By Snoqualmie Valley Record
Published 09:10 a.m., Friday, April 29, 2011

As election day arrived, members of the bond-supporting Valley Voters for Education eyed reports of hundreds of additional votes arriving at King County Elections, topping even the final counts of February's razor-thin election. Watching the numbers, Jim Reitz, a steering committee member of VVFE, optimistically assumed there were lots of "guilty 'yes' voters" who hadn't participated in the February election, in which Snoqualmie Valley School District's \$56 million measure to build a new middle school and improve other campuses failed by a single vote.

"Obviously, that was incorrect," Reitz said Wednesday, April 27.

Early results for the April 26 bond measure show a huge increase in negative votes compared to the final counts from the February election.

As of Wednesday night, 1,339 more people had voted than in the February 8 election. While the number of "yes" votes was up by 464 from the final numbers in February, on the "no" side there were 949 more votes (These numbers do not reflect the two additional "yes" votes that were added to the count during the March 3 recount).

The bond is currently at 56.4 percent approval, and requires a 60 percent supermajority to pass. Ballots will be counted until Tuesday, May 10, and election results will be certified on Wednesday, May 11.

The bond's failure shocked supporters, who tried to account for the massive swing from the historic one-vote loss at the polls and in the March recount.

"I'm just stunned," said Sean Sundwall, a district parent and one of the prime movers of the citizen-funded recount.

"It would be one thing to lose the election again," he said. "We may lose this worse than any election in recent memory. I don't think we've ever started at 55 on election night. Under the current system, 45 is a landslide."

Carolyn Malcolm, spokeswoman for the Snoqualmie Valley Schools, declined to make a statement on the election before Thursday's board meeting.

Reitz speculated that economic reasons and tax resentment were major factors.

"There were some more visible 'no' campaigns this time around. You had people trying to send a message to the school district or the government."

Hitting a supermajority has always been tough in the Snoqualmie Valley. Reitz pointed to slim passage of the \$53 million bond, that built Twin Falls Middle School, Cascade View Elementary and the new stadium at Mount Si High School in 2003, by 35 votes.

A \$209 million bond for a new high school failed in February of 2007 with 57 percent approval, then in May of that year at 58.4 percent approval. A \$189 million high school bond failed in March of 2008 at 58 percent approval.

However, the \$27 million 2008 bond that built portables at Mount Si High School passed with 67 percent approval.

"It's only going to get more difficult in the future," Reitz said.

With failure, bond backers ponder a series of undesirable options.

"The backup plan is not great," Reitz said. "Our two remaining middle schools are the only two schools without portables. If we have to resort to portables, they're the logical place to put them."

To Sundwall, "The side effect is that we may lose the opportunity to have a superior system."

"Now the board is faced with: do we go back on what we supported?" he added. As a track coach at Mount Si High School, Sundwall has found that "that place is jam-packed." But he's hard pressed to accept the plan for a ninth grade campus at SMS without the attendant new middle school that the bond would have built.

With two middle schools, "that means kids in some cases getting up earlier than high school kids" to be bussed to middle school, Sundwall said.

"To me, that's not a great experience," he said. "Do I want my kids going to a middle school that's close, or do I want my kids to have a ninth grade campus experience?"

"We have an enrollment problem that isn't going to get any better," Sundwall said. "Voters have said, resoundingly this time, this isn't going to work, at least not now."

RELATED STORIES

- Snoqualmie Valley district bond vote to decide school repairs, too
- Still no supermajority for lagging Snoqualmie Valley school bond
- Second bond attempt falls short
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This article was originally published in the Snoqualmie Valley Record on April 28, 2011.

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School district seeks input on ways to fix overcrowding problems



Rosa Parks Elementary school principal Dr. Lin Zurfluh stands in front of one of four portables on school grounds. Rosa Parks Elementary in the Redmond Ridge development was built for 500 students. In its fifth year, the school's enrollment is nearly 700. 'It quickly escalated beyond our projections,' said Zurfluh. Bill Christianson, Redmond Reporter

By [MARY STEVENS DECKER](#)
Redmond Reporter Reporter
Sep 22 2010

The Lake Washington School District (LWSD) wants residents to offer input on ways to solve overcrowding problems now and in the future.

Public input sessions will be held as follows:

- 6-8 p.m. Tuesday, Sept. 28, [Eastlake High School](#), 400 228th Ave. NE, Sammamish
- 6-8 p.m. Thursday, Sept. 30, [Juanita High School](#), 10601 NE 132nd St., Kirkland
- 5-7:30 p.m. Wednesday, Oct. 6, [LWSD Resource Center](#), 16258 NE 74th St., Redmond

The same information will go online Saturday, Sept. 25 at www.lwsd.org and online input will be accepted through Oct. 7.

RELATED STORIES

Redmond Reporter

- [Population growth, school district reconfiguration to cause overcrowding in middle schools, high schools](#)
- [Parents weigh in at Lake Washington School District public input session](#)
- [School district faces budget cuts: seeks public input](#)
- [School levy on February ballot will help ease overcrowding crunch: LWSD superintendent says district has 'run out of space'](#)
- [Lake Washington School District seeks input on 'no cuts, no adds' budget](#)

Eastside

- [Sound off on overcrowded elementary schools in Lake Washington School District](#)
- [District seeks input on priorities](#)
- [Lake Washington School District wants public input](#)

NEWS BLOGS

[Crime Time](#)

A close-up look at the crime incidents and

In Part 1 of this two-part series about overcrowding in the LWSD, the Redmond Reporter will focus on current enrollment concerns, mostly at the elementary level. Part 2 will examine projected overcrowding at the junior high/middle school and high school levels, as the LWSD shifts to new grade configurations (K-5, 6-8 and 9-12) in fall of 2012 and beyond.

trends in Redmond.

TOO CLOSE FOR COMFORT

Several elementary schools in the LWSD — notably, Rosa Parks and Albert Einstein in Redmond and Margaret Mead in Sammamish — are now crunched for space, said LWSD communications director Kathryn Reith.

Rosa Parks Elementary in the Redmond Ridge development was built for 500 students. In its fifth year, the school's enrollment is nearly 700.

"It quickly escalated beyond our projections," said Dr. Lin Zurfluh, the new principal at Rosa Parks.

Much of this is due to ongoing development such as Redmond Ridge East.

"Every time they sell a home, we get a new family," said Zurfluh. "And we're happy to have them, but unlike schools with a stable population, we grow throughout the year."

Currently, all classrooms at Rosa Parks are full and there are eight more classes housed in four portable units.

Earlier on the day of the Redmond Reporter's visit, Zurfluh walked the Rosa Parks grounds with Forrest Miller, the LWSD's director of facilities, to discuss where more portables might be added as needed. Each property in the district has a different capacity for portables, based on the amount of land and jurisdictional limits, Reith noted.

"We might have room for one or two more, but that would eat up play field space," Zurfluh explained.

Portables also need proper foundations, heating, ventilation and technology set-ups. It's not as simple as just plopping down an extra portable, said Zurfluh. And portables don't have restrooms, so children have to walk to the main school building.

As well, the Rosa Parks playground has only a small covered area for inclement weather. Kids are outside for recess every day, rain or shine — except when there's a dangerous storm — because there's not enough room indoors.

"Besides needing more classrooms, we need basic core infrastructure, such as the Commons area where children eat. Right now, we have three lunch shifts," Zurfluh continued.

This fall, Rosa Parks had to hold three separate, standing-room-only Curriculum Nights in the Commons, which is also used for assemblies and drama productions.

"Scheduling activities in the gym and the library is also a nightmare," said Zurfluh.

Zurfluh has even considered buying booster chairs for the Rosa Parks conference room, to serve as a spot where Kindergarten children can meet for small-group activities.

"We have to be creative, make best use of available space," she said.

In addition to Rosa Parks, Albert Einstein and Margaret Mead, other elementaries that are currently over capacity, by at least 80-95 students, include Norman Rockwell, Horace Mann and John Audubon in Redmond and Carl Sandburg, Peter Kirk and Juanita in Kirkland.

A BIT OF A BABY BOOM

Rosa Parks now has six Kindergarten classes, six first-grade classes, four second-grade classes, four third-grade classes, four fourth-grade classes, two fifth-grade classes and three sixth-grade classes.

"Even in a tough economic climate, housing on the Ridge is very stable," said Zurfluh. "A lot of parents said they bought in this area because of the quality of the schools. Younger siblings will be coming to us, too."

Reith added, "The Lake Washington School District also tracks King County birth rates which are going up. There are larger Kindergarten classes all around Redmond."

ELEMENTARY STRATEGIES

Reith reviewed short-term strategies to ease overcrowding at elementary schools.

Converting specialized classrooms into regular classrooms is one that's already being used at some buildings.

