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December 6, 2013

VIA EMAIL & U.S. MAIL

Tony Perkins
Lead Political Finance Specialist
Washington State Public Disclosure Commission
711 Capitol Way, Room 206
Olympia, WA 98504-0908

Dear Mr. Perkins:

This letter is in response to your October 31, 2013 email request for additional information regarding PDC Case No. 13-097 (Complaint Filed by Roger E. Lenk). The Pasco School District responds to your further requests, as follows:

Request No. 1: Attached is an email communication from Ms. Hill to Mr. Miller in response to his January 6, 2013 email. This email from Ms. Hill confirms what she previously reported regarding her instructions to Mr. Miller to refrain from communicating about Pasco Citizens' activities to the District, including through use of District email. The email also takes issue with the accuracy of certain statements made by Mr. Miller at the time those statements were made.

As she previously reported, Ms. Hill also made return calls from her desk telephone asking Mr. Miller to refrain from sending further email correspondence to the District. Unfortunately, the District's telephone system does not retain telephone call history more than 30 days past, and the District is unable to provide a phone record of these communications.

Request No. 2: The District does not maintain a historic list of payroll deductions by organization or benefit plan. The District did, in June 2013, query its payroll deductions for that month and found that the District administered payroll deductions for 36 separate organizations or benefit plans. The list is attached. The District does, however, maintain records of payroll deductions for individual employees. As an example, one recently-retired District employee had elected payroll deductions to Pasco Citizens as far back as 1982.

Request No. 3: Attached is the article from the *Journal of Real Estate Finance and Economics* that Ms. Hill referenced as research regarding the connection between property values and year-round instruction, titled "Year-Round School Schedules and Residential Property Values," by Terrence M. Clauretie and Helen R. Neill.

Request No. 4: Attached is the fall 2011 community survey regarding alternatives for managing the District's growing student population (your reference was to a survey "following the 2011 bond"). For context, the District held a community engagement summit in November 2010. The direction out of that summit was to address increasing enrollments with additional schools. The summit also provided feedback regarding multi-track year round and double-shift scheduling. In January 2011, as a result of additional feedback from the summit, the District formed the Multi-Track Year Round Task Force to consider year-round or double-shift scheduling as an additional strategy for managing increasing enrollments. Later that spring, the District's bond measure failed and the School Board decided not to run another bond. After the Multi-Track Year Round Task Force presented its recommendations to the School Board in September 2011, the Board requested this 2011 survey for additional community input to guide its consideration of the Task Force recommendation to implement a multi-track year round schedule. The results of this survey were included in Appendix No. 7.3 of the District's first response to the Lenk Complaint.

Also attached is a community survey concerning boundaries for the proposed Chiawana High School. This second attached survey is another example of the School Board seeking community input on an issue unrelated to a levy or bond measure.

Request No. 5: The District estimates the following staff time and other expenses associated with the September 2012 Survey:

Staff Member	Est. Hours	Sept. 2012 Hourly Rate	Total Survey Cost	Cost per Question
Morgan, Jessica	20.00	\$20.08	\$401.60	\$57.37
Warren, Annie	4.00	\$20.93	\$83.72	\$11.96
Martin, Jean	15.00	\$20.83	\$312.45	\$44.64
Zamora, Adela	4.00	\$16.55	\$66.20	\$9.46
Hill, Sandra	1.00	\$68.75	\$68.75	\$9.82
Thornton, Sarah	0.50	\$51.14	\$25.57	\$3.65
Cloud, Glenda	1.00	\$59.18	\$59.18	\$8.45
Bacon, Cal	0.50	\$59.18	\$29.59	\$4.23
Morgan, John	14.00	\$57.18	\$800.52	\$114.36
Flynn, Liz	0.16	\$51.14	\$8.18	\$1.17
Hayden, Kathy	0.16	\$51.14	\$8.18	\$1.17
Garrett, Mark	1.75	\$44.11	\$77.19	\$11.03
Roberts, Howard	0.25	\$48.90	\$12.23	\$1.75
Wilson, Tracy	0.25	\$50.16	\$12.54	\$1.79
Caul, Leslee	0.35	\$30.66	\$10.73	\$1.53
Whitney, Michelle	0.16	\$50.02	\$8.00	\$1.14

Translation	10.00	\$24.23	\$242.30	\$34.61
Printing Cost*			\$17.50	\$2.50
TOTAL COST			\$2,244.44	\$320.63
*Printing handled by District Print Shop. Cost of copies \$.0025 per page at an estimated 7,000 copies. No postage costs.				

After your review of the 2011 Survey, please let us know if you would like the District to calculate staff time and other expenses for that 2011 Survey.

Request No. 6: Attached is a series of emails related to the email between Ms. Hill and Ms. Caul regarding Mr. Miller's November 2011 PowerPoint presentation request. As previously reported, these efforts demonstrate the District's concern that Mr. Miller accurately represent District information. This concern is highlighted by the fact that Mr. Miller sometimes engages the public without the District's most current information. The District's primary concern here is that the community is provided with accurate information consistent with the District's website, from whatever source.

Also attached is an email between Ms. Hill and Ms. Caul regarding updates to the PowerPoint in January 2012, which was then posted to the District's website. This second email is unrelated to Mr. Miller's request and demonstrates regular communications between Ms. Hill and Ms. Caul regarding updates to the District's PowerPoint presentations and making sure those updates are available to the public.

A third attached email was sent by Ms. Hill in December 2011 to another citizen who requested similar information from the District. This email is another example of the District's regular practice of ensuring that community members receive accurate and current information regarding the District, and that the District regularly makes available the District's presentation materials. The District has other examples to provide upon request.

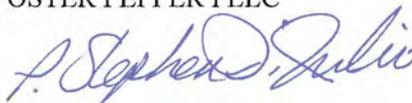
October 22, 2012 Vendor List Request: Mr. Roberts does not remember when he instructed Mr. Miller to request the District's vendor list from himself during the period of Ms. Caul's extended leave. Because this instruction was verbal, there are no additional records.

Mr. Tony Perkins
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Please let us know if the Pasco School District can provide any additional information.

Very truly yours,

FOSTER PEPPER PLLC



P. Stephen DiJulio

cc: Pasco School District

From: Sandra Hill <SHill@psd1.org>
Sent: Friday, January 11, 2013 4:39 PM
To: Mike A. Miller
Subject: RE:

Mike

Please remember that you cannot use this email address for this communication. Also, some of your statements are not accurate.

Thanks.

Sandra L. Hill
Superintendent
(509) 546-2800

From: Mike A. Miller [<mailto:mmiller@moonsecurity.com>]
Sent: Sunday, January 06, 2013 4:18 PM
To: jreilly@washingtonea.org
Cc: Sandra Hill
Subject:

Sandra Joy

We just received a check from PSD for the latest Payroll deduction efforts
It was over \$500 which for me is fantastic
I believe this is best efforts from a PSD Administrative push and PAE donations and leadership to get ground roots support
For the Bond 2013 campaign

We need to keep pushing to get support is the best way possible

Do the schools need more PR Deduction forms
What can be said in your newsletters

We have signs going up this week

We talk to Charter Channel 3 on Tuesday but things have changed all over the place
They normally have three of us on the interview
This time we only get one
Sandra I believe it should be you or John Morgan
The problem is it is Tuesday night
This was a squeeze us in and only this time available situation so I apologize

We have the pipefitters presentation on Thursday night at 6:30

I also have the TC Sunrise Rotary presentation on Friday at 6:45am

We meet with the TCH Editorial Board on the 15th of January

We are on our Month of January campaign run we have a lot on our plate both for the campaign and our every day busy lives

So first I want to thank you for your patience in advance as we set a pace for getting this election campaign passed
And second keep asking the questions to make sure we are doing everything possible

We are back on track for Monday night meetings tomorrow the 7th
See you there

Michael A. Miller
President
Moon Security Services, Inc.
509-545-1881/800-722-1070

Securing the future!

We save lives and protect assets. We uphold the highest level of industry standards with integrity, honesty, ongoing employee training and unmatched customer service. We lead the way in providing peace of mind with innovative life safety and security solutions to our community.



Year-Round School Schedules and Residential Property Values

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Abstract

Debate concerning the advantages and disadvantages of year-round schedules surrounds quality of education and cost. The purpose of this article is to estimate the impact of different schedules on residential property values after controlling for school expenditures, quality of education, and neighborhood socioeconomic conditions. Furthermore, we explore the possibility that different size houses, based on the number of bedrooms, may experience a differential price impact to a year-round schedule. We find evidence that year-round schools may be more of a nuisance for nonparents than for families with children for the Clark County School District which includes Las Vegas, Nevada.

Key Words: year-round school schedule, hedonic model, property value

1. Introduction

The positive relationship between the quality of local public schools and nearby residential property values has been extensively explored by Oates (1969), Kain and Quigley (1970), Harrison and Rubinfeld (1978), Li and Brown (1980), Jud and Watts (1981), Jud (1985a), and, most recently, Haurin and Brasington (1996) as well as Bond and Seiler (1996). In most of these papers, school quality is measured by student scores on standardized examinations or expenditures per pupil. Generally, higher test scores have a positive impact on property values. However, in one study, Jud (1985b) found that teacher qualifications such as years of experience or degree held had no significant impact on property values.

While the effect of school quality on residential property prices has been thoroughly investigated, little or no research has been done on the effect of school schedules. Furthermore, no research has been done on the comparative impact on properties with more or fewer bedrooms (we assume families with more children will value additional bedrooms more than childless households). We explore both these issues in this article. We test for the effect of a school schedule on property values while controlling for school quality, education expenditures, and neighborhood socioeconomic characteristics. Also,

we develop a test to determine if some types of properties (more bedrooms) experience differential price behavior in response to a change in the type of school schedule. The test measures a possible difference in valuation between parents and nonparents.

In the next section we discuss the year-round schedule in general and in Clark County, Nevada. The model is presented in Part 3 and the data and empirical results follow in Part 4. Policy considerations and conclusions are presented in the final part.

2. Year-round school schedules

The traditional school term is approximately nine months long with a three-month break during the summer months. An alternative schedule, referred to as year-round schools, permit students to attend the same number of days¹ as a traditional schedule but reduces the long summer vacation to shorter periods spread out over the entire year. According to the National Association for Year Round Education in 1985 there were 410 year-round schools in sixteen states, while in 1994 the number of year-round schools increased to 2,252 in thirty-seven states. The introduction of year-round schools within communities across the United States has lead to both controversy and debate.² According to Geisert (1990) advocates argue that year-round schools improve the quality of education, provide a more efficient use of real-estate capital, reduce overcrowding, enable teachers to work in their main profession for more than nine months each year, and reduce unproductive summer vacations for many students. Critics argue that year-round schools will not improve the quality of education "unless time in the classroom is better spent" and is nothing but a temporary solution to overcrowding. They claim that year-round schools will cost taxpayers more money through higher salaries for teachers and staff as well as create a logistical nightmare when children from the same family are on different schedules (Geisert, 1990, p. 37). However, these arguments fail to address the question of preference for schedule by parents and nonparents. If parents favor one schedule over another, their preference should be reflected in property prices just as any amenity or disamenity. Also, it is possible that parents may favor a year-round schedule while nonparents dislike it. The additional traffic, noise, and presence of children may be considered a disamenity by nonparents. In such a case, general property prices in year-round school zones may be depressed, but larger properties with additional bedrooms may sell at a premium or at a smaller discount.

The focus of this study is on year-round schools in Clark County, Nevada. The Clark County School district, covering the entire county, is the tenth largest in the country, serving 190,892 pupils in 1997. The single school district is ideal for the type of study contemplated here because school-level data are not affected by differences in resource costs (for example, teachers, salaries) or the property tax base. Also, there are a sufficient number of schools that employ both the traditional and year-round schedule such that statistical inferences may be drawn from the data.

With a year-round schedule pupils are placed in one of several "shifts" or "tracks" usually with a nine-week-on and three-week-off schedule. Tracks are staggered so that the school facility is occupied on a year-round basis. This allows for considerable cost

savings, especially in the area of real estate capital, as approximately 25 percent more pupils can utilize the facilities. But it also means that there will be additional traffic, noise, presence of children, and so forth, beyond that found at a nine-month school.

In determining which schools are assigned a year-round schedule, the Clark County School District sets several priorities according to school officials. First, schools are assigned a year-round schedule according to their present condition in terms of overcrowded enrollment. Second, elementary schools are assigned year-round schedules before high schools. Next, the year-round schedule is assigned to schools with high future expected growth in enrollment. Finally, the district attempts to accommodate stakeholders through public meetings. Where parents are well organized and vociferous, an unpopular schedule may be avoided. Given these four priorities, it is unlikely that the year-round schedule is assigned on the basis of income or other socioeconomic characteristics that would otherwise have an impact on residential property prices.

3. Model and data

In this model we assume that the value of a residential property is a function of a set of property characteristics, neighborhood characteristics, school quality, dollar expenditures on both instruction and administration, school socioeconomic variables, and type of school schedule.

$$P_{j,i,k} = F(X_{j,i,k}, N_i, Q_i, E_i, Z_k, S_i). \quad (1)$$

Here, $P_{j,i,k}$ is the market price of the j th property in the i th school zone and k th zip code, $X_{j,i,k}$ is a set of property characteristics for the j th property in the i th school zone and the k th zip code, N_i is a set of neighborhood characteristics for school zone i , Q_i is a set of school quality variables for school zone i , E_i is a set of dollar expenditures on instruction and administration for school zone i , Z_k is a set of socioeconomic variables for zip code k , and S_i is a dummy variable representing the type of school schedule (year-round or nine month) for zone i . By including a sufficiently large set of school quality and cost data we should be able to isolate the impact of the school schedule variable on residential property values.

Data for our study are from several different sources. Information pertaining to school schedule, school quality, and dollar expenditures are from the Clark County School District. Property characteristic data were obtained from the Clark County Assessor's Office. Neighborhood characteristics are from the Las Vegas Chamber of Commerce and the U.S. Census.

Figure 1 shows the locations and zones for nine-month and year-round schools in Clark County, Nevada, for the 1995 to 1996 school year. The section outlined in Figure 1 illustrates the area of Clark County sampled, the Las Vegas Metropolitan Area. There are 106 primary schools in the Las Vegas Metropolitan Area of which twenty-nine are year-round schools. Table 1 reports the descriptive statistics provided by the Clark County



Figure 1. School zones for the Las Vegas Metropolitan Area, Clark County School District.

School District including school schedule, school quality, and dollar expenditures. YRDUM is a dummy variable representing schools with a year-round schedule for a minimum of three consecutive years and YRDUMBEDS is an interaction term, the product of YRDUM and BED. This variable is included to measure the effect of a year-round schedule on properties that would accommodate more or fewer children. In other words, if parents favor year-round school schedules then this variable should have a positive impact on price regardless of the preferences of nonparents.

Table 1. Descriptive statistics.

Variables	Mean	Standard Deviation	Minimum	Maximum
Property characteristics				
TIME	96.98	0.33	96.49	97.67
AGE	14.83	13.64	0.09	72.84
AGESQ	405.97	588.93	0.01	5305.43
BEDS	3.28	0.77	1.00	8.00
BATH	2.18	0.54	0.50	7.00
FIREPLACE	0.65	0.48	0.00	1.00
SQFT	1721.04	629.89	318.00	8378.00
POOL	0.19	0.39	0.00	1.00
GARAGE	0.80	0.40	0.00	1.00
LOT	7799.36	5038.65	1615.00	43560.00
LPRICE	11.69	0.43	9.21	13.74
School schedule				
YRDUM	0.19	0.39	0.00	1.00
YRDUMBED	0.61	1.28	0.00	5.00
School quality				
TEST	55.46	13.69	13.33	79.33
MILES	1.12	1.69	0.00	11.30
BUS	0.06	0.23	0.00	1.00
FREE	35.27	20.90	10.00	100.00
DRUGS	0.07	0.37	0.00	2.00
ENCHANGE	0.10	0.09	-0.40	0.73
TRANS	0.36	0.12	0.13	0.72
ATTEND	0.94	0.01	0.89	0.96
SPEC	12.10	3.39	6.00	31.00
GIFT	8.80	3.91	1.00	18.00
Dollar expenditures				
INSTR	2867.11	379.84	2214.00	4681.00
ADMIN	624.71	87.99	553.00	1402.00
OPRAT	468.92	63.00	397.00	969.00
STAFF	185.85	26.06	130.00	323.00
STDSUP	407.09	45.46	361.00	674.00
Neighborhood characteristics				
PCTAFRAM	0.06	0.10	0.00	0.62
PCTSCAGE	0.09	0.02	0.04	0.12
VACANT	0.03	0.02	0.00	0.10
PCS96	0.13	0.14	0.00	4.18
POPCHANGE	0.10	0.10	-0.01	0.48
MINC	42446.16	11400.88	18694.00	66746.00

TEST is the average percentile for the fourth-grade national test scores for the 1995 to 1996 school year on mathematics, language, and reading (the national average is 50 percent) and is our primary indicator variable for school quality. MILES represents the distance in miles from a residential property to the school within the attendance zone. BUS

is a dummy variable for homes that are zoned more than five miles away from a school. FREE is the percentage of free lunches provided to students at each school. The variable DRUGS measures the number of incidents of drug confiscation at each school while SPEC and GIFT reflect the percentage of special education and gifted students in each school, respectively. ENCHANGE is the percentage change in enrollment, and TRANS is the rate of turnover in the student population each year. ATTEND is the average attendance per student for each school. INSTR, ADMIN, OPERAT, STAFF, and STDSUP, are, respectively, the dollar expenditures per student for instruction, administration, operations, staff, and student support.

With respect to neighborhood characteristics, there are twenty-eight different zip codes that encompass the 106 school zones. Key variables are PCTAFRAM, the percentage of African Americans living in a zip code; PCTSCAGE, the percentage of school age children in a zip code; VACANT, is a measure of the vacancy rate defined as 1 minus the number of resident families divided by the number of housing units; PCS96, the ratio of number of new residential properties built in 1996 divided by the total number of residential properties existing in 1995; POPCHANGE, the percentage of increase in population per zip code from 1995 to 1996; and MINC, the median level of income for families in each zip code.

LPRICE is the log of the sales price of the home. TIME is a trend variable from May 1996 (96.49) to August, 1997 (97.67). AGE and AGESQ are the age and age squared of the property, respectively. BEDS and BATH are the number of bedrooms and bathrooms. SQFT and LOT are the square footage of the home and square footage of the lot, respectively. FIREPLACE, POOL, and GARAGE are dummy variables for those items. Taken together, the variables for each school zone and for each zip code should provide sufficient control to estimate the effect of school schedule on property values. We restrict our sample of properties to those sold in the 1995 to 1996 school year. The sample includes 11,580 transactions, 2,235 properties in year-round school zones for at least three years, 2,668 properties in year-round school zones less than three years, and 6,677 properties in nine-month school zones (that is, never a year-round school zone). Again, a year-round school schedule is considered as such only if the school has had the schedule for a minimum of three years.

