Section 303–Participatory Planning

The development of the Study and Survey is best accomplished by a team consisting of:

1. Local citizens.
2. School district board of directors.
3. School administrators, staff, and students.
4. Educational consultants.
5. Architects and engineers.

Participatory planning brings together people who typically have not worked together before. It involves consumers and people from many agencies, organizations, and groups that have both a stake in the problem and in the solution. Participation builds a sense of ownership on the part of all those involved.

Since implementation of any major building program is usually contingent upon public understanding and support, it is essential that the community be fully informed of the identified needs, plans to meet these needs, and how and why the plans were adopted.

Section 304–Study and Survey

The Study and Survey must be comprehensive in nature, dealing with all factors related to all school facilities within the district.

The process for conducting the Study and Survey should include:

1. Meeting with the OSPI Regional Coordinator. The Regional Coordinator will provide an overview of the planning process, potential financial eligibility, and an overview of the state funding process.
2. Development of a plan of action for conducting the long-range planning study.
3. Analysis of the current educational program.
4. Analysis of future educational needs and the community characteristics affecting the use of facilities.
5. Determination of present and future student populations and characteristics.
6. Assessment of the educational adequacy of the existing facilities.
7. An accurate calculation (gross square feet) of the existing facilities, including ages of buildings, additions and improvements (Exhibits 3B, 3C, and 3D).
8. A description of the types and kinds of systems and subsystems used in the facilities and an assessment of their physical condition, including status of compliance with current codes and regulations. In addition to the assessment, the building condition evaluation form (BCEF) also must be completed.
9. The development of a long-range educational and facilities plan.
10. Consideration of the high performance building requirements.

11. Consideration of an appropriate public works method. School districts may consider GC/CM (General Contractor/Construction Manager) and Design/Build alternatives to the traditional Design/Bid/Build public works method.
12. An assessment of financial resources.
13. Specific recommendations adopted by the local school board.

The district submits the Study and Survey together with a project application (Form D-3), if appropriate, for review by OSPI. Please contact your Regional Coordinator for submittal dates. It may be beneficial to prepare submission at a group meeting between district staff and the OSPI Regional Coordinator.

Corrections of any deficiencies noted by OSPI must be made no later than 30 days prior to the Form D-4 approval date.

Organization and Content
The Study and Survey should be organized into preliminaries and a series of chapters.

Refer to **Table 3.1** for a description of the content for the preliminaries and for each chapter. The Study and Survey shall be submitted in a three-ring binder with a labeled and tabbed divider at the beginning of each chapter.

OSPI Review
Typical questions asked by OSPI when reviewing a Study and Survey include:

1. Have an area analysis, a description of building systems and subsystems, a condition description and assessment, and a summary sheet of the BCEF been prepared for every facility within the district?
2. What is the educational plan that will accomplish the goals of the district?
3. How do the current facilities contribute to or detract from the district's ability to carry out the educational plan?
4. What new construction, additions, alterations, or comprehensive modernizations are being proposed; and how will these enhance the educational program?
5. What steps is the district taking to address high performance goals for each new project?
6. What are the priorities and timelines for proposed projects, and how do these relate to the educational program?
7. What are the ages of the buildings, additions, and major state-assisted modernizations?
8. What public works method is proposed for each project?

Integrated Design Workshop
It is important to involve all stakeholders early in the planning for high-performance school buildings. An integrated design workshop is for project design teams, owners, building users and/or the community to generate and establish the sustainability goals for a green building.

