



## 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, October 23, 2019 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. REPORTS

#### A. Local Records Grant

**(Information)**

**Presenter:** Melissa McGann and Celeste Johnston

[Local Records Grant Presentation.pdf \(p. 4\)](#)

#### B. Steilacoom High School Advanced Placement Scores

**(Information)**

**Presenter:** Katie Redman

[Steilacoom High School Advanced Placement Scores Data Presentation.pdf \(p. 22\)](#)

## IV. 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 \(p. 36\)](#)

[Approval of September and October 2019 Accounts Payable and September 2019 Payroll.PDF \(p. 46\)](#)

[Approval of September 25, 2019 Regular Board Meeting Minutes.pdf \(p. 47\)](#)

[Approval of October 9, 2019 Study Session Minutes.pdf \(p. 50\)](#)

[Approval of Certificated Personnel Report.pdf \(p. 52\)](#)

[Approval of Classified Personnel Report.pdf \(p. 53\)](#)

[Approval of Co-Curricular Personnel Report.pdf \(p. 54\)](#)

[Approval of 2019-20 School Improvement Plans.pdf \(p. 55\)](#)

[Approval of Steilacoom High School Music Boosters Donation.pdf \(p. 75\)](#)

[Approval of SHS DECA Fall Leadership Conference.pdf \(p. 77\)](#)

## V. OLD BUSINESS

### **A. Second Reading of Policy 4210 Regulation of Dangerous Weapons on School Premises **(Action)****

**Presenter:** Superintendent Weight

[Policy 4210 Regulation of Dangerous Weapons on School Premises.pdf \(p. 81\)](#)

### **B. Second Reading of Policy 2413 Equivalency Credit for Career and Technical Education Courses **(Action)****

**Presenter:** Paul Harvey

[Policy 2413 Equivalency Credit for Career and Technical Education Courses.pdf \(p. 85\)](#)

### **C. Resolution 856-10-23-19 Surplus of International Place Property **(Action)****

[Resolution 856-10-23-19 Surplus of International Place Property.pdf \(p. 89\)](#)

## VI. NEW BUSINESS

### **A. First Reading of Policy 3207 Prohibition of Harassment, Intimidation and Bullying **(Action)****

**Presenter:** Susanne Beauchaine

[Policy 3207 Prohibition of Harassment, Intimidation and Bullying.pdf \(p. 92\)](#)

**B. First Reading of Policy 4130 Title I Parental Involvement (Action)**

**Presenter:** Paul Harvey

[Policy 4130 Title I Parent Involvement.pdf \(p. 96\)](#)

**C. Draft 2019-2025 Capital Facilities Plan (Information)**

**Presenter:** Superintendent Weight

[Draft 2019-2025 Capital Facilities Plan.pdf \(p. 101\)](#)

