



# Regular Meeting Agenda

**Pioneer Middle School, 1750 Bob's Hollow Lane, DuPont, WA**

STUDY SESSION: The School Board normally convenes at 6:30 pm just prior to the start of the formal Board meeting to discuss the Board agenda.

No decision making is undertaken. These study sessions are open to the Public.

Wednesday, April 28, 2021 07:00 PM

## I. CALL TO ORDER

**(Action)**

- A. Pledge of Allegiance
- B. Roll Call
- C. Approval of Agenda

## II. COMMENTS FROM THE AUDIENCE

**(Information)**

Members of the audience wishing to comment on specific items on this agenda will be allowed to comment briefly during the Comments From the Audience portion of the agenda. Those wishing to speak will please sign the Speaker List in order to be recognized by the Board. **Please limit your comments to three (3) minutes.** The Board will not entertain comments during any other part of the meeting. Remarks of a negative nature singling out specific employees, other than the Board or Superintendent, will not be heard outside of Executive Session. The Board reserves the right to terminate presentations containing personal attacks on individuals.

## III. PRESENTATION - Certificated School Employees Recognition

**(Information)**

**Presenter:** Susanne Beauchaine

[Certificated Staff Proclamation 2021.pdf \(p. 3\)](#)

## IV. REPORTS

### A. Legislative Update

**(Information)**

**Presenter:** Sam Scott

### B. Family Strong Update

**(Information)**

**Presenter:** Shawn Lewis

[Family Strong Update.pdf \(p. 4\)](#)

## V. CONSENT AGENDA

(Action)

The purpose of the consent agenda is to reduce time going through motion, second and voting on issues of common consent. Any Board member can ask for any item to be removed from the consent agenda. There is no discussion of items on the consent agenda. By motion of the Board, remaining items are approved without discussion as part of the consent agenda. Discussion of items removed from the consent agenda occurs immediately following action on the consent agenda.

[Approval of Financial Reports.PDF \(p. 7\)](#)

[Approval of March and April 2021 Accounts Payable and March 2021 Payroll.PDF \(p. 18\)](#)

[Approval of March 24, 2021 Regular Meeting Minutes.pdf \(p. 19\)](#)

[Approval of Certificated Personnel Report.pdf \(p. 22\)](#)

[Approval of Classified Personnel Report.pdf \(p. 23\)](#)

[Approval of Co-Curricular Personnel Report.pdf \(p. 24\)](#)

[Approval of Proposed Fee Budget for Revised Maintenance Facility Project.pdf \(p. 25\)](#)

[Approval of School Improvement Plans.pdf \(p. 28\)](#)

## VI. NEW BUSINESS

### A. First Reading of Policy 3241 Student Discipline

(Action)

Presenter: Gudrun Sullivan

[Policy 3241 Student Discipline.pdf \(p. 59\)](#)

### B. First Reading Policy 3200 Rights and Responsibilities

(Action)

Presenter: Gudrun Sullivan

[Policy 3200 Rights and Responsibilities.pdf \(p. 67\)](#)

## VII. BOARD COMMUNICATION

(Information)

## VIII. ANNOUNCEMENTS

(Information)

## IX. RECESS TO EXECUTIVE SESSION

## X. EXECUTIVE SESSION

(Executive Session)

per RCW 42.30.110(1)(g) to review the performance of a public employee

(g) To evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. However, subject to RCW 42.30.140(4), discussion by a governing body of salaries, wages, and other conditions of employment to be generally applied within the agency shall occur in a meeting open to the public, and when a governing body elects to take final action hiring, setting the salary of an individual employee or class of employees, or discharging or disciplining an employee, that action shall be taken in a meeting open to the public.

## XI. RETURN TO PUBLIC MEETING

## XII. ADJOURNMENT

(Action)



## PROCLAMATION

**WHEREAS**, a strong, effective system of free public school education for all children and youth is essential to our democratic system of government; and

**WHEREAS**, the United States has made considerable progress in the social, technological, and scientific fields due to our system of free and universal public education; and

**WHEREAS**, much of this progress can be attributed to the qualified and dedicated certificated school employees entrusted with the educational development of our children; and

**WHEREAS**, certificated school employees provide opportunities for students to connect with the world around them, develop basic skills for success in life and work, experience the realization of high expectations and the fulfillment of steps toward achievable goals; and

**WHEREAS**, certificated school employees are accorded high public esteem, reflecting the value placed on their skills and abilities, and the importance of public education; and

**WHEREAS**, it is appropriate that certificated staff be recognized for their dedication and commitment to educating their students:

**NOW THEREFORE**, we, Kathi Weight, Superintendent of the Steilacoom Historical School District, and the Board of Directors of Steilacoom Historical School District No. 1, do hereby proclaim May 2021

### CERTIFICATED SCHOOL EMPLOYEES MONTH

in Steilacoom Historical School District No. 1 and urge all citizens to join us in this special observance.

Signed this 28<sup>th</sup> day of April, 2021

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Kathi Weight, Superintendent

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Jennifer McDonald, Board Chair

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Sam Scott, Board Vice Chair

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Bob Forbes, Board Director

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Jason Pierce, Board Director

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Louhanna Rohrer, Board Director

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: April 28, 2021

## **Strategic Focus Area**

- ☒ Achieve
- ☒ Support
- ☒ Connect
- ☐ Plan

## **BACKGROUND INFORMATION**

Throughout April, in recognition of the Month of the Military Child, we honored our military-connected and civilian families who, together, ensure all our children thrive.

In conjunction with community partners, we engaged our entire school community in a month of celebration opportunities designed to bring all our military and civilian families together for fun-filled activities and resource sharing. Our theme for the month has been “Family Strong – Together We Thrive”.

Initially our plan was to have both virtual and in-person events in April – but the increase in community COVID transmission rates and Governor Inslee’s rollback of Pierce County into Phase 2 forced us back into primarily virtual events. Our SteillyCon Cosplay event was scheduled to be a physically distanced in-person event – but instead was transitioned to a “reverse parade”.

The accompanying information provides additional information about this year’s Family Strong activities and events. This information can also be seen on our Family Strong website at [SHSDFamilyStrong.Org](https://shsdfamilystrong.org)

We want to thank all staff and partner organizations that played a role in making these activities a success. Partner organizations included the MFLC program from JBLM, the Town of Steilacoom, Tacoma Arts Live, the Pierce County Library System and the Kiwanis Club of Steilacoom.

## **RECOMMENDED ACTION:**

While this is for information only, staff recommends the board join us in celebrating this success.

**Report prepared by:**  
**Shawn Lewis, Director of Community Relations and Planning**

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# Family Strong Events 2021

Monday Moves – Every Monday online YouTube Videos: example <https://youtu.be/t6JJzIO2hfs>

- Chloe Clark Health and Fitness educators, Mr. Enos and Mr. Hansen help families get their week started with fitness. In the example video provided, families are encouraged to dress up in a costume and join in on the workout fun

STEAM Activities Provided During Spring Break

- Families were provided a curated list of STEAM (Science, Technology, Engineering, Art, and Math) activities, making for some spring break fun for the whole family!

Spring Reading Challenge – Pierce County Libraries

- Do, make, explore, and READ together this spring! Free reading challenge for all!

Virtual Field Trip – Pierce County Science Dome

- Take a virtual field trip to the Pierce College Planetarium! Experience a 30 minute live, virtual planetarium presentation exploring some of the strangest things in space!

JROTC Family Academy Presentation

- Colonel Ben Bird, 8th Brigade Commander, will provide families and students with an overview of the JROTC program and its mission to motivate young people to be better citizens.

Family Strong Film Festival

- Three movies licensed by the district and provided to all district families for a “group watch party”.
  - Hidden Figures
  - Soul
  - Spiderman – Into the SpiderVerse

Lego Challenge Club Nights

- A new LEGO challenge every week! Problem solving and engineering new creations together, participants will first be presented with the challenge and have a little educational instruction about the real-life inspiration of the challenge.

Family Shield Creation

- Families are provided a take-home supply kit for an interactive Zoom hour of fun, creativity and exploring family strengths!

Superhero Pet Fashion Show

- A superhero pet fashion show! Dress up pet(s) as a superhero and share photos

SteillyCon – Evolved to a Reverse Parade featuring Blitz (Seahawks Mascot) and School Mascots

- A drive-by event for families to dress up as their favorite pop culture icon and get pictures with Blitz and SHSD School mascots



# Family Strong Events 2021



**M**ath

**Origami** - Origami is a fantastic way to explore mathematical concepts including geometry, fractions and angles. Turning a simple square of paper into a piece of completed origami involves a lot of mathematical thinking. Origami instructions involve following steps of folds, often referred to as 'crease patterns', in order to create different geometric constructions. Test out your origami building skills with these fun spring folds!

**Paper Airplane Challenge** - Graphing comes to life with this fun paper airplane math activity! Create, fly, collect data, and use technology for serious learning that students will love!

**Growing Carrots** - Simple instructions on how to grow a carrot top at home. So much can be observed over the days it sprouts and grows up tall. Keep data on the growing plant by measuring and observing the changes!

**Jelly Bean Math** - Use jelly beans to create 3D shapes! Try a cube, a sphere, a cone and more! Also, create a catapult and measure how far you can launch jelly beans!



**HIDDEN FIGURES**

DATE: April 14, 2021 TIME: 7pm

LOCATION: Streaming

Movie Licensing USA

## SteillyCon Cosplay Parade

THURSDAY, APRIL 22; 6-7PM  
PIONEER MIDDLE SCHOOL

Join forces to do good and strengthen our community.  
Dress up as your favorite pop culture icon and be ready for a night of fun!

Drive by in your cars, no walkers please as we will be maintaining physical distance.

Take your picture with BLITZ!



## PURPLE UP!

WEAR PURPLE!  
POST PICTURES AND VIDEOS  
APRIL 1 AND 15

SUPPORT OUR 2021 MILITARY CHILDREN



**Steilacoom Historical School District No. 1**  
**Financial Report - March 31, 2021**  
**Budget/Year-End Projection/YTD Actual**

The following information is a summary of the financial position as of March 31, 2021 for the district's five operating funds. It provides the School Board fiscal information to evaluate the fiscal stability and operations of the district. The information is unaudited but supported by the attached monthly budget status reports.