4. Empirical results

Tables 2 and 3 present the regression results for the 8,912 residential property sales of properties that were in year-round school zones for at least three years and of properties that were in nine-month school zones. The sample excludes any property that was in a year-round school zone for less than three years.³ The first column in Table 1 shows the results of testing the equation with all of the variables that one would, *a priori*, expect to affect residential property values. Most of the physical characteristics behave as expected with the exception of beds and baths, which could be the result of well known multicollinearity problems associated with hedonic models. In regards to the school quality variables, FREE (percent free lunches) and GIFT

(percent gifted) are significant and have their expected signs. For education dollar expenditures, the general results are as expected; property values are higher in school zones that spend more per student on education. Finally, regarding neighborhood characteristics, the percentage of African Americans, the percentage of families with school-age students, change in population, change in the supply of housing, and measure of overcrowding are all significant.

Next, we delete from the full model those variables that are either statistically insignificant or are highly correlated with other variables. The results of this more parsimonious model is presented in the second column. There are no significant changes in the variable coefficients or their importance. Both models I and II indicate that property values in year-round zones are 5.3 to 5.1 percent less than comparable properties in school zones with traditional schedules.⁴

Next, we explore the possibility that larger residential properties—that is, those with more bedrooms—may exhibit price behavior different from smaller properties. The third column in Table 2 shows the results of including a transaction variable, YRDUMBED, equal to the product of beds and YRDUM. The coefficient on this variable is positive (+0.025) and statistically significant, while the coefficient on BEDS is negative (−0.032) and statistically significant. This means that if one is examining a property in a year-round school zone, one must add the two coefficients together ($0.025 - 0.032 = -0.007$) to obtain the coefficient for BEDS in year-round school zones. With a much smaller negative coefficient (−0.007) it appears that properties with an additional bedroom in year-round school zone are not discounted to the extent that smaller properties are. The interpretation of the coefficient on this variable does not allow one to determine the effect of two, three, four, and five bedrooms, respectively. This is done in Table 3.

There we estimate the model by restricting our sample by numbers of bedrooms and deleting both the BEDS and YRDUMBED variables. These results indicate that properties with two bedrooms and located in year-round zones suffer a greater discount (5.8 percent)⁵ than the average property. On the other hand, properties with three and four bedrooms suffer a discount less than the average (4.9 and 3.9 percent, respectively). These results show that smaller properties are discounted more than larger properties in year-round school zones. To our knowledge this is the first test of a school characteristic on residential properties of different size.

5. Policy implications and conclusion

The empirical results indicate that a year-round schedule reduces the value of residential properties. This is consistent with the perception that the added traffic, noise, and children associated with this schedule represent a nuisance. The policy implications of these findings suggest that any cost savings realized by the school district could be offset by a reduction in property tax revenues due to lowered assessed house values. To obtain an indication of the net benefits to the political jurisdiction, we analyze the cost and property tax data from one school zone that currently is on a nine-month schedule. The elementary

Table 2. Regression results.

Variables	Model I	T-Values	Model II	T-Values	Model III	T-Values
INTERCEPT	14.17***	14.33	13.62***	13.87	13.69***	13.95
Property characteristics						
TIME	-0.01*	-1.79	-0.01*	-1.78	-0.01*	-1.78
AGE	-0.02***	-20.35	-0.02***	-19.78	-0.02***	-19.78
AGESQ	1.84E-04***	11.40	1.7E-04***	10.78	1.73E-04***	10.79
BEDS	-0.02***	-5.44	-0.03***	-5.88	-0.032***	-6.54
BATH	-0.02***	-2.22	-0.01*	-1.72	-0.01*	-1.73
FIREPLACE	0.01	1.14	0.01	1.29	0.01	1.05
SQFT	3.37E-04***	42.96	3.40E-04***	43.39	3.41E-04***	43.50
POOL	0.09***	12.84	0.10***	13.19	0.10***	13.19
GARAGE	0.08***	9.33	0.08***	9.50	0.08***	9.54
LOT	1.67E-05***	27.19	1.56E-05***	26.20	1.56E-05***	26.13
School schedule						
YRDUM	-0.05***	-6.14	-0.05***	-6.04	-0.13***	-4.48
YRDUMBED					0.025***	2.87
School quality						
TEST	-5.40E-04	-1.18	-2.25E-04	-0.52	-1.53E-04	-0.35
MILES	-0.02***	-3.53	-0.03***	-10.92	-0.03***	-10.85
BUS	-0.01	-0.31				
FREE	-2.52E-03***	-5.18	-3.20E-03***	-8.11	-3.17E-03***	-8.03
DRUGS	-0.01	-0.72				
ENCHANGE	-0.11***	-2.27				
TRANS	0.24***	4.25	0.39***	7.81	0.39***	7.70
ATTEND	-1.50***	-2.40	-1.03*	-1.69	-1.09*	-1.78
SPEC	1.05E-03	0.92				
GIFT	3.79E-03***	3.07	4.97E-03***	4.22	4.96E-03***	4.21
Dollar expenditures						
INSTR	5.98E-05	4.73	5.59E-05	4.93	5.45E-05	4.80
ADMIN	-1.45E-04	-2.43	-1.60E-04	-2.76	-1.53E-04	-2.63
OPRAT	-6.46E-04	-5.81	-4.22E-04	-4.37	-4.27E-04	-4.43
STAFF	4.51E-04	2.63	4.30E-04	2.74	4.17E-04	2.66
STDSUP	-1.03E-04	-0.97				
Neighborhood characteristics						
PCTAFRAM	-0.36	-6.11	-0.06	-1.52	-0.07	-1.61
PCTSCAGE	-0.55	-2.68	-0.49	-2.47	-0.49	-2.51
VACANT	2.55	8.51				
PCS96	-0.47	-4.61	-0.10	-1.04	-0.09	-0.99
POPCHANGE	0.82	6.29	0.46	3.97	0.45	3.93
MINC	4.90E-07	0.73				
SAMPLE SIZE	8912.00		8912.00		8912.00	
ADJUSTED						
R-SQUARED	0.67		0.66		0.66	
F-VALUE	553.63		698.67		672.66	
DURBIN	1.65		1.63		1.63	
WATSON						

Notes: ***, **, and * represent significance at the 0.01, 0.05, and 0.10 levels, respectively.

Table 3. Regression results.

Variables	Two Beds	T-Values	Three Beds	T-Values	Four Beds	T-Values	Five Beds	T-Values	Five & More Beds	T-Values
INTERCEPT	18.84***	4.54	13.05***	10.41	13.65***	8.32	12.03***	2.23	10.36***	2.12
Property characteristics										
TIME	-0.06*	-1.83	-0.01	-1.40	-3.33E-03	-0.24	0.04	0.89	0.04	1.05
AGE	-0.03***	-7.06	-0.01***	-13.78	-0.01***	-9.22	-0.02***	-3.12	-0.02***	-3.12
AGESQ	3.12E-04***	5.47	1.61E-04***	7.02	1.42E-04***	4.41	2.22E-04	1.60	1.51E-04	1.22
BATH	-0.04	-1.18	-0.01	-1.06	-0.02*	-1.84	-0.01	-0.25	0.03	1.12
FIREPLACE	0.08***	2.66	-4.89E-03	-0.59	0.02	1.57	0.01	0.27	0.04	0.91
SQFT	4.45E-04***	10.20	3.69E-04***	32.94	3.53E-04***	28.24	3.56E-04***	12.18	3.04E-04***	12.00
POOL	0.06	1.50	0.09***	9.52	0.10	8.86	0.05	1.21	0.05	1.28
GARAGE	-0.01	-0.20	0.10***	8.35	0.11***	7.50	0.09	1.54	0.06	1.03
LOT	1.54E-05***	6.74	1.26E-05***	14.37	1.37E-05***	13.00	1.37E-05	4.89	1.34E-05***	5.31
School schedule										
YRDUM	-0.06*	-1.77	-0.05***	-4.52	-0.04***	-3.15	0.01	0.16	-0.01	-0.27
School quality										
TEST	-3.18E-03	-1.56	-1.16E-03***	-2.13	3.78E-04	0.50	0.01	2.28	0.01	2.52
MILES	-0.04***	-2.49	-0.02***	-5.84	-0.03***	-6.20	-0.07***	-4.39	-0.07***	-5.13
FREE	-1.99E-03	-1.15	-3.34E-03***	-6.73	-3.09E-03***	-4.52	-2.00E-03	-0.72	-1.49E-03	-0.58
TRANS	0.32	1.55	0.37***	5.91	0.24***	2.64	0.35	1.11	0.55	1.89
ATTEND	-1.48	-0.57	-0.33	-0.42	-2.57***	-2.48	-6.53	-1.63	-4.93	-1.37
GIFT	0.02***	2.82	0.01***	3.63	2.16E-03	1.18	-6.79E-04	-0.10	2.84E-03	0.45
Dollar expenditures										
INSTR	1.13E-04***	2.31	3.66E-05***	2.47	3.18E-05*	1.70	1.61E-04***	2.29	1.73E-04***	2.79
ADMIN	-4.38E-04***	-2.01	5.98E-05	-0.82	7.65E-05	-0.71	1.82E-05	-0.03	3.87E-05	-0.08
OPRAT	-5.19E-04	-1.38	-6.49E-04***	-5.20	-2.50E-04	-1.48	6.84E-04	0.98	3.07E-05	0.05
STAFF	1.91E-04	0.31	2.51E-04	1.24	9.38E-04***	3.34	-2.46E-04	-0.24	1.66E-04	0.17
Neighborhood characteristics										
PCTAFRAM	0.15	1.01	-0.04	-0.75	-0.23***	-2.65	-0.70	-1.60	-0.07	-0.23
PCTSCAGE	-1.39	-1.63	-0.40	-1.61	-0.05	-0.13	1.06	0.85	0.89	0.80
PCS96	-0.40	-1.05	-0.19	-1.67	0.02	0.15	0.31	0.59	0.35	0.73
POPCHANGE	0.91*	1.73	0.41***	2.74	0.35*	1.81	0.49	0.75	0.52	0.86
SAMPLE SIZE	857.00		4860.00		2682.00		412.00		472.00	
ADJUSTED R-SQUARED	0.45		0.59		0.69		0.75		0.77	
F-VALUE	29.88		290.91		255.13		52.79		65.14	
DURBIN WATSON	1.72		1.58		1.83		2.07		2.08	

Notes: ***, **, and * represent significance at the 0.01, 0.05, and 0.10 levels, respectively.

school selected at random had 581 pupils and was in a school zone with 670 single-family residences. Because we do not have information on the tax paid by each residence in the school zone (we only have price data), we selected a random sample of 2,891 properties countywide for which we have both the price and tax data. The sample is for properties sold between May 1996 to August 1997, the time period for our study. For this sample of 2,891 properties a regression of property tax payments and property values (sales price) yielded the following equation:

$$\text{TAX} = 74.93 + 0.00767 \text{ PRICE} \\ (6.425)^{***} (79.06)^{***}$$

where adjusted $R^2 = 0.684$ and F -value = 62.50. The average sales price and tax assessment in the sample was \$113,130 and \$944, respectively. This would imply total property tax collection of \$632,480 ($\944×670) within the selected school zone. Now if property prices decline by approximately 5.52 percent as the result of implementing a year-round schedule that tax collections would decline, *pari passu*. There would, then be a reduction in tax collection of \$32,889 ($0.052 \times \$632,480$).

Elsewhere Clauretjie and Daneshvary (1998) have found that a conversion to a year-round schedule saves the in Clark County School District approximately \$403 per pupil (on a total cost of \$5,162 per pupil). For the school selected here, this would imply a total cost savings of \$234,143 ($\403×581). In this case the cost savings would be significantly larger than the reduction in property taxes.

The policy implications of a conversion of all school to a year-round schedule would be different than those for a conversion of one school. This is so because a conversion of all schools would eliminate the schedule difference, and property prices, in the aggregate, will remain the same, as if no schools were converted to the year-round schedule. In other words, if all schools are converted, there will be no adjustment of house prices to reflect a difference in preferences.

In summary, while year-round school schedules appear to reduce the sales price of properties by approximately 5.2 percent, the interaction term between year-round schools and the number of bedrooms suggest the impact is not uniform across different property sizes. The reduction in property prices may reduce property tax collections, offsetting to a certain extent, the cost savings to the school district. If all schools convert to the year-round schedule, the costs savings would not be offset by a general decline in property prices as a schedule difference would cease to exist. Future research should revisit the issue of school quality and property size using the methodology employed here. Logically, a quality school could be a disamenity for those except parents.

Acknowledgments

The authors wish to thank the Lied Real Estate Center for supporting this project as well as two anonymous reviewers for comments on earlier drafts. The authors are solely responsible for any errors.

Notes

1. Geisert (1990) claims that the most popular year-round schedule in the country is the 45-15 model where students attend nine weeks of classes and take three weeks of vacation.
2. Woo (1987) reports results of an opinion survey on year-round schools in the Los Angeles Metropolitan Area. The results indicate 38 percent of respondents with children favored year-round schools while 51 percent did not. However, of those respondents with children in year-round schools, 51 percent of parents stated they preferred year-round schools while 44 percent opposed them. Nine years later, Goldberg (1996) reports that 40 percent of schools in Los Angeles are year-round and that many people that had once opposed them have since gotten used to them over time to reduce overcrowding.
According to Toy (1996) facing overcrowding pressures similar to Los Angeles, the New York Board of Education voted to test year-round schools in overcrowded districts. Many parents, teachers, and politicians who were once opposed to year-round schedules have changed their minds and support the concept today to reduce the number of students in each classroom without relying on busing. Goldberg (1996) reports that in Los Angeles, the most overcrowded schools tend to be in poor neighborhoods, which has led to protests by advocates for the poor across the country including the New York area.
3. An anonymous reviewer suggested testing the model by including only year-round schools for three years and year-round schools for less than three years to determine if there is a partial capitalization. The results of the regression, while not reported here, revealed essentially similar coefficients, suggesting that there is little capitalization in less than 3 years.
4. The impact of year-round schools on price is calculated as the antilogarithm of the coefficient minus one. Model 1: $e^{-0.054} - 1 = -0.053 = -5.3\%$ and Model 2: $e^{-0.050} - 1 = -0.051 = -5.1\%$. See Halvorsen and Palmquist (1980) for more information regarding this procedure.
5. Using the same formula for interpretation of a dummy variable: $e^{-0.06} - 1 = -0.058 = -5.8\%$.

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Pasco School District #1

C. L. Booth Education Service Center
1215 W. Lewis Street • Pasco, Washington 99301

• (509) 546-2800 • FAX (509) 543-6781

Pasco School District Community Survey

Student enrollment continues to increase, averaging about 650 new students per year for over a decade. Last fall, a large group of community members recommended that a bond be put to voters to build the needed schools. The voters rejected the bond in April 2011. Two major options remain, Multi Track Year Round and Double Shifting. The Community Summit recommended Multi Track Year Round as the next most reasonable option. The board formed a task force to study the options and is now considering the Task Force's recommendations. The board would like to hear your thoughts. Please complete the following survey and return it to your school by October 10, 2011 or log on to psd1.org and complete an online survey. Thank you for your input.

1. I have attended an information session about the Multi Track Year Round Task Force recommendation.
 - a. Yes
 - b. No, but I got my information from _____

2. Given the remaining options, which choice would you prefer?
 - a. Multi track year round schools
(Students in tracks go to school 60 days with 20 days off.)
 - b. Double shifting
(Two shifts of students in one school, 6:30 a.m. to 12:30 p.m. and 1 p.m. to 7 p.m.)

3. If we move to Multi Track Year Round what grade configuration would you prefer based on your current understanding?
 - a. Elementary only with 6th grade moving to elementary
 - b. Elementary and middle school with grade levels staying as is

4. Do you favor purchase of additional portable classrooms in order to remain in a traditional school year schedule as long as possible as a short term solution?
 - a. Yes
 - b. No

5. When would you recommend the board run another bond to request voter approval (requires 60%) to build new schools?
 - a. As soon as possible
 - b. 2013
 - c. 2014
 - d. Not at all

6. The School Board has requested that the Pasco City Council and the Franklin County Commissioners approve school impact fees on new housing to offset the impacts those new houses have on school capacity. Do you support impact fees on new housing development?
 - a. Yes
 - b. NoComments: _____

7. What additional information do you need?
List: _____

Celebrating academics, diversity, and innovation.



PASCO SCHOOL DISTRICT HIGH SCHOOL PLANNING SURVEY

Pasco School District is in the process of planning for another high school facility. As a part of the process, the District is requesting input that will help them plan the best facility possible. The input you provide by answering the survey questions below will be both valuable and useful. Please return survey by January 21, 2005. Thank you.

High School Grade Configuration/Location Option

The Pasco School Board will need to make a future decision about how the high school grades will be configured and located in the District. Please check the option listed below that is the most acceptable to you.

1. Would you support A, B, or C:

- A: Two 9th-12th grade high schools on two separate sites (one at Pasco High School and one at the new site) WHY?
- B: 9th-10th at one site and 11th and 12th grades at the other (Pasco High School would be split between two sites) WHY?
- C: Other WHY?

2. When a new high school facility is built, would you support improvements to the current Pasco High School facility?

- YES NO

3. What facility improvements at Pasco High School would you suggest?

- 1. 3.
- 2. 4.

4. What would you like to see in a new facility?

ADVICE

5. If you could give the District one piece of advice as they plan for a new high school, what would it be?

6. What is the best way for the District to keep you informed?

- District Newsletter Mailer Newspaper _____
- Newspaper Web Site TV _____
- School Newsletter Other _____ Radio _____

Optional

Name _____ Telephone _____

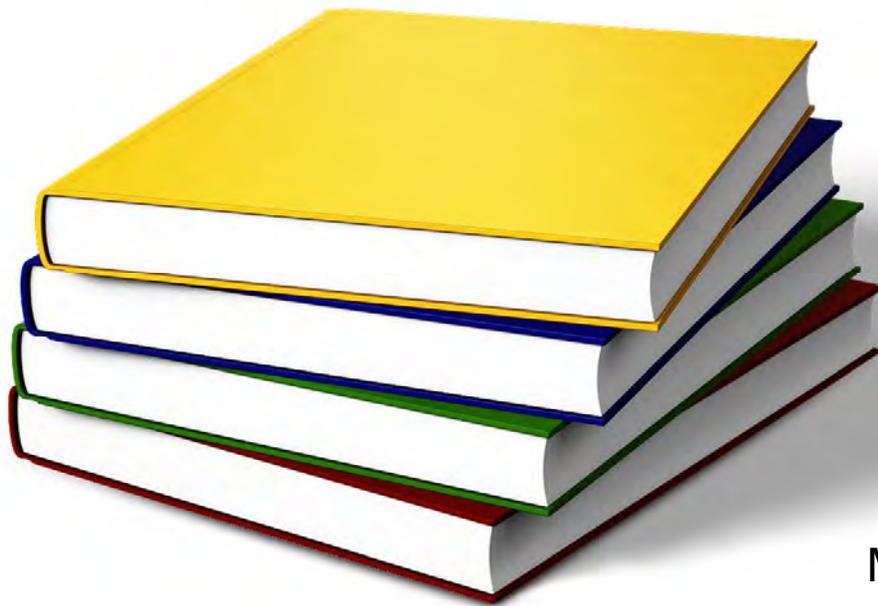
Address _____ Zip Code _____

Which elementary school is closest to your home? _____

From: Sandra Hill <SHill@psd1.org>
Sent: Wednesday, November 02, 2011 2:13 PM
To: Leslee Caul
Subject: Mike2.pptx
Attachments: Mike2.pptx

Please review for Mike.

