REPORT TO THE LEGISLATURE

K–3 Class-Size Reduction Construction Grant Program

December 2015

Authorizing legislation: 2EHB 1115 and 2ESSB 6080

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Executive Summary

Bills passed by the Washington state Legislature in 2009 and 2010 required school districts to offer full-day kindergarten and reduce the number of students in K–3 classrooms. While essential to provide the education our children need in the 21st century, the bills have created challenges for districts. More students in full-day kindergarten requires more classrooms, as does reducing class sizes. A fundamental question, then, is: Where will the additional students be educated? In other words, do schools have enough physical space in their buildings to handle extra classrooms?

Districts that lack enough space can modernize existing buildings or add new buildings, both of which cost money. A number of funding options are available, such as capital levies or capital bonds. The School Construction Assistance Program (SCAP)—a third option—uses a funding formula to calculate the amount of money a district receives from the state. But that formula hasn’t kept up with the demand for new space or the cost of construction and/or modernization.

To address the lack of needed classrooms, the Legislature passed two bills in 2015. The 2015–17 capital budget (2EHB 1115) provides $200 million for new K–3 Class Size Reduction Grants. And 2ESSB 6080 establishes rules for a pilot program to offer the grants to districts. The following report summarizes the work done to date on the pilot program.
Introduction

In 2009, the Legislature passed ESHB 2261, which requires schools to offer full-day kindergarten (FDK). In 2010, the Legislature passed SHB 2776, which reduces K–3 class sizes to a 17-to-1 student-to-teacher ratio by the 2017–18 school year. The passage of these educational objectives, while necessary, challenges school districts statewide to meet the need for additional facility space.

In the 2015–17 biennium, the operating budget provided funding for school districts to offer FDK for approximately 72 percent of kindergarten students for the 2015–16 school year and for all kindergarten students in 2016–17. The budget also provided additional funding for certificated staffing to reduce K–3 class sizes to make progress towards the ratios identified in SHB 2776.

The funding for FDK and for additional teachers requires additional classroom space. For many years—well before the passage of ESHB 2261 and SHB 2776—school districts have struggled to provide the facilities necessary for learning at all grade levels. The added responsibilities to provide additional classrooms for FDK and to reduce K–3 class sizes have compounded the need. Local school districts have two options for how they finance the construction or purchase of new space. Capital levies can be authorized with a simple majority (one voter more than 50 percent) approval of voters. Capital bonds require a super majority (one vote more than 60 percent) approval of voters, which is harder to achieve and can only be authorized up to six years.

In addition to local funding, the state has provided funding assistance to districts to construct and modernize school facilities through SCAP. But the SCAP funding formula drivers have not kept up with the space needs of districts and the cost of construction and modernization of schools. The current SCAP student space allocations for K–6 are at the same levels that were funded in 1979, and the construction cost allocation continues to be funded far below actual construction costs.

The Legislature previously attempted to provide additional financial assistance to districts in 2014. House Bill 2797 would have provided $707 million in funding assistance to school districts to support all-day kindergarten and K–3 class size reduction. But while the bill passed the House of Representatives, it did not receive a vote in the Senate.

Two bills passed in 2015 provide a potential solution to the problem. The 2015–17 capital budget (2EHB 1115, Section 5028) provides $200 million to create a new K–3 Class Size Reduction Grant program. And 2ESSB 6080 calls for the commencement of a pilot capital funding program that, in the words of the bill, “intends to provide additional state financial assistance to help school districts in funding public school facilities necessary to support state-funded all-day kindergarten and class size reduction in kindergarten through third grade.” In doing so, the Legislature recognizes that some school districts may benefit from additional financial assistance to provide school facilities beyond that provided through SCAP.
The new grant program is not intended to replace existing financing provisions. Its purpose is to help finance new school capacity to accommodate enrollment growth and to modernize and replace existing schools while respecting local decisions and control by locally elected school boards.

**New Policy Directions**

In addition to creating the new pilot program, 2ESSB 6080 introduces the following new policy directions relating to school district facilities:

- **Portables:** When counting existing classrooms as in use, portable buildings are recognized as instructional space (historically they were not recognized). The pilot program does not provide funding for portable classrooms.

- **Classroom use:** Classrooms with various types of regular use (such as art/music, special education, highly capable classes) are required to be reported by districts, collected by OSPI, and verified by Washington State University Energy Program (WSU EP).

- **Classroom need:** Various factors are used in calculating classroom need:
  - Current enrollments and not projected enrollments as required by SCAP.
  - Alternative learning experience enrollments are adjusted for students not using classrooms on a regular basis for a reasonable duration.
  - For districts being assisted with SCAP funding, the project status will be considered.
  - Sufficient justification is needed to determine needing a new school or modernizing a closed school with a presumption that added classrooms can be provided with an addition of modular building classrooms or adding classrooms to a SCAP funded project in design.

- **Thresholds:** A minimum threshold is set for when new schools or modular buildings are presumed to be needed. Portable buildings are not included as an option for grant funds.

- **Local Share of Costs:** The program uses a modified SCAP matching ratio prescribed in RCW 28A.525.166, which enhances the local assistance by factoring in students eligible and enrolled in the free and reduced school lunch program.

- **Prioritization:** OSPI, in consultation with the Office of Financial Management and appropriate legislative committees, will recommend a process for prioritizing the funding of grants. Included in the process, OSPI will produce a list of applicants ranked by need. The criteria are described on Page 7.

**Required Reports**

Section 201(3) of 2ESSB 6080 requires OSPI to report on the status of the grant program. The application process requires school districts to certify their existing classroom counts and complete a formal application in the OSPI iGrants system. The application deadline was December 1, 2015. As of that date, 93 districts completed a certification of classroom
counts. A total of 90 of those districts also completed the required grant application and will be considered in the prioritization effort (see Appendix A).