**General Fund Budget/YTD Actual:**

	Annual Budget	YTD Actual	
Revenues & Other Financing Sources	41,027,995	25,463,715	62.06%
Expenditures & Other Financing Uses	41,527,571	27,491,976	66.20%

Excess Revenues/Other Financing Sources		
Over (under) Expend & Other Financing Uses	(499,576)	(2,028,262)

Transfer to Capital Projects	(100,000)
Net Change in Unassigned Fund Balance	(2,128,262)

Fund Balances	9/1/2020	3/31/2021	Variance
Unassigned Fund Balance	2,015,529	1,232,223	-783,306
Unassigned Minimum Fund Balance	2,610,000	2,610,000	0
Fund Balance	4,625,529	3,842,223	-783,306

**Capital Projects Fund:**

Fund Balance - Impact Fees \$748,618 - Turf Field Replacement \$500,000

Beginning Fund Balance		1,575,135	
GF Transfer to Capital Projects	100,000		
Revenues	4,842,992		
Expenses	164,582		
		4,678,411	
Ending Fund Balance 3/31/2021			6,253,546

	9/1/2020 Beginning Balance	3/31/2021 Ending Fund Balance	Variance
Debt Service Fund*:	4,547,738	1,799,125	(2,748,613)
ASB Fund:	369,995	372,943	2,948
Transportation Fund:	121,744	121,844	100

\*12/1/2020 Principal and Interest - \$7,231,100; 6/1/2021 Interest payment - \$ 528,225



10--General Fund-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of March, 2021

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 LOCAL TAXES	5,722,750	300,634.19	3,083,026.61		2,639,723.39	53.87
2000 LOCAL SUPPORT NONTAX	767,300	1,007.34-	40,985.79		726,314.21	5.34
3000 STATE, GENERAL PURPOSE	25,193,811	2,544,053.60	16,351,176.59		8,842,634.41	64.90
4000 STATE, SPECIAL PURPOSE	6,296,912	517,340.19	3,488,676.03		2,808,235.97	55.40
5000 FEDERAL, GENERAL PURPOSE	282,000	7,300.10	356,856.89		74,856.89-	126.54
6000 FEDERAL, SPECIAL PURPOSE	2,765,222	256,446.34	2,142,992.70		622,229.30	77.50
7000 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	0	.00	.00		.00	0.00
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	41,027,995	3,624,767.08	25,463,714.61		15,564,280.39	62.06
<u>B. EXPENDITURES</u>						
00 Regular Instruction	23,495,429	2,133,655.13	15,331,517.56	9,388,188.23	1,224,276.79-	105.21
10 Federal Stimulus	0	.00	4,153.67	0.00	4,153.67-	0.00
20 Special Ed Instruction	5,786,422	478,777.99	3,381,289.94	2,343,391.04	61,741.02	98.93
30 Voc. Ed Instruction	2,270,119	167,348.06	1,296,101.33	724,065.67	249,952.00	88.99
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,062,979	90,708.41	697,838.32	411,934.48	46,793.80-	104.40
70 Other Instructional Pgms	265,099	41,062.80	554,731.35	126,805.19	416,437.54-	257.09
80 Community Services	45,545	.00	.00	0.00	45,545.00	0.00
90 Support Services	8,601,978	942,036.43	6,226,344.19	2,910,233.28	534,599.47-	106.21
<u>Total EXPENDITURES</u>	41,527,571	3,853,588.82	27,491,976.36	15,904,617.89	1,869,023.25-	104.50
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	200,000	.00	100,000.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u> <u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	699,576-	228,821.74-	2,128,261.75-		1,428,685.75-	204.22
F. <u>TOTAL BEGINNING FUND BALANCE</u>	4,265,744		5,970,484.64			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u> <u>(E+F + OR - G)</u>	3,566,168		3,842,222.89			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	100,000-	.00
G/L 872 Committd to Econmc Stabilizatr	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	0	.00
G/L 890 Unassigned Fund Balance	996,168	1,232,222.89
G/L 891 Unassigned Min Fnd Bal Policy	2,770,000	2,610,000.00
<u>TOTAL</u>	3,666,168	3,842,222.89
Differences	100,000-	.00

Note: A difference in the annual budget column represents an error between Revenue, Expenditure, Residual Equity Transfer accounts and Fund Balance ledger accounts. In the Actual For Year column the arithmetically displayed Fund Balance is different than the posted Fund Balance. An activity for GL 898 will indicate an expected difference.

Exceptions Found:

20--CAPITAL PROJECT FUND-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of March, 2021

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	20,000	4,041.84	129,403.37		109,403.37-	647.02
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	36,628.13		36,628.13-	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	4,684,377	.00	4,676,960.98		7,416.02	99.84
<u>Total REVENUES/OTHER FIN. SOURCES</u>	4,704,377	4,041.84	4,842,992.48		138,615.48-	102.95
<u>B. EXPENDITURES</u>						
10 Sites	0	14,000.00	52,428.13	2,747.50	55,175.63-	0.00
20 Buildings	4,400,000	16,100.00	91,576.36	10,192.78	4,298,230.86	2.31
30 Equipment	0	.00	.00	0.00	.00	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	6,640.00	20,577.20	0.00	20,577.20-	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	4,400,000	36,740.00	164,581.69	12,940.28	4,222,478.03	4.03
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	304,377	32,698.16-	4,678,410.79		4,374,033.79	> 1000
<u>F. TOTAL BEGINNING FUND BALANCE</u>	1,317,669		1,575,134.97			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE</u>	1,622,046		6,253,545.76			
<u>(E+F + OR - G)</u>						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	.00
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	0	.00
G/L 864 Restricted from Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restrictd from Impact Proceeds	627,669	752,521.59
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	400,000	500,000.00
G/L 889 Assigned to Fund Purposes	594,377	5,001,024.17
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	1,622,046	6,253,545.76



30--DEBT SERVICE FUND-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of March, 2021

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	8,459,674	442,827.03	4,481,425.43		3,978,248.57	52.97
2000 Local Support Nontax	5,000	33.10	1,061.87		3,938.13	21.24
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<b>Total REVENUES/OTHER FIN. SOURCES</b>	<b>8,464,674</b>	<b>442,860.13</b>	<b>4,482,487.30</b>		<b>3,982,186.70</b>	<b>52.96</b>
<b>B. EXPENDITURES</b>						
Matured Bond Expenditures	7,000,000	.00	6,555,000.00	0.00	445,000.00	93.64
Interest On Bonds	1,400,000	.00	676,100.00	0.00	723,900.00	48.29
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	2,500	.00	.00	0.00	2,500.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<b>Total EXPENDITURES</b>	<b>8,402,500</b>	<b>.00</b>	<b>7,231,100.00</b>	<b>0.00</b>	<b>1,171,400.00</b>	<b>86.06</b>
<b>C. OTHER FIN. USES TRANS. OUT (GL 536)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>D. OTHER FINANCING USES (GL 535)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXPENDITURES (A-B-C-D)</b>	<b>62,174</b>	<b>442,860.13</b>	<b>2,748,612.70-</b>		<b>2,810,786.70- &lt; 1000-</b>	
<b>F. TOTAL BEGINNING FUND BALANCE</b>	<b>4,439,298</b>		<b>4,547,737.92</b>			
<b>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>	<b>XXXXXXXX</b>		<b>.00</b>			
<b>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</b>	<b>4,501,472</b>		<b>1,799,125.22</b>			
<b>I. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	4,501,472		1,799,125.22			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<b>TOTAL</b>	<b>4,501,472</b>		<b>1,799,125.22</b>			

40--ASB FUND-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of March, 2021

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES</u>						
1000 General Student Body	193,000	6,278.42	20,154.73		172,845.27	10.44
2000 Athletics	158,459	3,782.82	10,614.12		147,844.88	6.70
3000 Classes	43,500	112.00	6,885.39		36,614.61	15.83
4000 Clubs	518,740	549.50	7,396.78		511,343.22	1.43
6000 Private Moneys	9,500	.00	9,698.58		198.58-	102.09
<u>Total REVENUES</u>	923,199	10,722.74	54,749.60		868,449.40	5.93
<u>B. EXPENDITURES</u>						
1000 General Student Body	231,159	359.68	13,952.42	5,819.00	211,387.58	8.55
2000 Athletics	213,999	8,985.28	23,332.18	12,594.91	178,071.91	16.79
3000 Classes	56,134	138.13	3,913.21	7,938.84	44,281.95	21.11
4000 Clubs	588,988	978.82	14,138.60	16,754.12	558,095.28	5.25
6000 Private Moneys	10,835	3,090.00-	3,534.52-	0.00	14,369.52	32.62-
<u>Total EXPENDITURES</u>	1,101,115	7,371.91	51,801.89	43,106.87	1,006,206.24	8.62
<u>C. EXCESS OF REVENUES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	177,916-	3,350.83	2,947.71		180,863.71	101.66-
<u>D. TOTAL BEGINNING FUND BALANCE</u>	344,473		369,994.87			
<u>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXX		.00			
<u>F. TOTAL ENDING FUND BALANCE</u>	166,557		372,942.58			
<u>C+D + OR - E)</u>						
<u>G. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	166,557		372,942.58			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	166,557		372,942.58			

90--TRANSPORTATION VEHICLE FUND-- FUND BALANCE -- SPI ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of March, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	1,000	10.59	99.72		900.28	9.97
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	6,000	.00	.00		6,000.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</u>	7,000	10.59	99.72		6,900.28	1.42
B. <u>9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	7,000	10.59	99.72		6,900.28	1.42
<u>D. EXPENDITURES</u>						
Type 30 Equipment	10,000	.00	.00	0.00	10,000.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	10,000	.00	.00	0.00	10,000.00	0.00
E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
F. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES</u> <u>OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	3,000-	10.59	99.72		3,099.72	103.32-
H. <u>TOTAL BEGINNING FUND BALANCE</u>	121,615		121,744.29			
I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
J. <u>TOTAL ENDING FUND BALANCE</u> <u>(G+H + OR - I)</u>	118,615		121,844.01			
K. <u>ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	118,615		121,844.01			
G/L 830 Restricted for Debt Service	0		.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	118,615		121,844.01			

\*\*\*\*\* End of report \*\*\*\*\*

# Steilacoom Historical School District

Affidavit covering payment of payroll and invoices for General Fund, Capital Projects Fund, Associated Student Body Fund, Private Purpose Trust Fund and Transportation Vehicle Fund.

DATE: April 28, 2021

THIS IS TO CERTIFY, under penalty of perjury, that the undersigned has examined the attached vouchers and payroll, and that each of the invoices and vouchers were duly certified to have been received and checked as to price and quantity and have been duly certified by the claimant, as required by law; that the extensions and additions of said invoices and vouchers have been checked by Business Office staff and were found to be correct.

  
Dr. Melissa Beard, Chief of Finance and Operations

THIS IS TO CERTIFY that the warrants and electronic transfers of the Steilacoom Historical School District No. 1, Pierce County, Washington, as listed below, have been allowed by the School Board of this district.