Table 3.1 Study and Survey Report

Preliminaries	Contents
Required documents and summary of findings and recommendations.	• Transmittal Letter • School Board Resolution Adopting the Study and Survey • Table of Contents • Executive Summary • Form D-3 (as applicable) • School Board Resolution permanently removing space from instructional inventory (needed only with Form D-3 for a New-in-lieu of modernization project).
Chapters	**Contents**
(1) An inventory and area analysis of existing school facilities within the district, a description of the types and kinds of systems and subsystems used in those facilities and their physical condition.	Include the following in the inventory and area analysis: • An overall site plan. Label the major buildings and features, means of access, and orientation, ages of buildings, additions, and major state-assisted modernizations. (See Exhibit 3E.) • An area analysis prepared in accordance with WAC 392-343-019, and AIA Document D-101. (See Exhibit 3D.) Show the areas calculated on small-scale floor plans. (See Exhibit 3D.) List the square footage of each area. Include the dates of original construction and any such modernization(s) on the plans. • Describe the types and kinds of systems and subsystems used in the building, their physical condition, and any recommended actions. • Include a BCEF summary sheet for each facility, building, or distinct portion thereof. (See Exhibit 3F)
(2) A long-range (minimum of six years) educational and facilities plan setting forth the projected facility needs and priorities of the district based on the educational plan.	Describe the district's long-range educational plan as adopted by the school board. Show how program goals and objectives are supported by a six- to ten-year capital facilities plan.
(3) Demographic data including population projections and projected economic growth and development.	Include the OSPI Cohort Survival Enrollment Projection, Report 1049, and any other pertinent data specific to growth within the district. Include Form 1066 Students with Disabilities Enrollment (see Exhibit 3G).
(4) The ability of the district to provide capital funds by local effort.	List the assessed valuation of the district, any outstanding bonded indebtedness, and the current bonding capacity. Compare the results to the estimated project cost.

Table 3.1 Study and Survey Report (continued)

Chapters	Contents
(5) The existence of a school housing emergency.	• This section only applies in emergency situations where the only facility in a district is rendered unusable. • Provide evidence of any natural disaster that resulted in the loss of facilities to support the school program. Show that the district is at its statutory limit for bonding capacity.
(6) The need to improve racial balance and/or to avoid creation or aggravation of racial imbalance.	List the district-wide minority population and then relate individual building minority population data as a percentage of the district-wide population.
(7) The type and extent of new and/or additions to existing school facilities required and the urgency of need for such facilities.	List all new facilities or additions needed to support the long-term educational plan and any construction phases necessary to achieve the plan.
(8) A cost/benefit analysis on the need to modernize and/or replace existing school facilities in order to meet current educational needs and the current state building code.	Describe the modernization needs for each and every school facility. List deficiencies and recommended actions. Provide a cost breakdown on a system and subsystem basis. If state funds are requested, provide the required cost-benefit analysis.
(9) The need and the estimated capital cost to restore to design specifications the major building systems and subsystems that have deteriorated due to deferred maintenance.	List the backlog of maintenance, repair, and replacement needs for each and every school facility. These should be capital projects that are not included in the annual maintenance budget. Costs for deferred capital improvements are not eligible for state modernization assistance.
(10) A determination of the district's time line for completion of the school facilities project.	Include at a minimum the major milestones of the project(s) such as: • Bond issue. • Design. • Construction. • Project completion. • Board acceptance. • Note any long term construction phases.
(11) An inventory of accessible unused or underutilized school facilities in neighboring school districts and the physical condition of such school facilities.	Provide letters from adjacent school districts regarding their ability to provide facilities to house nonresident students and the physical condition of any such facilities. Include a school board resolution as to space availability in neighboring school districts.
(12) The need for adjustments of school attendance areas within the district.	Show how changes in attendance areas or district boundaries within or among neighboring districts could result in adequate available space to house school children–thus negating the need for state-supported new construction or modernization.
(13) Such other matters as the superintendent of public instruction deem pertinent to decision making in the allocation of funds for school facilities.	Include any discretionary information that may include but not be limited to information regarding high performance facilities, construction or project management, and public works building methods.

Section 305–Community Analysis

An integral part of educational planning is an analysis of the community's present status and a projection of its future character. Additionally, an effort should be made to

determine what the citizens expect from their schools and what the community's educational needs are. The following aspects of the community's development should be considered:

1. Demographic characteristics and population density patterns.
2. Population changes due to migration patterns and fluctuations in the birth rate.
3. Socioeconomic patterns that result in population shifts within the community.
4. Possible shifts in housing patterns and household size for potential impact on school enrollment.
5. Current major highway and street networks and their probable development.
6. Current assessed value of properties.
7. Potential changes in land usage (residential, commercial, and industrial).
8. Changes in school district boundaries.
9. Availability and location of community services.
10. Vocational opportunities in the community.
11. Community expectations for its school.
12. Citizen attitudes and aspirations in general and goals for high performance schools.
13. Local comprehensive plan (especially if jurisdiction is included under the Growth Management Act).

Much of the needed data for this analysis can be obtained from school records and from other public agencies and institutions. Information concerning community perception can be collected by conducting public meetings, workshops, and/or opinion surveys by telephone or written questionnaires.