The LWSD might also eliminate full-day Kindergarten programs or set new boundaries to balance enrollments.

The district could also bus students from overcrowded schools to others that are less crowded and/or add more portables, up to the state limits.

Long-term strategies would be to build one or two more elementary schools.

"The next modernization bond would be in February 2014," said Reith. "In 2006, we added Rachel Carson Elementary to account for population growth on the Sammamish Plateau. In 2014, we could maybe add one or two more elementaries, in the Redmond Ridge and Einstein areas. Each year, we see new enrollment there."

FUNDING CONSIDERATIONS

A \$265 million bond measure for the LWSD, to provide more space for students, didn't pass in February 2010.

A post-election survey revealed that the recession and concerns about taxes were the reasons. Most people said they supported the school district, "but said it was not the right time to ask for more money," Reith explained.

"So we're looking at immediate needs and also looking at long-term needs for a 2014 modernization proposal," she said.

At upcoming public input sessions and online, LWSD residents will be able to learn more about possible funding measures that could be put on voters' ballots in February.

LWSD Superintendent Dr. Chip Kimball told the Redmond Reporter, "We're in a bit of a dilemma in light of the economy. ... At this time, we're asking them to contemplate the urgent areas. If we don't solve problems well, in the long term, we don't have core facilities. That will result in multiple lunch periods, crowded halls and bathrooms and compromised student safety."

Kimball stated, "Our priorities are management and supervision of students, safety, making the environment conducive to learning — and also the concern that enriched learning may be sacrificed. If we're looking at urgent needs, safety and the learning environment are tops."

At the public input sessions, Kimball said, "We'll have a number of stations they can go to, to get information. We're making the timing flexible. They can drop in, get what they need. We want to be responsive to people's schedules. They can spend 15 minutes, 30 minutes or go online to get the information. The intention is for community members to ask questions in a personalized way and offer their ideas."

REPORTER FOLLOW-UP

In Part 2 of this series about the LWSD, look for information on enrollment trends at the junior high/middle school and high school levels, how growth may impact those students in the future and more information about the funding measures that could be put on voters' ballots.

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Snoqualmie Valley school bond failing as some area voters refuse to foot the bill

Standing in the kitschy antique shop she runs out of her North Bend home, Edie Allan talks about the sprawling new development in Snoqualmie...

By Rachel Tuinstra
Seattle Times Eastside bureau

Standing in the kitschy antique shop she runs out of her North Bend home, Edie Allan talks about the sprawling new development in Snoqualmie Ridge as if it was worlds away.



enlarge GREG GILBERT / THE SEATTLE TIMES
The \$209.2 million Snoqualmie Valley School District school-construction bond measure would have provided money to build a second high school and a sixth elementary school and buy land for future schools. Schools such as Cascade View Elementary, which opened in 2005, are already over capacity.

The people there live in new houses and shop in new stores, Allan says — and now they want her to help pay to build new schools for their children.

Allan, who has lived in North Bend all of her 56 years, doesn't want to foot the bill. She voted against a \$209.2 million Snoqualmie Valley School District school-construction bond measure that voters rejected in February. And she voted no again when the district resubmitted the measure this month.

While election results won't be certified until May 30, the proposal appears to have failed once again — apparently because voters in North Bend and rural parts of the district didn't support it as strongly as voters in fast-growing Snoqualmie did.

There was no organized opposition to the bond measure. Take a drive through North Bend and speak to some "no" voters, however, and they'll talk about the way the valley used to be before developers took over Snoqualmie Ridge.

They'll talk about property taxes, and about how it's unfair to expect them to pay for schools on "The Ridge" that they don't believe their children will use.

"We deserve not to be taxed out of our homes," Allan said. "They [the school-district officials] need to learn to budget like we do."

Many voice resentment at the new homes sprouting up a few miles away. The new Snoqualmie Ridge community is changing what this quiet, hardworking valley used to be about, some say.

"It seems like the people on Snoqualmie Ridge all have jobs that generate more money," said Karen Derwin, who, along with her husband, owns Alpine Fitness in North Bend. "It seems like the people of older North Bend are happy with a more simple lifestyle."

Bridging the gap

The bond measure would have provided money to build a second high school and a sixth elementary school, buy land for future schools, and install 14 portables at Mount Si High School.

So far, it is failing with 58.3 percent of the votes in favor, short of the 60 percent supermajority needed to pass. In February it failed with about 57.7 percent of the vote.

The bond would have raised property taxes about 90

Video



CHBP | Hausu performs "Weaving Spiders"

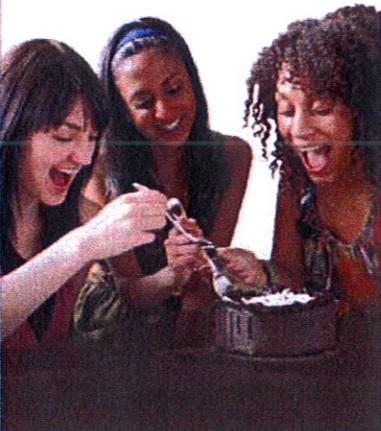
Hausu performs "Weaving Spiders" during a live Capitol Hill Block Party pre-show presented by Matson on Music of The Seattle Times in partnership with Pacific Standard on July 22, 2011.

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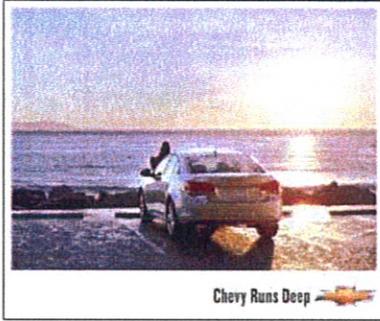
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cents per \$1,000 of assessed value.

Taxes on Edie Allan's antique-store property would have increased about \$300 next year, King County records indicate.

Under state law, the school district can't put the measure on the ballot again until next year. And yet, new homes are being built and families will keep moving in regardless of what voters do, school officials say.

Dealing with the dichotomy between the older and new parts of the district will likely be a key issue for the School Board as it decides what to do next, said board President Kristy Sullivan.

She's not sure how the district will bridge that gap. What she does know is that thousands of additional students are projected to flood the district in the next dozen years, and the district doesn't have schools to accommodate them.

Even if a bond passes eventually, the delay will mean increased construction costs as labor and material prices balloon, said Superintendent Joel Aune.

Without the 14 portables, the bond measure would have provided next year, Mount Si will be looking at ways to maximize its space, including holding classes in common areas, and using other nontraditional classroom space, Aune said.

A known struggle

Precinct-level results from this month's vote aren't yet available. In February, however, the bond measure was approved overwhelmingly in Snoqualmie, with more than 71 percent of the vote, but got just 64 percent in North Bend and as little as 51 percent in some rural precincts, according to Jim Reitz, a volunteer with the pro-bond Valley Voters for Education.

Even before February's election, the campaign knew that getting the measure passed was going to be a struggle, said Kathryn Lerner, Valley Voters chairwoman. The last school-construction proposal the district submitted squeaked by with just more than 60 percent of the vote, she said.

"This trend has been coming, and it's been harder and harder to pass anything," Lerner said.

Lerner sat on a district task force that looked at several ways to deal with the growth, including building a mega high school, reconfiguring grades so middle schools would accommodate sixth through ninth grades, and building a freshmen-only campus.

The task force found those options either were more costly than building a second high school or wouldn't solve overcrowding.

Lerner hoped voters would see that the district had to build new schools to keep pace with enrollment.

But Kyle Twede, owner of Twede's Cafe in downtown North Bend, could tell you from listening to the breakfast crowd talk that people there weren't buying it.

"Everyone knows progress is coming, and we're not going to be able to fight it," Twede said. "But in a subtle way, people are saying 'no.' "

Rachel Tuinstra: 206-515-5637

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Who is to Blame for a Billion Dollars in School Bond Failures?



Our public schools are the backbone of our economy and the foundation of our Democracy.

Our legislature's failure to meet their Constitutional Duty to adequately fund the construction, operation and repair of our schools is a crime against our State's one million school children.

On April 26, 2011, there were 12 school bond proposals on the special election ballot in the State of Washington. All 12 went down to defeat - nearly all by very wide margins. As the following table shows, these 12 school bonds represented almost \$500 million in school construction projects and their failure will adversely affect the lives of more than 46,000 children.