FUND NAME	WARRANTS (INCLUSIVE)				AMOUNT
<b><u>GENERAL FUND:</u></b>					
	Payroll	800894	to	800898	\$ 8,617.26
	Payroll A/P	129607	to	129619	\$ 508,896.06
	Payroll Taxes				\$ 551,189.66
	Direct Deposit				\$ 1,544,794.64
March 23, 2021	BMO Wire Transfer				\$ 57,366.25
March 24, 2021	Accounts Payable	129581	to	129606	\$ 80,628.98
March 30, 2021	Accounts Payable	129620	to	129632	\$ 115,442.08
April 2, 2021	Payroll	129633	to	129633	\$ 123.19
April 2, 2021	Accounts Payable	129634	to	129657	\$ 30,646.04
April 7, 2021	Accounts Payable	129658	to	129658	\$ 394.60
April 13, 2021	Accounts Payable	129569	to	129714	\$ 390,656.34
April 20, 2021	Accounts Payable	129715	to	129727	\$ 35,700.61
					<u>\$ 3,324,455.71</u>

**CAPITAL PROJECTS FUND:**

March 24, 2021	Accounts Payable	200416	to 200417	\$ 16,432.00
April 1, 2021	Accounts Payable	200418	to 200418	\$ 1,812.45
April 14, 2021	Accounts Payable	200419	to 200419	\$ 913.00
TOTAL CAPITAL PROJECTS FUND:				\$ 19,157.45

**ASSOCIATED STUDENT BODY FUND:**

March 23, 2021	BMO Wire Transfer			\$ 2,644.13
March 24, 2021	Accounts Payable	404836	to 404837	\$ 1,267.37
March 30, 2021	Accounts Payable	404838	to 404838	\$ 8,421.12
April 7, 2021	Accounts Payable	404839	to 404839	\$ 298.55
April 7, 2021	Accounts Payable	404840	to 404840	\$ 5,489.51
April 20, 2021	Accounts Payable	404841	to 404842	\$ 1,061.60
TOTAL ASSOCIATED STUDENT BODY FUND:				\$ 19,182.28

**TRANSPORTATION VEHICLE FUND:**

	to	
	to	
TOTAL TRANSPORTATION VEHICLE FUND:		\$ -

Board of Directors of Steilacoom Historical School District No. 1

I, Kathi Weight, being duly sworn, depose and say: That I am the Secretary to the Board of Steilacoom Historical School District No. 1, Pierce County, Washington, and that the above signatories are personally known to me and have signed these statements in my presence.

  
Kathi Weight, Secretary to the Board





**Regular Meeting Minutes**  
**Steilacoom High School 54 Sentinel Drive Steilacoom, WA**  
**Wednesday, March 24, 2021**

**STUDY SESSION:**

- Agenda review

**REGULAR MEETING:**

**I. CALL TO ORDER**

Vice Chair Scott called the meeting to order at 7:00 pm.

Executive Director Susanne Beauchaine led the Pledge of Allegiance.

Director Rohrer made a motion to excuse Chair McDonald; Director Pierce seconded the motion, and the motion passed (4/0).

Director Pierce made a motion to approve the amended agenda moving New Business Item J to Item A; Director Forbes seconded the motion, and the motion passed (4/0).

**II. RECOGNITION OF EDUCATION SUPPORT PROFESSIONALS**

Executive Director of Human Resources Susanne Beauchaine recognized the district's Education Support Professionals, and thanked them for their contribution to the education of our district's students. Mary Hilton, SCEA President, was present to receive the recognition on behalf of SHSD's classified staff. Vice Chair Scott read the Governor's Education Support Professionals Week Proclamation.

**III. REPORTS**

**A. Legislative Report**

Director Scott presented a legislative update on current bills, including bills regarding Capital Gains Tax, Reducing Greenhouse Gases and Carbon Emissions, Student Healthcare Clinics, Equity-Based Training, and Director Elections.

**B. Asset Preservation Program**

Executive Director Melissa Beard shared a report on the district's Asset Preservation Program. Questions and discussion followed.

**IV. CONSENT AGENDA**

Director Pierce made a motion to approve the Consent Agenda; Director Rohrer seconded the motion, and the motion passed (4/0). The Consent Agenda included attached Financial Reports, February and March 2021 Accounts Payable including February 2021 Payroll, February 24, 2021 Regular Board Meeting Minutes, March 10, 2021 Study Session Minutes, and Personnel Reports.

Regularly scheduled meetings of the Board of Directors of the Steilacoom Historical School District No. 1 are digitally recorded.

## **V. NEW BUSINESS**

### **A. Endorsement of Lucas Field Dedication**

Superintendent Weight shared the district's proposal to name the high school fastpitch field "Lucas Field." After serving as the Mayor for the Town of Steilacoom for over 20 years, Ronald (Ron) James Lucas passed away on March 18, 2021. Mayor Lucas had a tremendous impact on both the community and our school district. Dr. Weight requested the Board's endorsement of this proposal, as well as their attendance at a future dedication ceremony when an appropriate sign will be installed.

Director Forbes made a motion to endorse the district's proposal to name the fastpitch field "Lucas Field"; Director Rohrer seconded the motion, and the motion passed (4/0).

### **B. First Reading of Policy 2413 Equivalency Credit Opportunities**

Director Rohrer made a motion to approve Policy 2413 Equivalency Credit Opportunities; Director Pierce seconded the motion, and the motion passed (4/0).

### **C. First Reading of Policy 3112 Social Emotional Climate**

Director Forbes made a motion to approve Policy 3112 Social Emotional Climate; Director Pierce seconded the motion, and the motion passed (4/0).

### **D. First Reading of Policy 6600 Transportation**

Director Rohrer made a motion to approve Policy 6600 Transportation; Director Pierce seconded the motion, and the motion passed (4/0).

### **E. Approval of 2021-2022 School Year Calendar**

Director Forbes made a motion to approve the 2021-2022 School Year Calendar; Director Pierce seconded the motion, and the motion passed (4/0).

### **F. Approval of Resolution 870-03-24-21 Certificated Staff Contracts 2021-22 School Year**

Director Rohrer made a motion to approve Resolution 97-03-24-21 Certificated Staff Contracts 2021-22 School Year; Director Pierce seconded the motion, and the motion passed (4/0).

### **G. Approval of Resolution 871-03-24-21 Purchase of Diggs Street Property**

Director Forbes made a motion to approve Resolution 871-03-24-21 Purchase of Diggs Street Property; Director Rohrer seconded the motion, and the motion passed (4/0).

### **H. Approval of Resolution 872-03-24-21 (Resolution 2419R) Emergency Waiver of High School Graduation Credits**

Director Rohrer made a motion to approve Resolution 872-03-24-21 (Resolution 2419R) Emergency Waiver of High School Graduation Credits; Director Pierce seconded the motion, and the motion passed (4/0).

### **I. Approval of Resolution 873-03-24-21 Month of the Military Child**

Director Forbes made a motion to approve Resolution 873-03-24-21 Month of the Military Child; Director Rohrer seconded the motion, and the motion passed (4/0).

**J. Approval of Revised Board Meeting Calendar**

Director Forbes made a motion to approve the Revised Board Meeting Calendar; Director Rohrer seconded the motion, and the motion passed (4/0).

**VI. COMMENTS FROM THE AUDIENCE**

- Chris Carey, Durham Regional Manager, shared a letter of apology from Liz Sanchez, Durham COO. Mr. Carey thanked Melissa Beard and her SHSD team for working with Durham during the transportation issues of this week. Mr. Carey assured the district that Durham is bringing in the necessary resources to address the current issues. Mr. Carey also assured the district that communications between Durham and the district will improve.

**VII. BOARD COMMUNICATION**

No Board communication.

**VIII. ANNOUNCEMENTS**

- Director Forbes thanked the SHSD staff for their continued efforts during the transportation issues and during the entire process of moving students back to in-person learning.
- Director Pierce shared information about the SHS Golf League Championship Tournament taking place next Thursday and Friday at Eagle's Pride Golf Course.
- Director Rohrer expressed her appreciation for the school district, including students and staff, and thanked Dr. Weight for her leadership of the district.
- Director Scott thanked Dr. Weight, the administrative staff, and the teaching staff for their ability to stay flexible and positive during a very challenging year.

**IX. ADJOURNMENT**

Director Pierce made a motion to adjourn the meeting at 7:45 pm; Director Rohrer seconded the motion, and the motion passed (4/0).

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(Chair)

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(Secretary/Superintendent)

Steilacoom Historical School District No. 1  
Certificated Personnel Report

Personnel Report 4/28/2021							
Name	Position	FTE	Location	Effective Date	Action	Comment	
PERRY ANNETTE	TEACHER	1.00	CHERRYDALE	6/17/2021	RETIREMENT		
ZAUNER LAYNE	SLP	1.00	DISTRICT WIDE	8/30/2021	NEW HIRE		
GRENDON RYAN	TEACHER	1.00	SALTAR'S POINT	8/30/2021	NEW HIRE		
ROTANTE AMY JO	COUNSELOR	1.00	CHLOE CLARK	8/30/2021	NEW HIRE		
WILKERSON JAMIE	TEACHER	1.00	SALTAR'S POINT	8/29/2021	RESIGNATION		
BRINKHAUS ANGELA	SLP	1.00	DISTRICT WIDE	8/30/2021	NEW HIRE		
FREUDENSTEIN ANGELA	TEACHER	1.00	SALTAR'S POINT	8/29/2021	RESIGNATION		
TIEDEMAN JAKE	TEACHER	1.00	PIONEER	8/30/2021	NEW HIRE		
CASTIGNANIE BRITTANY	COUNSELOR	1.00	HIGH SCHOOL	8/30/2021	NEW HIRE		
JONES JOHN	PSYCHOLOGIST	1.00	DISTRICT WIDE	8/30/2021	NEW HIRE		
MERRITT GENSEN	TEACHER	1.00	SALTAR'S POINT	8/30/2021	NEW HIRE	NON-CONTINUING LEAVE REPLACEMENT	
KADEL PATRICIA	TEACHER	1.00	DISTRICT WIDE	8/30/2021	NEW HIRE		
FREEBY QUINN	TEACHER	1.00	CHERRYDALE	8/30/2021	NEW HIRE		
HENDEL TRACY	PSYCHOLOGIST	1.00	DISTRICT WIDE	8/30/2021	NEW HIRE		
KARIHA ARSHVIR	COUNSELOR	1.00	HIGH SCHOOL	8/30/2021	NEW HIRE		
FRIEDLOS JANET	TEACHER	1.00	ANDERSON ISLAND	8/29/2021	RESIGNATION		