Section 306–Educational Plan

The educational plan describes in general the community's educational philosophy and goals connecting the district's facilities plan with the long-range educational plan.

OSPI encourages districts to develop statements of goals for education. These statements shall be consistent with the "Goals for Washington Schools" (Exhibit 3H).

Section 307–School Enrollment Analysis

An analysis of the following data is an essential component of the Study and Survey:

1. Population trends.
2. Number of live births.
3. Public school enrollment figures (including children with disabilities).
4. Nonpublic school enrollment figures.
5. Holding power of public school enrollment (dropout ratios).
6. Migration patterns.

Long-range projections of enrollments are an essential element to be considered. Some of the factors that affect long-range projections are:

1. Changing economic conditions.
2. Nonresident and nonpublic school students.
3. Boundary changes.
4. Pupil dropout/retention/acceleration.
5. Land use changes.
6. Type of housing.

A cohort enrollment projection is available for each district from OSPI. This projection is based on previous reported October enrollments and is used for determining the amount of state financial assistance.

Section 308–Evaluation of Existing Facilities

The Study and Survey includes a **physical condition assessment** and an **educational adequacy assessment** for all existing facilities in the district. The two assessments are separate and distinct. Each measures different aspects of school buildings.

Physical Condition Assessment
The assessment of the physical condition of existing facilities includes the major systems, subsystems, and components such as architectural, structural, mechanical, and electrical elements. A thorough assessment is important since it provides:

1. Information required for Chapters 1, 8, and 9 of the Study and Survey (see Table 3.1).
2. Information for the district in making decisions regarding the extent, need, and urgency for making capital expenditures.
3. An inventory of building deficiencies to be repaired or replaced under the district's capital improvement program.
4. Baseline information that is critical to the planned facility management program.

The assessment team should include district facility staff that have firsthand knowledge of building and equipment problems. A multidisciplinary team of professional architects and engineers should complete the analysis to assist the district in determining what projects to include in their capital improvement plan.

The process of assessing the physical condition of existing school buildings starts with the construction date(s), inventory, and description of the building systems, subsystems, and components. Deficiencies are identified by comparing the systems and components to normal operating or design standards and/or code requirements. The costs to correct those deficiencies are then estimated and a priority assigned.

The findings of the physical examination of the existing buildings contribute to the completion of Chapter 1 of the Study and Survey. They also yield the information for

completing Chapters 8 and 9 on district modernization needs and any deferred maintenance backlog.

Facility adaptation, facility renewal, and deferred maintenance are the major deficiency categories.

Facility adaptation includes project costs for improvements that are driven by program changes, code upgrades, and other compliance issues. Facility renewal includes project costs for the replacement of components that are beyond their useful lives. Facility adaptation and renewal projects may be eligible for state funding assistance and come under Chapter 8 of the Study and Survey.

Deferred maintenance items are identified in Chapter 9 of the Study and Survey. Other terms for deferred maintenance are repairs or replacements, major or minor, that restore building components and systems to function as designed, but the district knowingly and consciously chooses not to repair or replace. These are capital projects because they require unique planning, scheduling, funding and management but cannot be classified under the facility adaptation or facility renewal categories. Therefore, projects of this type are not eligible for state funding assistance. Minor repairs should be completed as part of the district's annual maintenance program.

Educational Adequacy Assessment
School buildings are designed around factors such as school board policies, course offerings, instructional activities, and the number of students and grade levels to be served. The educational assessment differs from the physical assessment in that it identifies the capability of the school building to support the educational program.

The first step of the process involves gathering information on the above factors to gain an image of the educational expectations and establish a baseline for analysis. Next, the buildings and other spaces need to be inspected according to the criteria established in the baseline. A multidisciplinary approach is recommended. Teachers, administrators, community members, and designers view a facility differently; each may identify deficiencies that the others may overlook.