**VII. 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.

**VIII. BOARD COMMUNICATION (Information)**

**IX. ANNOUNCEMENTS (Information)**

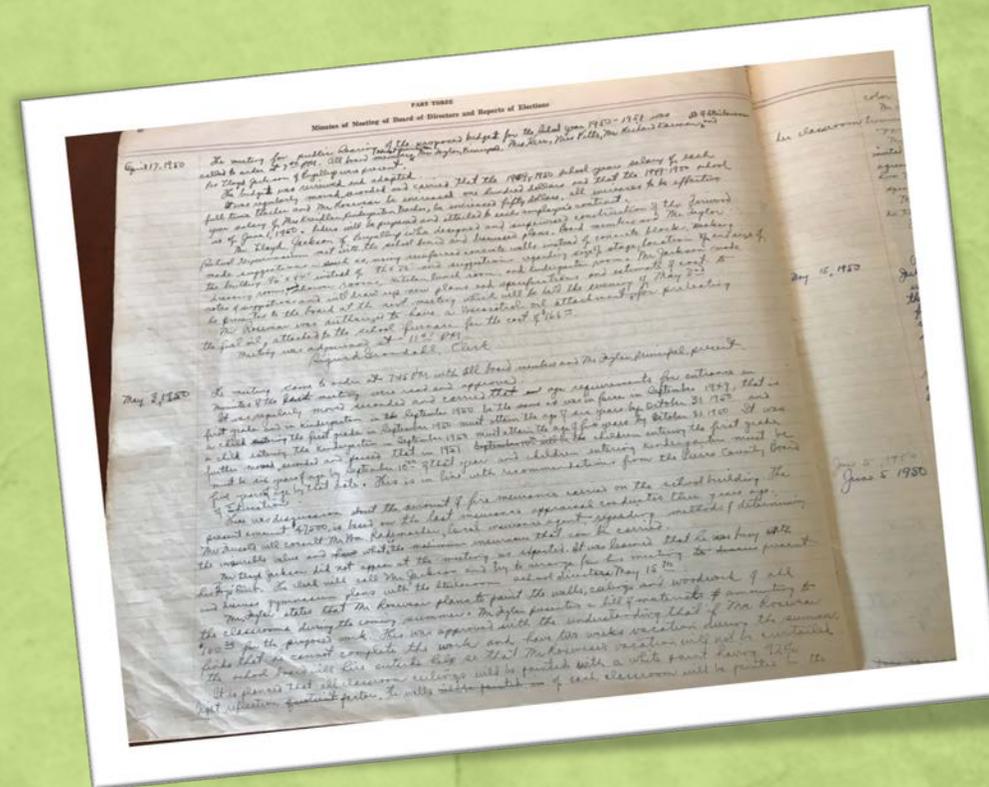
**X. ADJOURNMENT (Action)**

# *Organizing the File Room*

Washington State Archives  
Local Records Grant Program

# Background

- This has been an identified need in the District for several years.
- Efforts at a retention program have started & stopped many times.
- Records Retention is an unfunded mandate not only for records maintenance, but for public records requests.



# Timeline of Grant Proposal & Completion

- February 2018 → First Grant Proposal (unsuccessful)
- Spring/Summer 2018 → review sessions with State Archives employees & updating scope of grant proposal for resubmission
- July 2018 → Second Grant Proposal → **SUCCESS!**  
**\$20,000!!**
- October 2018 through June 2019 → timeframe of grant project

# By the Numbers

12

staff & volunteers who worked on the project

approx.  
400

project hours July 2018 through June 2019

approx.  
350

cubic feet of records destroyed

1

department who saved the day = Maintenance!

# Types of Expenditures

## Supplies & Furniture

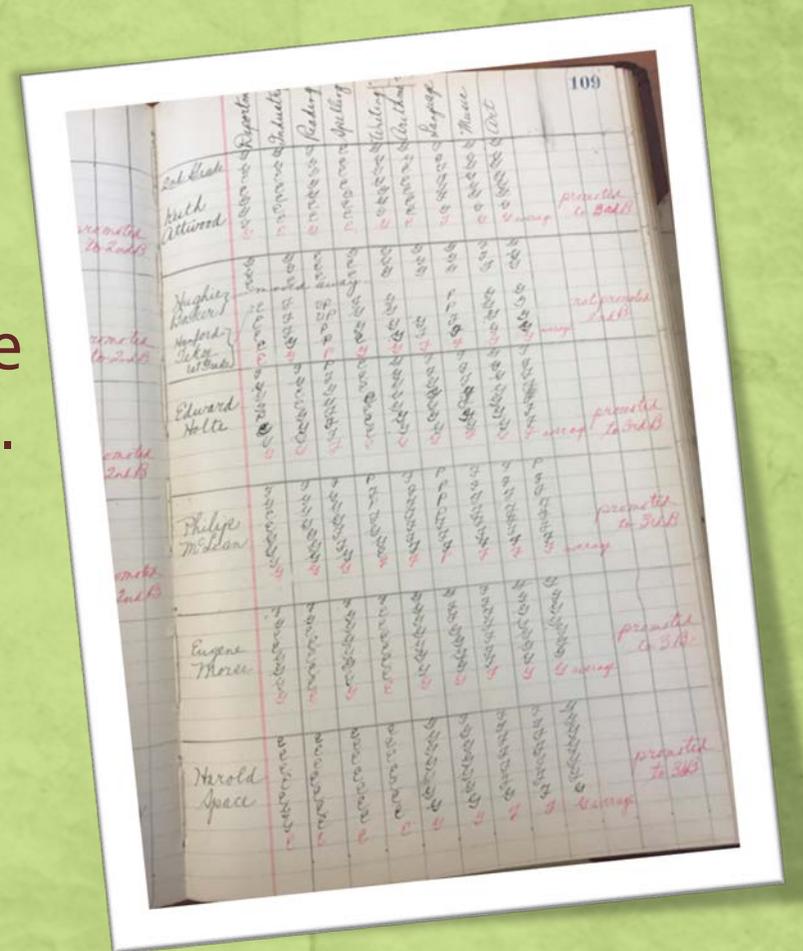
- Furniture (tables & chairs for workspaces, bookcases, step ladder)
- Industrial document shelving
- Archival boxes and supplies
- Industrial shredder (for continuation of operations)

## Services

- Substitute staff to cover District Employees to work in the Warehouse
- Shredding services for records that had met retention

# Next Steps

- Continue to evaluate existing contents in warehouse & destroy documents that have met retention.
- Work with schools to develop district-wide retention policies and shredding schedule.
- Evaluate items suitable for donation to local Historical Societies – they have the resources to care for historical items.