What is a Levy? What is a Bond?



Presentation November 3, 2011
Home Builders Association
Mike Miller, Vice President, Moon Security

Strong Communities

build Strong Schools

and Strong Schools

build Strong Communities



Every effort on behalf of children results in a lifetime of benefits. Building strong schools is challenging and rewarding. Everyone shares the opportunity—and the responsibility—to help children learn and grow into productive and contributing members of the community.

L_{evy}

Learning

- Replaces an expiring tax; **it is not a new tax.**
- Pays for the educational programs and day-to-day operations not covered by state or federal funds.
- Is a locally-approved tax voted on every two years by citizens. The 2012 levy will replace the current levy tax that expires in December 2012.
- Requires a simple majority to pass—50% plus 1.

A Levy is for Learning

B_{ond}

Building



- Is typically a new tax that is added on to existing debt, repaid over 20 years like a mortgage.
- Funds new construction, remodeling, land purchase, design, and other capital needs.
- Dollars can **ONLY** be used for capital projects, **NEVER** for operations.
- Elections run only when a specific capital need exists.
- Requires a supermajority to pass—60%.

A Bond is for Building

Levy **2012** Learning



- Election run in February 2012.
- Most districts on a two year levy cycle, but law allows for one to four years.
- The tax will be collected in calendar years 2013 and 2014 and used in three school years: 2012-13, 2013-14 and 2014-15.
- The County charges districts for election costs, i.e. bill from Franklin county to run PSD bond election in April 2011 was \$82,000.

A Levy is for Learning

Levy

Learning

And From the State— Levy Equalization Funds



Why LEA? These state funds are to partially “level the playing field” between property rich districts and property poor districts with low per pupil assessed value. For example, Pasco’s per pupil AV is \$311,000, Kennewick’s is ?? And Richland’s is ???

What is LEA? Called levy equalization or local effort assistance, the state calculates these funds based on a formula that takes into account the ? Because Pasco is one of the poorest in the state, the district receives significant LEA dollars.

IF the levy is approved by Pasco voters, the state will provide an estimated **additional \$12.5 million** for district operations each year of the levy term. If the levy fails, the state will not provide the additional funds—a **total of about \$25 million over the two years.**

Approval of the levy provides over 20% of the district’s general fund, approximately \$30 million each year. If the levy fails, PSD loses both the local and state revenue.

How are Levy and Levy equalization dollars spent?



53% for Teaching and Learning

•Curriculum and teaching	6,367,666
•Art, music, and drama programs	3,805,408
•Elementary assistant principals and nurses	1,705,858
•Librarians, library clerks, and library books	2,100,516
•Substitute teachers	1,483,763
•Elementary Counselors	840,362
Total	16,303,573

7% for Activities and Athletics

•Academic teams and clubs, athletics, and activities	2,101,814
--	-----------

40% for Maintenance and Operations

•School security	1,415,408
•Maintenance, custodial and district-wide support	3,761,815
•Utilities and Insurance	2,104,237
•Student transportation	2,781,575
•Portables	2,450,000
Total	12,513,035

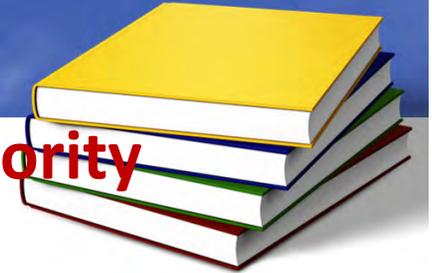
Total	\$ 30,943,422
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Levy

Learning

Levy funds provide for the following district programs in Pasco

Each district has a little different priority



- All or part of music, drama, and art programs;
- Librarians, library clerks and library books;
- Counselors, nurses, partial cost of home visitors;
- Elementary assistant principals for large schools;
- Interscholastic sports, academic teams, and clubs;
- Teaching supplies;
- Gifted programs;
- Programs for special needs students;
- Paraeducators, crossing guards, bus aides;
- Maintenance and custodial supplies and equipment;
- Classroom equipment and furniture;
- Utilities, insurance, substitute teachers; and
- Partial cost of student transportation.

How Local Taxes Work for Levies and Bonds?



- **Mythbusting:** *School districts DO NOT get additional money from new houses that are built in a community to help build new schools and to operate levy-funded programs.*
- Truth: School districts receive NO ADDITIONAL dollars toward bonds or levies with new homes.
- School boards set the total amount to be collected, which is approved by voters. The district can only collect that amount and not a penny more.
- More construction means additional assessed value which means that there are more people to pay the “bill,” so each person’s share of the bill is less. The “bill” doesn’t change. The district will still receive only the total approved by voters.
- However, more homes means need for more schools and expanded programs to serve the additional children moving into those homes.
- Clarification: School districts get additional state money for additional students, but these are not funds to build schools, but to pay for classroom teachers and a portion of the other needs for a basic education program.

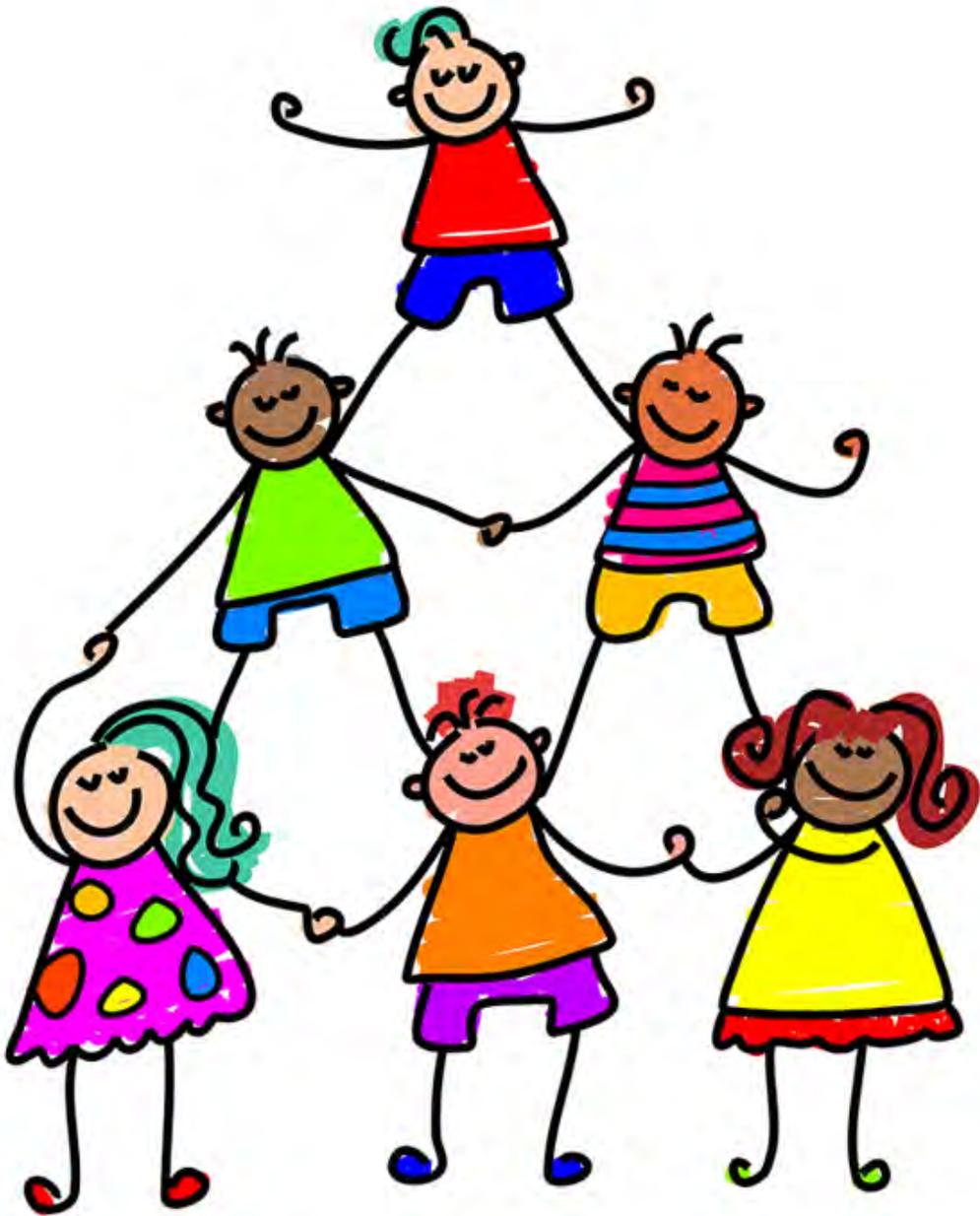
Questions?

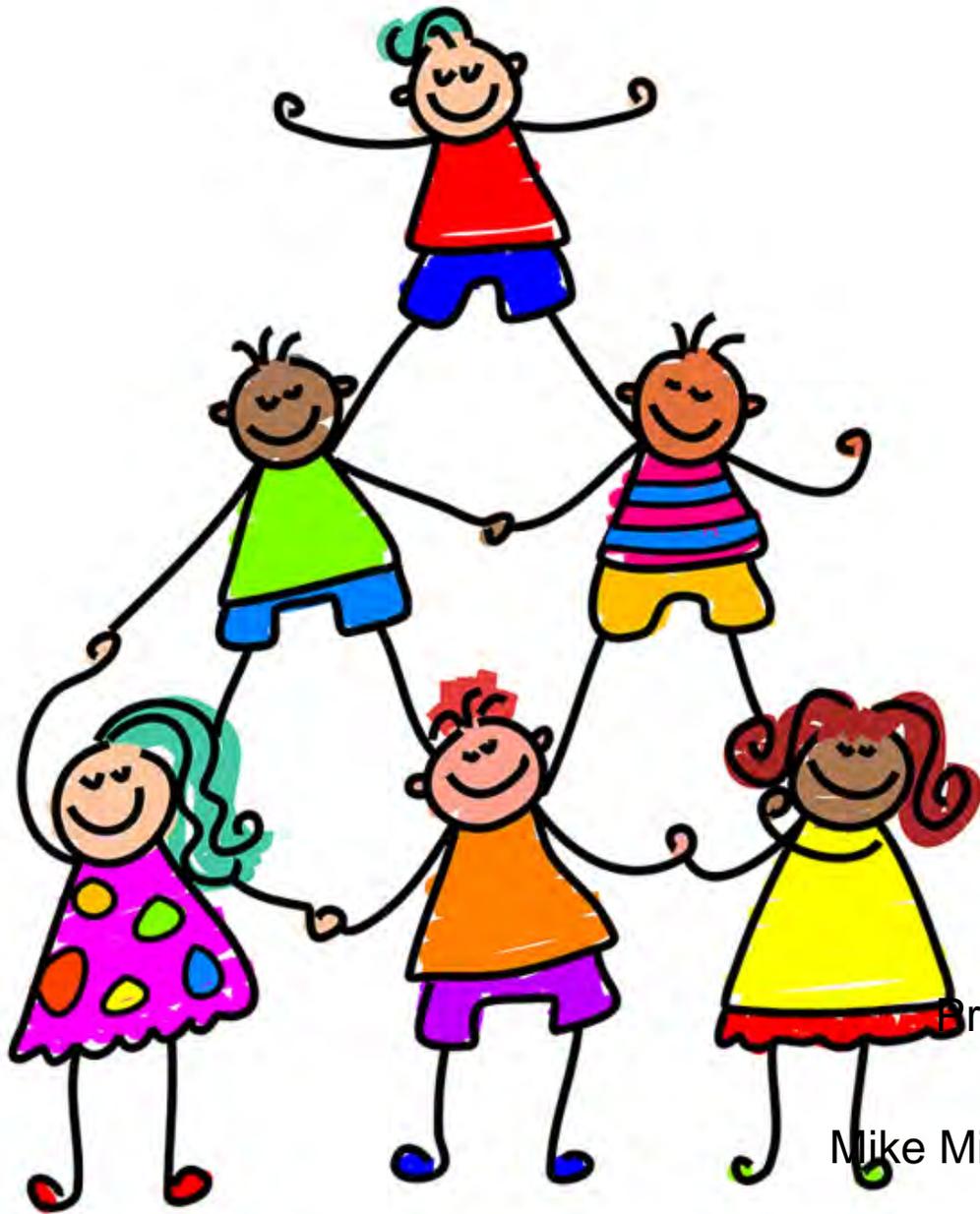


**Email No. 2 Between Ms. Hill and Ms. Caul Regarding
November 2011 PowerPoint Request**

From: Sandra Hill <SHill@psd1.org>
Sent: Wednesday, November 02, 2011 2:57 PM
To: Leslee Caul
Subject: Mike3.pptx
Attachments: Mike3.pptx

How about this one.





Presentation November 3, 2011
Home Builders Association
Mike Miller, Vice President, Moon Security





Strong Communities

build Strong Schools

and Strong Schools



build Strong Communities

Every effort on behalf of children results in a lifetime of benefits. Building strong schools is challenging and rewarding. Everyone shares the opportunity—and the responsibility—to help children learn and grow into productive and contributing members of the community.





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- Requires a simple majority to pass—50% plus 1.

A Levy is for Learning



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- Funds new construction, remodeling, land purchase, design, and other capital needs.
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A Bond is for Building





2012

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And From the State— Levy Equalization Funds

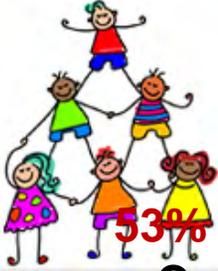


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Approval of the levy provides over 20% of the district’s general fund, approximately \$30 million each year. If the levy fails, PSD loses both the local and state revenue.



How are Levy and Levy equalization dollars spent?

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- Clarification: School districts get additional state money for additional



Questions?



**Email No. 3 Between Ms. Hill and Ms. Caul Regarding
November 2011 PowerPoint Request (with
duplicates)**

From: Sandra Hill <SHill@psd1.org>
Sent: Wednesday, November 02, 2011 5:16 PM
To: Leslee Caul
Subject: FW: Mike3.pptx
Attachments: Mike3.pptx

Here's what I sent to Mike.

Sandra L. Hill

Superintendent
Pasco School District
(509) 546-2800

From: Sandra Hill
Sent: Wednesday, November 02, 2011 5:14 PM
To: 'Mike A. Miller'
Subject: Mike3.pptx

Mike

Here is a presentation. See what you think. Let me or Leslee know if you need anything else. I am driving tomorrow and will be in a meeting in Seattle but can probably make adjustments or answer questions.

I have charts of Pasco figures, if you want them.

Good luck.

From: Sandra Hill <SHill@psd1.org>
Sent: Wednesday, November 02, 2011 5:16 PM
To: Leslee Caul
Subject: Mike3.pptx
Attachments: Mike3.pptx

From: Sandra Hill <SHill@psd1.org>
Sent: Wednesday, November 02, 2011 5:15 PM
To: 'Mike A. Miller'
Subject: Mike3.pptx
Attachments: Mike3.pptx

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What is a Levy? What is a Bond?

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- Elections run only when a specific capital need exists.
- Requires a supermajority to pass—60%.

A Bond is for Building





Levy 2012

Learning

- Election run in February 2012 by most local districts.
- Most districts on a two year levy cycle, but law allows for one to four years.
- The tax will be collected in calendar years 2013 and 2014 and used in three school years: 2012-13, 2013-14 and 2014-15.
- The Counties charge districts for election costs, i.e. bill from Franklin county to run PSD bond election in April 2011 was \$82,000.
- In 2010, the Legislature raised the levy lid from 24% of a district's budget to 28%, further pushing the state's responsibility for basic education onto local communities.
- Pasco has never asked for the maximum at 24% and is even farther away from the 28%. The current Pasco request is for about 22%.





L Learning

And From the State— Levy Equalization Funds



Why LEA? These state funds are to partially “level the playing field” between property rich districts and property poor districts with low per pupil assessed value. For example, Pasco’s per pupil AV is \$311,000, Kennewick’s is \$379,438 and Richland’s is \$529,328.

What is LEA? Called levy equalization or local effort assistance, the state calculates these funds based on a formula that takes into account the low AV which impacts the ability of local taxpayers to raise local dollars as compared to other communities. Because Pasco is one of the poorest in the state, the district receives significant LEA dollars. All Tri-Cities districts receive LEA dollars at varying levels.

IF the levy is approved by Pasco voters, the state will provide an estimated **additional \$12.5 million** for district operations each year of the levy term. If the levy fails, the state will not provide the additional funds—**a total of about \$25 million over the two years.**

Approval of the levy provides over 20% of the Pasco’s general fund, approximately \$30 million each year. If the levy fails, PSD loses both the local and state revenue.



How are Levy and Levy equalization dollars spent in Pasco?

Dollars

53% for Teaching and Learning

- Curriculum and teaching 6,367,666
- Art, music, and drama programs 3,805,408
- Elementary assistant principals and nurses 1,705,858
- Librarians, library clerks, and library books 2,100,516
- Substitute teachers 1,483,763
- Elementary Counselors 840,362

Total **16,303,573**

7% for Activities and Athletics

- Academic teams and clubs, athletics, and activities 2,101,814

40% for Maintenance and Operations

- School security 1,415,408
- Maintenance, custodial and district-wide support 3,761,815
- Utilities and Insurance 2,104,237
- Student transportation 2,781,575
- Portables 2,450,000

Total **12,513,035**

Total \$ 30,943,422



Levy

Levy funds provide for the following district programs in Pasco
Each district has a little different priority

- All or part of music, drama, and art programs;
- Librarians, library clerks and library books;
- Counselors, nurses, partial cost of home visitors;
- Elementary assistant principals for large schools;
- Interscholastic sports, academic teams, and clubs;
- Teaching supplies;
- Gifted programs;
- Programs for special needs students;
- Paraeducators, crossing guards, bus aides;
- Maintenance and custodial supplies and equipment;
- Classroom equipment and furniture;
- Utilities, insurance, substitute teachers; and
- Partial cost of student transportation.