Elements of evaluation include health and safety issues, spatial relations, circulation patterns, environmental issues, technology capability, issues of accessibility, and more. Factors to be included in the review process fall into two groups and may include:

Facility Factors:

1. Is the facility capacity adequate to support the expected school population?
2. Are previous facility policies, standards, and expectations still acceptable?
3. Does the facility support current busing, parking, or barrier-free design requirements?
4. Does the facility address the issues of security, student safety, and supervision?
5. Is the facility location convenient for the users?
6. Is the facility attractive and comfortable?
7. Building and Space Factors:

8. Are classroom types and sizes adequate?
9. Are support spaces adequate in size and number?
10. Do classrooms contain the required or desired utilities and equipment?
11. Is the classroom environment (lighting levels, acoustics, heating, ventilating, and air conditioning) suitable?

Educational and design professionals should review the deficiencies identified in the inspections and determine what changes and building upgrades are necessary to align the building's capability with the current or future educational program. This professional evaluation is necessary in order to transform the findings into capital projects and bond issues.

The resulting capital projects should be listed as modernization or replacement needs in Chapter 8 of the Study and Survey. Projects of this type may be eligible for state assistance.

Section 309–Long-Range Plan

The long-range plan reaches conclusions about "where we are, where we want to go, and how we are going to get there."

The long-range plan develops a structure for:

1. Implementing the district's educational goals and program.
2. Managing and developing its facilities for growth and change.
3. Establishing standards and levels of service.
4. Establishing future actions and their priorities.
5. Considering elements of the city or county comprehensive plan as may be required by the Growth Management Act.
6. Considering elements of high performance schools as required.

The long-range plan is an ongoing tool and needs periodic review in order to confirm basic tenets and assumptions and to validate proposed plans and actions.

Section 310–Assessing Financial Resources

If the long-range plan reveals a need for modernization or new construction, cost estimates must be prepared. For most districts, the amount of money that can be devoted to construction or modernization of existing school facilities is determined by legal considerations, the willingness of its citizens to provide funds, the availability of state monies, and the eligibility of the district to receive state assistance. All potential funding sources (and combinations thereof) should be considered. Since construction funds come largely from property taxes, historical trends of assessed valuation should be developed and updated annually. Outstanding school district debts should be analyzed to determine the possibility of dovetailing payments with future debt service requirements to obtain equal annual payments and possibly stable tax rates.

It would be advantageous for the district to enlist the services of a financial consultant to assist them at this stage of planning. Refer to Chapter 4 of this manual for additional information on this subject.

Section 311–Recommendations

The long-range planning recommendations of the Study and Survey should document the need for additional sites, abandonment or sale of existing surplus facilities or sites, new construction, modernization, or change in use. Recommendations will address both short and long-range needs and objectives. Recommendations should also reconcile school facility needs with the district's financial resources.

A capital improvement program should be developed. This should include the preparation of a list of capital improvements and a plan for phasing improvements over six to ten years. A specific financial plan should be prepared for immediate projects.

Section 312–OSPI Review and Approval

The Study and Survey shall be reviewed and approved by OSPI. To qualify for consideration and eligibility, the district shall then submit a Form D-3 to OSPI for approval for each school facility project.

Table 3.1 Study and Survey Report

Preliminaries	Contents
Required documents and summary of findings and recommendations.	• Transmittal Letter • School Board Resolution Adopting the Study and Survey • Table of Contents • Executive Summary • Form D-3 (as applicable) • School Board Resolution permanently removing space from instructional inventory (needed only with Form D-3 for a New-in-lieu of modernization project).
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(2) A long-range (minimum of six years) educational and facilities plan setting forth the projected facility needs and priorities of the district based on the educational plan.	Describe the district's long-range educational plan as adopted by the school board. Show how program goals and objectives are supported by a six- to ten-year capital facilities plan.
(3) Demographic data including population projections and projected economic growth and development.	Include the OSPI Cohort Survival Enrollment Projection, Report 1049, and any other pertinent data specific to growth within the district. Include Form 1066 Students with Disabilities Enrollment (see Exhibit 3G).
(4) The ability of the district to provide capital funds by local effort.	List the assessed valuation of the district, any outstanding bonded indebtedness, and the current bonding capacity. Compare the results to the estimated project cost.
(5) The existence of a school housing emergency.	• This section only applies in emergency situations where the only facility in a district is rendered unusable. • Provide evidence of any natural disaster that resulted in the loss of facilities to support the school program. Show that the district is at its statutory limit for bonding capacity.