# The Project in Pictures

Before ...



Lots of stacks ...

Before ...



... and boxes ...

Before ...



... and WAVA documents ...

Before ...



... and ???

... During ...



Reviewing and rehousing WAVA files.

... During ...



Documents ready for shredding that have met retention.

... During ...



Clearing out  
space for new  
industrial  
shelving.

... During ...



Maintenance crew off-loading industrial shelving units.

... After



New shelving units constructed, making room for new bookshelves.

... After



New shelving units with room for additional boxes; filing cabinets re-aligned for increased functionality.

... After



Boxes using new records retention system identifying contents and retention dates.



# STEILACOOM HIGH SCHOOL AP DATA



2018-2019  
School Year  
October 23, 2019

# OVERALL AP PICTURE

Total Students Tested: 246

Total Exams Taken: 403

Exam Subject	Number of Exams	Average Score	Scores of 4-5	Scores of 3 +
Biology	17	3.47	8 (47%)	16 (94%)
Calculus AB	22	3.14	7 (32%)	17 (77%)
Calculus BC	11	4.27	9 (82%)	10 (91%)
English Language and Composition	54	2.81	15 (27%)	29 (54%)
English Literature and Composition	36	2.83	10 (28%)	20 (56%)
European History	15	2.93	4 (27%)	10 (67%)
Psychology	25	2.68	8 (32%)	14 (56%)
US Government and Politics	22	2.86	9 (41%)	12 (55%)
US History	54	3.04	21 (38%)	37 (68%)
World History	79	2.92	20 (25%)	53 (67%)

# OVERALL AP PICTURE

Total Students Tested: 246

Total Exams Taken: 403

Exam Subject	Number of Exams	Average Score	Scores of 4 or 5	Scores of 3 +
Computer Science Principles	2	2.00	0 (0%)	1 (50%)
Environmental Science	11	3.18	5 (45%)	8 (72%)
Human Geography	38	2.29	9 (24%)	14 (37%)
Statistics	12	3.17	3 (25%)	10 (83%)
Studio Art 2-D	1	4.00	1 (100%)	1 (100%)
Studio Art Drawing	4	3.50	2 (50%)	4 (100%)