Section 301 requires OSPI to report development of an improved classroom counting methods and design improved funding formula and other requirements. OSPI has developed some recommendations but needs more time to develop more (see “Development of K–3 Class Size Reduction Construction Grant Pilot Program,” p. 10).

**K–3 Class Size Reduction Construction Grant Pilot Program**  
(2ESSB 6080 Section 201[2])

OSPI to “calculate and award grants based on a four step process.”

The 2015–17 capital budget (2EHB 1115, Section 5028) appropriates $200 million for K–3 Class Size Reduction Grants—of which $10 million is solely for Seattle Public Schools and as much as $750,000 for OSPI administration of the program. The remaining amount will fund the K–3 Class Size Reduction Grant Construction Pilot Grant Program specified in 2ESSB 6080.

Specific steps for district qualification are summarized as follows:

**Step 1:** Districts are to verify a count of “necessary added” classrooms, which are then verified by WSU EP. A series of calculations is charted resulting in “needed classrooms” minus “available classrooms.” The resulting number is “necessary added,” or the district’s need for K–3 classrooms.

**Step 2:** Based on the “necessary added” classrooms for each district, a determination is made to justify constructing a new school, modernizing a previously closed school, or simply adding classrooms to an existing active school. A number of 12 or more presumes a new school is required.

**Step 3:** OSPI calculates the grant for each “necessary added” classroom based on a district’s SCAP funding assistance percentage (FAP) plus 20 percent of a district’s eligible and enrolled students in free and reduced school lunch program (FRLP) percentage, and base dollar amounts authorized in 2ESSB 6080:

- $615,083 for each permanent K–3 classroom determined to be needed.
- $210,000 for each modular K–3 classroom determined to be needed.
- No money allocated for K–3 classrooms in portable buildings.

**Step 4:** Grants are to be awarded to districts that are able to claim their associated projects will achieve goals stated in the bill, that secured local funds are authorized, that one or more sites are available for the projects, and that the project will achieve
progress towards average class size objectives for the 2017–18 school year (RCW 28A.150.260 as of October 31, 2014) and all-day kindergarten (RCW 28A.150.315). Grants are prioritized according to four criteria in the following order of importance:

- Applicants with high “necessary added” classrooms to available classrooms ratio in K–3.
- Applicants with high student-to-teacher ratio in K–3.
- Applicants with high percentage of students eligible and enrolled in FRLP.
- Applicants that have not raised capital funds through bonds or levies in the prior ten years.

The specific data required of districts, as well as the calculations that result in “necessary added classrooms,” are shown in Appendix B.

Summary of Activities and Implementation

Pilot Grant Program—Status (Fig. 1)

- July–August 2015:
  - Key stakeholder outreach and communications. Included were:
    - OSPI K-20 Capital Budget Review with school districts
    - Citizen Advisory Panel
    - Technical Advisory Committee
    - Washington State University
    - Legislature bill sponsors and OFM staff
    - Align internal staff to begin on-going school district support through Regional Coordinators, Program Administrator, and Program Assistant.
  - Initiate and contract for data developer. Plan, design, develop, test, and put into production:
    - OSPI Educational Data System (EDS) Inventory and Condition of Schools (ICOS) data management system for implementation of Class Size Reduction (CSR) collection module.
    - Refine data definitions and help documents.
- September 2015: The ICOS web-based data system is designed and programmed to administer classroom information, analyze need, and meet the intent of the related legislative bills.
  - Key communications:
    - K-20 Videoconferences (See Appendix C).
    - OSPI Bulletins and documents produced to inform and assist school districts to launch program.
• Launched school district ICOS CSR module to begin data collection including district “certification” feature.
• Launched WSU EP “validation” feature to comply with legislative intent and enable grant awards, prioritization, and announcements.
• Extensive coordination with WSU EP.

- October 1, 2015–December 1, 2015:
  • Districts provide data on classroom and other spaces used for teaching at their elementary schools containing grades K–3.
  • Districts also submit a formal application through OSPI iGrants system, which includes pre-certification of certain intents laid out in the related legislative bills.
  • Extensive coordination with WSU EP continues and is on-going. (See Appendix D.)
  • Classroom needs analytic tool developed and launched. Estimates of needed classrooms (pending WSU EP validation) reported to each school district.
  • New October 2015–16 enrollments used to revise classroom needs for analytic tool.
  • Pending Alternative Learning Experience (ALE) enrollments adjustments for revised estimate classroom needs.
  • Emergency rule (WACs) drafted and initiated.

- Expected schedule for early 2016:
  • After all validations are complete, OSPI prioritizes grant applications and makes an award announcement.
  • Districts awarded grants have 30 days to confirm they have necessary financial, staffing, and other resources to create capital projects that add K–3 classrooms to meet the intent of the related legislative bills.
  • OSPI seeks allotment approvals from the Office of Financial Management and then issues grant award letters to individual districts.
APPLICATIONS
Districts submit applications to OSPI via iGrants. State number of classrooms planned and make the requested certifications.

VALIDATIONS
WSU EP verifies and validates district's classroom data.

DETERMINATION OF NEED FOR EACH DISTRICT
Districts will be organized according to priority elements.

GRANT ANNOUNCEMENTS
No earlier than March 1, 2016

DISTRICT CERTIFICATIONS
Districts with grant awards will have 30 days to submit financial certifications and school board resolutions.

GRANT AWARDS
For districts on the grant list able to meet all requirements.

CONSTRUCTION/REIMBURSEMENTS
Administered through grants management.