Table 3.1 Study and Survey Report (continued)

Chapters	Contents
(6) The need to improve racial balance and/or to avoid creation or aggravation of racial imbalance.	List the district-wide minority population and then relate individual building minority population data as a percentage of the district-wide population.
(7) The type and extent of new and/or additions to existing school facilities required and the urgency of need for such facilities.	List all new facilities or additions needed to support the long-term educational plan and any construction phases necessary to achieve the plan.
(8) A cost/benefit analysis on the need to modernize and/or replace existing school facilities in order to meet current educational needs and the current state building code.	Describe the modernization needs for each and every school facility. List deficiencies and recommended actions. Provide a cost breakdown on a system and subsystem basis. If state funds are requested, provide the required cost-benefit analysis.
(9) The need and the estimated capital cost to restore to design specifications the major building systems and subsystems that have deteriorated due to deferred maintenance.	List the backlog of maintenance, repair, and replacement needs for each and every school facility. These should be capital projects that are not included in the annual maintenance budget. Costs for deferred capital improvements are not eligible for state modernization assistance.
(10) A determination of the district's time line for completion of the school facilities project.	Include at a minimum the major milestones of the project(s) such as: • Bond issue. • Design. • Construction. • Project completion. • Board acceptance. • Note any long term construction phases.
(11) An inventory of accessible unused or underutilized school facilities in neighboring school districts and the physical condition of such school facilities.	Provide letters from adjacent school districts regarding their ability to provide facilities to house nonresident students and the physical condition of any such facilities. Include a school board resolution as to space availability in neighboring school districts.
(12) The need for adjustments of school attendance areas within the district.	Show how changes in attendance areas or district boundaries within or among neighboring districts could result in adequate available space to house school children–thus negating the need for state-supported new construction or modernization.
(14) Such other matters as the superintendent of public instruction deem pertinent to decision making in the allocation of funds for school facilities.	Include of discretionary information that may include but not be limited to information regarding high performance facilities, construction or project management, and public works building methods.

Exhibit 3A–Form SPI 1482 Invoice Voucher Prepared for Study and Survey Grant

STUDY & SURVEY CLAIM FORM
Superintendent of Public Instruction
Old Capitol Building; PO Box 47200
School Facilities Accounting
Olympia WA 98504-7200

Claimant Name: Claimant Address:	CLAIMANT CERTIFICATE: I HEREBY CERTIFY UNDER PENALTY OF PERJURY THAT THE ITEMS AND TOTALS LISTED HEREIN ARE PROPER CHARGES TO THE STATE OF WASHINGTON AND THAT ALL GOODS & SERVICES FURNISHED HAVE BEEN PROVED WITHOUT DISCRIMINATION ON THE GROUNDS OF RACE, CREED, COLOR, NATIONAL ORIGIN, SEX, OR AGE. BY:X Signature of Claimant's Authorized Agent

BILLING DATE

Reimbursement to_____ School District Number _____
for state study and survey grant per attached statement of expenses incurred.

Total state grant: $
Expense(s) incurred: $

OSPI USE ONLY

						PAYEE #
Approved by OSPI Director School Facilities & Organization					Date:	PROJ #
						CERT #
Reviewed by Financial Consultant						DATE
ACCOUNT CODE:						
FUND	APPROP	PROG	SPROG	OBJECT	SUB OBJECT	AMOUNT

ACCOUNTING APPROVAL:	VOUCHER #
AUDITED:	

Send form to: School Facilities & Organization
OSPI
PO Box 47200
Olympia WA 98504-7200