Steilacoom Historical School District No. 1  
Classified Personnel Report

Personnel Report 4/28/2021						
Name	Position	Hours	Location	Effective Date	Action	Comment
DAVIS LINDA	LIBRARY TECH	8.00	PIONEER	6/30/2021	RETIREMENT	
CHOI CHAN	CUSTODIAN	8.00	SALTAR'S POINT	4/1/2021	LEAVE OF ABSENCE	
DUSLAK JESSICA	PARAEDUCATOR	5.50	FUTURES	5/11/2021	RESIGNATION	
BRYANT MELANIE	PARAEDUCATOR	6.50	CHLOE CLARK	6/30/2021	RESIGNATION	



Steilacoom Historical School District No. 1  
Co-Curricular Personnel Report

Personnel Report 4/28/2021					
Name	Position	Location	Effective Date	Amount	Comment
JUMPER AHMAD	ASSISTANT WRESTLING COACH	HIGH SCHOOL	5/1/2021	\$3,947.25	
HALLER KYLE	ASSISTANT FOOTBALL COACH	PIONEER	4/12/2021	\$1,588.13	
MCJUNKINS TRINA	ASSISTANT GIRLS BASKETBALL COACH	PIONEER	4/12/2021	\$1,588.13	
GIDLEY AMANDA	HEAD GIRLS BASKETBALL COACH	PIONEER	4/12/2021	\$2,117.50	
ANDERSON MATT	ASSISTANT FOOTBALL COACH	PIONEER	4/12/2021	\$1,312.50	
RASCHKE RAGAN	DANCE	PIONEER	4/1/2021	\$2,117.50	2nd half of stipend

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: April 28, 2021

## **Strategic Focus Area'**

- ☐ Achieve
- ☒ Support
- ☐ Connect
- ☒ Plan

## **BACKGROUND INFORMATION**

In 2020, the District requested qualified architects and consultants submit qualifications and letters of interest related to a planned maintenance facility project.

In October 2020, the district determined that it needed to change plans for creating a maintenance facility and began working toward the acquisition of property from the Town of Steilacoom on Diggs Street. A purchase and sale agreement was approved by the Town and SHSD last month.

With the land acquisition process underway, the district reviewed the qualifications and letters submitted last year and determined that Erickson McGovern was the architectural firm that best met the districts needs for the facility that was being modernized on Diggs Street. The District requested a fee proposal including major sub-consultants that would be used on the project.

Erickson McGovern submitted a fee proposal budget on April 7, 2021. The proposed fee budget, including significant consultants is \$220,746. The district has reviewed this fee proposal as part of the overall budget and in context of the scope and believes that the proposed fee is appropriate and reasonable, and within the overall project budget previously discussed with the Board.

## **RECOMMENDED ACTION:**

Staff recommends the Board approve the proposed fee budget for the revised Maintenance Facility project as provided by Erickson McGovern on April 7, 2021 in the amount of \$220,746.

**Report prepared by:**  
**Shawn Lewis, Director of Community Relations and Planning**

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April 7, 2021

Kathi Weight, Superintendent  
Steilacoom Historical School District No. 1  
511 Chambers Street  
Steilacoom, WA 98388

Re: Steilacoom Historical School District No. 1  
District Maintenance Facility Improvements – A&E Fee Proposal

Kathi,

Thank you for choosing Erickson McGovern Architects (EMA) for the district maintenance facility improvements project.

The following is our understanding of the current scope:

- Interior improvements to the existing maintenance building.
- Exterior improvements to the existing maintenance building. (Design Review)
- An approximate 1,800 square foot addition to the existing maintenance building.
- Placement of a 3,000 square foot modular building to be used as maintenance administration.
- Removal of the existing maintenance administration trailer.
- Interior demolition at the existing maintenance building.
- Provide parking and site utility improvements.
- Building, Mechanical, Electrical, and site civil permitting.

From our understanding, it is the district's desire to move forward with this project as quickly as feasible. Our design team has begun gathering the needed information to meet that request.

Erickson McGovern Architects offer our fee proposal based on the following:

Erickson McGovern Architects		\$95,500.00	
AHBL - Civil Engineers	\$50,800.00 x 1.1=	\$55,880.00	
AHBL – Landscape Architect	\$15,600 x 1.1=	\$17,160.00	
BCE Engineers – Mech./Elect./Plumbing	\$41,460 x 1.1 =	\$45,606.00	
Roan & Associates – Cost Estimating	\$6,000.00 x 1.1=	<u>\$6,600.00</u>	T&M NTE
Proposed Fee Budget:		\$220,746.00	

Again, thank you. Please let me more if there are any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Raymond Mow".

Raymond Mow, AIA  
Principal-in-charge

Cc: Cindy Peterson, EMA - CFO



# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: April 28, 2021

School Improvement Plans for 2020-2023

## **Strategic Focus Area**

- ☒ Achieve
- ☒ Support
- ☐ Connect
- ☒ Plan

## **BACKGROUND INFORMATION**

School Board Policy 2005 requires the district to implement a school improvement plan to be approved and reviewed by the Board each school year.

This school year has been significantly impacted by the COVID pandemic, causing our school district to start the year in a remote model and then transition to a hybrid model. Because of the COVID impact, and because we are responding to Board and leadership recommendations regarding the SIP format, we have taken a longer timeline in completing the SIPs this school year.

During our last round of SIP presentations in 2019, the Board provided feedback that encouraged the district administration to review our practices and seek a more efficient and effective format for the SIPs. Both the Board and school leadership named that data needed to play a greater role in planning and monitoring SIPs. The SIPs include academic and nonacademic achievement and growth. We use several data resources such as the Panorama assessment tool allows us to track students and schools in real time to measure academic performance and Social Emotional well-being. Our monthly administrator Professional Learning Community (PLC) has been a regular workspace for us to do this important work.

We have used our resources of time, internal leadership, and outside support in the development of the SIPs. We are partnered with the Washington School Leadership Academy (WSLA), the WASA-led Inclusionary Practices project as a part of our commitment to improve student and school performance.

The improved format of the SIPs includes the leadership constructs of Problem of Practice (POP) and Theory of Action (TOA). The POP can be considered our overarching goal or priority for the school district. This is our vision for meeting the needs for every student in the district so that we can help them succeed. The TOAs are more specific, similar to the familiar goal statements and action steps. Our team has spent many hours making clear the purpose and language of the POP and TOAs. Our leadership team has regularly references our commitment to designing the TOAs to focus on positive student experiences and outcomes.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to approve the School Improvement Plans for the 2020-21 school year.

**Prepared by:** Dr. Paul Harvey, Executive Director of Student Achievement



# School Improvement Plan 2020-2023

## Anderson Island Elementary



Steilacoom Historical School District is committed to providing the best education for every student by:

- **providing an engaging educational experience where students achieve at high levels.**
- **thoughtfully planning operational success by addressing the short and long term needs of our school community.**
- **supporting student well-being through implementation of high quality social and emotional learning practices.**
- **connecting and collaborating with internal and external stakeholders to maximize opportunities for learners.**

At Anderson Island Elementary, we are committed to providing students a unique and engaging educational experience where all students achieve at high levels. We make this possible through differentiated instruction, collaborative work, inclusive practices and continuous data analysis.

Through neural education, we understand social emotional and cognitive development are interdependent. We design our physical space and instructional lessons to meet the needs of each individual student.

Our students are empowered to meet current and future challenges to develop social awareness, civic responsibility and personal growth, with a specific focus on mainland transitions to 4th grade and school and community engagements.

Through intentionally designed pedagogical and environmental structures, students become expert learners who can assess their own needs, monitor their own progress, and regulate and sustain their own interest, effort, energy and persistence.

Our SEL and Inclusive Practices work are founded on these values:

- Students are at the heart of every decision made at our school. Understanding that their social emotional and cognitive development are interdependent drives our plans for teaching and learning.
- Relationships are paramount in building a supportive learning environment. Creating positive student-adult relationships increases student emotional well being.
- As a small school, our classrooms lend themselves to inclusivity. Students are not excluded from the classroom unless they are unable to attain educational benefit in general education. Teachers know individual student's strengths and areas of growth, enabling them to provide individualized instruction.
- We acknowledge and appreciate the unique community of Anderson Island. Families and the island community are the context in which our students learn. Our work as educators extends the foundation of knowledge and skills students have developed through their lived experiences. Relationships with families and the greater island community enrich every learning opportunity.

## Overview of SEL, inclusion and academic data:

### Anderson Island

20

Students Enrolled

Students Meeting State Learning Standards

54.1%	35.1%
ELA	Math

16.7% of students enter kindergarten-ready

0.0% English Language Learner/Multi-Lingual

45.0% Low-Income

0.0% Military Connected

5.0% Students With Disabilities

[Data Sources: OSPI School Report Card, 2019; October 1, 2019 Enrollment Report]

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#### 2019 Assessment Data:

ELA proficiency for all students: 54.1%

ELA proficiency for students with disabilities: 50.0%

Math proficiency for all students: 35.1%

Math proficiency for students with disabilities: 16.7%

Students with disabilities who are in general education for 80-100% of the school day (school year 2020-2021): N/A. The school only has one partially-enrolled student with a disability and that student does not attend in person.

Because the enrollment at Anderson Island Elementary is perennially under 30 students data provided by the Panorama survey and OSPI is often embargoed to protect privacy of sample sizes  $N < 20$ . Our practice of daily check-ins to start each school day is how we gauge students SEL dispositions.

## Current interventions, SEL aligned, inclusive, and equitable practices in place:

At Anderson Island Elementary, staff have established relationship-building as our primary goal.

- We understand that without strong relationships, students often struggle to fit in and are therefore unable to focus on their personal academic and social growth.
- When students arrive each day, they are personally greeted by their teachers. As neural educators, we understand that regular exercise helps the brain perform at peak efficiency for memory and cognitive function. For this reason, each day begins with students and staff walking around the school's track. The time spent together not only provides the opportunity to exercise, but also to build relationships.
- Morning meetings are conducted at the beginning of each day. Staff intentionally build a personal relationship with each student in order to create learning spaces where all students are comfortable sharing their feelings and learning to empathize with others.
- Beginning in preschool, students learn self-awareness and self-management skills. Using the Zones of Regulation framework, students create a physical toolbox filled with items they can use to manage their sensory needs and control their emotions.