COMPLETION DOCUMENTS
Submit to OSPI when all projects are complete.
Development of K–3 Class Size Reduction Construction Grant Pilot Program (2ESSB 6080 Section 301 Part 3)

To Ensure Grant Program Objectives

Section 201 requires OSPI to report on the status of the grant program. As of December 1, 2015:

- 93 public school districts have completed a certification of classroom and other teaching spaces in their elementary schools, and have reported how those spaces are being used as of the beginning of the 2015–16 school year. This certification allows WSU EP to validate this data in order to verify each district’s count of necessary added classrooms.
- 90 districts have also completed a formal grant application.

Section 301 requires OSPI to report development of an improved classroom counting method and design improved funding formula and other requirements.

- **Improve classroom counting method:** To implement the requirement to count classrooms and usages, OSPI has developed and put in production an analytic tool in OSPI EDS ICOS. OSPI will continue to work with stakeholders to seek ways to improve the counting method after WSU EP verifies the classroom data submitted by school districts.

**Improve funding formula and other requirements:** Before an improved funding formula can be designed, funds will need to be awarded and districts will need to start and complete classroom projects in order to determine what additional resources might be needed to meet the pilot programs objectives. OSPI will consult with the appropriate stakeholders and have a framework of design changes for the next reporting date of October 1, 2016.

OSPI needs more time to develop further recommendations due to several factors, including: WSU EP is just beginning validation process; the current program status is in early implementation stage; stakeholder involvement is currently; and the 2015 legislative session ended much later than anticipated. See Appendix E for a log of frequent observations and comments.
Appendix A: School District Certification of Classrooms

As of the December 1, 2015, deadline, 93 districts had completed a certification of classroom counts. A total of 90, listed below, also had completed the required grant application, and will be considered in the prioritization effort.

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<tr>
<td>Pasco</td>
<td>Randy Nunamaker</td>
<td>509-543-6317</td>
<td><a href="mailto:rrunamaker@psd1.org">rrunamaker@psd1.org</a></td>
</tr>
<tr>
<td>Pioneer</td>
<td>Tanya Boyer</td>
<td>360-952-3488</td>
<td><a href="mailto:tanya.boyer@esd112.org">tanya.boyer@esd112.org</a></td>
</tr>
<tr>
<td>Port Townsend</td>
<td>Brad Taylor</td>
<td>360-379-4513</td>
<td><a href="mailto:btaylor@ptschools.org">btaylor@ptschools.org</a></td>
</tr>
<tr>
<td>Pullman</td>
<td>Dan Hornfelt</td>
<td>509-332-2396</td>
<td><a href="mailto:dhornfelt@psd267.org">dhornfelt@psd267.org</a></td>
</tr>
<tr>
<td>Puyallup</td>
<td>Gary Frentress</td>
<td>253-841-8641</td>
<td><a href="mailto:FrentrGJ@puyallup.k12.wa.us">FrentrGJ@puyallup.k12.wa.us</a></td>
</tr>
<tr>
<td>Quincy</td>
<td>Steven McNutt</td>
<td>509-623-2365</td>
<td><a href="mailto:smcnutt@nacarchitecture.com">smcnutt@nacarchitecture.com</a></td>
</tr>
<tr>
<td>Raymond</td>
<td>Stephen Holland</td>
<td>360-942-3415</td>
<td><a href="mailto:sholland@raymondk12.org">sholland@raymondk12.org</a></td>
</tr>
<tr>
<td>Reardan-Edwall</td>
<td>Marcus Morgan</td>
<td>509-796-2701</td>
<td><a href="mailto:mmorgan@reardan.net">mmorgan@reardan.net</a></td>
</tr>
<tr>
<td>Renton</td>
<td>Stewart Shusterman</td>
<td>425-204-4479</td>
<td><a href="mailto:stewart.shusterman@rentonschools.us">stewart.shusterman@rentonschools.us</a></td>
</tr>
<tr>
<td>Ridgefield</td>
<td>Neil Brinson</td>
<td>360-619-1390</td>
<td><a href="mailto:neil.brinson@ridge.k12.wa.is">neil.brinson@ridge.k12.wa.is</a></td>
</tr>
<tr>
<td>Royal</td>
<td>David Andra</td>
<td>509-346-2222</td>
<td><a href="mailto:dandra@royal.wednet.edu">dandra@royal.wednet.edu</a></td>
</tr>
<tr>
<td>San Juan Island</td>
<td>Jose' Domenech</td>
<td>360-370-7908</td>
<td><a href="mailto:josedomenech@sjisd.wednet.edu">josedomenech@sjisd.wednet.edu</a></td>
</tr>
<tr>
<td>City</td>
<td>Name</td>
<td>Phone</td>
<td>Email</td>
</tr>
<tr>
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<tr>
<td>Seattle</td>
<td>Chris Richardson</td>
<td>206-252-0788</td>
<td><a href="mailto:crichardson@seattleschools.org">crichardson@seattleschools.org</a></td>
</tr>
<tr>
<td>Sedro-Woolley</td>
<td>Michael Greenwood</td>
<td>360-855-3500</td>
<td><a href="mailto:bgreenwood@swsd.k12.wa.us">bgreenwood@swsd.k12.wa.us</a></td>
</tr>
<tr>
<td>Selah</td>
<td>Don Szolomayer</td>
<td>509-698-8050</td>
<td><a href="mailto:donszolomayer@selah.k12.wa.us">donszolomayer@selah.k12.wa.us</a></td>
</tr>
<tr>
<td>Sequim</td>
<td>Tanya Boyer</td>
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<td><a href="mailto:tanya.boyer@esd112.org">tanya.boyer@esd112.org</a></td>
</tr>
<tr>
<td>Snohomish</td>
<td>Tom Laufmann</td>
<td>360-563-7239</td>
<td><a href="mailto:tom.laufmann@sno.wednet.edu">tom.laufmann@sno.wednet.edu</a></td>
</tr>
<tr>
<td>Snoqualmie Valley</td>
<td>Ryan Stokes</td>
<td>425-831-8011</td>
<td><a href="mailto:stokesr@svsd410.org">stokesr@svsd410.org</a></td>
</tr>
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<td>Jon Tienhaara</td>
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</tr>
<tr>
<td>Sultan</td>
<td>Charlie Weaver</td>
<td>360-793-9800</td>
<td>x 170</td>
</tr>
<tr>
<td>Sumner</td>
<td>Marina Tanay</td>
<td>253-891-6300</td>
<td><a href="mailto:marina_tanay@sumnersd.org">marina_tanay@sumnersd.org</a></td>
</tr>
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<td>Sunnyside</td>
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<td>509-836-8709</td>
<td><a href="mailto:jeff.loe@sunnysideschools.org">jeff.loe@sunnysideschools.org</a></td>
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<td>Tenino</td>
<td>Brenda Padgett</td>
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<td><a href="mailto:padgettb@tenino.k12.wa.us">padgettb@tenino.k12.wa.us</a></td>
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<td>Toppenish</td>
<td>Dave Andrews</td>
<td>509-865-8145</td>
<td><a href="mailto:andrewsd@toppenish.wednet.edu">andrewsd@toppenish.wednet.edu</a></td>
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<td>Tukwila</td>
<td>Liliana Cardenas</td>
<td>206-901-8020</td>
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<td>Tumwater</td>
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<td><a href="mailto:mel.murray@tumwater.k12.wa.us">mel.murray@tumwater.k12.wa.us</a></td>
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<tr>
<td>Union Gap</td>
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<td>509-248-3966</td>
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<td>University Place</td>
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<td>Wellpinit</td>
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<td>x 4003</td>
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<tr>
<td>Wenatchee</td>
<td>Gregg Herkenrath</td>
<td>509-888-5457</td>
<td>x 10227</td>
</tr>
<tr>
<td>West Valley (Spokane)</td>
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<tr>
<td>West Valley (Yakima)</td>
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<td>White River</td>
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<tr>
<td>Yakima</td>
<td>Tanya Poeggel</td>
<td>509-573-7099</td>
<td><a href="mailto:poeggel.tanya@yakimaschools.org">poeggel.tanya@yakimaschools.org</a></td>
</tr>
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</table>
Appendix B: Classroom Needs Analytic Tool