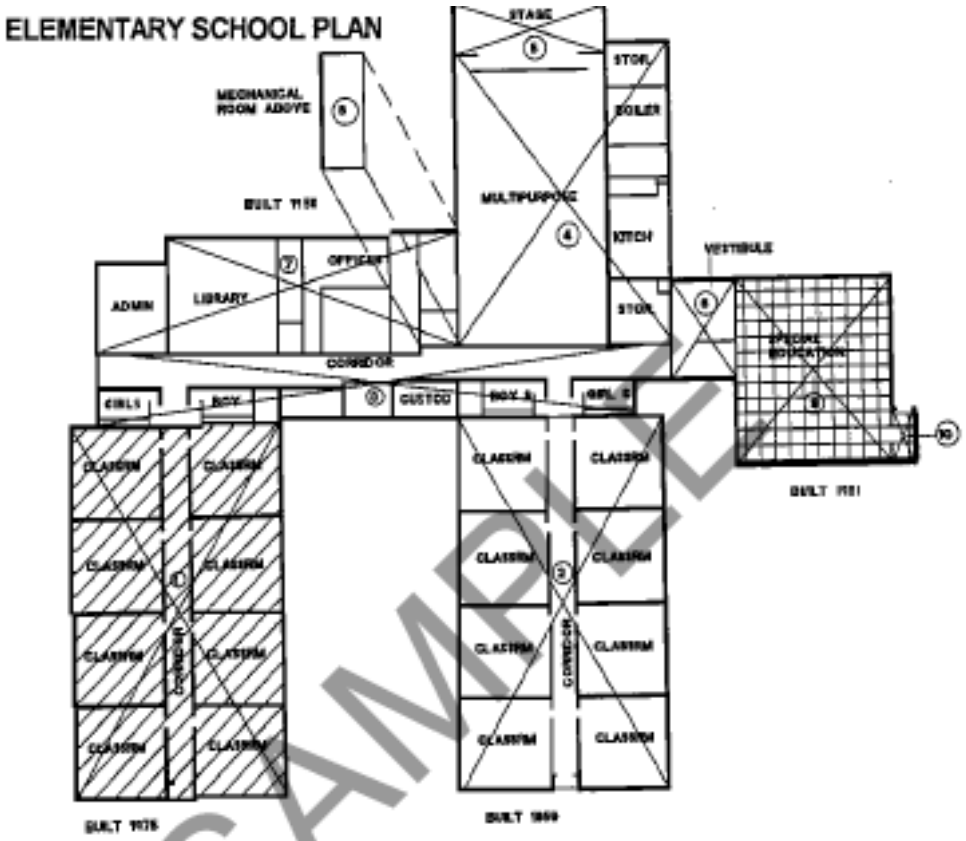
Exhibit 3B–Area Calculations

Definition—Instructional Space WAC 392-343-019
The term "instructional space" means the gross amount of square footage calculated in accordance with the ***American Institute of Architects, Document D101, The Architectural Area and Volume of Buildings, latest edition****,* for a school facility utilized by a school district for the purpose of instructing students–*Provided*, that the following areas shall not be included in any calculation of instructional space:

1. Exterior covered walkways, cantilevered or supported.
2. Exterior porches including loading platforms.
3. Space used by central administrative personnel.
4. Stadia and grandstands.
5. Bus garages.
6. Free-standing warehouse space specifically designed for that purpose.
7. Portable facilities.
8. Other square footage not otherwise available or related to direct instruction or instructional support of the education program in the district.
9. The portion(s) of any space(s) constructed from grants made as a gift to a school district by a private entity or a public entity which:
    - Is dedicated by the written terms of the grant to joint use by the school district for educational purposes and by the general public for community activities for the useful life of the space(s), and
    - The school district board of directors has accepted the gift in accordance with the joint use terms of the grant–*Provided*, that this exception does not apply to space(s) jointly financed by two or more school districts.

Note: Calculate covered play areas as one-half of the gross covered area. Other areas shall be calculated as shown on the area diagram on page 15, Exhibit 3D.

Exhibit 3C–Sample Area Diagram



ELEMENTARY SCHOOL AREA SUMMARY			
Year	Area No.	Area Name	Sq. Ft.
1959	2	Classroom	8,436
1959	3	Corridor/Toilets	3,940
1959	4	Multipurpose	6,300
1959	5	Stage	650
1959	6	Lobby	589
1959	7	Library/Office	3,813
1959	8	Mechanical	NC *
		1959 Subtotal:	23,728
1975	1	Classroom	8,436
		1975 Subtotal:	8,436
1991	9	Special Ed.	2,744
1991	10	Vestibule	134
		1981 Subtotal:	2,878
		Grand Total:	35,042

* NOT COUNTED

Exhibit 3D–The Architectural Area and Volume of Buildings

AIA Document D101
Methods of Calculating Areas and Volumes of Buildings

There is no single standard for calculating areas and volumes of buildings. This document describes several options for calculation that may be at variance with applicable building code(s). Concurrence as to method(s) used and conformance to applicable code(s) is necessary.