Selected areas of focus with questions following each area to guide goals and actions:

<b><i>We will raise the level of achievement for all students through a focus on SEL and Inclusionary Practices.</i></b>				
<b>Action Steps</b>			<b>Progress Monitoring</b>	
<b>If we...</b>	<b>by end of year</b>	<b>Then</b>	<b>Benchmark year</b>	<b>Progress</b>
<ul style="list-style-type: none"> <li>• Train 100% of staff to be Neural Education Certified</li> <li>• Increase student phonics proficiency</li> <li>• Increase student comprehension proficiency</li> <li>• Increase student vocabulary proficiency</li> <li>• Name the priority standards based on report card</li> </ul>	2023	100% of students will be able to read grade level text with accuracy as measured by i-Ready spring diagnostic assessment, Classroom Based Assessments, and report card priority standards.	2023 2022 2021	100% 90% 85%
<b>If we...</b>	<b>by end of year</b>	<b>Then</b>	<b>Benchmark year</b>	<b>Progress</b>
<ul style="list-style-type: none"> <li>• Train 100% of staff to be Neural Education Certified</li> <li>• Increase student proficiency in place value</li> <li>• Name the priority standards based on report card</li> <li>• Focus on priority standards of numbers and operations</li> </ul>	2023	100% of students will demonstrate proficiency in the area of numbers and operations as measured by i-Ready, Classroom Based Assessments, and report card priority standards	2023 2022 2021	100% 90% 85%
<b>If we...</b>	<b>by end of year</b>	<b>Then</b>	<b>Benchmark year</b>	<b>Progress</b>
<ul style="list-style-type: none"> <li>• Train 100% of staff to be Neural Education Certified</li> <li>• Co-design/develop greenhouse learning space with students</li> <li>• Capitalize on the environmental resources of our</li> </ul>	2023	90% of students will articulate questions about new learning and previous learning regarding units of study in science as evidenced by written or verbal assessments	2023 2022 2021	90% 85% 80%

<p>campus and specifically our Outdoor Classroom to facilitate outdoor learning experiences</p> <ul style="list-style-type: none"> <li>• Explore problem based learning opportunities</li> <li>• Identify and teach to priority standards</li> <li>• Integrate all core content into science activities</li> <li>• Design instructional opportunities that emphasize learner independence</li> <li>• Design curriculum-based assessments based on priority standards and core curriculum</li> <li>• Develop and implement multiple means for students to demonstrate mastery</li> </ul>				
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# School Improvement Plan 2020-2023

## Cherrydale Primary



Steilacoom Historical School District is committed to providing the best education for every student by:

- committing to providing an engaging educational experience where students achieve at high levels.
- thoughtfully planning operational success by addressing the short and long term needs of our school community.
- supporting student well-being by implementing high quality social and emotional learning practices.
- connecting and collaborating with internal and external stakeholders to maximize opportunities for learners.

In alignment with the district's strategic vision, the team at Cherrydale Primary is committed to providing an engaging educational experience where all students achieve at high levels. We believe all students are general education students first, and that all students in all settings must be provided with high-quality instruction that meets their specific needs and prepares them to be life-long learners.

Our SEL and Inclusive Practices work are founded on these values:

- We celebrate our diversity as a strength and welcome all students and families.
- We use Universal Design for Learning best practices to create inclusive classroom environments that foster student engagement and achievement.
- We adapt and problem solve to changes and challenges in a positive and productive way as a team.
- We strive for the success of the whole-child, including social, emotional, and academics.



## Overview of SEL, inclusion and academic data:

### Cherrydale Primary

368  
Students Enrolled

Students Meeting State Learning Standards

65.0%	65.0%
ELA	Math

66.0% of students enter kindergarten-ready

3.3% English Language Learner/Multi-Lingual  
34.2% Low-Income  
13.3% Military Connected  
16.3% Students With Disabilities

[Data Source: OSPI School Report Card, 2019 (assessment); October 2020 OSPI School Report Card (demographics)]

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Students with disabilities who are in general education for 80-100% of the school day: 74%

ELA proficiency for all students: 65%  
ELA proficiency for students with disabilities: 40%

Math proficiency for all students: 65%  
Math proficiency for students with disabilities: 40%

85% of all students responded favorably regarding Supportive Relationships on the Panorama Fall SEL survey.

67% of students Black/African American students responded favorably regarding their Supportive Relationships on the Panorama Fall SEL survey.

## Current interventions, SEL aligned, inclusive and equitable practices in place:

At Cherrydale, we believe in always striving to be more inclusive. A few of the ways we do this are by:

- Greeting students as they arrive each day to our classrooms.
- Explicitly teaching SEL strategies to our students.
- Using Universal Design for Learning best practices to create inclusive classroom environments that foster student engagement and achievement.
- Surveying students to gather actionable data to make changes and prioritize supports.

## Improvement Plan Action Steps, Goals, and Monitoring:

<b><i>We will raise the level of achievement for all students through a focus on SEL and Inclusionary Practices.</i></b>				
<b>If we...</b>	<b>By end of year</b>	<b>Then</b>	<b>Benchmark year</b>	<b>Progress</b>
<ul style="list-style-type: none"> <li>• Provide in-class interventions for students</li> <li>• Facilitate a Summer Jump Start Academy</li> <li>• Identify priority standards</li> <li>• Design curriculum-based assessments on priority standards and core curriculum</li> <li>• Support staff with UDL coaching and PL plans</li> <li>• Develop and implement multiple means for students to demonstrate mastery</li> <li>• Integrate in-class core instruction and ECI</li> <li>• Provide TDG and Ready Math professional development</li> </ul>	2023	80% of students will demonstrate proficiency in the area of Numbers and Operations as measured by report card priority standards and the i-Ready spring diagnostic assessment.	For all grades:  2022 2021	75% 65%
<b>If we...</b>	<b>By end of year</b>	<b>Then</b>	<b>Benchmark year</b>	<b>Progress</b>
<ul style="list-style-type: none"> <li>• Provide in-class interventions for students</li> <li>• Facilitate a Summer Jump Start Academy</li> <li>• Identify and focus on priority standards</li> <li>• Design curriculum-based assessments on priority standards and core curriculum</li> <li>• Support staff with UDL coaching and PL plans</li> <li>• Develop and implement multiple means for students to demonstrate mastery</li> </ul>		80% of students will be able to read grade level text with accuracy and fluency to support comprehension as measured by report card priority standards and the i-Ready spring diagnostic.	For all grades:  2023 2022 2021	80% 75% 65%

<ul style="list-style-type: none"> <li>Integrate in-class core instruction and ECI</li> </ul>				
If we...	By end of year	Then	Benchmark year	Progress
<ul style="list-style-type: none"> <li>Develop practices and structures that ensure all students feel welcomed, comfortable, and part of the school family</li> <li>Establish structures for staff members to develop relationships with all students and families</li> <li>Identify students in need of additional supports related to supportive relationships using Panorama data</li> <li>Provide inclusive practices and collaborative problem solving PD for all staff</li> <li>Increase the number and percentage of Neural Education Certified Staff at Cherrydale to 100%</li> </ul>		100% favorable responses related to <i>Supportive Relationships</i> as reported through the Panorama Student SEL: Competency & Well-Being Survey in grade 3.	2023 2022 2021	100% 95% 90%

# School Improvement Plan 2020-2023

## Chloe Clark Elementary



Steilacoom Historical School District is committed to providing the best education for every student by:

- **providing an engaging educational experience where students achieve at high levels.**
- **thoughtfully planning operational success by addressing the short and long term needs of our school community.**
- **supporting student well-being through implementation of high quality social and emotional learning practices.**
- **connecting and collaborating with internal and external stakeholders to maximize opportunities for learners.**

Chloe Clark Elementary is committed to engaging all students and responding to individual needs in a positive, respectful, and safe learning environment.

Each member of the school community is a valued partner and plays an important role in carrying out our mission: To educate and prepare responsible citizens who are contributing members of the community and society.

We believe in purposeful collaboration while creating learning environments that embed social emotional, and inclusionary practices while delivering high-quality core instruction and engaging learning experiences for all students.

Our SEL and Inclusive Practices work are founded on these values:

- We believe in engaging and educating every student in a positive, respectful learning community.
- We respect and value diversity and see it as a strength of our students and families.
- We are engaging in social emotional and inclusive practices that are delivered in the universal core instruction and all classrooms for all students.

Overview of SEL, inclusion, and academic data:

## Chloe Clark

543

Students Enrolled

Students Meeting State Learning Standards

57.9%	57.6%
ELA	Math

67.3% of students enter kindergarten-ready

8.8% English Language Learner/Multi-Lingual

19.3% Low-Income

64.5% Military Connected

12.5% Students With Disabilities

[Data Source: OSPI School Report Card, 2019; OSPI School Report Card Demographics, 2021]

Staff self-reflection regarding Inclusionary Practices: Creating Safe and Inclusive Schools Self Assessment. Levels of rating: 1-practice not in place; 2-practice partially in place; 3-practice in place. Average ratings from all staff in four domains:

- Physical Safety & Inclusiveness: 1
- Intellectual Safety & Inclusiveness: 2
- Social-Emotional Safety & inclusiveness: 1.5
- Cultural Safety & Inclusiveness: avg. rating: 1

Students with disabilities who are in general education for 80-100% of the school day: 61%

7% of CC staff trained in Neural Science of Learning

72% of 3rd grade students responded favorably regarding their Sense of Belonging on the Panorama Fall SEL survey. (2020)

43 % of SWD (students with disabilities) responded favorably regarding their Sense of Belonging on the Panorama Fall SEL survey. (2020)

Staff are engaged in TDG professional development, emphasizing focused on habits of mind and habits of interaction in mathematics.

## Current interventions, SEL aligned, inclusive, and equitable practices in place:

Chloe Clark Elementary staff prioritized relationship building through the use of class meetings, small group instruction and an intentional focus on SEL . We offer small group intervention both in person and virtually:

- Small group intervention in reading and math with intervention teachers (first semester of 2020-2021)
- Counselor specialist focused on SEL lessons via remote learning for all students
- Teacher focus on SEL in daily lessons
- Increased communications with families w/ ParentSquare communications
- Neural Education trained staff
- We Thinkers
- Morning Meetings
- Utilized Zones of Regulation
- Kelso's Choices