How Local Taxes Work for Levies and Bonds

- **Mythbusting:** *School districts DO NOT get additional money from new houses that are built in a community to help build new schools and to operate levy-funded programs.*
- Truth: School districts receive NO ADDITIONAL dollars toward bonds or levies with new homes.
- School boards set the total amount to be collected, which is approved by voters. The district can only collect that amount and not a penny more.



How Local Taxes Work for Levies and Bonds (cont.)

- More construction means additional assessed value which means that there are more people to pay the “bill,” so each person’s share of the bill is less. The “bill” doesn’t change. The district will still receive only the total approved by voters.
- However, more homes means need for more schools and expanded programs to serve the additional children moving into those homes.
- Clarification: School districts get additional state money for additional students, but these are not funds to build schools, but to pay for classroom teachers and a portion of the other needs for a basic education program.





Questions?



**Email Between Ms. Hill and Ms. Caul Regarding
January 2012 PowerPoint Updates**

From: Sandra Hill <SHill@psd1.org>
Sent: Thursday, January 26, 2012 1:36 PM
To: Leslee Caul
Subject: 1-26-12 Levy Presentation FINAL2.pptx
Attachments: 1-26-12 Levy Presentation FINAL2.pptx

Please put this on the web site in place of the old one, today.

2012
Maintenance & Operations
LEVY



Election Day:
February 14, 2012

LEVY 2012

- On February 14 Pasco citizens will vote on the regularly scheduled two-year Maintenance & Operations Levy.
- This is not a new tax. It would renew the levy that was approved in 2010 and that expires in 2012.
- This levy would be collected in calendar years 2013 and 2014 and provide for programs in three school years—2012-13, 2013-14, and 2014-15.
- The estimated rate is \$4.51 per \$1,000, a *decrease* of 4 cents per \$1,000 from what voters approved in 2010.
- The actual assessed rate has typically been less than the advertised rate.

What is the Difference Between a Levy and a Bond Election?

A Levy is for Learning

- Levies pay for basic education programs for the day-to-day operation of schools.
- Levies don't build schools.
- Levy funds bridge the gap between state and federal funding and what it actually costs to run a district.
- Levy funds are collected over a 2-year period and must be renewed every 2 years.
- Our current levy approved in 2010, expires in December 2012.

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- Bond monies can only be used for construction, major facility upgrades, repairs or property acquisition.
- Bonds are repaid over a 20-year period, like a mortgage.
- Bond funds do not and cannot pay for educational programs or operations, only capital projects.
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- Pasco voters failed a bond in 2011 to build new schools.

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- State funds that are intended to partially level the playing field between property poor and property rich districts across the state.
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- School security
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- Housing student growth
- District-wide maintenance and custodial services
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Athletics are only one part of the student activities that keep our students engaged and in school.

Clubs include our award winning Chess Club, Speech and Debate clubs, the Kiwanis Key Club and others.

Students do better academically when they are involved in clubs, athletics, the arts or other productive 3-5 p.m. activities



A³=Academics

Activities, Arts and Athletics = Academics

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State Auditor to report Pasco's responsible practices as an example to other districts. Report to be issued in March 2012

“We are hoping to identify what is going on in the Pasco School District so that other districts can emulate these efforts to bring down non-instructional costs so that more money can go into instruction.” Washington State Auditor's Office, 2011

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<u>2013 Local Collection</u>	<u>*Estimated LEA</u>	<u>Total 2013</u>
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- Estimated rate of \$4.51 per thousand, a 4 cent *decrease* from the last approved rate.
- Local levy and Levy Equalization make up 21% of the district's annual operating budget.
- Pasco has never asked voters for the maximum allowed by law, 28% levy lid.

* Estimation based on current formulas. Governor proposed LEA for tiered reduction, cutting PSD 10%.

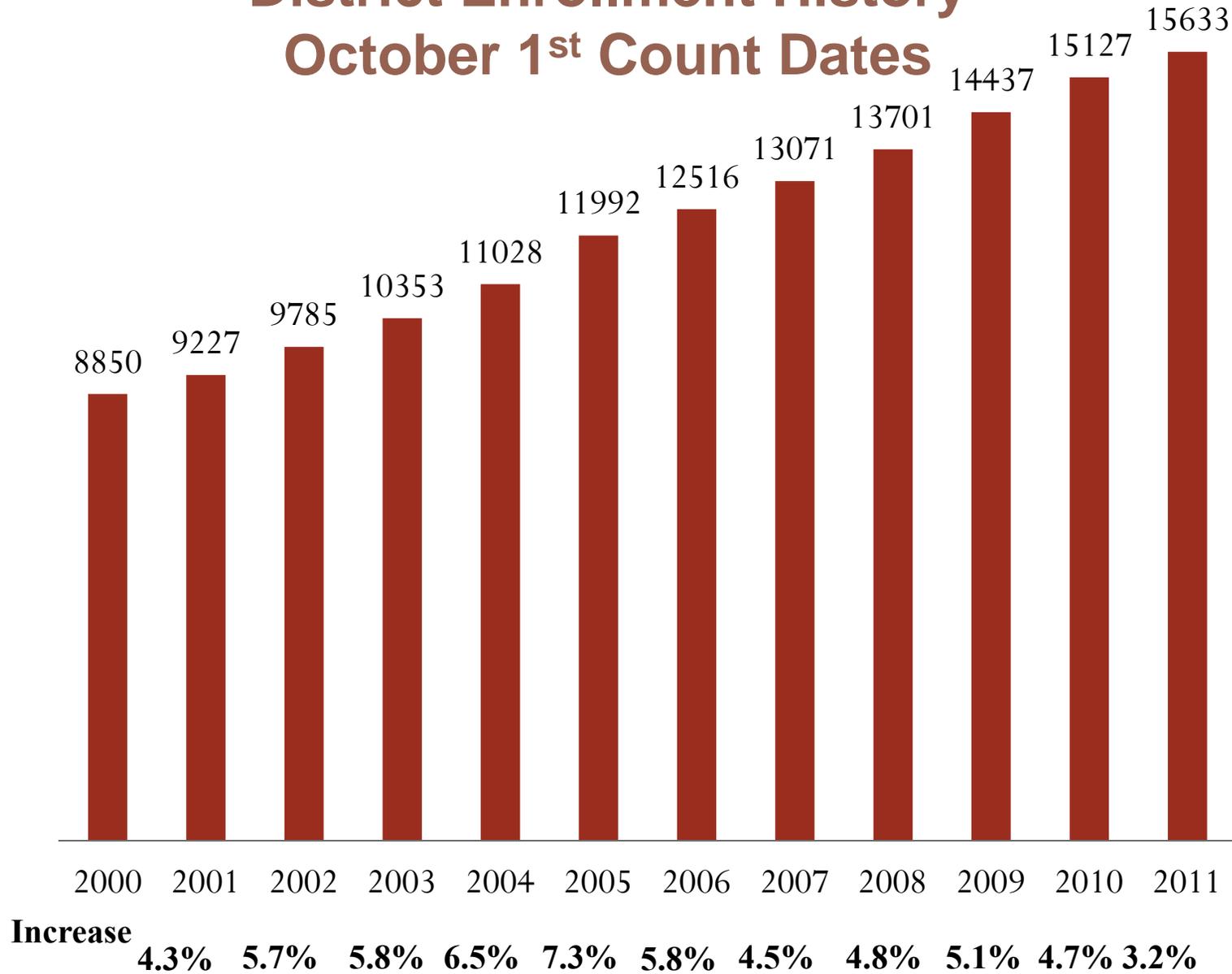
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PROJECTED 2014	2014	?	4,625,000,000	?

Assessed Values for 2012, 2013 and 2014 are based on a 3% increase each year.

District Enrollment History October 1st Count Dates



Since 2000, enrollment has increased by over 6700 students—77%, or an average of over 600 new students a year—enough students to open a new school annually.

October 1, 2011 Enrollment—15,633
506 students over 10/10



	Pasco	WA (5/11)
■ Latino/Latina	69%	19%
■ White	25%	61%
■ Black	2.4%	4.7%
■ Asian/Pacific Islander	1.8%	8%
■ Native American	.4%	1.7%
■ Other/Multiracial	1.4%	NA

Uniquely Pasco

October 1, 2011



	Pasco	WA(5/11)
■ Free/Reduced Meals	72%	44%
■ Non-English or Bilingual Homes	67%	NA
■ English Language Learners	33%	8.6%
■ Transitioning English Learners	18%	NA
■ Migrant	7%	2%
■ Special Education	12%	13%

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Art, Music and Drama



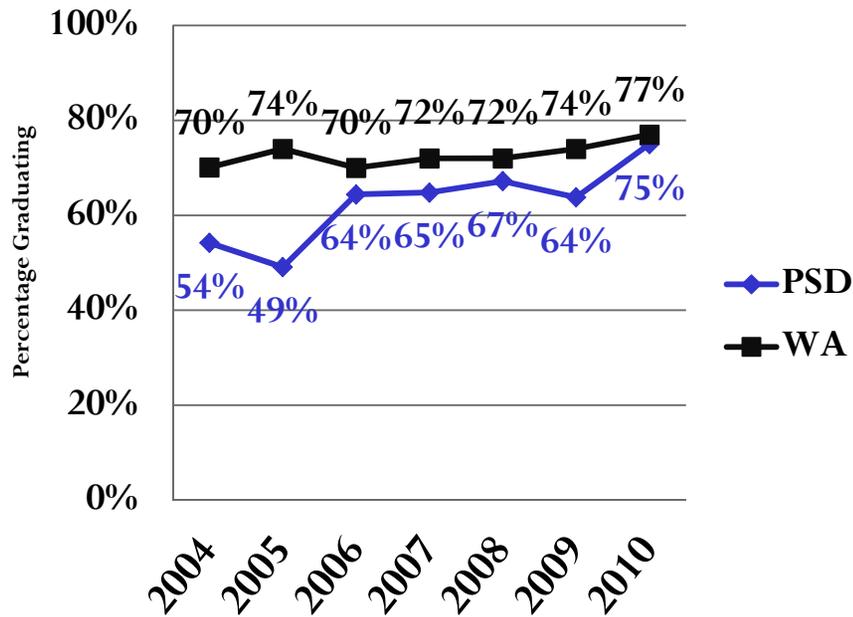
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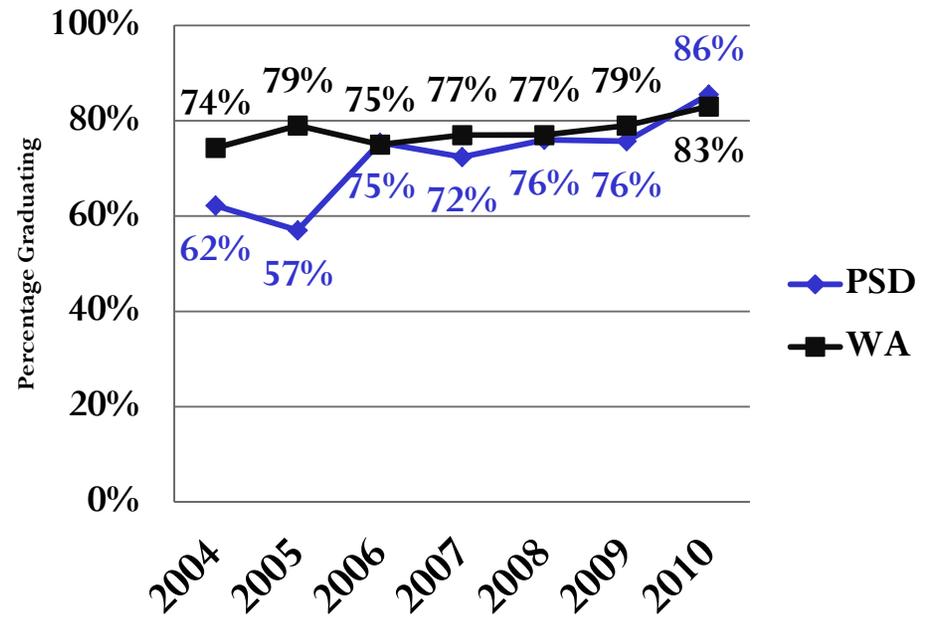
Continually improving graduation rates

PSD Extended Rate Beats the State

2010 On Time Graduation Rates



2010 Extended Graduation Rates

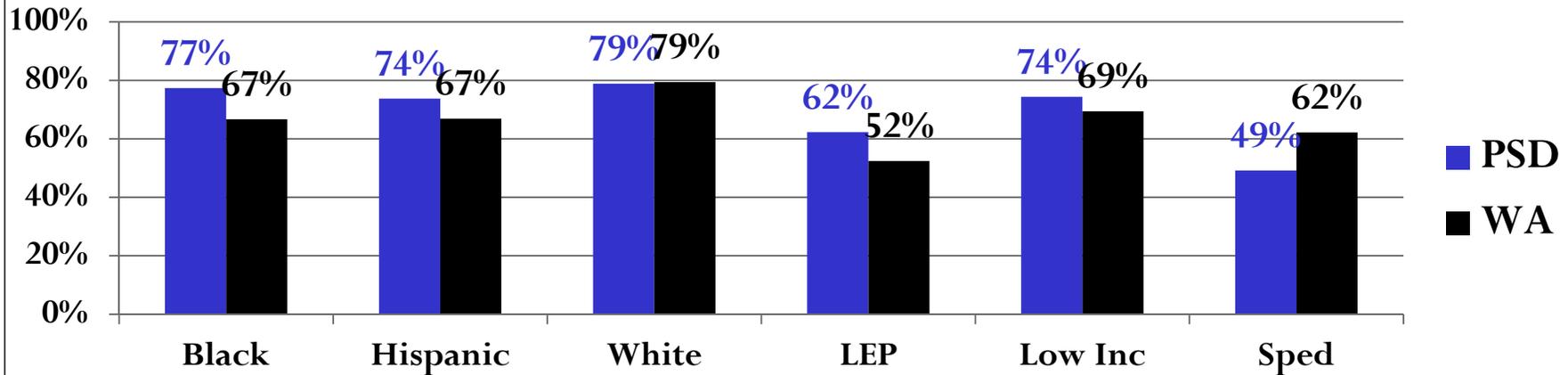


Beating the Odds

2010 PSD Disaggregated Graduation Rates

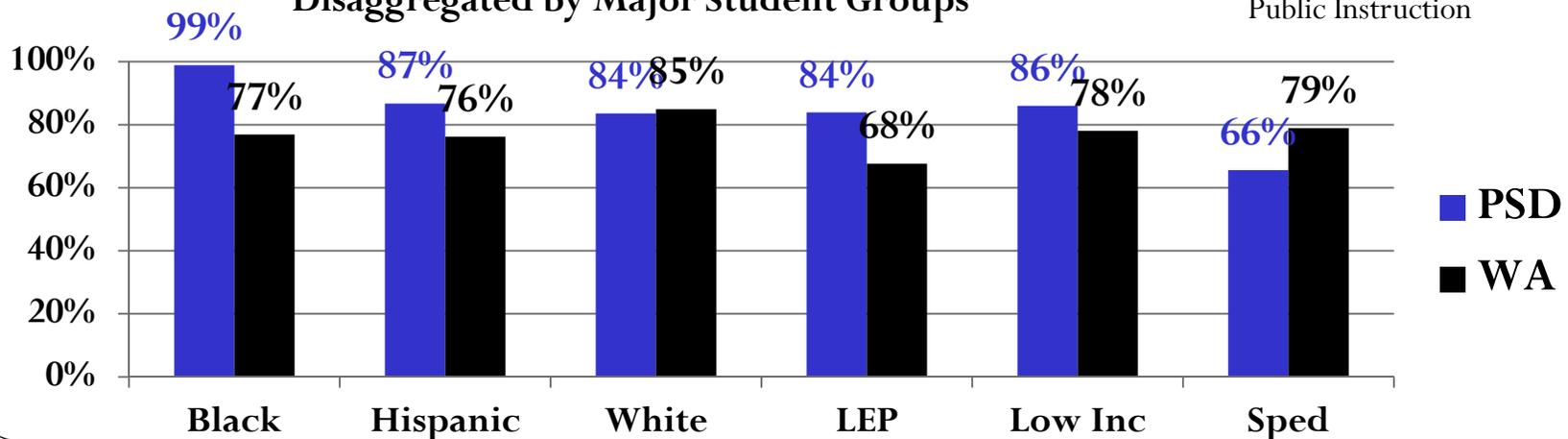


2010 On Time Graduation Rates
Disaggregated by Major Student Groups



2010 Extended Graduation
Disaggregated by Major Student Groups

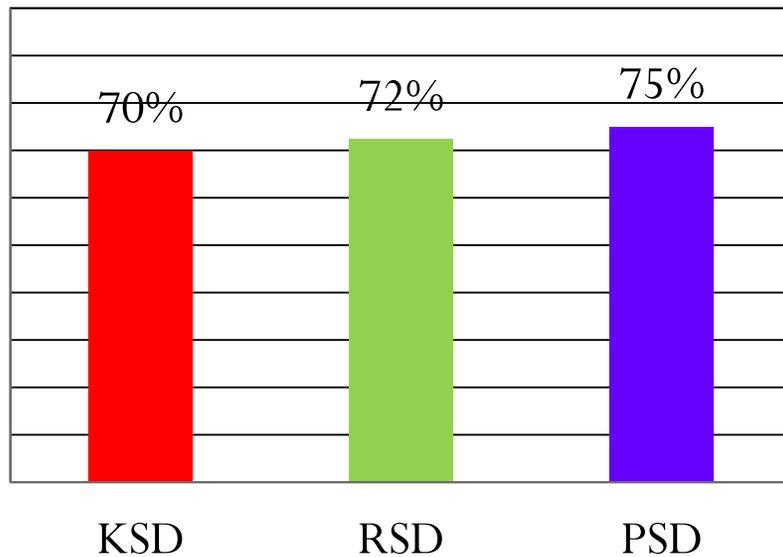
Source: WA Office of Supt of
Public Instruction



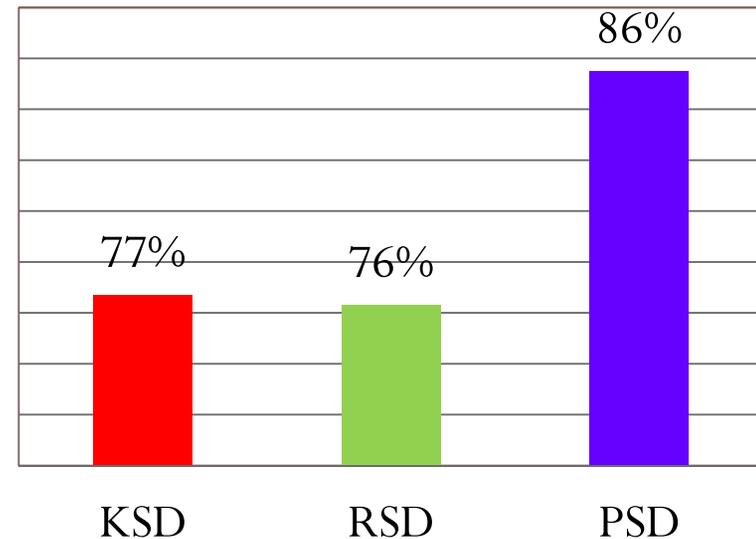
PSD 2010 Cohort Graduation Rates Compared to Neighboring Districts



2010 On Time Graduation Rates

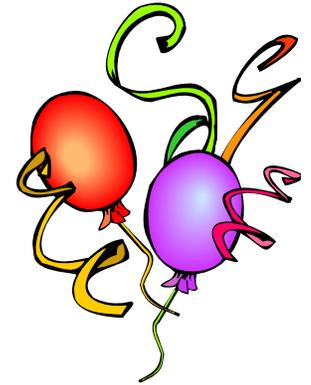


2010 Extended Graduation Rates



Source: Washington State Office of Superintendent of Public Instruction Website

2011-12 State Assessment Reasons to Celebrate



Every school in math ↑

Every school in at least one area ↑

All Elementary schools in science ↑



Markham 29.8 ↑ points in science



Angelou 27 ↑ points in science



PHS/PSD Graduation rates highest ever!
African American extended graduation rate is 99%

2011-12 State Assessment Reasons to Celebrate



Livingston exceeded the state average in every subject at every grade level



Robinson the highest scores ever in 5th grade math and science, more than triple last year

Twain up in reading, math & science, which is the highest ever



6th grade math  at all three middle schools



Delta High School exceeded the state in every subject!