Using 2EESB 6080 as a guide, OSPI has developed a needs analytic tool that districts used to determine how many additional classrooms they need. Below is the tool as a whole and the tool’s five elements, with the calculations and formulas, as well as a sample district.

A. District name, ID and region.

<table>
<thead>
<tr>
<th>District Id</th>
<th>Region</th>
<th>CCDDDD</th>
<th>District Name</th>
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<tbody>
<tr>
<td>Sample</td>
<td>Northwest</td>
<td>Sample</td>
<td>Sample</td>
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B. Count of all classrooms.

<table>
<thead>
<tr>
<th>SB 6080 Component Formula Variables</th>
<th>Count of All District Elementary Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formula Variables</td>
<td>A+B+C+D+E</td>
</tr>
<tr>
<td>Formula Column Identifier</td>
<td>A+B+C+D+E</td>
</tr>
<tr>
<td>SB 6080 Component</td>
<td>A+B+C+D+E</td>
</tr>
<tr>
<td>K-6 Classrooms</td>
<td>A+B+C+D+E</td>
</tr>
<tr>
<td>Elem. Mixed Grade</td>
<td>A+B+C+D+E</td>
</tr>
<tr>
<td>Pre-K Early Learning Special Ed.</td>
<td>A+B+C+D+E</td>
</tr>
<tr>
<td>Pre-K Early Learning Prior to July 2015</td>
<td>A+B+C+D+E</td>
</tr>
<tr>
<td>Pre-K Early Learning After July 2015</td>
<td>A+B+C+D+E</td>
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<tr>
<td>K-6 Special Ed.</td>
<td>A+B+C+D+E</td>
</tr>
<tr>
<td>Gifted/ Talented Placement Education</td>
<td>A+B+C+D+E</td>
</tr>
<tr>
<td>Labs Used &gt;= 50%</td>
<td>A+B+C+D+E</td>
</tr>
<tr>
<td>Labs Used &lt; 50%</td>
<td>A+B+C+D+E</td>
</tr>
<tr>
<td>Art &amp; Music Used &gt;= 50%</td>
<td>A+B+C+D+E</td>
</tr>
<tr>
<td>Art &amp; Music Used &lt; 50%</td>
<td>A+B+C+D+E</td>
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<tr>
<td>Planned Classrooms</td>
<td>A+B+C+D+E</td>
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<tr>
<td>Total Count of Classrooms</td>
<td>A+B+C+D+E</td>
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</tbody>
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| Sample | 16.00 | 12.00 | - | 2.00 | - | 4.00 | - | 2.00 | - | - | - | - | 36.00 |
C. Count of available classrooms.

<table>
<thead>
<tr>
<th>SB 6080 Component Formula Variables</th>
<th>Less Count of Available Classrooms</th>
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<tbody>
<tr>
<td>Formula Variables</td>
<td>C 75.00% D 50.00% E 50.00% F 50.00%</td>
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<tr>
<td>Column Identifier</td>
<td>N x Formula Variable O Variable P Variable Q Variable R Variable S Variable</td>
</tr>
<tr>
<td>C O P Q R S</td>
<td>N+O+P+Q+R+S M-T</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Pre-K Early Learning Special Education</th>
<th>Pre-K Early Learning Prior to July 2015</th>
<th>75% of K-6 Special Education Classrooms</th>
<th>50% of Gifted/Talented Placement Education</th>
<th>50% of Laboratories Used &gt;= 50%</th>
<th>50% of Art &amp; Music Used &gt;= 50%</th>
<th>Total Classroom Deductions</th>
<th>Total Available Classrooms</th>
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<tbody>
<tr>
<td>Sample</td>
<td>-</td>
<td>2.00</td>
<td>3.00</td>
<td>1.00</td>
<td>-</td>
<td>6.00</td>
<td>30.00</td>
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D. Calculations based on enrollments.