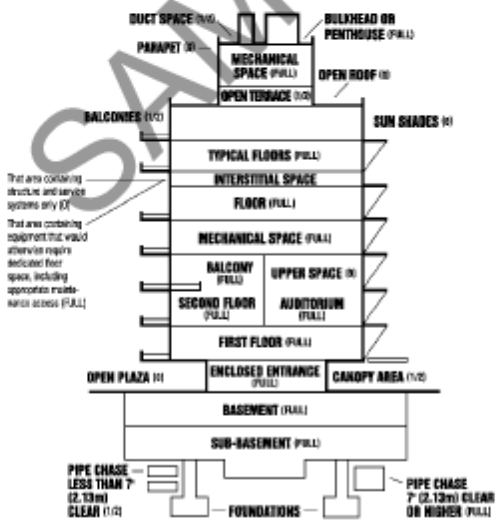
ARCHITECTURAL AREA OF BUILDINGS

The ARCHITECTURAL AREA of a building is the sum of the areas of the floors of the building, measured from the exterior faces of exterior walls or from the centerline of walls separating buildings. The architectural area includes basements, mezzanines, intermediate floors and penthouses, provided that these areas have a minimum of seven feet (2.13 meters) headroom height. Discretion is advised in calculating areas of interstitial space, such as mechanical spaces where live load requirements meet or exceed those permitted for habitation under local building codes.

- Paved or finished covered areas, such as open porches and similar spaces, shall have the architectural area multiplied by an area factor of 0.50.
- The architectural area does not include such features as utility chases (less than seven feet [2.13 meters] to any physical obstruction), exterior terraces, steps or eaves.

ARCHITECTURAL VOLUME OF BUILDINGS

The ARCHITECTURAL VOLUME (cubic volume) of a building is the sum of the products of the areas defined above, multiplied by the floor-to-floor height or floor-to-mean-finished-roof height.