Washington State School Bond Failures April 2011

| County | School District | # Students | Failed |
|--------------|----------------------------|------------------------|----------------------|
| Benton | Prosser | 2,883 | \$38,950,000 |
| Franklin | Pasco | 15,127 | \$59,000,000 |
| King | Snoqualmie Valley | 6,019 | \$56,200,000 |
| King | Tahoma | 7,394 | \$125,000,000 |
| Klickitat | Goldendale | 1,031 | \$32,000,000 |
| Lewis | Chehalis | 2,688 | \$27,000,000 |
| Mason | Pioneer | 752 | \$24,500,000 |
| Spokane | East Valley | 4,606 | \$33,750,000 |
| Whatcom | Blaine | 2,159 | \$32,000,000 |
| Whitman | Oakesdale | 115 | \$4,200,000 |
| Whitman | Colton | 183 | \$4,996,000 |
| Yakima | Selah | 3,445 | \$39,949,868 |
| Total | 12 School Districts | 46,402 Students | \$478 Million |

Results were nearly as disastrous in February 2012 when \$512 million in bonds went down to defeat while only \$91 million in bonds passed. Over 50,000 children were adversely affected by the February bond failures. Thus **nearly \$1 billion in bonds have gone down to defeat this year - adversely affecting the futures of 100,000 children.** In East King County, two school district bond proposals failed - including a \$56 million school bond in the Snoqualmie Valley School District and a \$125 million school bond in the Tahoma School District.

Bond proponents are blaming their neighbors for refusing to vote for the bond. Bond opponents are blaming school district officials for putting up high priced bond proposals in the middle of a recession. But instead of blaming each other, both sides should recognize that neither is to blame for this tragic state of events.

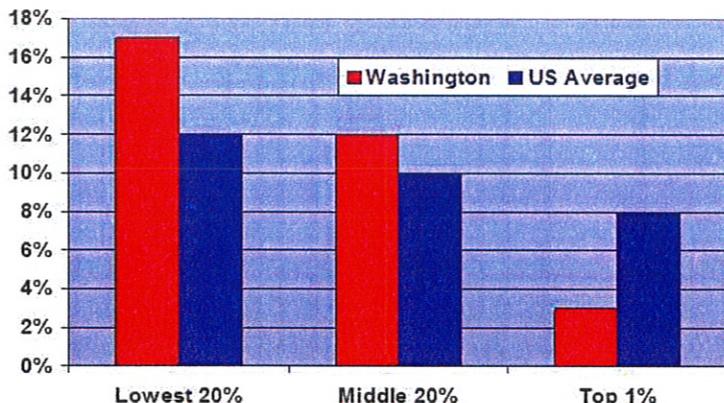
The real guilty party is our State legislature which has cut billions of dollars from school operating and construction funding in the past 10 years in order to give billions in tax breaks to wealthy multinational corporations who continue to ship jobs and capital overseas.

This report will examine the history of our State's School Construction problem and propose three important long term solutions so that school districts can build the schools they need without requiring local homeowners to pay excessively high and unfair property taxes.

How much are local tax payers paying in State taxes compared to the national average?

According to a 2009 national study of the tax systems in all 50 States, Washington State has the most regressive and unfair tax system in the nation. (See Who Pays? A Distributional Analysis of the Tax Systems in all 50 States, Third Edition, November 2009, Institute on Taxation and Economic Policy, itepnet.org)

Washington State has the Most Unfair Tax System in the Nation



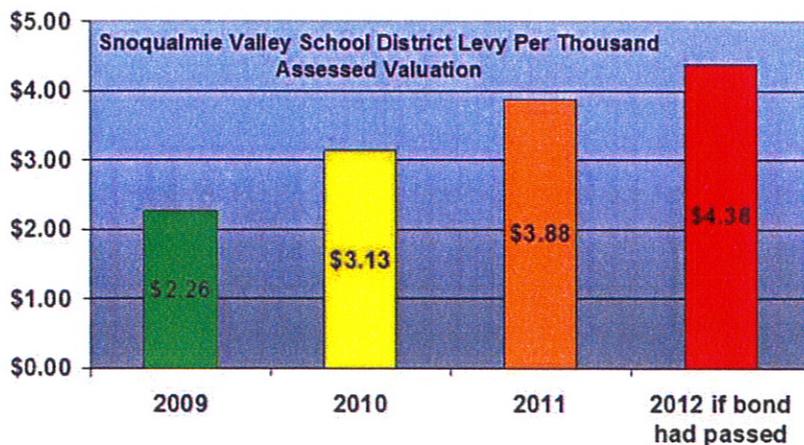
Our poor and middle class and small businesses are already paying State taxes at rates far above the national average while our super rich and major corporations are paying State taxes at rates far below the national average. Those who can afford to pay the least are paying the most, while those who can afford to pay the most are paying the least.

Asking our poor and middle class to pay higher property taxes when their State and local tax rates are already among the highest in the nation is not a fair or reasonable thing to do. Yet this is exactly what has been going on since the ITEP study was published in 2009.

School Related Property Tax Rates have Skyrocketed in Washington State during the past 10 years

In 2000, the legislature raised the local property tax levy lid from 20% State school funding to 24% of State and federal School Funding. In 2009, after making numerous State budget cuts, the legislature raised the levy lid again by making it 24% of what the State would have paid had the State not actually cut funding for schools. In 2010, the State legislature raised the local property tax levy lid again from 24% to 28% - again not based on what the State is actually paying, but what the State might have paid had they not cut funding for schools by billions of dollars.

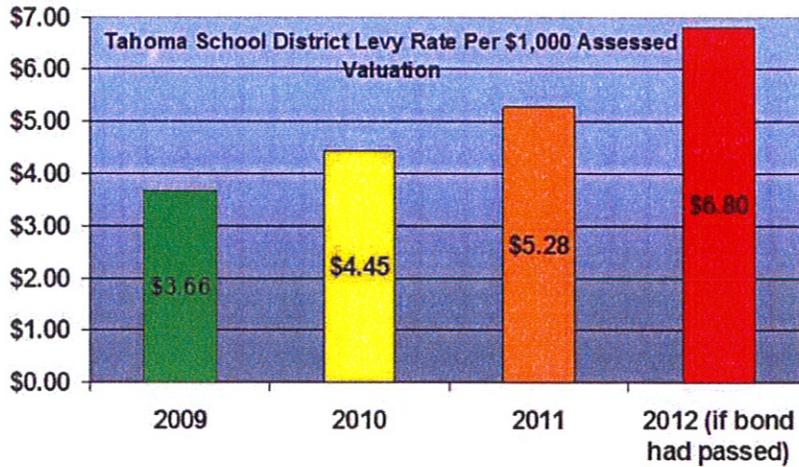
All of these levy lid increases in the past 10 years has caused local property tax rates to go through the roof in the past 2 years – further increasing the unfair tax burden on poor and middle class homeowners in our State. As a result of this dramatic rise in the levy lid, local school related property tax rates have gone through the roof. Here is the recent rise in local property taxes in the Snoqualmie Valley School District:



Snoqualmie Valley School Related Property Taxes have Skyrocketed by 72% in the past 2 years!
<http://www.k12.wa.us/safs/PUB/LEV/1011/lv.asp> Report 2010

Note that had the school bond passed, local school related property taxes for homeowners in the Snoqualmie Valley School District would have nearly doubled in just 4 years.

The situation is even worse for homeowners in the Tahoma School District: Their school related property taxes have already skyrocketed to 44% to \$5.28 per thousand. This means a homeowner with a \$500,000 home in Maple Valley is paying \$2,640 per year just in school related property taxes. Their total property tax bill is over \$5,000 per year!



The current Tahoma School District Construction bond will not be paid off until 2016 and already adds \$420 per year for an average \$300,000 home. The proposed new bond would have added another \$400 per year. Local homeowners in Maple Valley also just approved an \$11 million tech levy and a \$73 million operating levy (both passed in 2010). These add another \$1,260 per year to an average priced home.

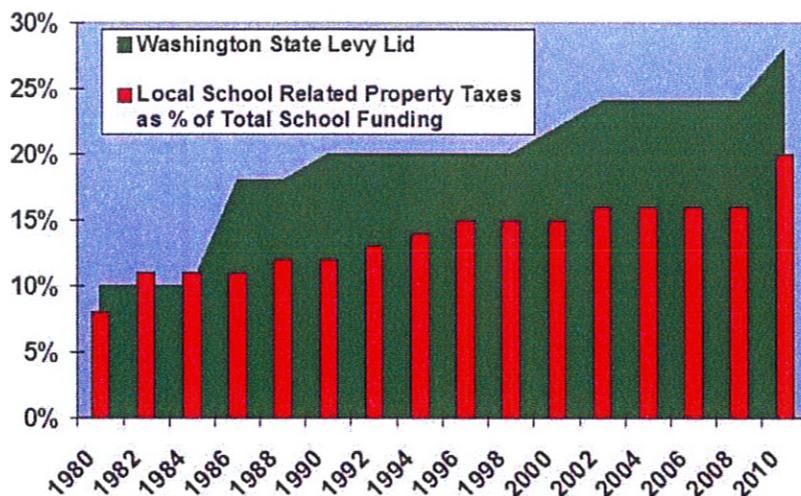
The grand total had the bond passed would have been over \$2,000 per year (\$6.80 per thousand of assessed valuation). This would have driven many homeowners out of their homes in the middle of the worst recession in 70 years.