# STUDENT RECOGNITION

246/271 (91%) Students attempted AP courses and sat for AP Exams

152/246 (62%) Students passed at least 1 exam with a score of 3 or higher

73/246 (30%) Students earned a score of 4 or 5 on at least 1 exam

41/246 (17%) Students earned a score of 5 on at least 1 exam

91/246 (37%) Students took multiple exams

58 Students passed multiple exams (64% of those that took multiple exams, 24% of total test takers)

6 students earned a score of 5 on multiple exams

# STUDENT RECOGNITION

## **20 AP Scholars**

3 or higher on 3 or more exams

## **12 AP Scholars with Honors**

Average score of 3.25 on all exams attempted  
3 or higher on 4 or more exams

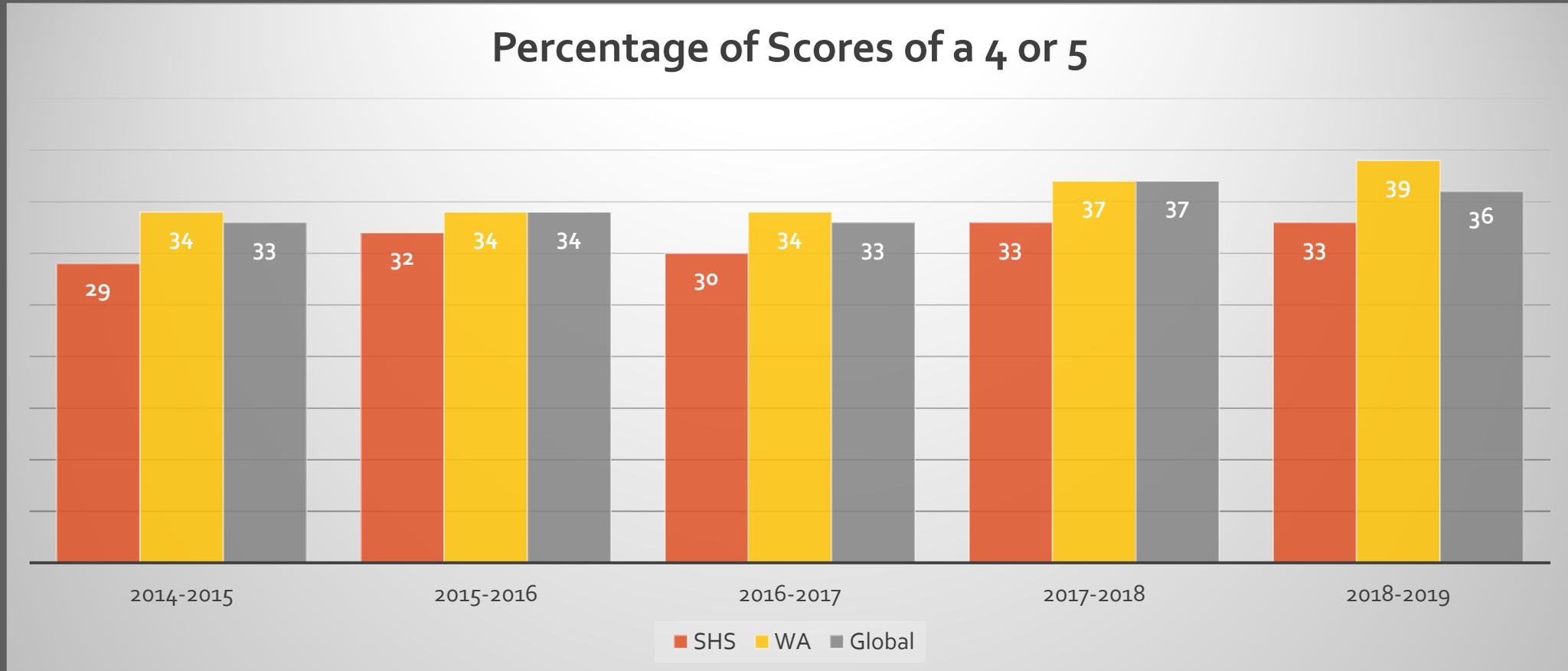
## **19 AP Scholars with Distinction**

Average score of 3.5 on all exams attempted  
3 or higher on 5 or more exams

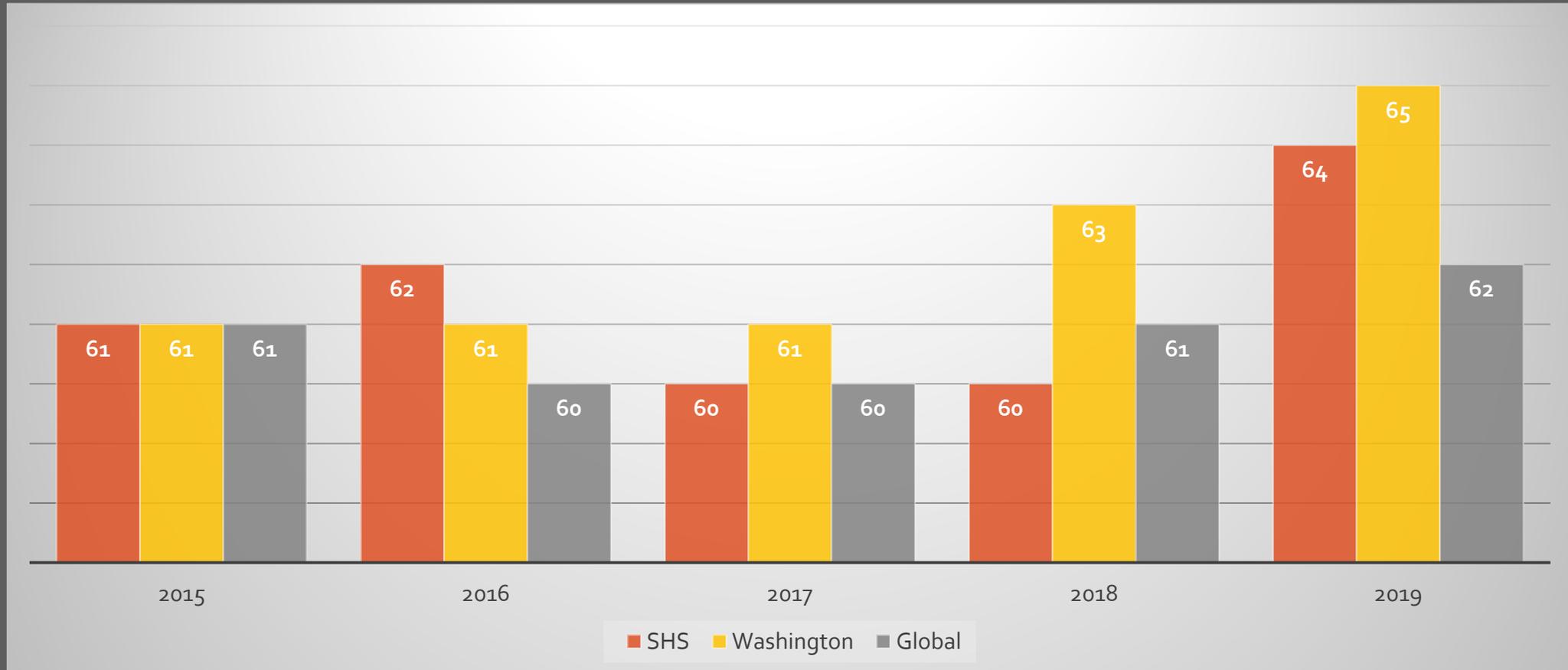