## Improvement Plan Action Steps, Goals, and Monitoring:

<b><i>We will raise the level of achievement for all CCE students through a focus on SEL and Inclusionary Practices.</i></b>				
<b>Action Steps</b>			<b>Progress Monitoring</b>	
<b>If we...</b>	<b>by end of year</b>	<b>Then</b>	<b>Benchmark year</b>	<b>Progress</b>
<ul style="list-style-type: none"> <li>• Increase the number of staff who are trained in Neural Education (from 5)</li> </ul>	2023	Male students will demonstrate an increase in sense of belonging from 78% to 90% based on the Panorama survey.	2023 2022 2021	90% 84% 78%
<b>If we...</b>	<b>by end of year</b>	<b>Then</b>	<b>Benchmark year</b>	<b>Progress</b>
<ul style="list-style-type: none"> <li>• Increase the number of staff who are trained in Neural Education (from 5)</li> </ul>	2023	Students with disabilities (SWD) will demonstrate an increase in sense of belonging from 69% to 90% based on the Panorama survey.	2023 2022 2021	90% 80% 69%
<b>If we...</b>	<b>by end of year</b>	<b>Then</b>	<b>Benchmark year</b>	<b>Progress</b>
<ul style="list-style-type: none"> <li>• Introduce staff to Collaborative Problem Solving (CPS) Kids Do Well if They Can model</li> <li>• Train all staff in CPS basics</li> <li>• Staff implement and use the strategies a) teach kids the skills they lack, and b) build relationships with adults in their lives in multiple settings.</li> <li>• Provide ongoing professional learning for staff and celebrate successes</li> <li>• Grow the number of certificated and classified who complete CPS Advanced training up to 20% of all staff</li> <li>• Create a CPS data</li> </ul>	2023	Office referrals will decrease from 185 total (data from 2019-20).	2023 2022 2021	< 90 <130 185

tracking system				
If we...	by end of year	Then	Benchmark year	Progress
<ul style="list-style-type: none"> <li>• Provide professional learning to all staff on Inclusive Practices</li> <li>• Provide professional learning using <i>Your Students My Students Our Students</i>, book study for all staff</li> <li>• Integrate Universal Core Instruction for all students</li> <li>• Increase embedded instruction and supports in the classroom</li> <li>• Provide collaboration time for classroom teachers and Accessibility specialist (special ed), Multilingual specialist (ELL), Acceleration specialist (HCP)</li> </ul>	2023	<p>Students with disabilities will increase access and participation to Universal Core Instruction as measured by LRE data.</p> <p>Students with disabilities will increase time with the classroom teacher (reduce minutes of pull-out instruction) with support from the ECI specialists and embedded classroom support.</p> <p>(Target: LRE 80-100% of student day)</p>	2023 2022 2021	80% 71% 61%
If we...	by end of year	Then	Benchmark year	Progress
<ul style="list-style-type: none"> <li>• Increase student proficiency in phonics</li> <li>• Increase student proficiency in comprehension,</li> <li>• Increase student proficiency in vocabulary,</li> <li>• Name the priority standards on report card</li> <li>• Increase student proficiency in retelling stories w/details/ and identify the theme</li> </ul>	2023	Students will demonstrate proficiency in the area of reading as measured by i-Ready diagnostic assessment, Classroom Based Assessments, and report card priority standards.	2023 2022 2021 2020	90% 80% 66% 52%



If we...	by end of year	Then	Benchmark year	Progress
<ul style="list-style-type: none"> <li>• Increase student proficiency in place value</li> <li>• Increase student proficiency in geometry</li> <li>• Provide in-class intensive interventions for students</li> <li>• Identify priority standards</li> <li>• Design curriculum-based assessments on priority standards and core curriculum</li> <li>• Integrate in-class core instruction and ECI</li> <li>• Provide TDG and Ready Math professional learning to staff</li> </ul>	2023	Students will demonstrate grade level proficiency in the area of numbers and operations as measured by i-Ready diagnostic assessment, Classroom Based Assessments, and report card priority standards.	2023 2022 2021 2020	85% 75% 52% 39%

# School Improvement Plan 2020-2023

## Saltar's Point Elementary



Steilacoom Historical School District is committed to providing the best education for every student by:

- **providing an engaging educational experience where students achieve at high levels.**
- **thoughtfully planning operational success by addressing the short and long term needs of our school community.**
- **supporting student well-being through implementation of high quality social and emotional learning practices.**
- **connecting and collaborating with internal and external stakeholders to maximize opportunities for learners.**

Our foundational belief is not about decreasing discipline, but increasing the access to problem solving strategies.

Incorporating inclusionary practices has ultimately led to a revision of our school's mission and vision. Our previous philosophy aligned with "kids do well if they want to" resulting in a reward and punishment system. This philosophy and way of thinking did not work for us as we continued to see high numbers of discipline referrals and classroom exclusions. Upon further reflection, we recognized that this philosophy was not supporting our students and their unique academic and social emotional needs. As we began implementing the Zones of Regulation framework, trauma-informed practices, and a Collaborative Problem Solving (CPS) approach our philosophy shifted to "kids do well if they can," which in the end resulted in our school's mission and vision, "We meet students where they are and move forward together."

Our SEL and Inclusive Practices work are founded on these values:

- Students do well if they can. If they are not doing well, it is up to the adults to work with our students to figure out what needs to be done so they are able to do well.
- We meet our students where they are and move forward together. We recognize that behavior is communication.
- All of our students are all of our students. Our philosophy is that our entire staff is vested in the success of every student, including those that might not be in our charge.

Overview of SEL, inclusion and academic data:

## Saltar's Point

452

Students Enrolled

Students Meeting State Learning Standards

65.9%	50.1%	61.7%
ELA	Math	Science

2.0% English Language Learner/Multi-Lingual

24.8% Low-Income

39.8% Military Connected

13.5% Students With Disabilities

[Data Sources: OSPI School Report Card, 2019; October 1, 2019 Enrollment Report]

Students with disabilities who are in general education for 80-100% of the school day: 73%

ELA proficiency for all students: 65.9%

ELA proficiency for students with disabilities: 28.1%

Math proficiency for all students: 50.1%

Math proficiency for students with disabilities: 18.8%

Students with disabilities comprise 28.1% of the overall student population.

62% of all students responded favorably regarding their Sense of Belonging on the Panorama Fall SEL survey.

71% of students responded favorably regarding their Sense of Belonging on the Panorama Fall SEL survey.

64% of students responded favorably regarding their Engagement index on the Panorama Fall SEL survey.

## Current interventions, SEL aligned, inclusive and equitable practices in place:

At Saltar's Point, we have supported the right of students to direct their own lives by giving them the tools to make effective choices for themselves. Some of the strategies we use are:

- Several staff are trained in the TEACCH model (create clear structures to reduce cognitive overload, visuals to create clear expectations and predictable routines, choice, and skill-development around self-regulation) and applied these techniques to support students in both Special Ed and Gen Ed settings
- Saltar's Solution Seeker forms are used by students to self-identify the need for help from an adult they select and then decide on their own solution
- Student have access to a multi-sensory space and multi-sensory tools, as well as to adults who help students co-regulate their emotions until they are ready to self-regulate
- Collaborative Problems Solving that directly teaches skills in Language/Communication, Attention/Working Memory, Emotion/Self-regulation, Cognitive Flexibility, and Social Thinking

## Improvement Plan Action Steps, Goals, and Monitoring:

<i><b>We will raise the level of achievement for all students through a focus on SEL and Inclusionary Practices.</b></i>				
<b>Action Steps</b>			<b>Progress Monitoring</b>	
<b>If we...</b>	<b>by end of year</b>	<b>Then</b>	<b>Benchmark year</b>	<b>Progress</b>
<ul style="list-style-type: none"> <li>• Train Administrators and support staff in CPS basics</li> <li>• Train 100% of staff in CPS basic</li> <li>• Train Admin and Support staff in CPS Tier 1</li> <li>• Grow the number of certificated and classified in CPS advanced</li> <li>• Train all new staff in CPS basic</li> <li>• Develop a post S3 survey to determine transfer of co-regulation strategies to self-regulation</li> </ul>	2023	Increase our students' ability to problem solve independently as measured by the number of students accessing Saltar's Solution Seeker process who report initiating strategies independently.	2023 2022 2022	100% Admin and support staff trained in CPS basics  Develop a data CPS tracking system.
<b>If we...</b>	<b>by end of year</b>	<b>Then</b>	<b>Benchmark year</b>	<b>Progress</b>
<ul style="list-style-type: none"> <li>• Increase embedded instruction and supports in the classroom</li> <li>• Provide common planning between resource and gen ed teachers</li> </ul>	2023	Increase Students with Disabilities' participation in the general education setting to at least 90% of our students in their classroom 80-100% of their school week.	2023 2022 2021	90% 80% 73%
<b>If we...</b>	<b>by end of year</b>	<b>Then</b>	<b>Benchmark year</b>	<b>Progress</b>
<ul style="list-style-type: none"> <li>• Increase students' time on task within the i-Ready tool</li> <li>• Increase students' percentage of passed lessons in i-Ready</li> <li>• Identify Priority Standards</li> <li>• Develop and</li> </ul>	2023	70% of our students will achieve proficiency level in the area of mathematics as measured by the Smarter Balanced Assessment and i-Ready spring diagnostic assessment.	2023 2022	70% students proficient in math  Priority standards identified and CBA created

implement CBA across grade level <ul style="list-style-type: none"> <li>Implement grade level CBA and collaborative planning</li> </ul>			2021	Time on task measured by i-ready
<b>If we...</b>	by end of year	<b>Then</b>	<b>Benchmark year</b>	<b>Progress</b>
<ul style="list-style-type: none"> <li>Increase time on task</li> <li>Increase the percentage of passed lessons</li> <li>Identify Priority Standards</li> <li>Develop and implement CBA across grade level</li> <li>Implement grade level CBA and collaborative planning</li> </ul>	2023	80% of our students will achieve proficiency level in the area of ELA as measured by the smarter balanced assessment and i-Ready spring diagnostic assessment.	2023  2022  2021	80% students proficient in ELA  Priority standards identified and CBA created  Time on task measured by i-ready

# School Improvement Plan 2020-2023

## Pioneer Middle School



Steilacoom Historical School District is committed to providing the best education for every student by:

- providing an engaging educational experience where students achieve at high levels.
- thoughtfully planning operational success by addressing the short and long term needs of our school community.
- supporting student well-being through implementation of high quality social and emotional learning practices.
- connecting and collaborating with internal and external stakeholders to maximize opportunities for learners.

In alignment with the district's strategic vision, Pioneer Middle School is committed to providing an engaging educational experience where all students achieve at high levels. We will raise the level of achievement for all students through a focus on SEL and Inclusionary Practices.

Prior to the pandemic, there were already significant mental health, social, emotional and behavioral needs; thus, social emotional learning (SEL) has been a part of our district's focus for a few years.

All students are general education students first, and we at Pioneer Middle School, are committed to providing an engaging, rigorous, and SEL enriched educational experience which all students can access.

Our SEL and Inclusive Practices work are founded on these values:

- SEL is not just a curriculum; it is the intentional teaching and design of a classroom environment with conditions and supports set up for real-life application and mastery of essential SEL skills necessary for success in school and beyond.
- We seek to understand the underlying causes for behaviors/actions.
- We welcome and celebrate the diversity of our Pioneer students and families.

Overview of SEL, inclusion and academic data:

## Pioneer

**739**

Students Enrolled

Students Meeting State Learning Standards

72.0%	53.7%	61.2%
ELA	Math	Science

2.0% English Language Learner/Multi-Lingual

24.8% Low-Income

31.7% Military Connected

11.8% Students With Disabilities

[Data Source: OSPI School Report Card, 2019; OSPI School Report Card Demographics, 2021]

Students with disabilities who are in general education for 80-100% of the school day: 49%

ELA proficiency for all students: 79.4%

ELA proficiency for students with disabilities: 13.4%

Math proficiency for all students: 60.0%

Math proficiency for students with disabilities: 4.9%

36% of all students responded favorably regarding their Sense of Belonging on the Panorama Fall SEL survey.