Huge Local School Levies and School Bonds were ruled unconstitutional by our Supreme Court more than 30 years ago

These huge increases in local property taxes are part of an unconstitutional decades-long transfer of the tax burden on to the backs of local homeowners. In the late 1970's, our Supreme Court ruled that our legislature could NOT transfer the burden to pay for public schools onto the backs of local homeowners through the use of unfair and undependable local levies.

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As a consequence, the maximum local property tax levy lid was set at 10% of State funding. However, since 1980, the legislature has ignored our State Constitution and our Supreme Court and repeatedly raised the local property tax levy lid. It is currently at 28% and many legislators have submitted bills to raise the levy lid to 30% or even higher.



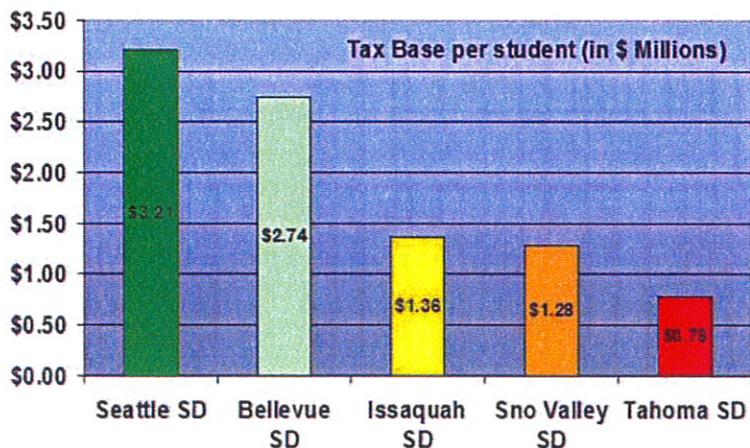
Source: Washington State Superintendent of Public Instruction, Table 3, Excess General Fund Levy Revenue as a Percent of Total Revenue

As a consequence of the legislature repeatedly raising the local property tax levy lid, local School Related Property Taxes in absolute terms have risen by more than 1000% since 1980 - from \$150 million to more than \$1.5 billion. Anyone who has owned their home since 1980 knows this, so this information is mainly for those who have not owned their home for an extended period of time.

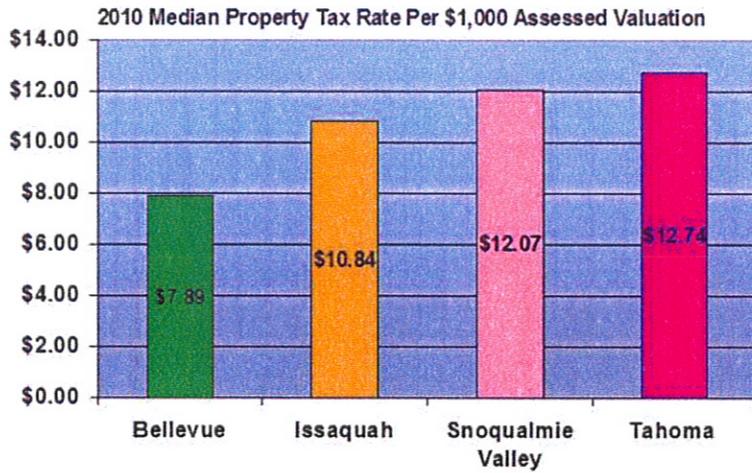
High Local Levies unfairly punish school children and homeowners living in school districts with low commercial property valuations

One of the many reasons the Drafters of our State Constitution did not want to rely on local property taxes to fund public schools was the recognition that such as method creates a two tier system of rich schools in communities with high property valuations per child and poorer schools in communities with low property valuations per child. Thus our State Constitution requires our legislature to provide our school children with a State wide "uniform" system of public schools so that every child in our State has a fair chance at success in life.

The difference in property valuations per child in our State are dramatic. As the following chart shows, the Seattle and Bellevue School Districts have property valuations per child that are twice as high as valuations per child in Issaquah and Snoqualmie Valley – and three times as high as property valuations per child in the Tahoma School District. Thus, the tax property burden on homeowners in Issaquah and Snoqualmie Valley are twice as high as they are in Bellevue and three times as high in Maple Valley as they are in Bellevue and Seattle.



As a result of much lower commercial property amounts per child in less affluent school districts, property tax rates in less affluent school districts are much higher than property taxes in wealthy school districts:



From King County Assessed Value and Tax Comparison by School District Typical Residence

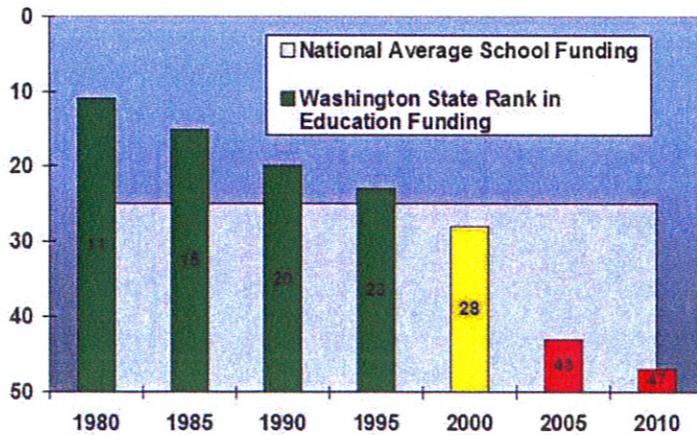
As a direct result of an unfair and non-uniform property tax system, total property taxes for a \$500,000 home in the Issaquah School District was about \$2.00 per thousand or **25% higher than an identical home right across the street in the Bellevue School District**. Property taxes are another \$1.20 to \$2.00 higher in the Snoqualmie Valley or Tahoma School Districts, **another 10 to 20% increase compared to identical homes right across the street in the Issaquah School District**.

Put another way, a family with a median home in Issaquah can be paying one thousand dollars more per year than a family with an identical house living across the street in Bellevue – even though their child in the Issaquah School District receives much LESS in school funding than an identical child living in the Bellevue School District: With such huge tax burdens placed on homeowners in low property valuation school districts, it is amazing that anyone in these communities ever votes for school bonds and levies.

How much funding do our children’s schools receive compared to the national average?

Sadly, very little of this local revenue actually results in increased funding for public schools. Instead, every time the levy lid has been raised, State support for school funding in our State has been cut by hundreds of millions of dollars.

In 1980, our State was 11th in the nation in school funding as a percent of income. Today, our State is 47th in the nation in school funding as a percent of income:



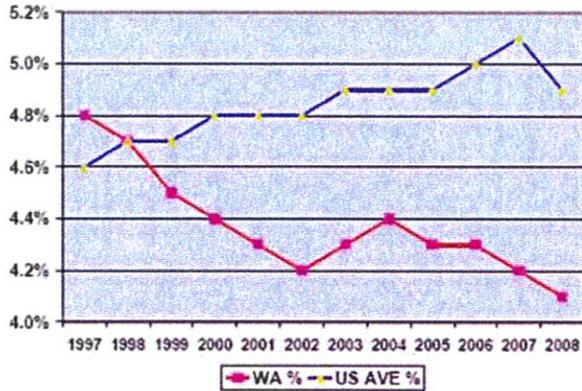
US Census Bureau Public Education Finances Table 12 Column 1. http://www.2.census.gov/govs/school/elsec08_sttables.xls

Ironically, the more local homeowners pay in school related property taxes, the less our children actually receive.

The cut in State support for school funding compared to the national average has gotten much worse in the past 10 years. Our State fell below the national average in school funding in 1998 and has since plunged to 47th in the nation:

Washington State versus National Average School Funding

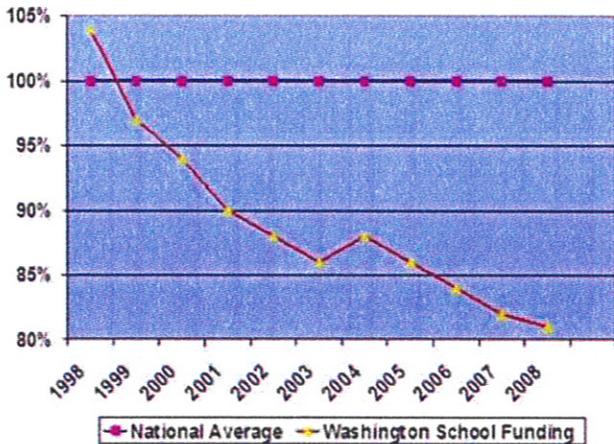
As percent of income US Census Bureau Table 12
http://www2.census.gov/govs/school/elsec07_sttables.xls



Despite the huge increases in local property taxes and local school funding, because the State legislature has ignored their Constitutional requirement to fund our public schools, total school funding in our State is now \$2,000 per student or 20% below the national average.