Longfellow grade 5 math  31.7 points



CHS up in every subject  31 points in math

More 2011-12 Accomplishments

- All three middle schools met all three AMAO targets for their ELL students.
- Two Pasco schools named Schools of Distinction and in top 5% of WA elementary schools—Livingston for the 2nd time and McGee for the 3rd time.
- Two Pasco schools named Schools of Innovation—just 22 in state. Delta High School and New Horizons High School



McGee 2011 School of Distinction



Livingston 2011 School of Distinction

QUESTIONS?



Captain Gray Early
Learning Center
Class of 2024

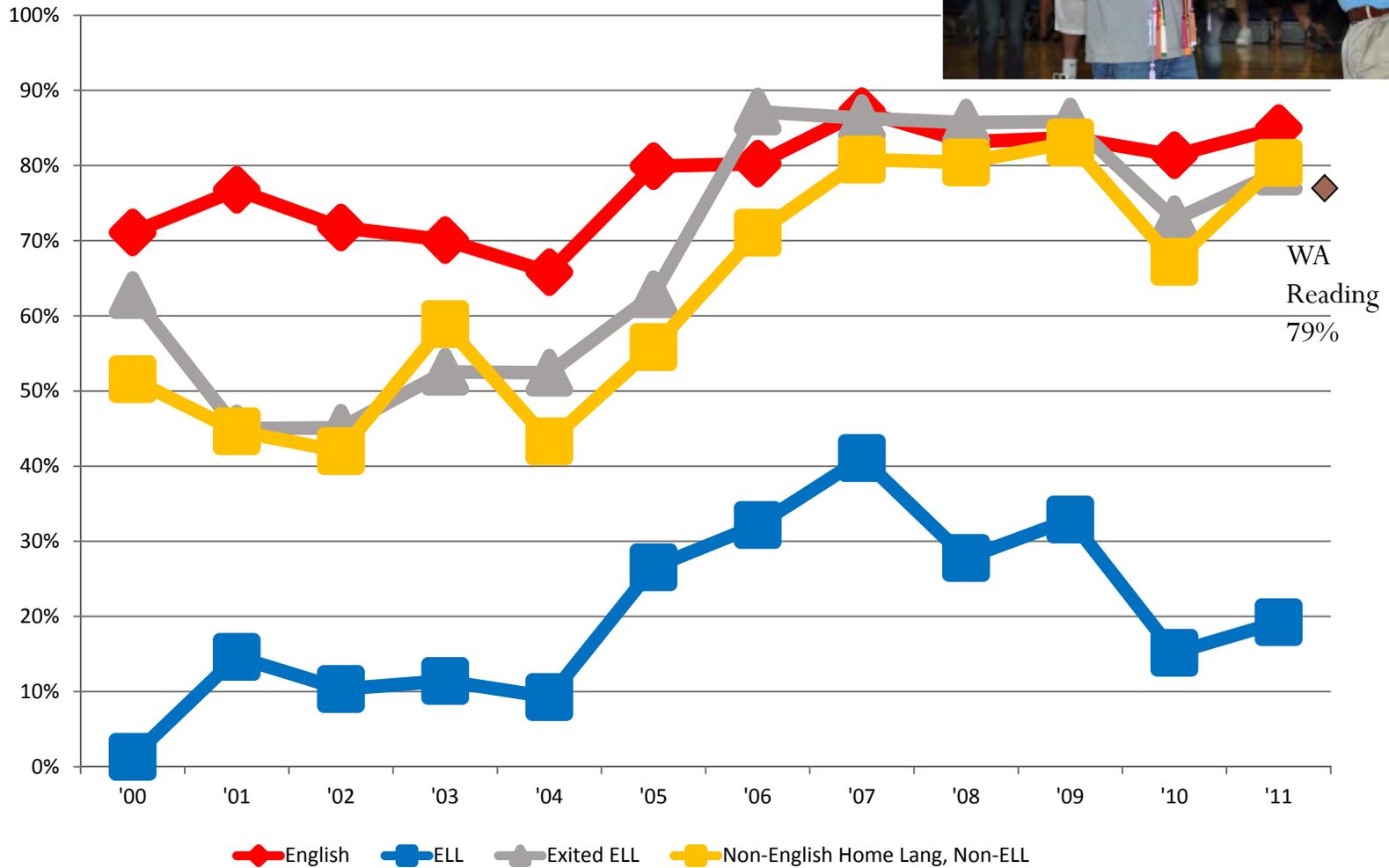
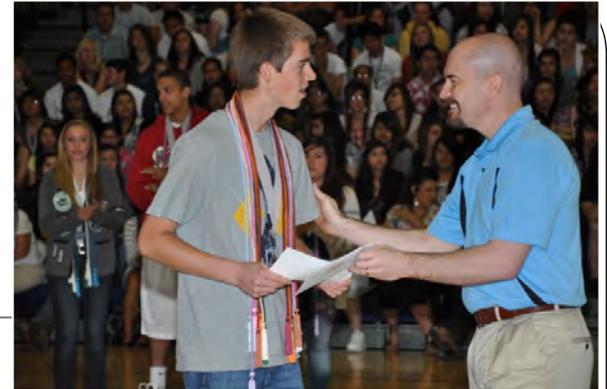
I 
Pasco
Schools

Transportation Facts at a Glance

- The District implemented efficiency strategies through the move to a staggered start and dismissal schedule in 2011-12.
- The District has 119 buses. Seven buses are used exclusively for field trips and sports.
- Each day 112 buses carry students to and from school.
- The District employs about 120 drivers and 31 transportation aides.
- Roughly one-third of our student population (5,250 students) rides the bus each day.
- In 2010-11 Pasco school buses traveled 1,432,703 miles.
- Increased fuel costs must be paid through levy dollars.

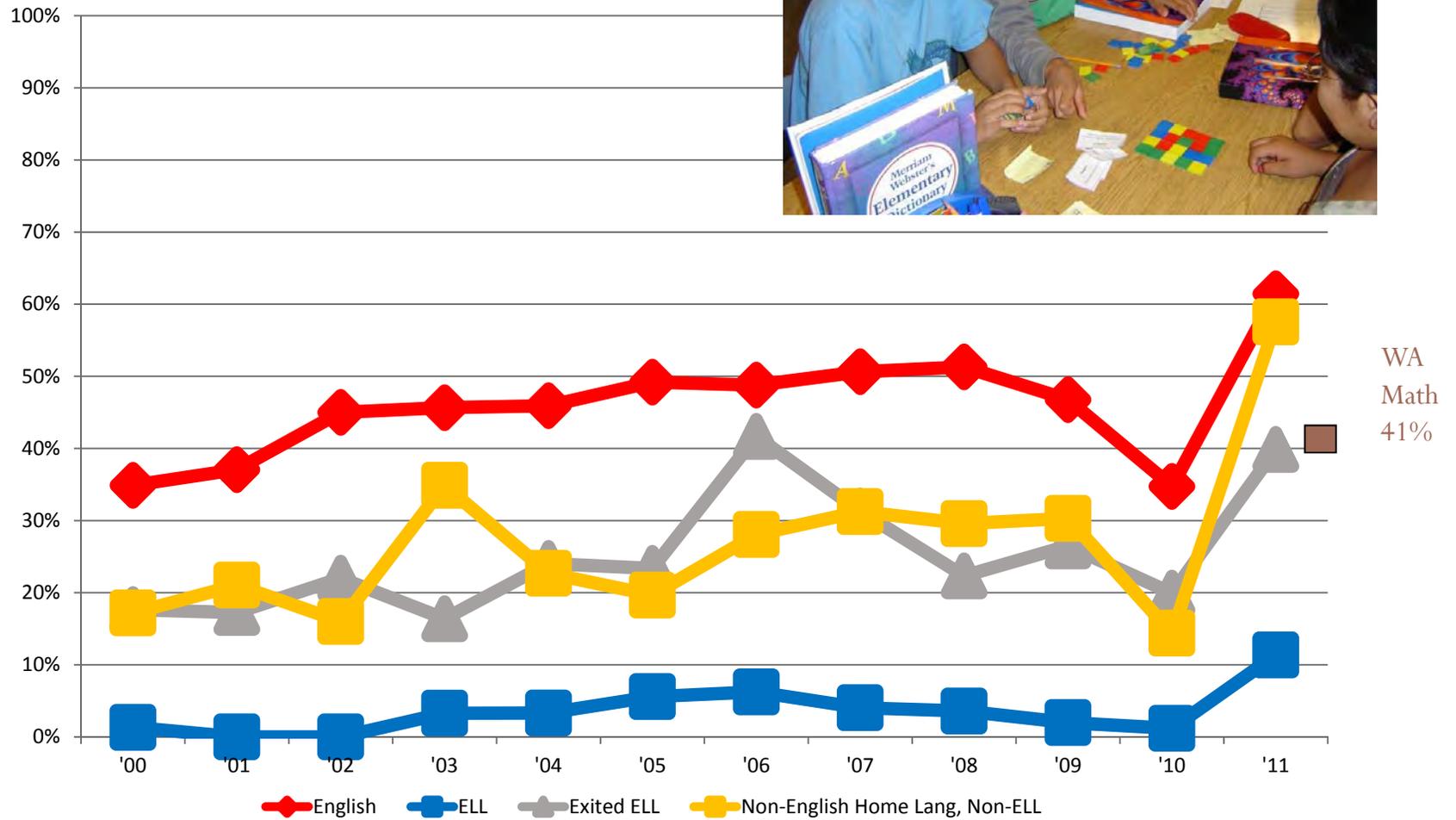
Closing the Achievement Gap...

10th Grade Reading



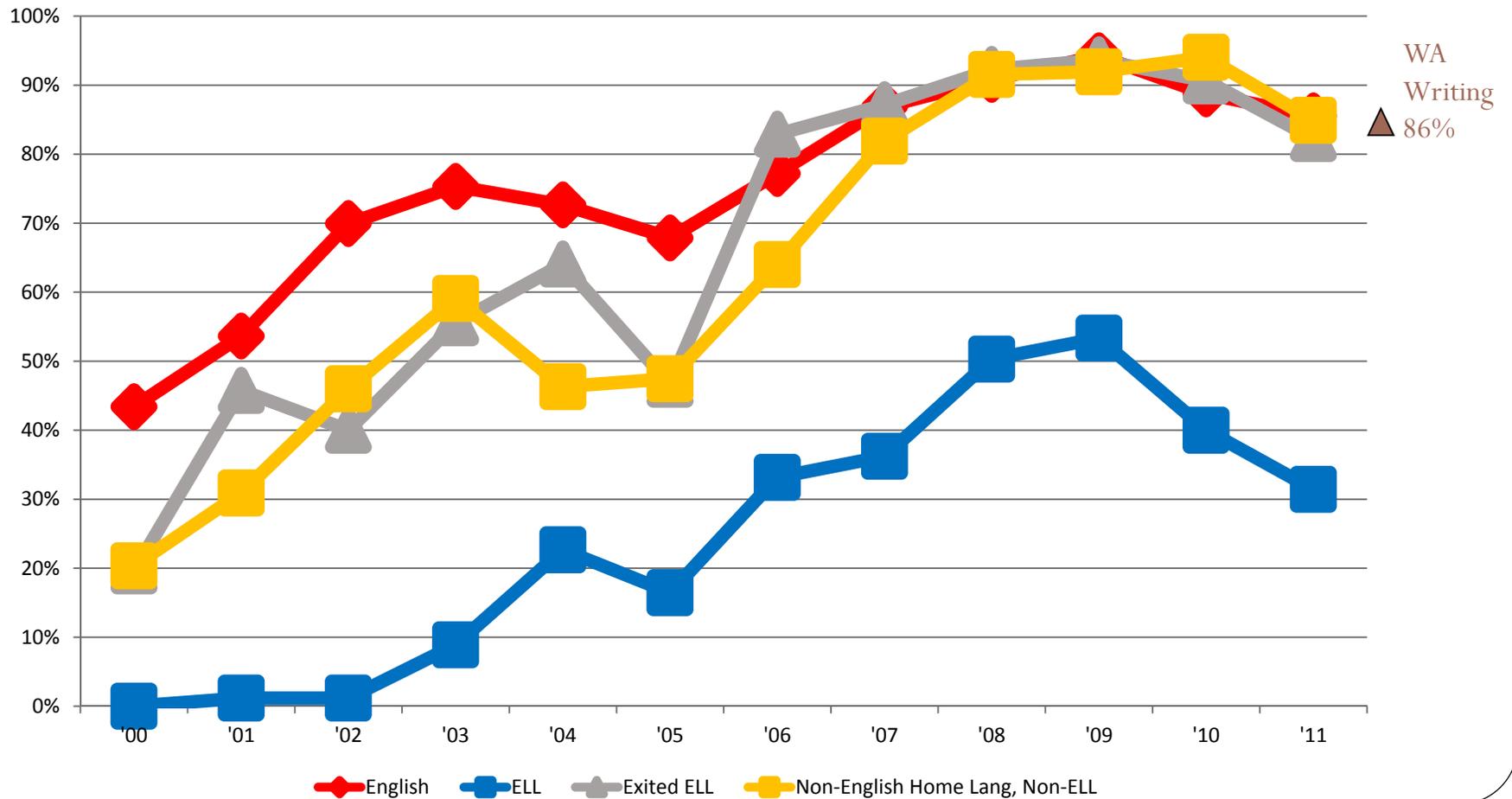
Math—Our work has paid off

10th Grade Math



Closing the Achievement Gap...

10th Grade Writing



**Email Between Ms. Hill and Community Member
Regarding Request for PowerPoint**

From: Sandra Hill <SHill@psd1.org>
Sent: Thursday, December 15, 2011 10:31 AM
To: 'Wagoner, Nick F'
Subject: 11-14-11 Levy Presentation FINAL2.pptx
Attachments: 11-14-11 Levy Presentation FINAL2.pptx; 12B Presentation-Levy Proposition 12-13-11.pptx

Nick

Sorry. I haven't been in my office since we saw you. Here're the levy ppts. Let me know if you want anything else.