In response to the question, "How connected do you feel to the adults at your school?" 19% of all students responded favorably.

"Supportive Adult Relationships" favorable student response: 73% (19 percentile points below National average and 2 percentile points away from district average during pandemic).



## Current interventions, SEL aligned, inclusive and equitable practices in place:

At Pioneer Middle School, we have prioritized both academic interventions and social-emotional growth. Our interventions and strategies we use include:

- Intervention classes for both math and reading. Students are supported in their general education and intervention classes to fill gaps in learning scaffold growth.
- Staff have been trained in and use Zones of Regulation to help students self-identify their needs and use appropriate coping interventions. Staff have also been trained in using intentional Brain Breaks to cultivate a climate of normalcy around these activities.
- Students have access to a multi-sensory spaces equipped with multi-sensory tools, called the Pirate Zone and the Bulkhead, to help students co-regulate their emotions until they are ready to self-regulate.
- Positive Behavior Intervention Supports have been taught and practiced using the ARRS (Active Learner, Respective, Responsive, Safe) and students are positively reinforced for demonstrating the ARRS.

## Improvement Plan Action Steps, Goals, and Monitoring:

***We will raise the level of achievement for all students through a focus on SEL and Inclusionary Practices.***

Action Steps			Progress Monitoring	
If we...	by end of year	Then	Benchmark year	Progress
<ul style="list-style-type: none"> <li>• Provide quality content area instruction based on essential grade level standards</li> <li>• Align IEPs with essential grade level standards and design services to support acquisition of mastery</li> <li>• Provide weekly common planning time for content and special education teachers to review students' progress and design instruction and</li> </ul>	2023	Decrease the proficiency gap between students with disabilities and students without disabilities to no more than 15% in ELA and 25% math as measured by report card grades earned and the i-Ready spring diagnostic assessment.	ELA gap 2023 2022 2021  Math gap 2023 2022 2021	15% 50% 66%  25% 35% 55%

<ul style="list-style-type: none"> <li>interventions</li> <li>• Provide in-class support for SWD</li> <li>• Facilitate monthly PL on UDL in action</li> <li>• Increase classes that are co-taught to continue the practice of inclusion</li> <li>• Create a learning recovery plan and track progress for targeted students</li> </ul>				
<b>If we...</b>	<b>by end of year</b>	<b>Then</b>	<b>Benchmark year</b>	<b>Progress</b>
<ul style="list-style-type: none"> <li>• Create SEL guided activities for their students</li> <li>• Coordinate which activities staff will create so that there is no overlap.</li> <li>• Create groups within Panorama that teachers and support staff connect with on a weekly/daily basis as a check in.</li> <li>• Build in supports for group discussions and or club activities.</li> <li>• Create activities using Panorama's playbook</li> <li>• Create a learning recovery plan and track progress for targeted students</li> </ul>	2023	Increase student response to the "Supportive Adult Relationships" metric in the Panorama survey from 73% to 95%.	2023 2022 2021	95% 85% 73%

# School Improvement Plan 2020-2023

## Steilacoom High School



Steilacoom Historical School District is committed to providing the best education for every student by:

- **providing an engaging educational experience where students achieve at high levels.**
- **thoughtfully planning operational success by addressing the short and long term needs of our school community.**
- **supporting student well-being through implementation of high quality social and emotional learning practices.**
- **connecting and collaborating with internal and external stakeholders to maximize opportunities for learners.**

In alignment with the district's strategic vision, the staff at Steilacoom High School will be steadfast and innovative in the pursuit of academic success and post-secondary preparation in order to become an elite institution and represent our communities with pride. We believe all students are general education students first, and that all students will receive high-quality instruction that meets their specific needs and prepares them to be life-long learners.

Our SEL and Inclusive Practices work are founded on these values:

Steilacoom High School believes in educating the whole child. This includes social and emotional wellness as well as academic rigor. We believe that an inclusive culture in our classrooms leads to our students' success. Steilacoom High School embraces and celebrates our diversity and we welcome all students and families. We believe that student engagement and student achievement will continue to increase as our beliefs of an inclusive culture continue to develop.

## Overview of SEL, inclusion, and academic data:

### Steilacoom High

1,008

Students Enrolled

Students Meeting State Learning Standards

83.1%	40.1%	34.3%
ELA	Math	Science

94% Graduated in 4 Years

2.3% English Language Learner/Multi-Lingual

21.4% Low-Income

24.7% Military Connected

10.4% Students With Disabilities

[Data Source: OSPI School Report Card, 2019; OSPI School Report Card Demographics 2021]

ELA proficiency for all students: 83.1%

ELA proficiency for students with disabilities: 31.6%

Math proficiency for all students: 43%

Math proficiency for students with disabilities: <10%

Students With Disabilities make up 10.4% of our school population, yet account for 9.6% of disciplinary referrals. This group of students has the highest rate of disciplinary action for all student groups. The schoolwide average is 6.7% for all student groups.

34% of all students responded favorably regarding their Sense of Belonging on the Panorama Fall SEL survey.

49% of students with IEPs responded favorably regarding their Sense of Belonging on the Panorama Fall SEL survey.

In response to the question, "How connected do you feel to the adults at your school?" 19% of all students responded favorably.

In response to the question, "How connected do you feel to the adults at your school?" 37% of students with IEPs responded favorably.

Current interventions, SEL aligned, inclusive and equitable practices in place:

- Steilacoom High School believes that a major responsibility of the adults in our building is to create and maintain strong relationships with our students and their families. We know that a strong teacher/student/family relationship results in a more successful high school experience for our students, both socially and emotionally as well as academically.
- Steilacoom has implemented the Panorama Playbook in our Advisory classes. We also have included a Wednesday class time for 1:1 student interventions. Our Wednesday schedule was built to allow for our students to connect socially and emotionally, as well as academically. Because the subjects are so widely varied at the high school, our interventions are student need-specific.

### Improvement Plan Action Steps, Goals, and Monitoring:

***We will raise the level of achievement for all students through a focus on SEL and Inclusionary Practices.***

Action Steps			Progress Monitoring	
If we...	by end of year	Then	Benchmark year	Progress
<ul style="list-style-type: none"> <li>• Provide opportunities for staff to attend the Neural Educator summer workshop</li> <li>• Engage all school staff in consistent and scaffolded professional learning around SEL and cultural competence</li> <li>• Increase the number of certified Neural Educators by twenty-five percent in our building by Spring of 2022 to at least 13 certified Neural Educators.</li> </ul>	<div>2023</div> <div>2022</div>	Discipline referrals for students with disabilities will decrease from 9.6% to 4% demographics by Spring of 2022.	<div>2023</div> <div>2022</div> <div>2020</div>	<div>SWD 4%</div> <div>SWD 7%</div> <div>SWD 9.6%</div>

If we...	by end of year	Then	Benchmark year	Progress
<ul style="list-style-type: none"> <li>• Provided professional learning in grading for equity</li> <li>• Build our knowledge if SEL practices.</li> <li>• Develop culturally responsive instructional practices and engage staff in additional professional learning to increase cultural competency and equitable practices</li> </ul>	2023	There will be a decrease in the percentage of total students who receive F grades from 33.9% to 15.0%.	2023 2022 2021  2020 Sem1  2020 Fall	15% 17% 20.0%  21.9%  33.9%
If we...	by end of year	Then	Benchmark year	Progress
<ul style="list-style-type: none"> <li>• Establish structures for staff members to develop relationships with all students and families</li> <li>• Identify students early in need of additional supports and interventions</li> <li>• Provide training and instructional coaching for teachers</li> </ul>	2023	95% of 10 <sup>th</sup> grade students will be “on-track academic status” as measured by earn nine credits by the end of our first semester.	2023 2022  2020	95.0% 92.5%  87.5
If we...	by end of year	Then	Benchmark year	Progress
<ul style="list-style-type: none"> <li>• Provide training and instructional coaching for teachers</li> <li>• Identify students in need of intervention</li> <li>• Provide in-class intensive interventions for students</li> <li>• Increase staff knowledge and use of Inclusionary Practices</li> </ul>	2023	Decrease the proficiency gap between students with disabilities and students without disabilities to no more than 25% in ELA as measured by the Smarter Balanced Assessment.	2023 2022  2019	25% 40%  56%

If we...	by end of year	Then	Benchmark year	Progress
<ul style="list-style-type: none"> <li>• Provide training and instructional coaching for teachers</li> <li>• Identify students in need of intervention</li> <li>• Provide in-class intensive interventions for students</li> <li>• Increase staff knowledge and use of Inclusionary Practices</li> </ul>	2023	Decrease the proficiency gap between students with disabilities and without disabilities to no more than 25% in math as measured by the Smarter Balanced Assessment.	2023 2022  2019	25% 30%  33%

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: April 28, 2021

## **Policy Number and Name**

Policy 3241: Student Discipline

Policy 3200: Retired-Incorporated into 3241

## **Strategic Focus Area**

- ☐ Achieve
- ☒ Support
- ☐ Connect
- ☐ Plan

## **BACKGROUND INFORMATION**

- WSSDA updated Policy 3241 to incorporate WAC revisions that became effective in 2019. These revisions eliminated the legal foundation for zero tolerance student discipline policies and required districts to use proactive instructional and restorative approaches to behavior while keeping students in the classroom to the maximum extent possible.
- Policy 3241 was designed to be consistent with Policy 3112: Social Emotional Climate (approved by SHSD Board on 3/24/21) as it emphasizes trauma-informed practices and positive interventions.
- WSSDA retired Policy 3200: Rights and Responsibilities and synthesized its content into Policy 3241.
- The updated language for Policy 3241 describes the student discipline practices we already have in place. Our systems were updated following the WAC revisions in 2019 and include discipline menus for instructional and administrative staff members that provide alternatives to classroom exclusion and align with neural education and SEL principles.

## **RECOMMENDED ACTION:**

This policy is recommended for approval.