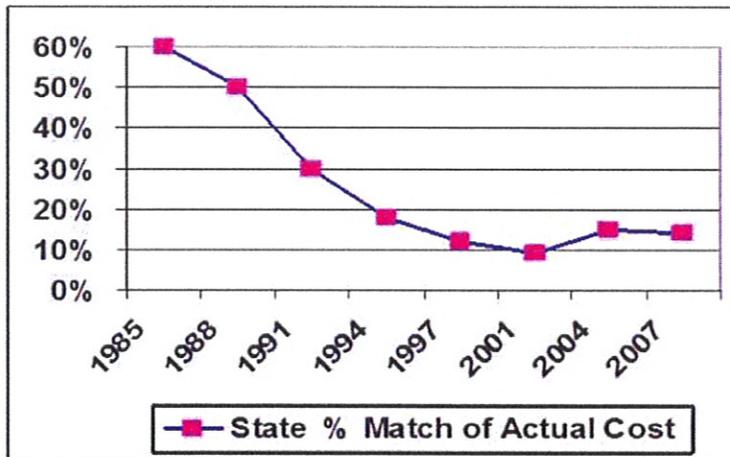
It would take at least \$2 billion in increased State funding just to restore school funding in our State to the national average. This is just the operating budget shortfall. The capital budget shortfall, which we will look at next is even worse.

10 Years of Plunging School Funding

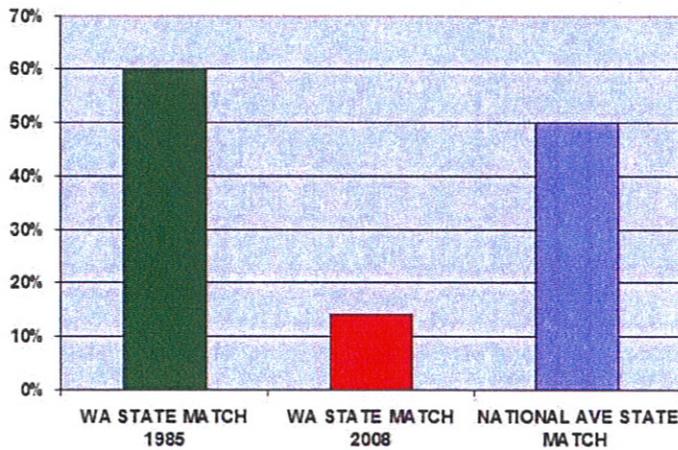


In the past 20 years, State matching funds for school construction and repair projects have fallen from 60% of actual cost to less than 20% of actual costs.

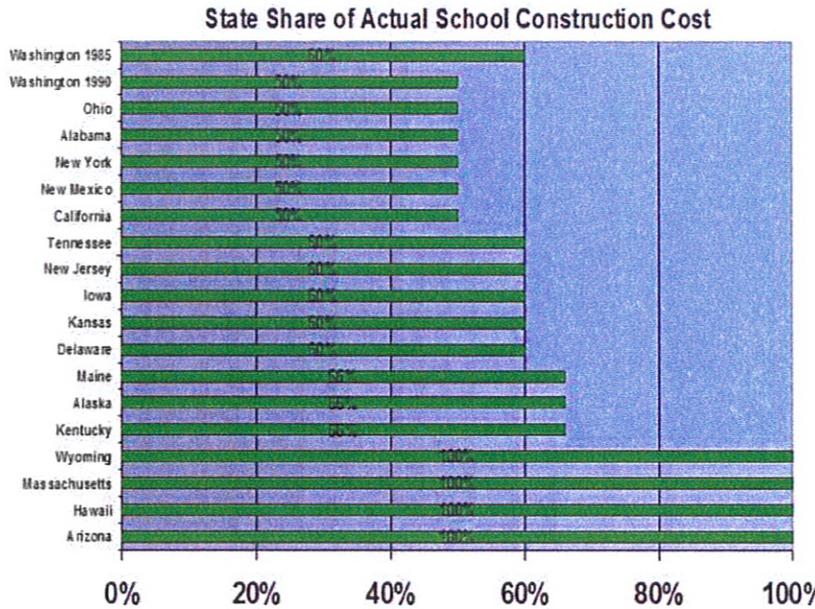
State % Match of Actual School Construction Costs 1985 to 2007
 Source: 2008 OSPI School Construction Transparency Study



The current State Match is less than a third of the national average 50-50 State Match:



States which carry the Primary Burden for School Construction



Source: 2008 OPSI School Construction Funding Transparency Study, Berk and Associates, www.berkandassociates.com and 2010 State Capital Spending on PK-12 Schools, National Clearinghouse for Educational Facilities. http://www.ncef.org/pubs/state_capital_spending_on_school_facilities.pdf

This decline in State Matching funds has resulted in a transfer of this funding obligation from the State to local property owners via an increasing dependence on local school construction bonds. Like with operating costs, the State’s failure to help fund school construction has led to a dramatic increase in local school bond and levy costs which in turn have led to a **rapid rise in local property taxes**. This increase has been particularly harmful to those who are retired and/or living in a fixed income.

How the Lack of State Matching Funds Reduces the Chances of Passing School Bonds

The 2010 Snoqualmie Valley and Tahoma School District Bonds are good examples of how increasing the local property tax burden greatly reduces the chances of passing a school bond.

The Snoqualmie Valley School Bond total cost was \$56 million. Because there were ZERO state matching funds, the cost to local homeowners would have been \$56 million. Had the State legislature met their constitutional obligation to build schools by providing national average state matching funds of 50% of actual cost of school construction and repair projects, the State match would have been \$23 million and the local tax burden would only have been \$23 million.

The Tahoma School District bond total was \$125 million. There were 20% state matching funds of \$25 million – leaving a burden on local homeowners of \$100 million. Because of low property valuations in the Tahoma School District, this was the equivalent of trying to pass a \$300 million bond in Seattle or Bellevue. Had the State legislature met their constitutional obligation to build and repair schools by providing national average state matching funds of 50% of actual cost of school construction and repair, the State match would have been \$62.5 million and the local tax burden would have only been \$62.5 million.

Just as important, if local property taxes were rolled back to pre-2000 levels, the State would be paying the entire cost of these Construction bonds to make up for the fact that they have not been paying their fair share for the past 10 years. This unfair tax burden increase on middle class homeowners is as high as \$1,000 additional dollars per year on a \$500,000 home in King County. In other words, the State legislature owes our communities several schools just to restore fairness and justice to the tax code.

Is this the Beginning of a Tax Payer Rebellion?

Increasingly local homeowners are beginning to rebel against this transfer of the tax burden from wealthy corporations to local homeowners. This was the real message in the defeat of all ten school bonds across the State of Washington in April 2010. The danger for school boards in failing to defend not merely school children, but also local tax payers is that eventually the tax payers will fail to pass not just school bonds, but also school operating levies. Should this happen the school board would be required to fire up to 30% of the teachers in their school district.

Harm to children: More than 100,000 children in our State are now attending school in portable “temporary” classrooms

This failure to build and repair schools during the past 10 years has resulted in a situation where one in ten children in our State – 100,000 children – a forced to spend their school days in poorly ventilated particle board “temporary” classrooms because school districts can not pass bonds to build real schools without State support. The percentage of children in our State being housed in these particle board boxes is twice the national average.

The State Match Formula is unfair to all growing school districts in our State... forcing more than 100,000 school children to spend their school days in poorly ventilated particle board boxes. Growing School Districts from Evergreen near Vancouver, to Puyallup and Federal Way to Kent to Snohomish to Snoqualmie Valley and Maple Valley (Tahoma) have been subjected to similar problems. While the State un-housed students currently stand at 10% or 100,000 un-housed students, in many growing school districts, the rate is over 20%.

The following chart is just one example taken from the Snoqualmie Valley School District.