ARCHITECTURAL AREA DIAGRAM

D101—1995

Exhibit 3E–Sample Site Plan

ELEMENTARY SCHOOL SITE PLAN

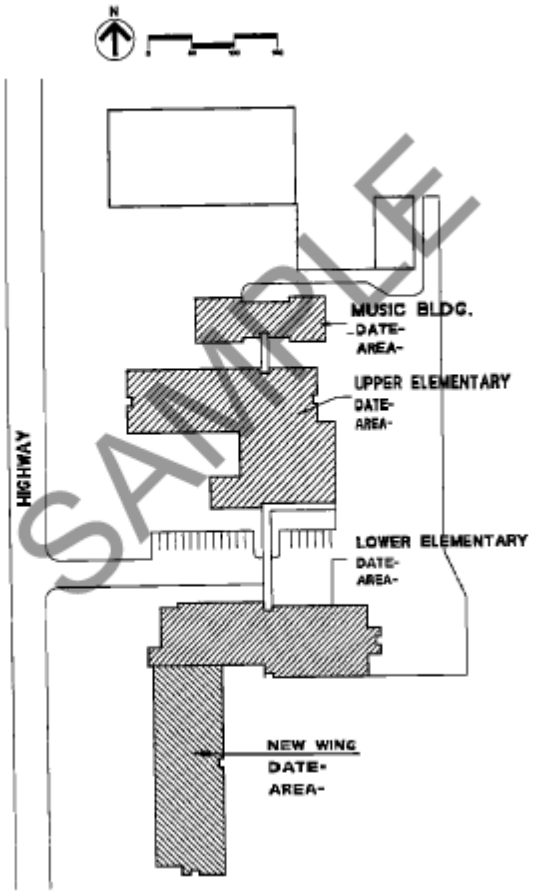


Exhibit 3F–Building Condition Evaluation Form Summary Sheet

BUILDING CONDITION EVALUATION FORM

County/School District _____ School Name _____ Building Name/# _____

COMPONENTS	SYSTEMS	RATINGS GOOD (1)	FAIR (2)	POOR (3)	UNSAT. (4)	COMBINED	COMMENTS
1.0 Exterior Building Condition	1.1 Foundation/Structure	+12	+8	+6	+4		
	1.2 Walls	+8	+5	+3	+1		
	1.3 Roof	+7	+5	+2	0		
Component Score	1.4 Windows/Doors	+2	+1	0	0		
	1.5 Trim	+2	+1	0	0		
2.0 Interior Building Condition	2.1 Floors	+8	+5	+2	0		
	2.2 Walls	+8	+5	+1	0		
Component Score	2.3 Ceilings	+5	+3	+1	0		
	2.4 Fixed Equipment	+2	+1	0	0		
3.0 Mechanical Systems Condition	3.1 Electrical	+6	+4	+2	0		
	3.2 Plumbing	+4	+2	+1	0		
	3.3 Heating	+6	+4	+2	+1		
Component Score	3.4 Cooling	+6	+4	+2	+1		
	3.5 Lighting	+4	+3	+2	0		
4.0 Safety/Building Code	4.1 Means of Exit	+6	+4	+2	0		
	4.2 Fire Control Capability	+4	+3	+2	+1		
	4.3 Fire Alarm System	+4	+3	+2	+1		
Component Score	4.4 Emergency Lighting	+2	+1	0	0		
	4.5 Fire Resistance	+4	+3	+2	+1		
	TOTALS						
5.0 Provisions for Handicapped		X	X	X	X		

Suitability Code and Definition (Circle Appropriate Code)

4 Building makes positive contribution to educational environment
3 Building suitable
2 Current use of space is compatible with intended use but needs remodeling
1 Current use of space is not compatible with intended use or design

Significant Location Factors / Overall Conclusions

	Date	Unadjusted Score	Adjusted Score
Evaluator Signature _____			
School Official Signature _____			

(BCEF 6/26/01)

Exhibit 3G–Form SPI 1066 Enrollment/Classroom Count

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION School Facilities and Organization Old Capitol Building PO BOX 47200 OLYMPIA WA 98504-7200 (360) 725-6285 TTY (360) 664-3631	ESD	CO	DIST
ENROLLMENT/CLASSROOM COUNT 2010–11			

School District _____

1. **ENROLLMENT REPORT AS OF LATEST OCTOBER 1 COUNT**
Enter the number of students with disabilities (as reported on actual October headcount enrollment) who are assigned to a specially designated self-contained classroom for at least 100 minutes per school day. Enter pre-kindergarten students with disabilities at 50 percent of the actual headcount enrollment.

Grade	October Enrollment per above definition
Pre-Kindergarten	
Kindergarten	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Total	

2. **NUMBER OF CLASSROOMS BY FACILITY**
List by building the number of specially designed self-contained classrooms for students with disabilities and the number of classrooms assigned to the regular instructional program.

Building Name	Self-Contained Classrooms for Students with Disabilities	Regular Classrooms/Teaching Stations

_____
SIGNATURE OF SUPERINTENDENT/DESIGNEE DATE

Return to: School Facilities and Organization
Office of Superintendent of Public Instruction
Old Capitol Building
PO BOX 47200
OLYMPIA WA 98504-7200

Fax Number: (360) 586-3946

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ESD	CO	DIST

2. NUMBER OF CLASSROOMS BY FACILITY (continued)

List by building the number of specially designed self-contained classrooms for students with disabilities and the number of classrooms assigned to the regular instructional program.

Building Name	Self-Contained Classrooms for Students with Disabilities	Regular Classrooms/Teaching Stations

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Exhibit 3H–OSPI Goals for Washington Schools

OSPI's Mission
In collaboration with educators, students, families, local communities, business, labor, and government, the Office of Superintendent of Public Instruction leads, supports, and oversees K–12 education, ensuring the success of all learners.

RCW 28A.150.210 Basic Education Act–Goal
The goal of the Basic Education Act for the schools of the state of Washington set forth in this chapter shall be to provide students with the opportunity to become responsible citizens, to contribute to their own economic well-being and to that of their families and communities, and to enjoy productive and satisfying lives. To these ends, the goals of each school district, with the involvement of parents and community members, shall be to provide opportunities for all students to develop the knowledge and skills essential to:

1. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness.
3. Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems.
4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.

RCW 28A.150.211 Values and traits recognized
The legislature also recognizes that certain basic values and character traits are essential to individual liberty, fulfillment, and happiness; however, these values and traits are not intended to be assessed or be standards for graduation. The legislature intends that local communities have the responsibility for determining how these values and character traits are learned as determined by consensus at the local level. These values and traits include the importance of:

1. Honesty, integrity, and trust.
2. Respect for self and others.
3. Responsibility for personal actions and commitments.
4. Self-discipline and moderation.
5. Diligence and a positive work ethic.
6. Respect for law and authority.
7. Healthy and positive behavior.
8. Family as the basis of society.