Sandra

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Maintenance & Operations
LEVY



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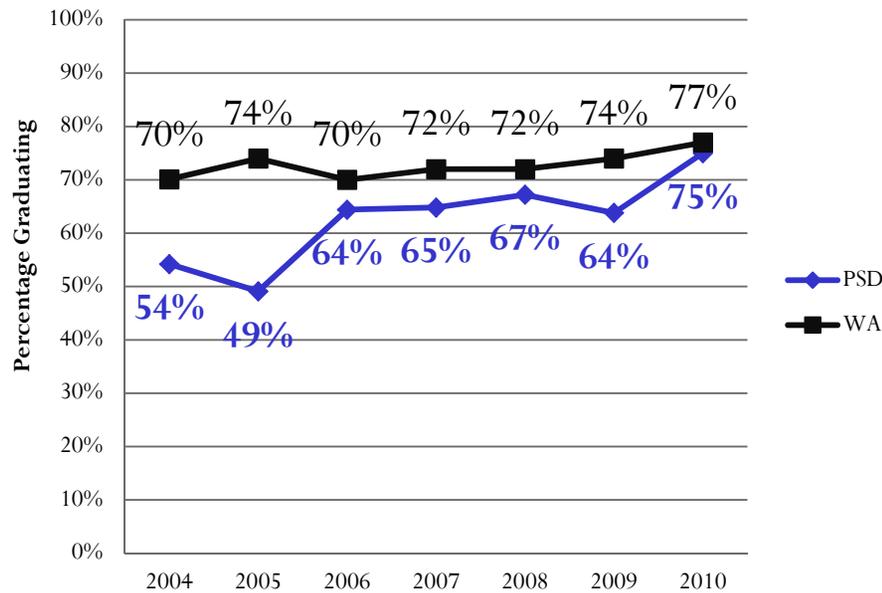


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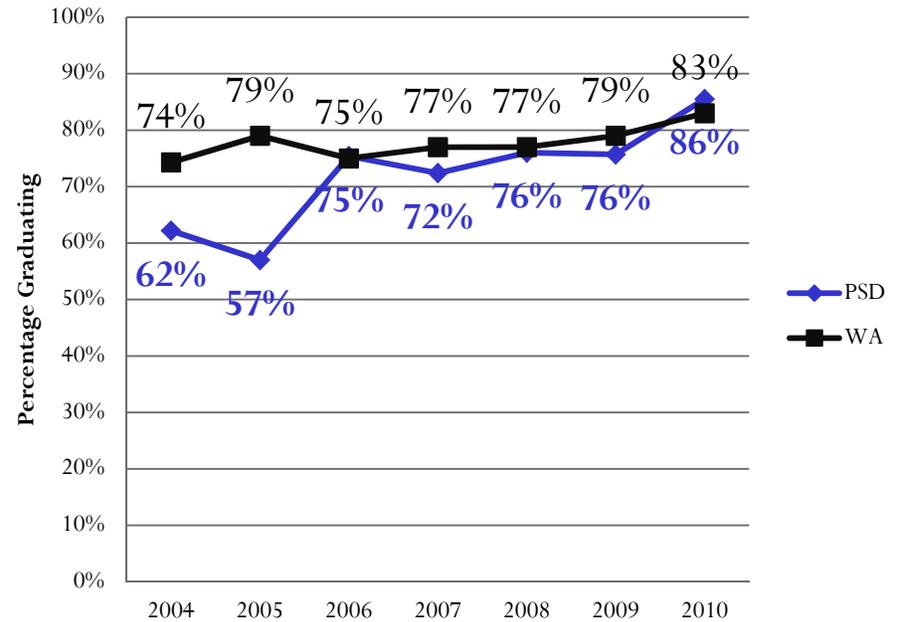


Continually improving graduation rates

2010 On Time Graduation Rates



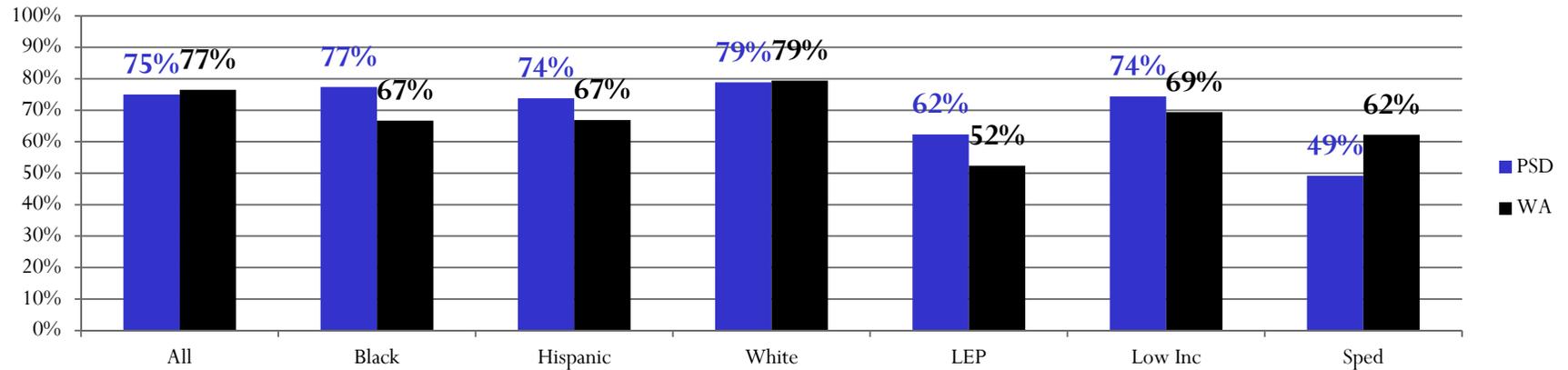
2010 Extended Graduation Rates



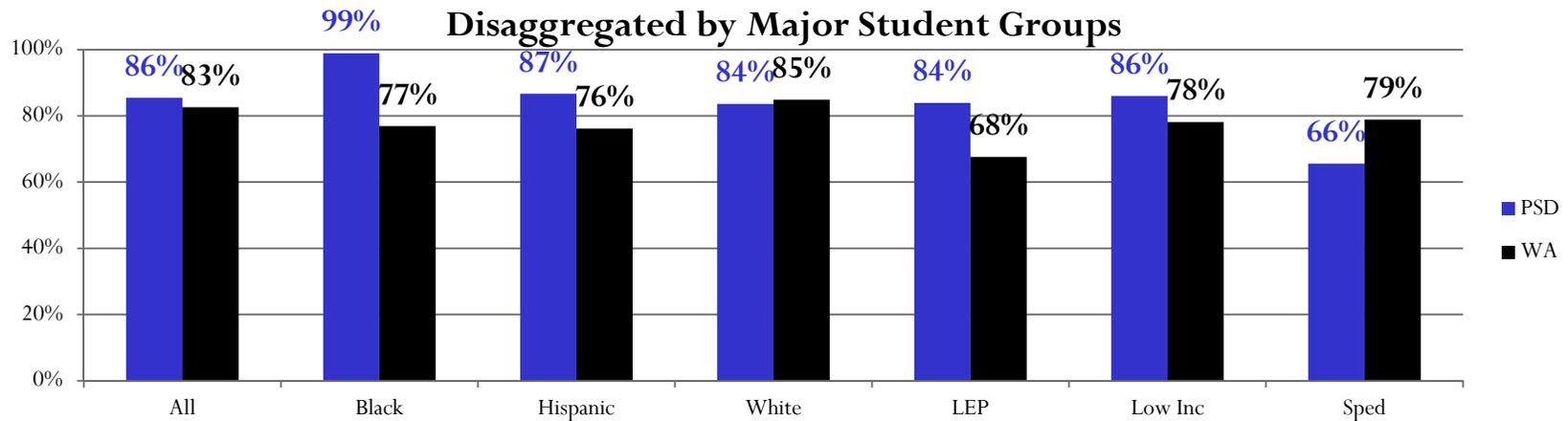
Beating the Odds

2010 Disaggregated Graduation Rates

2010 On Time Graduation Rates Disaggregated by Major Student Groups



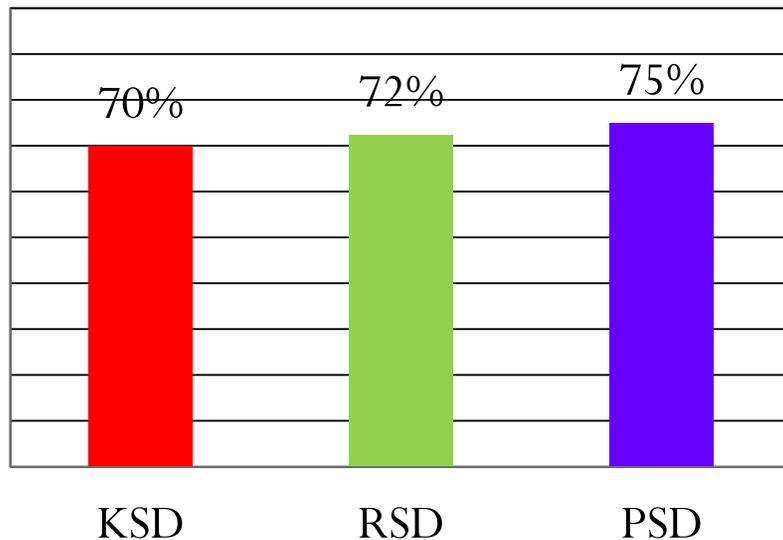
2010 Extended Graduation Disaggregated by Major Student Groups



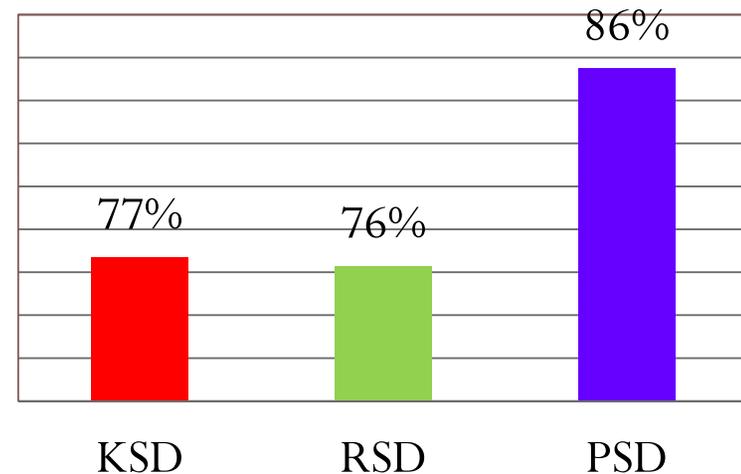
PSD 2010 Cohort Graduation Rates Compared to Neighboring Districts



2010 On Time Graduation Rates



2010 Extended Graduation Rates



Source: Washington State Office of Superintendent of Public Instruction Website

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- Each day 112 buses carry students to and from school.
- The District employs about 120 drivers and 31 transportation aides.
- Roughly one-third of our student population (5,250 students) rides the bus each day.
- In 2010-11 Pasco school buses traveled 1,432,703 miles.
- Increased fuel costs must be paid through levy dollars.

QUESTIONS?



Captain Gray Early
Learning Center
Class of 2024

I 
Pasco
Schools



2013-14

Maintenance and Operations Replacement Levy

December 13, 2011

Budgeted Revenues 2011/12 General Fund

Revenue Source	Amount	Percent
State - General	\$ 75,194,708	50.9
State - Levy Equalization Funds*	\$ 12,413,422	8.4
Local Levy	\$ 18,530,000	12.5
Other Local	\$ 2,172,046	1.5
State & Federal – Special Purpose	\$ 39,501,262	26.7
Total	\$147,811,438	100.0



***State funds that are received only if the local tax levy is approved by voters**

How are Levy and Levy equalization dollars spent?

Dollars

52% for Teaching and Learning

•Curriculum and teaching	6,367,666
•Art, music, and drama programs	3,805,408
•Elementary assistant principals and nurses	1,705,858
•Librarians, library clerks, and library books	2,100,516
•Substitute teachers	1,483,763
•Elementary Counselors	840,362

7% for Activities and Athletics

•Academic teams and clubs, athletics, and activities	2,101,814
--	-----------

42% for Maintenance and Operations

•School security	1,415,408
•Maintenance, custodial and district-wide support	3,761,815
•Utilities and Insurance	2,104,237
•Student transportation	2,781,575
•Portables	2,450,000

30,943,422



Assumptions

- Assessed Value growth – 3%
- Inflation – 2.5%
- State-mandated increases in employee costs which are not covered by increased state funding
- Portion of new elementary operations
- Dropout prevention
- Increased fuel costs
- Student housing options



2013-14 Levy Calculation	Option A: Similar to Current ~ \$4.55	Option B: Reduce by .05 ~ \$4.50	Option C: Reduce by .10 ~ \$4.45
2012 LEVY AMOUNT (Current)	19,000,000	19,000,000	19,000,000
Less prior period reductions:			
COST OF LIVING ADJUSTMENT NOT FUNDED 2009-2012	(980,000)	(980,000)	(980,000)
NO NEW ELEMENTARY COSTS (SEP-DEC 2012)	(303,000)	(303,000)	(303,000)
2012 LEVY AMOUNT (Adjusted)	17,717,000	17,717,000	17,717,000
INFLATION/COLA (2.5%)	442,925	442,925	442,925
RETIREMENT CONTRIBUTION CATCH-UP (.025 RATE INCREASE)	300,000	300,000	300,000
DROPOUT PREVENTION	600,000	600,000	600,000
INCREASE IN TRANSPORTATION FUEL COSTS	500,000	500,000	500,000
STUDENT HOUSING OPTIONS	220,000	90,000	-
2013 LEVY AMOUNT NEEDED (Estimate)	19,779,925	19,649,925	19,559,925
2013 LEVY REVENUE GENERATED BY RATE	20,235,290	20,101,577	19,789,579
2013 LEVY REVENUE OVER/(UNDER) AMOUNT NEEDED	455,365	451,652	229,654
% OF LEVY LID	82%	82%	80%
PROJECTED TAX BASE (1% Increase)	4,457,112,396	4,457,112,396	4,457,112,396
RATE PER \$1,000	4.54	4.51	4.44
2013 LEVY AMOUNT (Estimate)	19,779,925	19,649,925	19,559,925
INFLATION/COLA (2.5%)	494,498	491,248	488,998
RETIREMENT CONTRIBUTION CATCH-UP (.025 RATE INCREASE)	307,500	307,500	307,500
NEW ELEMENTARY COSTS (SEP-DEC 2014)	315,188	315,188	315,188
2014 LEVY AMOUNT NEEDED (Estimate)	20,897,111	20,763,861	20,671,611
2014 LEVY REVENUE GENERATED BY RATE	20,437,643	20,302,593	19,987,475
2014 LEVY REVENUE OVER/(UNDER) AMOUNT NEEDED	(459,467)	(461,268)	(684,136)
% OF LEVY LID	81%	80%	79%
PROJECTED TAX BASE (1% Increase)	4,501,683,520	4,501,683,520	4,501,683,520
RATE PER \$1,000	4.54	4.51	4.44
LEVY REVENUE OVER/(UNDER) AMOUNT NEEDED	(4,102)	(9,616)	(454,482)

Levy 2013-14 Numbers

<u>2013 Local Collection</u>	<u>*Estimated LEA</u>	<u>Total 2013</u>
\$20,100,000	\$12,413,422	\$32,513,422

<u>2014 Local Collection</u>	<u>*Estimated LEA</u>	<u>Total 2014</u>
\$20,300,000	\$12,413,422	\$32,713,422

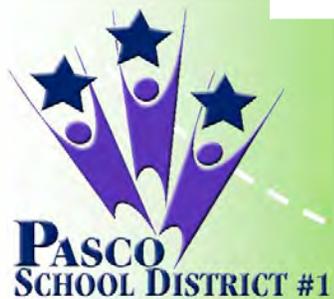
Estimated rate of \$4.51 per thousand, a 4 cent decrease from the last approved rate.

- Estimation based on current formulas. Governor proposed levy equalization for tiered reduction, cutting PSD 10%.



Levy Rate History

Year	Ballot Rate	% Ballot Rate Change	Actual Rate
2006	\$4.45	0	\$3.77
2007	\$4.45	0	\$3.92
2008	\$4.45	0	\$3.83
2009	\$4.45	0	\$4.17
2010	\$4.45	0	\$4.15
2011	\$4.55	2%	\$4.36
2012	\$4.55	0	\$4.31 (Est)
2013	\$4.51	-1%	?
2014	\$4.51	0	?



Historically, the actual collection rate has been less than the ballot language rate because the community's collective assessed value increased.

Action: Request Approval of Resolution 830

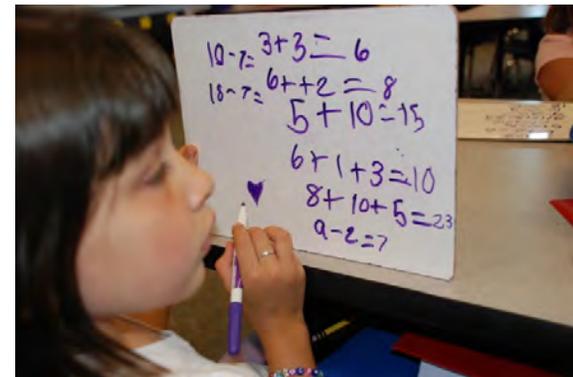
Questions?





Always under the levy lid

- Pasco School District asks voters for the local amount it needs to maintain programs that *this community has determined are important for its children*.
- The district has never asked voters for 100% of the dollars it can legally request.
- This levy continues that tradition by asking voters to approve just 93% of the possible maximum request, thereby balancing the cost to the taxpayers with the learning programs for students.



Community Forums

Be on the lookout for levy information sessions at the Booth Building:

- ***Thursday, January 7***
- ***Monday, January 11***
- ***Tuesday, January 19***

All forums begin at 6 p.m.



When do I vote?



A calendar for February 2010. The days of the week are listed at the top: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. The dates are arranged in a grid. The date February 9th is circled in red with the word "Vote" written inside the circle. Other holidays and events are marked: Groundhog Day on Feb 2, Lincoln's Birthday on Feb 12, Valentine's Day on Feb 14, President's Day on Feb 22, and Washington's Birthday on Feb 28.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9 Vote	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

- Ballots will be mailed to Pasco voters on approximately January 22.
- Election Day is February 9 and ballots must be returned by that date.
- Deadline for online or mail-in registration is January 11 and walk-in is February 1.





FOSTER PEPPER PLLC

Direct Phone (206) 447-8971
Direct Facsimile (206) 749-1927
E-Mail dijup@foster.com

June 3 2014

VIA EMAIL & U.S. MAIL

Tony Perkins
Lead Political Finance Specialist
Washington State Public Disclosure Commission
711 Capitol Way, Room 206
Olympia, WA 98504-0908

Dear Mr. Perkins:

This letter responds to your April 8, 2014 email request for additional information regarding PDC Case No. 13-097 (*Complaint* filed by Roger E. Lenk and Mr. Lenk's *Second Supplement to Complaint*, dated December 17, 2013). The Pasco School District responds to your further requests, as follows:

1. Request No. 1 ("Exhibits 1, 3, and 8").

Exhibit 1 is an email from February 2006 that, while informal, did not serve the purpose of assisting a candidate's campaign or promoting or opposing a ballot proposition. RCW 42.17A.555. It merely inquired into predictions regarding election results. Such predictions would not actually assist a campaign or promote or oppose a ballot proposition. We also note that any action to enforce a contrary interpretation would be time-barred. RCW 42.17A.765(4)(a)(iv) and .770.

Exhibit 3 is an email from September 2007 that contains information generated and provided by Pasco Citizens. Accordingly, District time and resources were not used to generate those materials. To the extent that the Pasco Citizens' materials indicate that Superintendent Hill or other District staff served as volunteers, those personal activities would be permitted activities on their own time. *PDC Interpretation 01-03* at 7-11. In the District's July 15, 2013 *Response*, we detailed Superintendent Hill's practice of limiting her activities with community or campaign groups to after-hours presentations during her personal time. *See Response* at 11-12 (July 15, 2013). Further, her practice was (and continues to be) to limit her presentations to facts regarding District initiatives. The same is true for other District staff.

To the extent that Superintendent Hill forwarded the information from a District email account, the District concedes that this may be contrary to PDC guidelines. *PDC Interpretation 01-03* at 10 (a superintendent may "inform staff during non-work hours of opportunities to participate in campaign activities") (emphasis added). However, we note that the email was sent during the lunch hour and the actual cost to the District would have been minimal. *See District Policy 5221* attached at *Appendix 1* ("Unless otherwise specified, the work

day for administrators, supervisors, and all classified employees exempt from overtime provisions shall be eight (8) hours per day exclusive of the lunch period)” (emphasis added). We also note that any action under Chapter 42.17A RCW with respect to this email is now time-barred. RCW 42.17A.765(4)(a)(iv) and .770.

Exhibit 8 is a November 2009 congratulatory email from Superintendent Hill to then-recently elected School Board members. A personal email of this nature does not serve the purpose of supporting a candidate or candidates. PDC guidelines recognize that similar post-election activities are permitted. *PDC Interpretation 01-03* at 17 (“Districts may thank citizens for their support after an election in district publications”). Consistent with District Policy 1720, communications like the November 2009 congratulatory email serve to foster a relationship of “trust, good will and candor” between the Board and Superintendent. *See Board Policy 1720*, attached at *Appendix No. 1*.