5 Year Projection of Un-housed Students in the Sno Valley School District
 (using OPSI “survival cohort” projection data Report 1049 Nov 2010,
 School District Permanent Capacity from SVSD 2010 Capital Facilities Plan)

| Grades | 2010 | 2011 | 2012 | 2013 | 2014 |
|-------------------------------|------------|-------------|-------------|-------------|-------------|
| K5 Permanent | 2390 | 2390 | 2390 | 2390 | 2390 |
| Projected Enrollment | 3036 | 3100 | 3141 | 3222 | 3266 |
| K-5 Un-housed Students | 646 | 710 | 751 | 832 | 876 |
| 6-9 Permanent | 1460 | 1460 | 1460 | 1460 | 1460 |
| Projected Enrollment | 1370 | 1455 | 1518 | 1544 | 1590 |
| 6-8 Un-housed Students | 0 | 0 | 58 | 84 | 130 |
| HS Permanent | 1312 | 1312 | 1312 | 1312 | 1312 |
| HS Projected Enrollment | 1613 | 1625 | 1700 | 1769 | 1866 |
| HS Un-housed Students | 301 | 313 | 388 | 457 | 544 |
| K12 Total Enroll | 6019 | 6180 | 6359 | 6535 | 6722 |
| K12 Un-housed | 947 | 1023 | 1197 | 1373 | 1560 |
| K12 % un-housed | 16% | 17% | 19% | 21% | 23% |

Determining the long term cost of portable classrooms

compared to building and operating permanent school buildings



In 2005, the voters of Washington State passed Initiative 900 authorizing the State Auditor’s Office to conduct performance audits of state agencies. The purpose of these audits was to promote “cost effective use of public resources” and identify significant areas of cost savings. As public schools account for 42% of State spending, analysis of school spending was one of the highest priorities. The State Auditor therefore conducted an in-depth audit of the 10 largest school districts in our State in 2007 and issued a Performance Audit Report on September 30, 2008. (<http://www.sao.wa.gov/AuditReports/AuditReportFiles/ar1000013.pdf>).

In 2008, the State Auditor issued a study of 10 school districts. The study found that 10% of all the classrooms in these 10 districts were portable classrooms. This is double the national average.

Washington has over 100,000 un-housed children without permanent classrooms

In 2008, the State Auditor issued a study of the ten largest school districts in Washington State. These ten very large school districts include 250,000 children – or one in four school children in our State. The study found that 10% of all the classrooms in these 10 districts were portable classrooms. Two school districts, Puyallup and Evergreen, were above 25%. This is way above the national average. According to the National Center for Education Statistics, the national average rate for portables is 6%.

Ratio of Portables to Classrooms (from 2008 Audit, page 19).

| School District | Total Classrooms | Portable Classrooms | Portables % of Total | Total Children | Un-housed Children |
|--------------------|------------------|---------------------|----------------------|------------------|--------------------|
| Puyallup | 847 | 220 | 26% | 20589 | 5353 |
| Evergreen | 924 | 237 | 26% | 25446 | 6616 |
| Kent | 1003 | 125 | 13% | 25538 | 3320 |
| Lake WA | 1058 | 127 | 12% | 23323 | 2800 |
| Federal Way | 1033 | 98 | 10% | 20815 | 2082 |
| Seattle | 2595 | 202 | 8% | 44697 | 3576 |
| Spokane | 1370 | 90 | 7% | 28203 | 1974 |
| Tacoma | 1413 | 92 | 7% | 27718 | 1940 |
| Vancouver | 933 | 53 | 6% | 21429 | 1286 |
| Edmonds | 1098 | 11 | 1% | 19372 | 194 |
| Total 10 SD's | 12,274 | 1255 | 10% | 257,130 | 25,000 |
| Total State | 50,000 | 5,000 | 10% | 1,000,000 | 100,000 |

Put another way, of the one million school children in our State, about 100,000 are attending school in particle board boxes with known health and safety risks and at a much higher long-term cost to State tax payers than if they were housed in real permanent school buildings.

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According to the National Center for Education Statistics, the national average rate for portables is 6%. To reduce the number of un-housed students in our State down to the national average of 6% would require building permanent schools for 40,000 children. At 500 children per school, this would require building 80 schools. At an average cost of \$20 million per school, this would require an investment of \$1.6 billion.

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| Item Description | Portable Class Cost (20 year life) | New Construction (40 year life) |
|--------------------------------------|------------------------------------|---------------------------------|
| Annual Depreciation of purchase Cost | \$5,166 | \$5,192 |
| Utilities | \$7,880 | \$2,627 |
| Operation and Maintenance | \$6,728 | \$5,191 |
| Total Annual Cost | \$19,773 | \$13,010 |

The Auditor concluded that while the initial cost of portables is about 50% less than permanent school buildings, the long term cost is about 50% greater.

This is because permanent schools last at least twice as long as portables and have much lower heating and operating costs. Some studies have found that permanent schools last 3 times longer than portables. Thus, **long term costs of portables could be twice the long term cost of permanent school buildings or about \$10,000 more per year per classroom.** Also the 2008 Auditor’s report did not take into account any of the hidden costs of portable classrooms such as lost teacher and student productivity due to illness or lower learning rates due to excess noise. If all of these hidden costs were taken into account, the true cost of portables is likely to be many times the cost of real schools.

How much would State tax payers save in the long run by replacing all of our portable classrooms with real schools?

Using the conservative estimate in the 2008 State Auditor’s report, each portable classroom costs State tax payers at least \$6,763 per year more than a real classroom. Since there are about 5,000 portable classrooms in our State, the total annual cost is at least \$30 million dollars per year. Adding in all the hidden costs and using a more realistic ratio for the life of a portable compared to a real school brings the cost up to \$100 million dollars per year. Multiple this times the 40 year life of a real school brings the **long term tax payer cost for going with portables up to \$4 billion dollars.** It is simply not a wise policy to waste tax payer dollars on portables instead of building real schools. It is harmful to children, teachers and tax payers.

How can we fix this problem?

The Auditor’s report specifically faults “State construction funding processes and rules” for creating this problem. The report concludes that **“changes in construction funding in Washington State could help such districts better manage their facilities inventories.”** The Auditor’s report recommended that the State Legislature address several problems in State law which have forced growing school districts into the excess use of portables:

1. **Grossly unfair school construction funding tax structure.** Because assessed property valuations vary significantly across Washington, some school districts (with lower property valuations per student) are at a “gross income disadvantage” compared to other school districts. In particular, rich school districts such as Bellevue and Mercer Island are able to have much better school funding and much lower taxing rates due to their high property valuations. Solutions to this problem include more equitable levy equalization or the formation of regional or State wide school taxing districts.
2. **Inadequate State school construction matching funds.** State matching funds are now so low that they have not been viable for more than a decade. While Washington State used to match more than 50% of local funds to build schools, the State currently matches less than 15% of the actual cost of

school construction. In some communities, such as the Snoqualmie School District, the State match is lower than 0% of actual costs. (note that the national average is about 50% State match of actual costs).

Given these recommendations by our State Auditor and given the huge long terms costs that current State policies are inflicting on State tax payers and on the health of children, our State legislature should make addressing this problem one of its highest priorities.

What is really needed is real schools with real classrooms. This requires real funding from the State. The consultants who wrote the most recent report on school construction stated: *"Both the area cost allowance (ACA) and the allowable square footage per student are now held artificially low, in order to cap the State's contribution. The fact that allowances are set at artificially low and unrealistically low levels is a major contributor to the transparency problem."*

The authors of the report recommended that the State Legislature *"increase the ACA to be based on the true costs of construction, and that the allowable square footage per student be based on actual educational needs (emphasis added)."* Source: Berk and Associates (2008) K12 School Construction Funding Transparency Study, October 1, 2008, p 6).

In short, the solution to the school construction problem requires using the **actual cost** of school construction and the **actual needs** of the school students. Of course, this would require **actual funding** from the State legislature.

Sadly, our Governor's 2011 – 2013 budget proposal calls for reducing state funding for public schools by more than \$100 million per year - from the current \$375 million per year down to a dismal \$250 million per year.

The Senate budget proposal is even worse, called for a reduction in the State borrowing cap from 9% to 7% - cutting another \$100 million in school construction funding – at a time when our children face a \$20 billion school construction and repair backlog due to past two decades of the State legislature's failure to provide adequate school construction and repair funding.

Superintendent of Public Instruction, Randy Dorn, has vocally opposed the Governor's budget proposing instead that State School Construction funding be increased to \$500 million per year. Superintendent Dorn stated: **"Gregoire's 2011-13 budget leaves the school construction fund \$180 million short of what's necessary, and that means some projects won't get finished. And others won't even get started."**

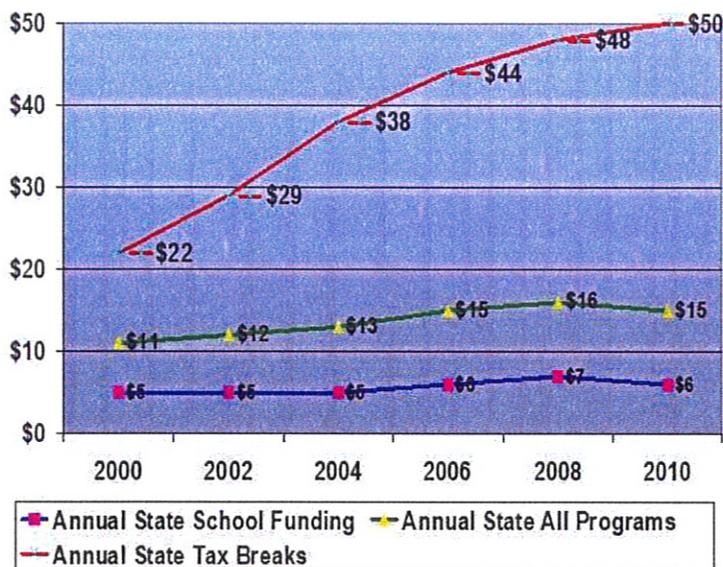
Where are our precious tax dollars going if they are not going to schools?