<table>
<thead>
<tr>
<th>SB 6080 Component Formula Variables</th>
<th>Calculation of Needed Classrooms Based on Enrollments</th>
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<tbody>
<tr>
<td>Formula Variables</td>
<td>17 V / Formula Variable 27 X / Formula Variable</td>
</tr>
<tr>
<td>Column Identifier</td>
<td>Greater of Y or Z W + AA</td>
</tr>
<tr>
<td>V W X Y Z AA AB</td>
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</table>

<table>
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<tr>
<th>K-3 Enrollment Less Out of District ALE Students</th>
<th>Calculated K-3 Needed Classrooms</th>
<th>Grades 4-6 Enrollment Less Out of District ALE Students</th>
<th>Calculated 4-6 Needed Classrooms</th>
<th>Grades 4-6 Reported Classrooms</th>
<th>Grades 4-6 Needed Classrooms</th>
<th>Total K-6 Needed Classrooms</th>
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<tbody>
<tr>
<td>Sample</td>
<td>449</td>
<td>26.41</td>
<td>194</td>
<td>7.19</td>
<td>6.00</td>
<td>7.19</td>
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</table>
### E. Necessary added classrooms.

<table>
<thead>
<tr>
<th>SB 6080 Component Formula Variables</th>
<th>Necessary Added Classrooms</th>
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</thead>
<tbody>
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<td><strong>Formula</strong></td>
<td>U</td>
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<tr>
<td><strong>Column Identifier</strong></td>
<td>AC</td>
</tr>
<tr>
<td><strong>Total Available Classrooms</strong></td>
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</tr>
<tr>
<td><strong>Designed as Classroom and Available for K-3 Class Size Reduction</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Designed as Classroom and Not Available for K-3 Class Size Reduction</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Adjusted Available Classrooms</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Needed Classrooms</strong></td>
<td></td>
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<tr>
<td><strong>Calculated Necessary Added Classrooms</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Necessary Added Classrooms</strong></td>
<td></td>
</tr>
<tr>
<td><strong>School Year for Enrollments</strong></td>
<td></td>
</tr>
<tr>
<td><strong>K-3 Facilities</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Sample | 30.00 | -   | 2.00 | 30.00 | 33.60 | 3.60 | 4 | 2015 |

- Sample: 30.00
- Designed as Classroom and Available for K-3 Class Size Reduction: -
- Designed as Classroom and Not Available for K-3 Class Size Reduction: 2.00
- Adjusted Available Classrooms: 30.00
- Total Needed Classrooms: 33.60
- Calculated Necessary Added Classrooms: 3.60
- Necessary Added Classrooms: 4
- School Year for Enrollments: 2015
- K-3 Facilities: 2
Appendix C: K–3 Class Size Reduction Grant Tutorial

K-3 Class Size Reduction Grant Program Tutorial
http://www.k12.wa.us/SchFacilities/default.aspx
K-3 Class Size Reduction Grants

The 2015 Legislature provided $200 million in competitive grant capital funds to help school districts achieve progress towards class size reduction and all-day kindergarten goals. Substitute Senate Bill 6080 provides details on district verification requirements, validation by Washington State University's Extension Energy office (WSU EE), and prioritization elements.

What the grant covers

The grant provides funds to assist districts with building new K-3 classrooms. Districts may also use funds to add K-3 capacity by modernizing existing classrooms in previously closed buildings. Funds can be used for permanent and modular buildings but may not be used for portables.

What to do

Districts must certify a count and usage of all K-3 classrooms and other teaching stations in OSPI's Information and Condition of Schools (ICOS) system. Beginning October 1, 2015, districts may then create an application through OSPI's iGrants system. Applications are due no later than December 1, 2015. Secured local matching funds are required no later than March 1, 2016.

The WSU EE team will validate the district's classroom data into spring 2016. Districts may apply for the grant even if WSU EE has not yet validated their data.

Grant announcements are expected in spring 2016, no earlier than March 1.

How to apply

Step 1: New through December 1, 2015
- Log into iEE to access ICOS.
- Confirm and update classroom counts.
- Add classroom usage information.
- Identify any other elementary projects underway.
- CGLS: CERTIFY to let us know you are done.
- OSPI will notify districts of a preliminary number of "necessary added" classrooms.

The WSU Extension Energy office will validate your data after you complete this step, but districts may move on to the next step—the iGrants application—even if validations are not yet complete.

For more information, visit the OSPI website at http://www.k12.wa.us/SchFacilities/K3CSR/default.aspx.
2015-17 capital budget, sec. 5028
SSB 6080

$200 million appropriated for grants

$10 million block for Seattle Public Schools

Competitive grant, with four priority elements
GRANT AWARD SCORING CRITERIA

Priority Elements in order of importance:

1. Applicants with high necessary-added classrooms to available classrooms ratio in K-3.

2. Applicants with high student to teacher ratios in K-3.

3. Applicants with poverty based on CEDARS (free & reduced lunch program).

4. Applicants that have not raised capital funds through levies or bonds in the prior ten-year period, ending December 1, 2015.
WHAT IS THE PURPOSE?