**Report prepared by: Gudrun Sullivan Executive Director of Student Services**

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## STUDENT DISCIPLINE

### Introduction/Philosophy/Purpose

~~Rules of student conduct are essential for maintaining a safe and supporting learning environment for all students. A student's refusal to comply with written rules and regulations established for the governing of the school will constitute cause for disciplinary action.~~

The Board of the Steilacoom Historical School District focuses on the educational achievement of each and every student. The District holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. "Discipline" means any action taken by the school district in response to behavioral violations. ~~Discipline is not necessarily punitive, but can take positive and supportive forms.~~, including exclusionary as well as positive and supportive forms of discipline. The Board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

- Engaging with school personnel, students, parents, families and the community ~~and striving to understand and be responsive to cultural context in decisions related to the development and implementation of discipline policies and procedures;~~
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- Providing educational services that students need ~~during suspension and expulsion to~~ complete their education without disruption;
- Facilitating collaboration between school personnel, students, and parents, and families to support ~~thereby supporting~~ successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- Implementing culturally responsive discipline that provides every student the opportunity to achieve personal and academic success;
- Providing a safe environment for all students and for district employees

### Rights and Responsibilities/District Commitment

The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;

The District will observe students' fundamental rights and will administer discipline in a matter that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

The District's student discipline policy and procedure is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning, consistent with Board Policy 3112 – Social Emotional Climate.

### **Development and review**

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, behavioral violations, and other forms of discipline the district considered or attempted, is essential for effective review of this policy; therefore, the district will ensure such reporting.

The district will collect data on disciplinary actions administered in each school, as required by RCW 28A.300.042, and any additional data required under other district policies and procedures.

The District will ensure that school principals confer with certificated building employees at least annually to develop and/or review building discipline standards and review the fidelity of implementation of those standards. At each district school, principals and certificated staff will develop written school procedures for administering discipline at their school with the participation of other school personnel, students, parents, families, and the community. Each school will:

1. Establish behavioral expectations with students and proactively teach expectations across various school settings.
2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.

4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

Schools handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies. A school's building discipline standards must be annually approved by the Superintendent or designee.

School principals will ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills.

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW 28A.300.042 to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline. Discipline data must be disaggregated by:

1. School.
2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW 28A.300.042(1) and CEDARS Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation.
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency expulsion, and expulsion.

The District will follow the practices outlined in guidance from the Race and Ethnicity Student Data Task Force when disaggregating broader racial categories into subracial and subethnic categories. The District will consider student program status and demographic information (i.e. gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters 28A.640 and 28A.642 RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

The District will support each school to:

- set at least one goal annually for improving equitable student outcomes;
- create an actions plan or plans;
- evaluate previous goals and action plans; and

- revise goals and action plans, based on evaluations.

Schools will share identified goals and action plans with all staff, students, parents, families, and the community.

### **Distribution of policies and procedures**

The District will make the current version of this policy and procedure available to families and the community. The District will annually provide this policy and procedure to all District personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, parents, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools are encouraged to provide discipline training developed under RCW 28A.415.410 to support implementation of this policy and procedure to all school staff as feasible.

### **Application**

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

### **Minimizing exclusion, engaging with families, and supporting students**

~~Unless a student's presence poses an immediate and continuing danger to others or an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, the district must first consider other forms of discipline.~~

~~These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035. The accompanying procedure will identify a list of other forms of discipline for staff use. However, staff members are not restricted to that list and may use any other form of discipline compliant with WAC 392-400-025(9).~~

### **Staff Authority**

~~Staff are responsible for supervising student behavior, employing effective classroom management methods, and enforcing the rules of student conduct in a fair, consistent, and non-discriminatory manner. Disciplinary action must be reasonable, culturally responsive, and necessary under the circumstances, while reflecting the district's priority to maintain a safe and posi-~~

tive learning environment for all students and staff. The district will administer disciplinary action in a way that responds to the needs and strengths of students, supports students in meeting behavioral expectations, and keeps them within the classroom to the maximum extent possible.

### **Ensuring fairness, providing notice, and an opportunity for a hearing**

When administering discipline, the district will observe all of the student's constitutional rights. The district will notify parents as soon as reasonably possible about classroom exclusion and before administering any suspension or expulsion. The district must ensure that associated notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions are in a language the student and parents understand; this may require language assistance.

In order to preserve a beneficial learning environment for all students and to maintain good order and discipline in each classroom, the superintendent or his/her designee will develop written procedures for administering discipline at each school within the District. The procedures will be developed with the participation of school personnel, students, parents/guardians, and the community. The procedures will:

Provide for early involvement of parents in efforts to support students in meeting behavioral expectations.

Provide that the teacher, principal or designee, and other school authorities will make every reasonable attempt to involve parents/guardians and the student in the resolution of behavioral violations for which discipline may be administered.

Provide that no form of discipline will be administered in such a manner as to prevent a student from completing subject, grade level, or graduation requirements.

The district will distribute its discipline policy and procedure to students, their parents/guardians, and the community on an annual basis. The district will ensure that it provides such information with language assistance for students and parents with limited English proficiency under Title VI of the Civil Rights Act of 1964. The school district will ensure district employees and contractors are knowledgeable of the discipline policies and procedures.

The district will assist long-term suspended and expelled students in returning to school as soon as possible by providing them with a reengagement plan tailored to the student's individual circumstances, including consideration of the incident that led to the student's long-term suspension or expulsion.

The district will annually collect and review data on disciplinary actions taken against students within each school. The data will be disaggregated into subgroups as required by RCW 28A.300.042 and will include students protected by the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. The review will include classroom exclusions, short-term suspensions, long-term suspensions, and expulsions. In reviewing the data, the district will determine whether it has disciplined a substantially disproportionate number of students within any of the disaggregated categories. If the district finds disproportionality, the district will take action to ensure that it is not the result of discrimination.

~~In consultation with school district staff, students, families, and the community, the district will periodically review and update this policy and its accompanying procedure.~~

Cross References:     [2121 - Substance Abuse Program](#)  
                              [2161 - Special Education and Related Services for Eligible Students](#)  
                              [2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973](#)  
                              [3122 - Excused and Unexcused Absences](#)  
                              [3210 - Nondiscrimination](#)  
                              [3240 - Student Conduct Expectations and Reasonable Sanctions](#)  
                              [3244 - Prohibition of Corporal Punishment](#)  
                              [3520 - Student Fees, Fines, or Charges](#)  
                              [4210 - Regulation of Dangerous Weapons on School Premises](#)  
                              [4218 - Language Access Plan](#)

Legal References:     ~~[RCW 9A.16.100 Use of force on children — Policy — Actions presumed unreasonable](#)~~  
                              [RCW 9A.16.100 Use of force on children — Policy — Actions presumed unreasonable](#)  
                              [RCW 9.41.280 Possessing dangerous weapons on school facilities — Penalty — Exceptions](#)  
                              [RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty](#)  
                              [Chapter 28A.225, RCW Compulsory school attendance and admission](#)  
                              [Chapter 28A.320, RCW Provisions applicable to all districts](#)  
                              [RCW 28A.400.100 Principals and vice principals — Employment of — Qualifications — Duties](#)  
                              [RCW 28A.400.110 Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills](#)  
                              [Chapter 28A.600 RCW, Students](#)  
                              [WAC 392-190-048 Access to course offerings – Student discipline](#)  
                              [Chapter 392-400, WAC Pupils](#)  
                              [34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964](#)  
                              [42 U.S.C. 2000d et seq. Civil Rights Act of 1964](#)

Management Resources:     [2019 – April Policy Alert](#)  
   [2018 - August Issue](#)  
   [2016 - July Issue](#)

2014 - December Issue  
2014 - August Issue  
2010 - June Issue

**Adoption Date: 2.27.08**

**Steilacoom Historical School District No. 1**

**Revised : 6.24.10; 10.26.11; 12.10.14; 9.28.16; 12.12.18; 8.28.19; 4.28.21**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: April 28, 2021

## **Policy Number and Name**

Policy 3241: Student Discipline

Policy 3200: Retired-Incorporated into 3241

## **Strategic Focus Area**

- ☐ Achieve
- ☒ Support
- ☐ Connect
- ☐ Plan

## **BACKGROUND INFORMATION**

- WSSDA updated Policy 3241 to incorporate WAC revisions that became effective in 2019. These revisions eliminated the legal foundation for zero tolerance student discipline policies and required districts to use proactive instructional and restorative approaches to behavior while keeping students in the classroom to the maximum extent possible.
- Policy 3241 was designed to be consistent with Policy 3112: Social Emotional Climate (approved by SHSD Board on 3/24/21) as it emphasizes trauma-informed practices and positive interventions.
- WSSDA retired Policy 3200: Rights and Responsibilities and synthesized its content into Policy 3241.
- The updated language for Policy 3241 describes the student discipline practices we already have in place. Our systems were updated following the WAC revisions in 2019 and include discipline menus for instructional and administrative staff members that provide alternatives to classroom exclusion and align with neural education and SEL principles.

## **RECOMMENDED ACTION:**

This policy is recommended for approval.

**Report prepared by: Gudrun Sullivan Executive Director of Student Services**

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## **RIGHTS AND RESPONSIBILITIES**

~~Each year, the superintendent will develop handbooks pertaining to student rights, conduct, and discipline, and make the handbooks available to all students, their parents, and staff. The superintendent will develop such handbooks with the participation of parents and the community. The school principal and staff will confer at least annually to develop and/or review student conduct standards and the uniform enforcement of those standards as related to the established student handbooks. They will seek to develop precise definitions for common problem behaviors and build consensus on what constitutes manifestation of those problem behaviors. The definitions will also address differences between major and minor manifestations of problem behaviors to identify those problem behaviors that teachers and other classroom staff can generally address and those problem behaviors that are so severe that an administrator needs to be involved. This work will also help district staff identify and address differences in the perception of subjective misbehaviors and reduce the effect of implicit bias.~~

~~-~~

~~They will also confer annually to establish criteria for determining when certificated employees must complete classes to improve classroom management skills.~~

~~All students who attend the district's schools will comply with the written policies, rules, and regulations of the schools, will pursue the required course of studies, and will submit to the authority of staff of the schools, subject to such discipline, including other forms of discipline as the school officials will determine.~~

Legal References:	<u>RCW 28A.600.010</u>	Government of schools, pupils, employees, rules and regulations for	Due process guarantees
	<u>28A.600.020</u>	Government of schools, pupils, employees	Enforcement optimum learning atmosphere
	<u>28A.600.040</u>	Pupils to comply with rules & regulations	
	<u>28A.400.110</u>	Principal to assure appropriate discipline	
	<u>28A.150.240</u>	Basic Education Act of 1977	Certificated teaching and administrative staff as accountable for class room teaching
			Scope Responsibilities Penalty
	<u>28A.405.060</u>	Course of study and regulations	Enforcement
			Withholding salary warrant for failure
	<u>WAC 392-400-225</u>	School district rules defining misconduct	Distribution of rules
	<u>392-168</u>	Citizen Complaint Procedure for Certain Categorical Federal Programs	

**Adoption Date: 2.27.08**

**Steilacoom Historical School District No. 1**

**Revised: 7.24.14, 8.28.19**