At the following chart confirms, during the past 10 years, the legislature has granted billions of dollars in tax breaks to millionaires and major corporations, essentially **transferring the tax burden for school operation, school construction and school repair away from the rich and onto the backs of middle class homeowners**. During this same 10 years the cost of tax breaks, most of which goes to wealthy corporations, has risen from 250% from \$22 billion per year to \$50 billion per year.

Out of Control Tax Breaks for Multinational Corporations

State Revenue compared to Tax Exemptions (to nearest Billion)

Washington State Office of Financial Management, 10 Year Financial Trends, Schedule 5: Near General Fund. Annual Tax Breaks extrapolated from DOR Tax Exemption Reports. See also <http://leap.leg.wa.gov/leap/Oversight/histongf.pdf>



Over 90% of these tax exemptions benefit the richest one percent, with much of this wealth being shipped out of State and even out of the country, creating jobs overseas instead of here in Washington State. In shifting the tax burden to our middle class, and causing the firing of thousands of public servants, these massive tax exemptions for billionaires do not create jobs. Instead, they cost jobs. The way to increase School Funding is not by transferring the tax burden from wealthy corporations to local homeowners. Instead, it is by closing the billions in tax breaks for wealthy corporations.

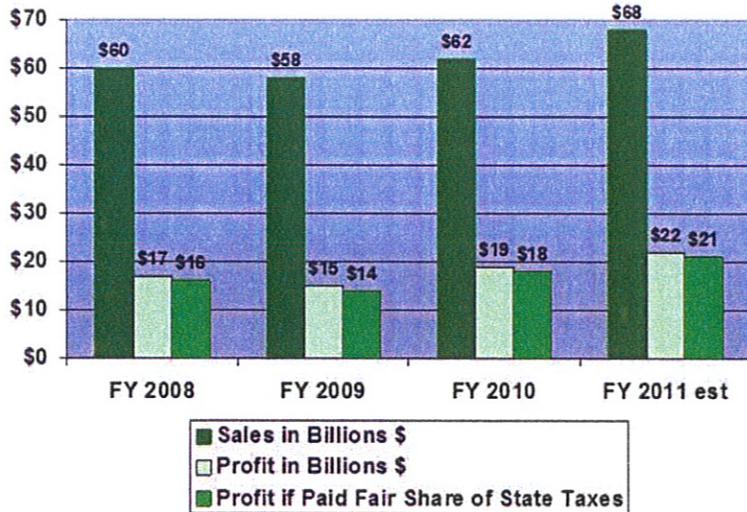
Sadly, while the House and Senate have cut \$3 billion dollars from school funding in the past 3 years, including hundreds of millions in cuts to school repair and construction funding, they have not cut a single penny from tax breaks for wealthy corporations. In fact, they have expanded these tax give aways by hundreds of millions of dollars.

Microsoft Tax Scam Costs our State \$1 Billion Per Year

Microsoft Annual Sales Profits and Expenses (in Billions \$)

<http://www.microsoft.com/investor/EarningsAndFinancials/Earnings/PressReleaseAndWebcast/FY10/Q4/default.aspx>

Microsoft will make a record \$20 billion in profit this year. If we could just get them to pay their fair share of State taxes, they would still make more than \$19 billion in profit. But we would finally be able to begin to address our State's \$10 billion school construction and repair backlog and provide thousands of additional school construction jobs at a time when they are most needed.



For fiscal 2010 (which ended on June 30, 2010 for Microsoft), Microsoft made \$19 Billion in profit on \$62 Billion in sales. Sales and profits have continued at a record pace for the first two quarters of fiscal 2011. Microsoft has already made over \$12 billion in profits in the first 6 months. It therefore will almost certainly go over \$20 billion in profits for the fiscal year.

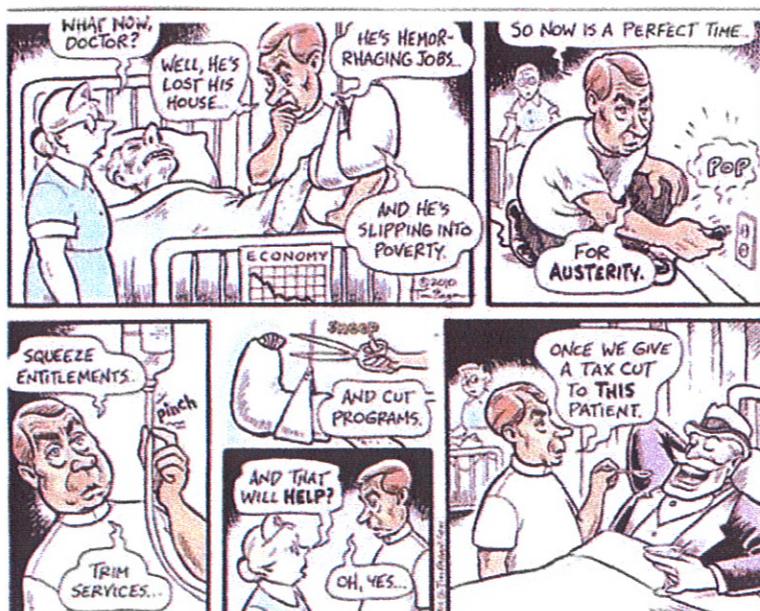
What would Microsoft pay if this tax exemption was eliminated and the royalty rate was restored to its historic rate of 1.5%?

Microsoft's projected sales for the current year is near \$70 billion. 1.5% x \$70 billion = \$1 billion.

The actual cost to Microsoft would be even less – because they could deduct their State taxes from their federal taxes.

Conclusion

Instead of blaming your neighbors for voting against school bonds, it is time to recognize that the real culprit in this tragedy is our State legislature.



Sadly, the Washington State Senate recently passed SJR 8215, a constitutional amendment that would reduce the state's debt limit from 9% of revenue averaged over 3 years - to 7% of revenue averaged over 10 years. This proposal sounds good on the surface. But in reality, it would cost thousands of jobs, harm hundreds of thousands of children – and not save any money.

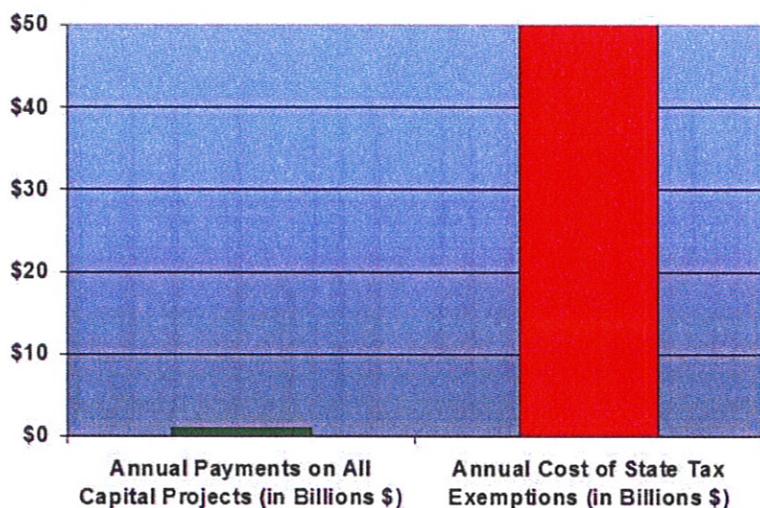
House lawmakers have thus far refused to go along with the Senate's proposed Constitutional amendment because it would lead to more widespread use of costly leases and revenue bonds, which are more expensive than general obligation bonds and are not addressed in the amendment's proposed limit. Use of these short term funding sources would cost tax payers much more in the long run than the current reliance on long term bonds.

The Senate proposal would not only cost tax payers much more in the long run, but it would also cost thousands of jobs NOW when they are most needed. In addition to the crucial question of how many jobs would it cost is the question of how badly this Senate proposal would harm our public schools. State support for school construction and repair would fall from \$350 million per year to less than \$250 million per year. This is at a time when our public schools are falling apart and there is a known \$10 billion school construction and repair backlog caused by more than 10 years in which our State legislature has refused to honor their Constitutional Duty to repair and construct public schools.

As just one example, It is ironic that the corporate media (which itself is getting hundreds of millions in tax breaks) has claimed that the debt limit needs to be reduced because payments on the debt have grown by 61% during the past 10 years from \$600 million per year to \$1 billion dollars per year.