Create classrooms for K-3

Help achieve progress towards the average class size objectives for the 2017-18 school year
(Average K-3 class size of 17 to 1)
Enumerated in RCW 28A.150.260 as of 10/31/14

All-day Kindergarten
Pursuant to RCW 28A.150.315
WHO CAN APPLY?

Any school district

- Includes those that have no unhoused eligibility in SCAP. That is a different program.
- Includes those who may not believe they have a need for more K-3 classrooms. Not closed to those districts, but may not be prioritized high.

If you’re not planning to apply

- No work needs to be completed.
TIMELINE

ANNOUNCEMENTS
OSPI issues ballot.

DISTRICT CLASSROOM UPDATES
Districts update and certify all elementary school classroom counts and usage in special ICOS module. OSPI provides estimated number of K-3 classroom eligible to be added or modified based on certified classroom count and usage.

VALIDATIONS
WSU-EE verifies and validates district's classroom data.

APPLICATIONS
Districts submit applications to OSPI via Grants. State number of classrooms planned and make the requested certifications.

DETERMINATION OF NEED FOR EACH DISTRICT
Districts will be organized according to priority elements.

GRANT ANNOUNCEMENTS
No earlier than March 1st

DISTRICT CERTIFICATIONS
Districts with grant awards will have 30 days to submit financial certification and school board resolutions.

GRANT AWARDS
For districts on the grant list able to meet all requirements.

CONSTRUCTION/REIMBURSEMENTS
Administered through grants management.

COMPLETION DOCUMENTS
Submit to OSPI when all projects are complete.
WHAT CAN DISTRICTS DO WITH THE MONEY?

If your “necessary added” classrooms is 12 or more:

Add new classrooms

PERMANENT CONSTRUCTION
- Addition to an existing building at existing elementary
- Construct a new separate building at existing elementary
- Entirely new elementary school
- Modular buildings must be on a permanent foundation

PORTABLE BUILDINGS (placed structures) are not allowed

Modernize existing classrooms in previously closed schools
- Including new-in-lieu’d schools
- Reopened schools will be part of district inventory, if not already
WHAT CAN DISTRICTS DO WITH THE MONEY?

If your “necessary added” classrooms is less than 12:

Add new classrooms

PERMANENT CONSTRUCTION

• It’s assumed a new school is not needed, but that is still an option
• Addition to an existing building at existing elementary
• Construct a new separate building at existing elementary
• Modular buildings must be on a permanent foundation

PORTABLE BUILDINGS (placed structures) are not allowed

Renovate existing schools to create classrooms

• Not subject to a minimum square footage
WHAT CAN DISTRICTS DO WITH THE MONEY?

9/2/15

Legislative staff confirmed that grant funds may be used (for example) to construct classrooms at a middle school, move 6th graders from an elementary to the middle school, thus creating classrooms at the elementary for grades K-3. As long as the district is able to show that each project they undertake with grant funds somehow achieves progress towards average K-3 class size goals for 2017-18, the type of project is not limited.
GRANT GUIDELINES

One grant award per district

Grant awards not limited in size

Single grant may cover more than one project

Cannot be used as “local share” for SCAP project, but may be used concurrently at the same school as long as funds are kept separate
For districts planning a SCAP project, new-in-lieu replacement where the new school is larger than the old one, and there is no eligibility for state-assistance for the additional square footage (no unhoused eligibility). If you wish to utilize K-3 CSR grant funds for the additional square footage, the money must be used and accounted for separately. Some options include:

1. ALTERNATE BID – take the alternate bid, but inform OSPI not to recognize the square footage in SCAP.
2. CHANGE ORDER – add classroom(s) after original construction contract has been signed. (check with public works bidding laws)
3. SEPARATELY BID PROJECT – results in a separate construction contract.
Locally funded projects must not yet be out to bid by the grant application deadline (December 1, 2015)

Local match funding is required to be secured by the district by March 1, 2016

Must have a Capital Projects Fund (CPF) set up, separate from Operating budget
Local funds must first be spent prior to grant funds being disbursed (district must determine)

Indirect costs are not allowed
WHAT CAN THE GRANT PAY FOR?

All project-related costs are allowed (construction and soft costs)

SOFT COST EXAMPLES
- Architect/engineering fees
- Project or construction management fees
- Value engineering or constructability review costs
- Building commissioning
- Furniture, furnishings and equipment

OTHER PROJECT COST EXAMPLES
- Geotech/soil survey
- Change orders
- Nothing here is “required” by OSPI, but is shown here as examples of expenses.

But remember, grant funding does not change. Districts are ultimately responsible for all costs above the grant amount.
EACH INDIVIDUAL PROJECT MAY BE SUBJECT TO:

- **High-performance** school requirements (WSSP 2015 or LEED Silver) (RCW 39.35D), if thresholds met in the High-Performance Guidelines for School Districts.

- **Apprenticeship** reporting requirements, if estimated total cost is $1 million or more (RCW 39.04.320).

- **Asset preservation program** requirements, if the project includes a stand-alone, newly constructed permanent or modular building.

- Projects that add permanent square footage will be added to the district’s instructional inventory.
ICOS AND IGRANTS

You will need access to:

• ICOS  (Information and Condition of Schools)
• iGrants

EDUCATIONAL DATA SYSTEM

Obtain username and password from your district’s Data Security Manager (I.T. person)
ICOS AND IGRANTS

What works best:

PC

Microsoft Internet Explorer
v8 or above

Mozilla Firefox
v12 or above
ICOS AND IGRANTS

What doesn’t work so well:

Google Chrome does not support Silverlight.

Apple Safari is not fully compatible with Silverlight.

Silverlight does not work on mobile platforms.
Now thru Dec 1: **ICOS**

**K-3 CSR**
WHAT TO INCLUDE IN YOUR COUNT

- All existing elementary school facilities currently housing students. And all classrooms and teaching stations in those schools.