Finally, the District does not require as a component of any job (from administrative employees to Board members) that staff or District officials support or oppose ballot measures or assist political candidates. Attached to *Appendix No. 1* are relevant District policies, job descriptions, and job postings, none of which require as an official duty the participation in any campaign committee. As indicated in the District’s first response to Mr. Lenk’s complaint, the District regularly trains and instructs employees never to engage in campaign-related activities while on District time or with District resources. *See Response* at 2. Additionally, the District, as part of its training, emphasizes that campaign participation is not required of any employee.

From time to time, certain District administrators do attend Pasco Citizens meetings to ensure that accurate information is provided to the public regarding District proposals. As indicated in prior responses and interviews, there is an ongoing District concern that Pasco Citizens volunteers do not always provide the most current or accurate information during their public presentations. *See, e.g., First Supplemental Response* at 3. When attending Pasco Citizens meetings in these capacities, District staff limit their participation to statements of facts regarding District initiatives. *See, e.g., Response* at 12.

To the extent that Pasco Citizens’ materials indicate that certain District staff volunteered to support a particular ballot proposition, that is the Pasco Citizens’ representation and not the Districts. Further, any participation by District personnel was voluntary and consistent with PDC guidelines. *PDC Interpretation 01-03* at 4, 6, 8–9 (“School district employees do not forfeit their rights to engage in political activity because of their employment”). Indeed, no law prohibits a public employee, while on the employee’s own time, from engaging in community-based activities, including campaign activities. PDC regulations protect freedom of speech. WAC 390-05-040 (“No provision of chapter 42.17A RCW (Initiative 276) shall be construed in such a manner as to require any person to act or refrain from acting where such action or nonaction would violate any provision of the state or federal constitution or any federal law”). Moreover, a law that restricted an employee’s private activities would either force public agencies to hire less-involved members of the community or deprive civic and community organizations of active volunteers. *See Barry v. Johns*, 82 Wn. App. 865, 870, 920 P.2d 222 (1996). In discussing this issue under the Code of Ethics for Municipal Officers, Chapter 42.23

RCW, the Washington Court of Appeals concluded that “neither option is required by the law or common sense.” *Id.*

2. Request No. 2 (“Exhibits 2, 4, 5, and 6”).

Exhibits 2, 4, 5, and 6 all concern notices from Superintendent Hill to Board members regarding candidate filing deadlines. Similar to the congratulatory email discussed above, these notices foster a close, effective working relationship between the Superintendent and the School Board. It is not hard to imagine the animosity that would ensue between the Superintendent and the Board should the Superintendent fail to remind Board members of the filing deadline and one or all of the members misses the deadline. This would certainly undermine the “trust, good will and candor” required by Board Policy 1720. *See Appendix No. 1.*

This is a particular worry for School Board elections because board positions are not highly sought-after seats in many communities. And, in the past, filing deadlines have changed. Accordingly, filing deadlines might be missed and a board position might not receive a candidate filing at all. For example, Exhibits 4–9 reference three board positions up for election in 2009. All three were uncontested. *See Sample 2009 Ballot at Appendix No. 2.* In other words, in that 2009 election, there was a real possibility that no candidate would file to run for one of the positions. By conveying this general information, Superintendent Hill’s primary concern was to ensure that School Board positions were filled and that the essential working relationship between the Superintendent and the Board was maintained. This is a regular practice for Superintendent Hill.

Moreover, these notices are similar to the District’s longstanding practice of providing the School Board with general information and announcements regarding upcoming dates of significance to Board members. For example, the District has also provided notice to Board members of official District events (*e.g.*, student sporting, theater, and other public performances), community events hosted by civic organizations (*e.g.*, Rotary, Chamber of Commerce, etc.), and dates of general interest (*e.g.*, election days, holidays, etc.). Sample notices are available upon request. These regular activities are similar to advertising election dates and reminding employees to vote, both of which are approved activities under PDC guidelines. *PDC Interpretation 01-03* at 7–8, 10, 12, 14, and 17. A simple notice of a filing deadline does not actually assist a candidate in vote getting; it is purely informational and related to the particularities of serving as a school board member. District facilities are not used to assist campaigns.

3. Request No. 3 (“Exhibit 7”).

The District confirms that it issued the survey referenced in Mr. Lenk’s *Second Supplement to Complaint* (at 5 and Exhibit 7). The question posed in the draft survey was ultimately used. A printout of the final electronic version of the survey is attached to *Appendix No 3*. The District did not incur any vendor costs associated with the electronic survey. Due to the passage of time, the District cannot confirm that it sent hard-copy versions home with students, although this is likely from the correspondence on file. Based on the survey’s length,

the total staff costs for production and distribution would likely be substantially less than the estimate provided for the September 2012 Survey. *See First Supplemental Response* at 2. The cost of photocopies would not have exceeded \$17.50 (estimated at a maximum of 7,000 copies at \$0.0025 per page).

The District notes that the survey simply asked whether the individual's priorities included maintaining the District's then-current programs by increasing the District's levy. No specific amounts or levels of taxation were referenced in the survey. Although PDC guidelines make clear that the District is permitted to request information regarding "priorities for both programs and/or facilities and their associated total costs and projected dollars per thousand assessment," even that level of detail was not inquired in this survey. *PDC Interpretation 01-03* at 18. In essence, the question was whether maintenance of then-current District programs was a community priority.

4. Request No. 4 ("Exhibit 9").

Upon request by outside organizations, including the Pasco Association of Educators, the District has provided a venue for, and invited the public to attend, school board candidate forums, including the October 24, 2013 candidate forum referenced in Mr. Lenk's *Second Supplement to Complaint*. *Second Supplement to Complaint* at 6-7 and Exhibit 9. Attached to *Appendix No. 4* is a version of the announcement in flyer form. Importantly, District facilities were not used to support or oppose any candidate or ballot proposition at the October 2013 forum. RCW 42.17A.555. All of the 2013 candidates received letter invitations to participate from the Pasco Association of Educators. Indeed, all candidates were listed on the flyer. *See Sample 2013 Ballot at Appendix No. 4*. And, all candidates participated.

As PDC Guidelines note, school districts "are charged with education and instilling civic virtue." *PDC Interpretation 01-03* at 4. The political and electoral process is a central component of American civic life. The hosting of an open, non-partisan, non-preferred candidate forum supports this virtue and encourages students, parents, and community members to engage in the important civic activity of political participation. Encouraging engagement among students, parents, community members, board candidates, and the District itself aids the District in fulfilling this important duty.

Moreover, WAC 390-05-271(2) specifically states that "RCW 42.17A.555 does not prevent a public office or agency from ... making facilities available on a nondiscriminatory, equal access basis for political uses...." More specifically, the PDC has held that a municipality is not prohibited from organizing and broadcasting a candidate forum to educate voters about candidates for office if each candidate is provided an equal opportunity to participate and the forum is unbiased and nondiscriminatory. *PDC Declaratory Order No. 13* at 3-4 (Oct. 24, 1995) (citing WAC 390-05-271). This is precisely the District's practice and what occurred at the October 24, 2013 forum.

Mr. Tony Perkins, Public Disclosure Commission
June 3, 2014
Page 5

We trust that the foregoing is responsive to your inquiry. Please let us know if the Pasco School District can provide any additional information.

Very truly yours,

FOSTER PEPPER PLLC

A handwritten signature in cursive script that reads "P. Stephen DiJulio".

P. Stephen DiJulio

cc: Pasco School District

Exit this survey

Maintenance & Operations Levy

HERE'S HOW YOU CAN HELP

The Board wants your opinion. Please take a moment to complete this survey, and return it to your school office or the Booth Building by October 7, 2009. Or, you can log on to the district's web site, www.psd1.org, and answer the survey on the home page. Thank you.

ESTO ES COMO USTED PUEDE AYUDAR

La Mesa Directiva desea su opinión. Por favor tome un momento para contestar esta encuesta y devuélvala a la oficina de su escuela o al *Booth Building* a más tardar el 7 de octubre de 2009, o usted puede conectarse al sitio de Internet del distrito: www.psd1.org y contestar la encuesta en la página principal. Gracias.

1

*

**What would you be willing to consider in the upcoming levy election?
¿Qué estaría usted dispuesto a considerar en la próxima elección de recaudación de impuestos?**

I would be willing to consider raising the levy rate to maintain most of the district's current programs and commitments./Yo estaría dispuesto a considerar un aumento al porcentaje de los impuestos para mantener la mayoría de los programas y compromisos actuales del distrito.

I would hold the levy rate as previously approved by voters since 2004, knowing it would mean reduction or elimination of programs./Yo mantendría el porcentaje de los impuestos según fue aprobado previamente por los votantes desde el 2004, a sabiendas de que esto significaría la reducción o eliminación de los programas.

Other/Otro

2

I am a Pasco voter or resident./Soy un votante o residente de Pasco.

Yes

No

3

I have children attending Pasco schools./Tengo niños que asisten a las escuelas de Pasco.

- Yes
- No

Done

Powered by **SurveyMonkey**
Check out our [sample surveys](#) and create your own now!



CASH RECEIPTS MONETARY CONTRIBUTIONS

C3

(1/02)

THIS SPACE FOR OFFICE USE

100491833

10-01-2012

Candidate or Committee Name (Do not abbreviate. Use full name.) Pasco Citizens For Better Schools			
Mailing Address PO Drawer B			
City Pasco, WA	Zip + 4 99301	Office Sought (candidates)	Election Date 2013

1. MONETARY CONTRIBUTIONS DEPOSITED IN ACCOUNT

Date Received		Amount	Total
	a. Anonymous		
	b. Candidate's personal funds deposited in the bank (include candidate loans in 1c).....		
	c. Loans, notes, security agreements. Attach Schedule L		
	d. Miscellaneous receipts (interest, refunds, auctions, other). Attach explanation		
	e. Small contributions \$25.00 or less not itemized and number of persons giving _____ (persons)		

2. CONTRIBUTIONS OVER \$25.00

Date Received	Contributor's Name, Address, City, State, Zip	Contributions of more than \$100:*	P R I	G E N	Amount	Aggregate* Total
09/26/12	PASCO CITIZENS FOR BETTER 441 GEMINI DR PASCO, WA 99301				1,000.00	1,000.00
		Occupation				
		Occupation				
		Occupation				
		Occupation				
		Occupation				
		Sub-total			1,000.00	
	<input type="checkbox"/> Check here if additional pages are attached	Amount from attached pages			0.00	

***See reverse for details.**

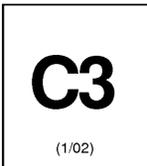
3. TOTAL FUNDS RECEIVED AND DEPOSITED OR CREDITED TO ACCOUNT
Sum of parts 1 and 2 above. Enter this amount in line 1, Schedule A to C4.

1,000.00

4. Date of Deposit 09/26/12	I certify that this report is true and complete to the best of my knowledge
Treasurer's Daytime Telephone No.: (509) 545-1881	Treasurer's Signature Michael Miller
	Date 10-01-2012



CASH RECEIPTS MONETARY CONTRIBUTIONS



THIS SPACE FOR OFFICE USE

100498425

10-29-2012

Candidate or Committee Name (Do not abbreviate. Use full name.)
Pasco Citizens For Better Schools

Mailing Address
PO Drawer B

City: Pasco, WA Zip + 4: 99301 Office Sought (candidates): Election Date: 2013

1. MONETARY CONTRIBUTIONS DEPOSITED IN ACCOUNT

Date Received		Amount	Total
	a. Anonymous		
	b. Candidate's personal funds deposited in the bank (include candidate loans in 1c).....		
	c. Loans, notes, security agreements. Attach Schedule L		
	d. Miscellaneous receipts (interest, refunds, auctions, other). Attach explanation		
	e. Small contributions \$25.00 or less not itemized and number of persons giving _____ (persons)		

2. CONTRIBUTIONS OVER \$25.00

Date Received	Contributor's Name, Address, City, State, Zip	Contributions of more than \$100:*	P R I	G E N	Amount	Aggregate* Total
10/24/12	PASCO CITIZENS FOR BETTER 441 GEMINI DR PASCO, WA 99301				15,968.83	16,968.83
	Occupation					
	Occupation					
	Occupation					
	Occupation					
	Occupation					
	<input type="checkbox"/> Check here if additional pages are attached	Sub-total			15,968.83	*See reverse for details.
		Amount from attached pages			0.00	

3. TOTAL FUNDS RECEIVED AND DEPOSITED OR CREDITED TO ACCOUNT
Sum of parts 1 and 2 above. Enter this amount in line 1, Schedule A to C4.

15,968.83

4. Date of Deposit: 10/24/12

Treasurer's Daytime Telephone No.: (509) 545-1881

I certify that this report is true and complete to the best of my knowledge

Treasurer's Signature: Michael Miller Date: 10-29-2012



Leland B. Kerr
Attorney at Law
lkerr@kerrlawgroup.net

Patrick J. Galloway
Attorney at Law
pgalloway@kerrlawgroup.net

July 22, 2013

Mr. Philip E. Stutzman
Director of Compliance
WASHINGTON STATE PUBLIC
DISCLOSURE COMMISSION
711 Capitol Way, Room 206
Olympia WA 98504-0908

**RE: Complaint filed by Roger Lenk
PDC Case No. 13-097**

Dear Mr. Stutzman:

Our office represents Pasco Citizens for Better Schools ("PCBS"), a Washington nonprofit corporation formed June 22, 2012.

I. INTRODUCTION

The purpose of this letter and the enclosed Affidavits and Exhibit is to provide the Commission with the information relevant to the above-referenced Complaint.

The Complaint alleges that PCBS violated RCW 42.17A.235 and RCW 42.17A.240 by not identifying the source of contributions received totaling \$1,000.00 on September 26, 2012; and \$15,968.83 on October 24, 2012. The Complaint also alleges that two \$5,000.00 contributions from Pasco Association of Educators received on October 17, 2012 and October 24, 2012 were violations of RCW 42.17A.500. The Complaint makes the same allegation concerning two \$250.00 contributions made by the Pacific Northwest Council of Carpenters on January 28, 2013, and February 11, 2013. There are numerous other claims made against the other parties to the Complaint. While those other claims do not specifically involve PCBS, officers of PCBS do have relevant factual information regarding those claims.

II. CLAIMS AGAINST PCBS

A. September 26 and October 24, 2012 Contributions.

In the fall of 2012, contributions of \$1,000.00 and \$15,968.83 were reported to the PDC as having been received by PCBS from itself. In other words, PCBS is listed as the contributor. There is a very simple explanation as to the source of these funds, which is detailed in the memorandum from CPA, Mark Morrissette, attached as Exhibit No. 1 to the Affidavit of Patrick J. Galloway, and contained in the Affidavit of Michael Miller.

PCBS has existed in one form or another for over 40 years. Over the years, this loose association of volunteers (who came and went) had varying levels of organization and accountability. In 2012, Michael Miller was serving as what was then called the "Chairman" of this organization. He became concerned that PCBS needed to become more formal in its organization and determined to help the organization become compliant with all applicable State and Federal laws. Under his leadership, PCBS engaged the services of CPA, Mark Morrisette, and Attorney, Dan Hultgrenn. Utilizing these professional services, PCBS was officially formed as a Washington nonprofit with the Secretary of State in June 2012. PCBS also obtained 501(c)(4) tax exempt status with the Internal Revenue Service.

The former organization had \$16,968.83 in funds. Thus, the first donations disclosed to the PDC represent fund transfers from the old bank account to the new bank account of the newly formed PCBS. That is why on the financial reporting forms, the contributions are designated as being from PCBS to PCBS. It is only through the leadership of Michael Miller that these formal steps towards full compliance with all applicable laws were taken. PCBS should not be punished for these efforts. Indeed, if anything, they ought to be commended for making these important changes. The disclosure of the \$16,968.83 was made in good faith, and was reported in the manner recommended by PCBS's accountant.

It appears that PCBS has filed with the PDC as a single year committee. Pursuant to WAC 390-16-230(3), PCBS would actually be considered a continuing committee because of the rollover of previous donations for future use. To the extent that PDC considers any technical violation to have occurred, we would respectfully suggest that the appropriate remedy would be for the PDC to provide PCBS with guidance and a reasonable period of time to submit any amended reports that may be necessary to become fully compliant.

B. Contributions by Labor Organizations.

Labor organizations such as the Pasco Association of Educators (PAE) and the Pacific Northwest Council of Carpenters (PNCC) are prohibited by RCW 42.17A.500 from using agency shop fees paid by an individual who is not a member of the organization to make contributions or expenditures to influence an election or to operate a political committee, unless affirmatively authorized by the individual.

PCBS was grateful to receive contributions, but does not have any information as to the source of those funds. To the extent the PDC needs to investigate whether those funds came from an appropriate source within the labor organizations, the information will need to be requested directly from those organizations.

III. ADDITIONAL INFORMATION

The following information is a summary of additional facts PCBS believes will be relevant to the PDC's investigation. These facts are more specifically detailed in the Affidavits of Michael Miller and Valerie Moffitt.

First it should be clarified that Mr. Lenk has misidentified the role of John Sawyer and Becky Gauthier. Mr. Sawyer is a citizen volunteer who offered to help author the pro bond comment section for the Franklin County online voting pamphlet. Mr. Sawyer is not an officer of PCBS.

Ms. Gauthier is not the Assistant Superintendent of Instructional Services for the Pasco School District. She works for United Way and served as the program chair for the Tri-City Sunrise Rotary Club in Pasco. It was her job as Club Program Chair to schedule speakers for Rotary meetings including working with Superintendent Hill's office to find a date and a speaker who would present factual information regarding the bond.

One of the main issues addressed in Mr. Lenk's Complaint is the improper use of e-mail. To the extent the officers of PCBS sent any e-mails that they should not have, they apologize and ask that the PDC recognize that they are simply volunteers acting in a good faith effort to promote an election issue they believe to be in the best interest of their community.

It appears, however, that Superintendent Hill was very careful to avoid misusing school resources including e-mail accounts and employee efforts during work hours. **Indeed, Mr. Miller recalls at least two occasions when he received a call from Superintendent Hill advising him that e-mails he had sent were not compliant with PDC guidelines, and would not be responded to.**

Ms. Moffitt, likewise, provides further explanation which shows that Mr. Lenk has taken her December 28, 2012 e-mail out of context and failed to recognize that the primary reason for the communication was activity unrelated to the bond.

Another main issue addressed in Mr. Lenk's Complaint is attendance at various community meetings and events where both Pasco School District staff and PCBS officers were present. Mr. Lenk alleges that Pasco School District's staff made statements at these events that amount to campaigning. Mr. Miller and Ms. Moffitt, in their Affidavits, have provided information which tends to show otherwise. Indeed they feel strongly that no improper behavior occurred, and that Superintendent Hill and other Pasco School District staff were careful to comply with PDC regulations and limit any comments that they did make to factual information. There was not, as Mr. Lenk suggests, a coordinated effort between Pasco School District and PCBS to campaign for passage of the School bond. Pasco's schools are facing one of the worst overcrowding problems in the State of Washington. The voters were persuaded by an honest understanding of the facts, not by an illegally funded propaganda campaign.