This same corporate media ignores the elephant in this room which is that State tax exemptions are 50 TIMES greater per year than the annual payment on the debt!

Annual payments on State Debt compared to Annual Tax Exemptions



Which is the bigger problem here in terms of driving our State to bankruptcy – payments on the capital debt or corporate welfare for wealthy corporations? We give away more in tax breaks to one single corporations (Microsoft) than the entire annual payment on debt for school construction and repair!

This terrible Senate bill only adds insult to injury to the harm they are inflicting on our public schools. Thanks to Hans Dunshee, Chair of the House Capital Projects Budget Committee, for pointing out that this bill would cost thousands of jobs while at the same time actually increasing the tax burden local homeowners.

Three Solutions to the School Funding Problem

The first and most obvious solution is to roll back corporate tax breaks to what they were 10 years ago so that we could triple State support for school construction from the current \$350 million per year to \$1 billion per year. This would allow us to restore State Matching funds for school construction projects to the national average of 50% and at the same time lower property taxes on homeowners by more than 20%. Instead of firing 8,000 construction workers as the Senate is proposing to do, we could hire 20,000 construction workers and thereby help restore our State's economy by keeping money and jobs in our State instead of permitting wealthy corporations to ship money and jobs overseas. This would also allow us to hire 10,000 teachers instead of firing 10,000 teachers over the next two years.

Sadly, the State legislature has shown no willingness to roll back tax breaks for the wealthy corporations who finance their re-election campaigns. This leads to the second solution which is to vote incumbents out of office. This also may not be a practical or realistic solution given that incumbents have better name recognition than challengers and typically have tens of thousands of dollars more to spend on re-election campaigns thanks to all the tax breaks they give to wealthy multinational corporations.

This leads to the third and most likely way to restore school operating and construction funding to the national average. That is by taking the State legislature to court for failing to honor their constitutional duty to build, repair and operate our public schools.

Recently a group of 128 school districts, called the NEWS COALITION (Network for Excellence in Washington Schools) has done just this. In February, 2010, this coalition won an important victory in King County Superior Court where the judge confirmed the obvious – that our State legislature had failed to adequately provide for the operation of our public schools – requiring local school districts to seek out and spend local levy funds on Basic Education costs. This decision will go before our Supreme Court on June 28, 2011. See the NEWS Coalition website: <http://www.waschoolexcellence.org/>



However, the NEWS lawsuit does NOT address the even worse failure of the State legislature to meet their constitutional requirement to build and repair public schools. It should be obvious that paying for teachers does little good if there is not an adequate building in which the teacher and students can hold classes.

Therefore what is needed is for school districts who have suffered school construction bond failures due to lack of adequate State Matching funds to join forces and launch a parallel law suit based on the successful NEWS school operating funds lawsuit. In order to encourage such a solution, I have drafted a Petition to the Court asking the Court to order the legislature to provide adequate national average school construction and repair matching funds. This is the most likely solution which will lead to fair treatment for our tax payers and for our school children.

Successful School Construction Court Challenges in Other States

The OSPI 2008 School Construction Transparency Study reported on six States in which the State legislature accepted the primary burden of paying for 50% or more of school construction actual costs. In all six States, the legislature accepted this burden only after successful State Supreme court challenges. Source: 2008 OPSI School Construction Funding Transparency Study, Berk and Associates, Page 30. www.berkandassociates.com

These 6 States mandated Court changes included:

Kentucky: In 1990, the Kentucky Supreme Court declared that the State's statutory structure for funding public schools was inadequate and inequitable and thus in violation of their State Constitution. The 1990 Kentucky Education Reform Act increased State funding for School Construction to 66% of actual cost.

Arizona: In 1994, the Arizona Supreme Court declared that Arizona's system of school construction funding was unconstitutional because it failed to conform to the State Constitution's "general and uniform public schools" clause (note that the Washington State Constitution has a nearly identical clause). In 1998, the Arizona State legislature enacted the Students First (Fair and Immediate Resources for Students Today) Act which committed the State to pay for 100% of the cost of new school construction.

Ohio: In 1997, the Ohio State Supreme Court declared their school construction funding system unconstitutional and ordered a significant increase in State funding because existing State funding was insufficient and too dependent on approval of unreliable local property tax bond elections. This led to the creation of an independent Ohio School Facilities Commission. The State Match in Ohio is now 50% of actual school construction costs.

New Jersey: In 1998, the New Jersey Supreme Court ruled in *Abbott v. Burke* that the State must provide 100% of school construction funding in 31 "special needs" school districts so that children could receive an adequate education as required by the New Jersey State Constitution. The State Match in New Jersey is now averages 57% of actual school construction costs.

California: In 2004, the State of California settled the Williams Class Action case by agreeing to provide 50% of actual school construction funding among many other changes.

New York: In 2005, the New York Appellate Court affirmed the State Supreme Court decision in favor of the Campaign for Fiscal Equity and ordered the New York State legislature to provide \$9.2 billion in school construction funding so that students would be assured of their right to a sound basic education. The State Match in New York is now 52% of actual cost.

A 2010 national study of all 50 States added 8 more "Court Case" States to the above list.

Wyoming now has a 100% State Match.

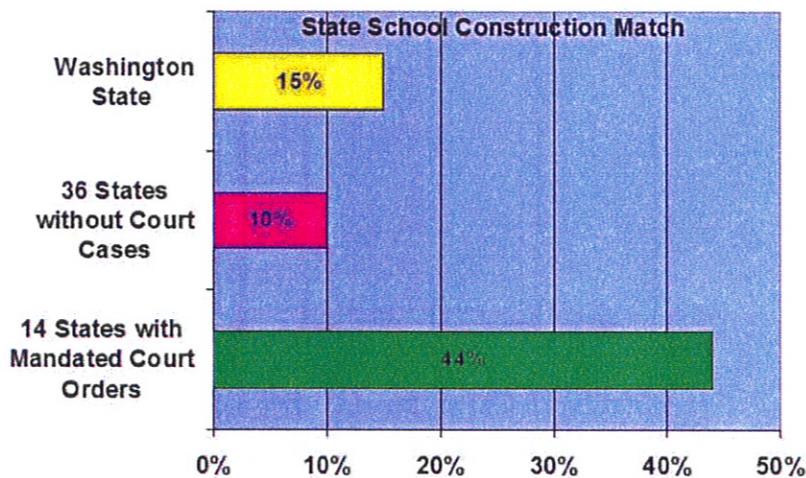
Alaska now has a 85% State Match

West Virginia has a 45% State Match.

Four State Cases did not turn out very well. Arkansas only won a 19% Match, Connecticut an 18% match, Montana a 12% Match, and Colorado only got a 1% State Match.

However, even including the poor outcome in Colorado, when comparing the 14 States with Court Cases to the 36 States without court cases reveals that the average State Match in States with Court Cases is 44% while the average State Match in States without Court cases is a dismal 10%.

36 States without court cases Average State Match was 10%: Alabama, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin.



State School Construction Matching Funds in the 14 States with Mandated Court orders to provide children with an adequate education is more than 4 times greater than in States where the Court has not weighed in on the question of whether States are required to provide schools as well as provide teachers.

Because the Washington State Constitution has stronger provisions than any other State guaranteeing our children the right to a basic education, and because our State Supreme Court has already clarified that this right includes funding from stable and dependable sources, which exclude a reliance on undependable local property tax bond elections, and because the State legislature used to actually provide the primary burden for school funding in our State, it is highly likely that a school construction lawsuit would succeed in our State. It is also likely that a School Construction Lawsuit will be the only way to restore school construction funding in our State to the national average of a 50-50 State- local match.

For more information on the harm inflicted on our economy by tax breaks to wealthy corporations, and the petition to sue the State legislature for fair national average State School Construction Matching funds, please visit our website: realwashingtonstatebudget.info.

Regards, David Spring M. Ed.
 Director Fair School Funding Coalition
springforschools@acl.com

Steve Pilcher

From: Huggybod@aol.com
Sent: Tuesday, July 26, 2011 4:46 PM
To: Steve Pilcher
Cc: khanson@courierherald.com
Subject: Public Comments for the Development Agreement

We demand that a public hearing be held in Enumclaw concerning the Tri-Party School Mitigation Agreement between the Enumclaw School District, The City of Black Diamond and Yarrow Bay.

The taxpayers in the Enumclaw School District have a right to know what obligations and liabilities they will face under this agreement. They have a right to know why Black Diamond has not formed its own school district to better deal with this massive residential development that has no logical, economical, geographic, or demographic connection with the rest of the Enumclaw School District.

Please let us know when and where this public meeting will take place so that we can insure it is well-publicized. Thank you. Richard and Patricia Hughes, 3317 Wynalda Drive, Enumclaw 98022 tel: 825-1303