- Do not include closed schools.

- Elementary school classrooms in SCAP projects at D6 or later, but not yet built.

- Elementary school classrooms in locally funded projects that have not yet gone out to bid by the time of the grant application deadline of Dec. 1, 2015.

- Do not include middle schools, junior or senior high schools unless they regularly contain any grades K-3.

- Do not count stand-alone preschools. Do count preschool classrooms if they are inside an elementary school along with other grade levels.
WHAT TO INCLUDE IN YOUR COUNT

• If there’s more than one building at an elementary school facility, all buildings must be considered, including existing portables and modulares.

• The entire facility is under consideration because of its K-3 grade levels.

WHAT THE GOAL IS:

To be considered for a grant, districts must demonstrate lack of sufficient classroom space district-wide (not school-by-school) to meet K-3 class size ratios for the 2017-18 school year.
WHAT TO INCLUDE IN YOUR COUNT

- Kindergarten through 6th grade classrooms
- Art rooms
- Music rooms
- Computer labs
- Science labs and classrooms
- STEM labs and classrooms
- Gymnasiums
- Stages
- Libraries
- Cafeterias
- Commons
- OT/PT
- Title One
- ESL
- Etc.

- ANYTHING REGULARLY USED AS A TEACHING SPACE, including PORTABLES
• Average on a weekly basis

• Most classrooms are at 100%.
• For example a Grade 1 classroom is used for that purpose 100% of the time.

• Some spaces may have multiple uses.
• For example a Gymnasium may be used as a cafeteria half the time: Gymnasium (for P.E. class) = 50%, Cafeteria = 50%
• Another example, a Library may be used for ESL one day a week: Library = 80%, ESL class = 20%.

• Do not count a space if there is 0% regularly scheduled teaching.
• For example a Cafeteria used only to serve breakfast and lunch should not be counted as a classroom/teaching space in the first place.
“Designed As”
• Originally designed as a classroom when first constructed.
• For example, if a classroom was converted to storage or staff lounge since then, it may be considered usable as a classroom now.
• District should determine first.
• Data will be validated later.

Portable classroom building
• Will be considered a usable classroom unless it requires more than $50,000 in repairs.

Elementary school projects currently in pipeline for SCAP funds
• Will be considered a usable classroom if the project is at D-6 by December 1, 2015.
If a classroom or lab has 0% usage because it’s excess space or otherwise unused, the classroom space must still be counted. The usage in that classroom space should be “Vacant”, which is a choice listed under the “Non-Assignable Spaces” tab.
Certify Classrooms tab

- Include classrooms and teaching stations for any projects you may have with OSPI’s SCAP state-assistance program that will have received a D6 by December 1, 2015.

- Indicate names of those projects, in order to flag them for OSPI’s notification.

- Click CERTIFY

- OSPI will review information and calculate an estimated number of “necessary added” classrooms for K-3. When this is done, OSPI will notify the district.
CLASSROOM VALIDATIONS

Washington State University Extension Energy office

- Will validate on site at all district elementary schools.

- District must allow access to buildings and information to help validations.

- Validations will occur now through spring 2016. Do not wait for validations to finish to complete an iGrants application.

- iGrants applications are due December 1, 2015.
Oct 1 thru Dec 1: iGrants form package

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FORMULA FOR GRANT CALCULATION

EXAMPLE

Blaine School District

Funding Assistance Percentage (from SCAP) 66.68%

Free and Reduced Lunch Program (eligible and enrolled) 60.90%

20% of FRLP = 12.18%

Enhanced Funding Assistance Percentage = 66.68 + 12.18 = 78.86%
FORMULA FOR GRANT CALCULATION

Grant allocation base number per modular classroom $210,000

Grant allocation base number per permanent classroom $615,083

In this example, let’s assume:
“Necessary added classrooms” validated to be 12

Assume district wants to build all as permanent classrooms

$615,083 \times 78.86\% \times 12 = \text{Potential grant maximum } $5,820,653
FORMULA FOR GRANT CALCULATION

Scenarios on how the district may choose to spend the $5,820,653 …

DISTRICT MAXIMIZES THE FUNDS
- One project to build a new elementary with 12 or more classrooms.
- Twelve projects to add 1 classroom at each existing elementary school.
- One project to add 4 classrooms at one school; and one project to open a previously closed school that has more than 8 classrooms.
- One project to move sixth graders into a middle school, freeing up several classrooms for K-3.

DISTRICT LIMITS THE FUNDS
- One project to renovate, creating 6 new classrooms in an existing building.

DISTRICT DOES NOT USE THE FUNDS
- Nothing.
Priority Elements in order of importance:

1. Applicants with high necessary-added classrooms to available classrooms ratio in K-3.

2. Applicants with high student to teacher ratios in K-3.

3. Applicants with poverty based on CEDARS (free & reduced lunch program).

4. Applicants that have not raised capital funds through levies or bonds in the prior ten-year period, ending December 1, 2015.
IF AWARDED A K-3 CSR GRANT:

Grant awards announced spring 2016, no earlier than March 1

The full grant amount will be preloaded into the Budget tab. To get your budget approved, enter the same amount into only one cell:

• Program Number: 97
• Revenue Account Number: 4100
• Activity: 64
• Object Code: Capital Outlay 9

Funds are disbursed through Grants Management.
## Sample iGrants Budget Tab

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<thead>
<tr>
<th>Activity</th>
<th>Total</th>
<th>Debit Transfer</th>
<th>Credit Transfer</th>
<th>Salaries-Certified</th>
<th>Salaries-Classified</th>
<th>Benefits &amp; Payroll Taxes</th>
<th>Supplies Instr. Resources &amp; Non-Capitalized</th>
<th>Purchased Services</th>
<th>Travel</th>
<th>Capital Outlay</th>
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<td><strong>Budgeted Expenditures</strong></td>
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</tbody>
</table>

**Budgeted Indirect Expenditures:**
- Total:
- Budgeted Expenditures: $484,738

<table>
<thead>
<tr>
<th>FTE Program Staff</th>
</tr>
</thead>
</table>

C-37
• Any direct-expense project-related activity is allowed to be budgeted, expensed and appropriately coded at the district level, but reimbursements will be through only this object code.