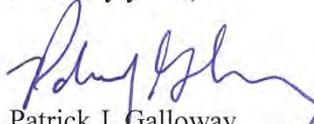
Mr. Philip E. Stutzman
July 22, 2013
Page 4

IV. CONCLUSION

PCBS does not believe any violations have occurred, and respectfully request that Mr. Lenk's Complaint be dismissed completely. PCBS feels that it has clearly demonstrated to the PDC its good faith and commitment to conducting itself with the highest standards of integrity and compliance by the proactive steps that were taken early in 2012 and throughout the School bond election in 2013.

Please contact this office if there is any additional information or assistance the Commission needs to complete its investigation.

Sincerely yours,



Patrick J. Galloway
KERR LAW GROUP

PJG/sla

Enclosures

cc: Client

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OFFICE OF DIRECTOR OF COMPLIANCE
WASHINGTON STATE PUBLIC DISCLOSURE COMMISSION

Complaint filed by Roger Lenk,)
PDC Case No. 13-097) AFFIDAVIT OF MICHAEL MILLER

STATE OF WASHINGTON)
County of Franklin : ss)

MICHAEL MILLER, being first duly sworn, upon oath, deposes and says:

That your affiant is a long-time member of the Pasco community and cares about the school system. My own children came through the Pasco school system, and I will soon have grandchildren attending school in Pasco.

At all times relevant to Mr. Lenk's Complaint, I was, and I am currently serving as the President of the Pasco Citizens for Better Schools.

In my professional work and volunteering, I have been involved with many community organizations and charities. I realized in early 2012, the Pasco Citizens for Better Schools needed to be more formally organized and needed professional assistance to make sure that it fully complied with all Federal and State laws and regulations. Therefore, with support of the other members, I, as the then acting Chairman, engaged the professional services of CPA, Mark Morrissette, and attorney, Dan Hultgrenn. Through their direction

AFFIDAVIT OF
MICHAEL MILLER - 1

KERR LAW GROUP
7025 W. Grandridge Boulevard, Suite A
Kennewick, Washington 99336-7724
Phone: (509) 735-1542 Fax: (509) 735-0506

1 and assistance, Pasco Citizens for Better Schools was officially formed as a Washington
2 nonprofit corporation and received appropriate IRS status, along with registration with the
3 PDC. The CPA assisted us in beginning to file appropriate reports with the PDC regarding
4 donations. This included the reporting of funds that were transferred from the group formerly
5 known as "Pasco Citizens for Better Schools", to the now officially formed and properly
6 operating Pasco Citizens for Better Schools. We relied on professional advice throughout this
7 process. I acted with nothing but good faith intent to make sure we were compliant. This
8 process is more fully explained in a memorandum provided by our CPA.

9
10 Superintendent, Saundra Hill, and the Pasco School District were vigilant in educating
11 our committee about compliance with PDC regulations. Our organization also educated
12 volunteers about compliance with PDC regulations. We are, however, volunteers whose
13 primary concern is helping promote what we believe is in the best interest of our community.
14

15 On more than one occasion, I sent e-mails to Superintendent Hill, but received no e-
16 mail response in return. On at least two occasions, I recall that she called me to indicate that
17 the e-mails were not appropriate and reminded me of PDC regulations.

18 I attended many meetings to campaign for passage of the School bond. At some of
19 those meetings, School District staff were present. I can recall no incident during which I
20 ever witnessed Superintendent Hill, or any other School District staff, campaign for passage
21 of the School bond. Information that was provided was always factual. There was never any
22 indication as to which way the person intended to vote, nor any request that citizens vote for
23 the bond. I believe everyone was putting forth a good faith effort to comply with PDC
24 regulations.
25
26
27

28 AFFIDAVIT OF
MICHAEL MILLER - 2

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Kennewick, Washington 99336-7724
Phone: (509) 735-1542 Fax: (509) 735-0506

1 Pasco School District is currently struggling with some of the most overcrowded
2 schools in the State of Washington.

3 For the January 23, 2013 County Commissioner's meeting, I had asked to be placed on
4 the agenda so I could in fact campaign for support of the School bond. It is true that John
5 Morgan from the School District was also in attendance at the meeting, but he did not give a
6 speech at the meeting, nor was he on the agenda. He was directly asked some questions by
7 Commissioner Brad Peck regarding the facts of the School bond, and he responded by
8 providing factual information.
9

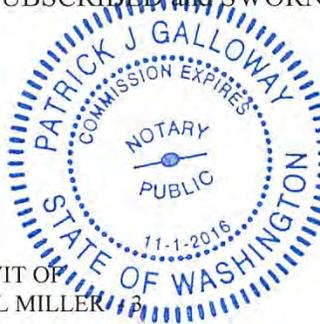
10 Likewise, I spoke at City Council meetings. Again, no one from the School District
11 spoke in favor of the Bond.

12 The School District gave presentations at Kiwanas and Rotary meetings, but again, I
13 heard nothing that I would consider going beyond providing the facts. There were no
14 indications of how School District staff intended to vote, or request that citizens vote in a
15 certain way. Staff simply explained student enrollment, current available facilities to service
16 student needs, and all the alternatives to dealing with growing student populations including
17 building new schools, double-shift programs, and multi-track year around schooling.
18

19 DATED this 22nd day of July, 2013.

20
21 Michael C. Miller
22 Michael Miller, Affiant

23 SUBSCRIBED and SWORN to before me this 22nd day of July, 2013.



24
25 Patrick J. Galloway
26 Notary Public in and for the State of Washington
27 Residing in Potter Co.
28 My Commission Expires 11-1-2016

AFFIDAVIT OF
MICHAEL MILLER

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OFFICE OF DIRECTOR OF COMPLIANCE
WASHINGTON STATE PUBLIC DISCLOSURE COMMISSION

Complaint filed by Roger Lenk,)
PDC Case No. 13-097) AFFIDAVIT OF VALERIE MOFFITT

STATE OF WASHINGTON)
County of Franklin : ss)

VALERIE MOFFITT, being first duly sworn, upon oath, deposes and says:

I am a long-time member of the Pasco community and care about the school system. At all relevant times, I was, and I am currently serving as the Pasco Citizens for Better Schools Secretary.

In 2012, I attended the Mid Columbia Ag Conference and Banquet and noted that student, FFA members with their teachers/advisors from other School Districts attended this event. Scholarships were received by some students. I regretted that Pasco School District students did not have a table at this event.

Thus, when I sent the December 28, 2012 e-mail to Superintendent Hill, the context of that e-mail was more than simply indicating that it would be a good place for Superintendent Hill to educate the public about the upcoming bond issue. That is why I said in my e-mail that attending the meeting would be helpful on "several fronts." In fact, Superintendent Hill

AFFIDAVIT OF
VALERIE MOFFITT - 1

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Phone: (509) 735-1542 Fax: (509) 735-0506

1 never followed through with me to fill the seats for the table. I worked with Mr. Martinson,
2 Director of Career and Technical Education, to make sure students from the two high school
3 Ag departments were able to attend the banquet. Mr. Martinson, several teachers and students
4 did attend. I believe this was a wonderful opportunity for our students to hear from leaders in
5 our agribusiness community and witness other students being awarded scholarships.
6

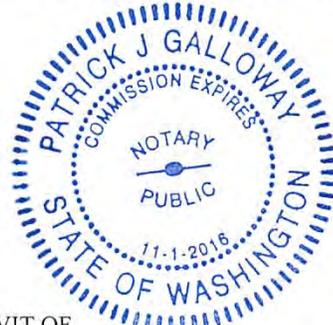
7 I hope to be able to sponsor a table for Pasco School District in the future. My interest
8 in doing this for this year's banquet and in the future is based on my interest in agriculture. I
9 think it would have been nice if someone had been available at the banquet to provide factual
10 information regarding the upcoming bond issue, but that did not occur.

11 Superintendent Hill did not attend. I was in attendance, but sat at a different table
12 from the Pasco School District teachers and students because I was caring for elderly relatives
13 who were also in attendance. Because of that obligation, I was not able to speak with anyone
14 from the Pasco School District, nor was I able to do any campaigning on behalf of the bond. I
15 also did not witness any campaigning by any person including any School District staff
16 member.
17

18 DATED this 22 day of July, 2013.

19
20 Valerie Moffitt
21 Valerie Moffitt, Affiant

22 SUBSCRIBED and SWORN to before me this 22nd day of July, 2013.



23 Adam Galloway
24 Notary Public in and for the State of Washington
25 Residing in Baker Co
26 My Commission Expires 11-1-2016
27

28 AFFIDAVIT OF
VALERIE MOFFITT - 2

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OFFICE OF DIRECTOR OF COMPLIANCE
WASHINGTON STATE PUBLIC DISCLOSURE COMMISSION

Complaint filed by Roger Lenk,)
PDC Case No. 13-097) AFFIDAVIT OF
) PATRICK J. GALLOWAY
)

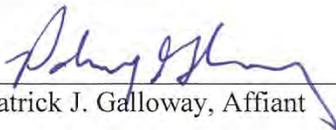
STATE OF WASHINGTON)
) : ss
County of Benton)

PATRICK J. GALLOWAY, being first duly sworn, upon oath, deposes and says:

I am the attorney for the Pasco Citizens for Better Schools in the above-entitled matter, and an experienced attorney in good standing with the Washington State Bar Association.

Attached hereto as Exhibit A is a true and correct copy of the Memorandum prepared by CPA, Mark Morrissette, regarding the transition of Pasco Citizens for Better Schools as an informally organized group of volunteers to a properly organized nonprofit organization registered with the PDC.

DATED this 22nd day of July, 2013.



Patrick J. Galloway, Affiant

AFFIDAVIT OF
PATRICK J. GALLOWAY - 1

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SUBSCRIBED and SWORN to before me this 22nd day of July, 2013.



Sherrie Ashley
Notary Public in and for the State of Washington
Residing in Benton
My Commission Expires April 16, 2015

AFFIDAVIT OF
PATRICK J. GALLOWAY - 2

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BG BAKER & GILES, PS
Certified Public Accountants

Daniel L. Boyd, C.P.A.
Mark J. Morrissette, C.P.A.
Randy W. Shoop, C.P.A.
Carol A. Woo, C.P.A.

Howard C. Baker, C.P.A.
(1920 - 2000)
Merlin D. Giles, C.P.A.
(1924 - 2004)

To: Patrick Galloway, Attorney at Law
From: Mark Morrissette, CPA 
Date: July 3, 2013
Subject: Pasco Citizens for Better Schools (PCBS)

The "new" PCBS reported to the Public Disclosure Commission two contributions received from the "old" Pasco Citizens for Better Schools:

September 26, 2012	\$1,000.00
October 24, 2012	\$15,968.83

The source of the deposit was a transfer in from a checking account owned by the "old" Pasco Citizens for Better Schools. The old organization was formal in purpose – but, was informal in accounting and reporting.

The new PCBS organization intended to track income and expenses beginning from the first dollar starting around the time of the new (September 2012) school year. A formal restarting of the PCBS organization would also hopefully create an entity which would encourage new individuals to become involved, and retire out the current managers who had been overworked from long volunteer hours.

The new PCBS registered with the Washington Secretary of State's office, obtained from the Internal Revenue Service a 501(c)4 tax-exempt organization status, and registered with the Washington Public Disclosure Commission.

Transferring in money from the old to new PCBS was simply reported as a contribution from one Pasco Citizens for Better Schools to the other. The \$16,968.83 of bank account money was the net result of contributions received, and expenses from prior campaigns.

A volunteer bookkeeper was not available to the old PCBS who could offer the hours needed to prepare an accounting separating the contribution income by donor, and expenses into codes for classifying expenditures. The expense of hiring an accounting firm to do the same work was cost prohibitive. Closing the old and starting the new became a good operating, and administrative choice.



Time Matters Phone Records

DATE FROM	SUBJECT	TO	FROM		
4/19/2011 15:59	Pasco Cit for Better Schools	KMURPHY	Valerie Moffitt	509-539-9021	<p>contacted Valerie because committee had no filings for April 26, 2011 special election (school bond for Pasco SD) she is a committee chair - had previously tried to contact treasurer</p> <p>she said there had been some personal issues for some on committee that were supposed to be filing she didn't realize things hadn't been filed until I contacted her she will make sure filings happen</p> <p>contacted me to let me know they are also having computer trouble I asked that the committee at least email a detailed listing of the committees contributions and expenditures to the PDC so that the info could be posted online for the public to see before the election and when they sort out computer and personnel issues to contact our Filers Assistants to file correctly.</p>

RECEIVED

Jon Ammons

APR 21 2011

From: Bob Moffitt [bobvalmoffitt@clearwire.net]
Sent: Thursday, April 21, 2011 12:04 PM
To: Kristin Murphy; PDC
Cc: Mike Miller; Terry Hayles
Subject: Pasco Citizens for Better Schools 2011 Bond Campaign PDC Memo
Attachments: 2011 Pasco School Bond Committee PDC filing.doc; 2011 PDC report #1.doc

Public Disclosure Commission

Dear Washington State Public Disclosure Commission,

Attached please find the list of the 2011 Pasco School Bond Committee members for Pasco Citizens for Better Schools. I have also attached a financial report showing contributions received with the exception of month payroll deduction donations by Pasco School Employees. This will be provided by the Treasurer. You will also find a current list of expenditures to date.

I again apologize for the tardiness of our reporting and assure you we strive to be transparent with our community regarding our campaign activities. Please do not hesitate to communicate with us as we continue to provide you documentation of our committee's work.

Sincerely,

Valerie Moffitt
2011 School Bond Committee
Pasco Citizens for Better Schools
bobvalmoffitt@clearwire.net (509) 547-6473

www.yes4pascoschools.com

RECEIVED

APR 21 2011

Public Disclosure Commission

**Pasco Citizens for Better Schools
2011 Pasco School Bond Committee**

Co-Chairs

Valerie Moffitt 509-539-9021
bobvalmoffitt@clearwire.net
5316 Livingston, Pasco, WA 99301

Michael A. Miller 509-545-1881
mmiller@moonsecurity.com
515 W. Clark, Pasco, WA 99301

Treasurer

Terri Hayles 509-546-3940
441 Gemini Dr., Pasco, WA 99301

Radio

Mike Killian 509-380-7835
Killians99301@yahoo.com
1712 W. Octave, Pasco, WA 99301

Hispanic Media

Ruben Peralta 509-378-5302
rperalta@amfam.com
4304 Laredo Dr., Pasco, WA 99301

Letters to the Editor

Bill Pennell 509-542-0644
bill@craea.com 509-539-7159
7420 Ricky Road Pasco, WA 99301

Website Design

Kristin Eby 509-438-1312
kseby1006@yahoo.com
10305 Chapel Hill Blvd. # B3010, Pasco, WA 99301

Reader Boards and Endorsements

Jean Ryckman 509-539-5395
jryckman44@gmail.com
3809 Meadow Ct., Pasco, WA 99301

Print Media

Courtney Stenson 509-380-7835
Courtneystenson@gmail.com
11613 Quail Run Road, Pasco 99301

Signs

Kim Marsh
vonlottol@prodigy.net
412 W. 12th Ave., Kennewick, WA 99336

**Door Hanging, TV Ads and
Volunteer coordinator**

Speakers Bureau and Fundraising

April 21, 2011
Pasco Citizens for Better Schools
Fundraising for 2011 School Bond:

RECEIVED
APR 21 2011
Public Disclosure Commission

3/18 Deposit \$5800

CK#			
5870	2/23	Withycombe Scotten & Associates	\$ 200.00
		PO Box 2458, Portland, OR 97208	
6785	3/7	Bill Pennell & Sandra Hill	\$ 500.00
		7420 Ricky Road, Pasco, WA 99301	
9480	3/10	Pasco Association of Educators	\$2000.00
		2318 W. Court, PO Box 2504, Pasco, WA 99302-2504	
4037	3/12	Bill & Margie Leggett	\$ 300.00
		4019 Horizon Dr. Pasco, WA 99301	
701	3/14	Tri-Cities Housing Council	\$2500.00
		10001 W. Clearwater Ave., Kennewick, WA 99336	
18583	3/14	ckjt architects	\$ 300.00
		128 Vista Way, Kennewick, WA 99336	

4/14 Deposit \$ 510.00

CK#			
1288	3/16	Edison Valerio	\$ 10.00
		4511 Antigua Dr., Pasco, WA 99301	
4154	3/30	Pasco Bulldog Boosters	\$ 200.00
		PO Box 4975, Pasco, WA 99302	
5324	4/2	Jan and Daryl Francis	\$ 50.00
		PO Box 2186, Pasco, WA 99302-2186	
10050	4/10	E.L. Ray	\$ 250.00
		4114 Riverhaven, Pasco, WA 99301	

4/20 Deposit \$100.00

CK#			
8413	4/14	H.W. Felsted	\$ 100.00
		4920 W. Margaret, Pasco, WA 99301	

Our checking account balance going into this election was about \$30,000.00.

We receive monthly payroll deduction donations from Pasco School District employees. This is a request we make annually at the beginning of the school year. This information will be provided by our Treasurer in future reports.

April 21, 2011
Pasco Citizens for Better Schools
2011 School Bond Expenses:

RECEIVED
 APR 21 2011
 Public Disclosure Commission

CK#				
476	3/11	Cherrycreek Radio	\$3060.00	KONA AM & FM, KZHR Radio
477	3/11	Town Square Media	\$1412.00	KEY Radio
478	3/11	Signs by Sue	\$1541.50	Signs
479	3/11	Signs by Sue	\$ 101.95	Stakes
480	3/15	FC Auditor	\$ 25.00	Labels
481	3/15	Pasco Ed Foundation	\$ 500.00	Donation for Call to Duty Project
482	3/20	Rochelle Juette	\$ 300.00	Photography
483	3/22	Preferred Labor	\$1075.39	Signs
484	3/22	Imageworks	\$1905.00	2010 Website Design
485	3/7	B & B Printing	\$ 946.33	Door Hanger Postcards
486	3/7	B & B Printing	\$2861.94	Direct Mailer & Postage
487	4/15	h media agency	\$2200.00	TV ads and production

We are expecting a bill for postage for a second direct mailing that was completed last week. I have requested an invoice for this year's website work but have not received it. We expect to spend about \$2000.00.

In addition Valerie Moffitt has bills waiting for reimbursement from either cash outlay or personal credit card use for:

Labels and Lists	\$ 413.49	Lists and labels
Franklin County Auditor	\$ 20.00	PSD and precinct maps