• Local funds must first be spent prior to grant funds being disbursed.

• Districts are subject to potential audits by the state (not by OSPI).
K-3 CSR GRANT **STEP 1:**
Now through December 1, 2015

- Log into EDS to access ICOS.
- Confirm and update classroom counts.
- Add classroom usage information.
- Identify any other elementary projects underway.
- Click CERTIFY to let us know you are done.
- OSPI will notify districts of a preliminary number of “necessary added” classrooms.
WSU-EE will validate after you complete Step 1, but districts may move on to Step 2, the iGrants application, even if validations are not yet complete.
SUMMARY

K-3 CSR GRANT **STEP 2:**
Now through December 1, 2015

- Log into EDS to access iGrants.
- Read instructions on Page 1 (same info as this presentation).
- Enter number of classrooms expected to create (Permanent and Modular) on Page 2.
- **Certify various statements on Page 2.**
  (Quirk of how iGrants works: you will need to mark all five pages as completed. Pages 3, 4 and 5 will be read-only)
K-3 CSR GRANT STEP 3:
After grant announcements in spring 2016, not earlier than March 1
Log into EDS to access iGrants.
• Complete Page 3 and submit requested documents.
  1. Certify aspects specific to SSB 6080
  2. School board resolution of project assurances
  3. School board resolution of 5-year use and 30-year life of project
  4. Total project budget amount (construction and soft costs)
• Enter grant amount in designated cell in Budget tab.
• Acknowledge Page 4.

Districts have 30 days to complete.
K-3 CSR GRANT STEP 4:
When all your projects are completed, and your school board has passed a resolution(s) accepting final completion of each

Upload required documentation on Page 4.

1. Name of school facility
2. Number of classrooms added, renovated or modernized
3. Gross square footage added, renovated or modernized
4. Total project budget amount (construction and soft costs)
5. Final construction contract amount
6. Site plan
7. Floor plan(s)
8. Area analysis (forms from D-7 may be used)
9. If applicable, high-performance scorecard and credit cost analysis (RCW 39.35D)
10. If applicable, high-performance ELCCA executive summary (RCW 39.35D)
11. If applicable, apprenticeship reporting documentation (RCW 39.04.320)
12. Signed school board resolution accepting final completion of construction. Each project requires a resolution, although multiple projects may be combined into a single resolution.
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Program Specialist
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Justin Rogers
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justin.rogers@k12.wa.us
K-3 Class Size Reduction Grant Program

Thank you
Appendix D: Communication and Clarification Efforts

OSPI continues to work towards addressing several key questions, including:

- Classroom need is to be determined at the district level, not at individual school facilities.
- Districts are able to front-fund projects that create K–3 classrooms ahead of grant awards. (OSPI has determined December 1, 2015, as the date after which a construction contract may be signed for such a project.)
- WSU EP received an appropriation of $1.5 million to conduct various work on district Study & Surveys and an additional $50,000 for verification work related to K–3 CSR.
- Ancillary space may be constructed with grant dollars in adding K–3 classrooms, as long as the number of classrooms associated with the award amount is created.
- New construction projects for permanent classrooms will require an art allocation per RCW 28A.335.210, as with any other publicly funded project. It has not yet been determined if this applies to newly built modular buildings/classrooms. If the Attorney General finds this to be the case, legislative staff will seek a “four corners” letter seeking an exemption.

In addition to developing a frequently asked questions (FAQ) list, OSPI hosted two K-20 videoconferences, one in early September to catch the attention of districts that had not yet started the school year, and one in mid-October after the application period opened. A complete walk-through of the program was performed, including classroom data entry, submitting a formal application, how to use grant funds, as well as an exhaustive list of program details. Districts were also given the opportunity to ask questions. The FAQs, videoconference, and slideshow presentation were all published on the OSPI School Facilities website along with links to the 2015–17 state capital budget and 2ESSB 6080.

Once 2015–16 October enrollments were reported to OSPI, the classroom needs analytic tool calculated estimated K–3 classroom need for school districts who had certified their inventory. Subsequently, several districts expressed concern that the resulting number was significantly lower than expected.

Two primary issues were identified as reasons for school district concerns:

- Many districts realized their portable buildings, which had been purchased and placed as temporary space, were being counted and effectively reduces their need for additional classrooms.
- It is extraordinarily challenging for many districts (especially larger ones) to identify the utilization of space in all their buildings. Especially difficult is usage of space that was not physically designed as a classroom. Some spaces for example may have been originally designed as a small-group instruction space or a conference room. Or, a classroom (or a space large enough to be used as a room)
was being used for a non-intended function such as storage, staff workspace, or specialized curriculum (Title 1, Occupational Therapy/Physical Therapy, Early Childhood Education and Assistance Program, etc.), and could not be converted to a K–3 classroom because there was no space.

OSPI understands that WSU EP will validate accurate space use for a district’s final determination of K–3 classroom need.
OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360–725–6162 or P.O. Box 47200 Olympia, WA 98504–7200.

Download this material in PDF at http://k12.wa.us/LegisGov/Reports.aspx. This material is available in alternative format upon request. Contact the Resource Center at 888–595–3276, TTY 360–664–3631. Please refer to this document number for quicker service: 15-0076.

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Office of Superintendent of Public Instruction
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