## **6 National AP Scholar**

Average score of 4 on all exams attempted  
4 or higher on 8 or more exams

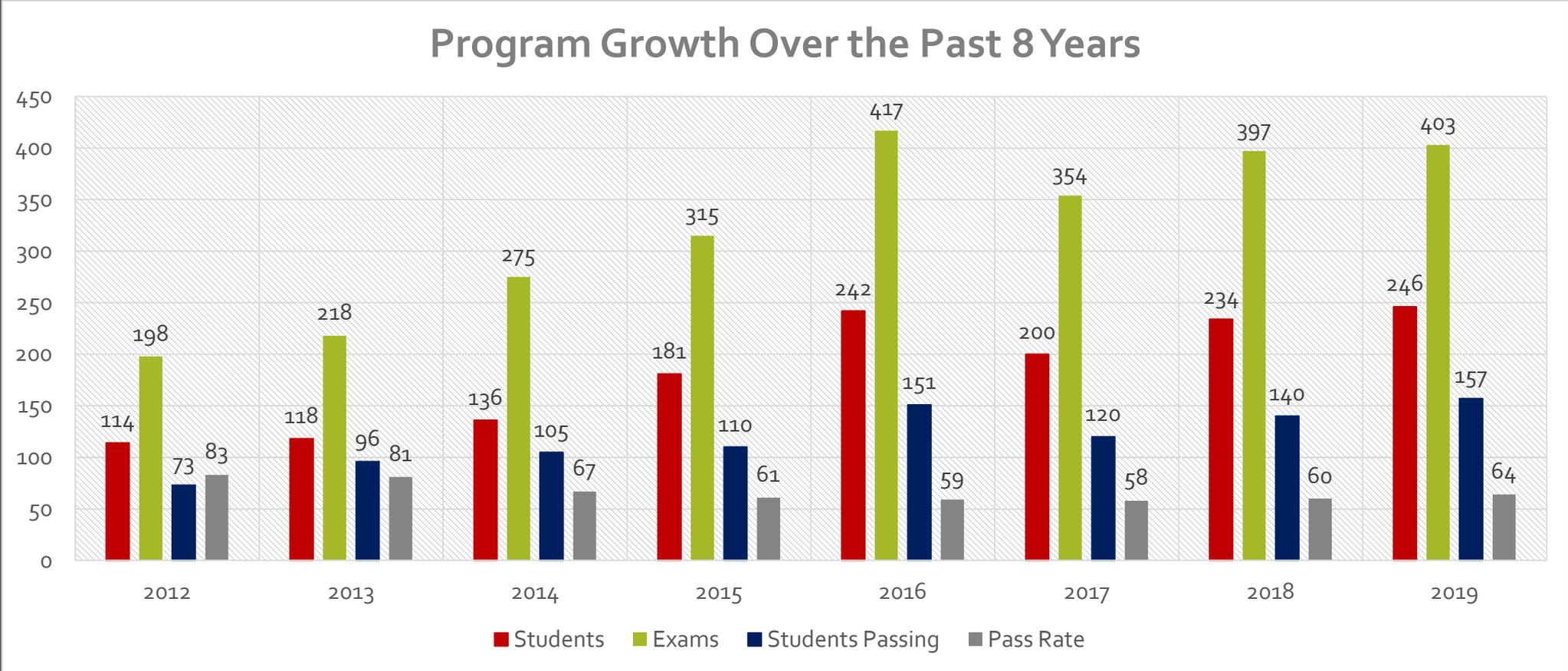
# STEILACOOM SCORES OF A 4 OR 5 OVER THE PAST 4 YEARS



# STEILACOOM SCORES OF 3+ OVER THE PAST 5 YEARS

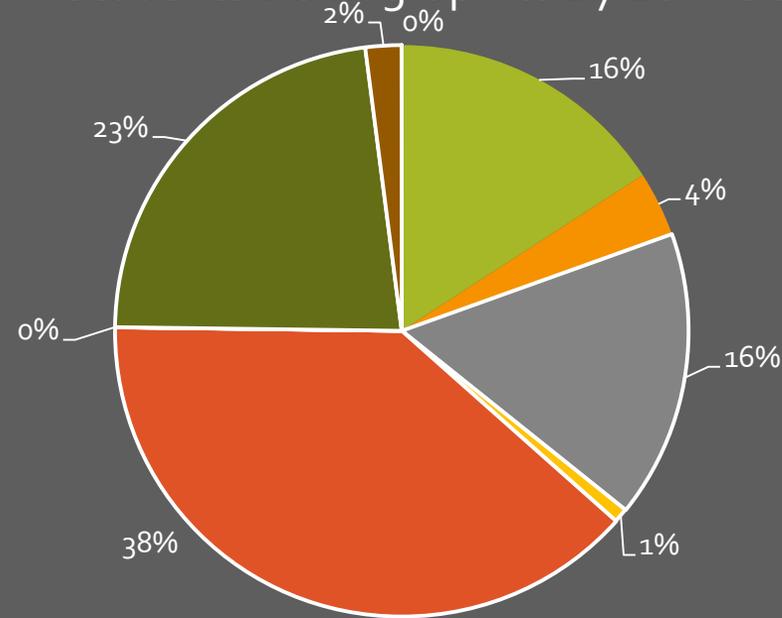


# PROGRAM GROWTH OVER THE PAST 5 YEARS



# ADVANCED PLACEMENT DEMOGRAPHICS

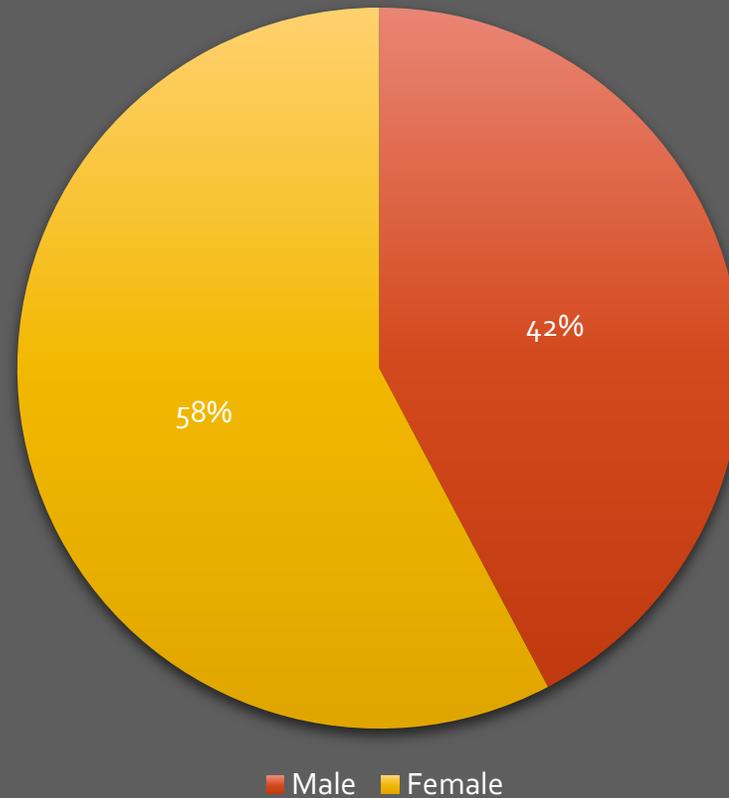
AP Students Demographics By Ethnicity



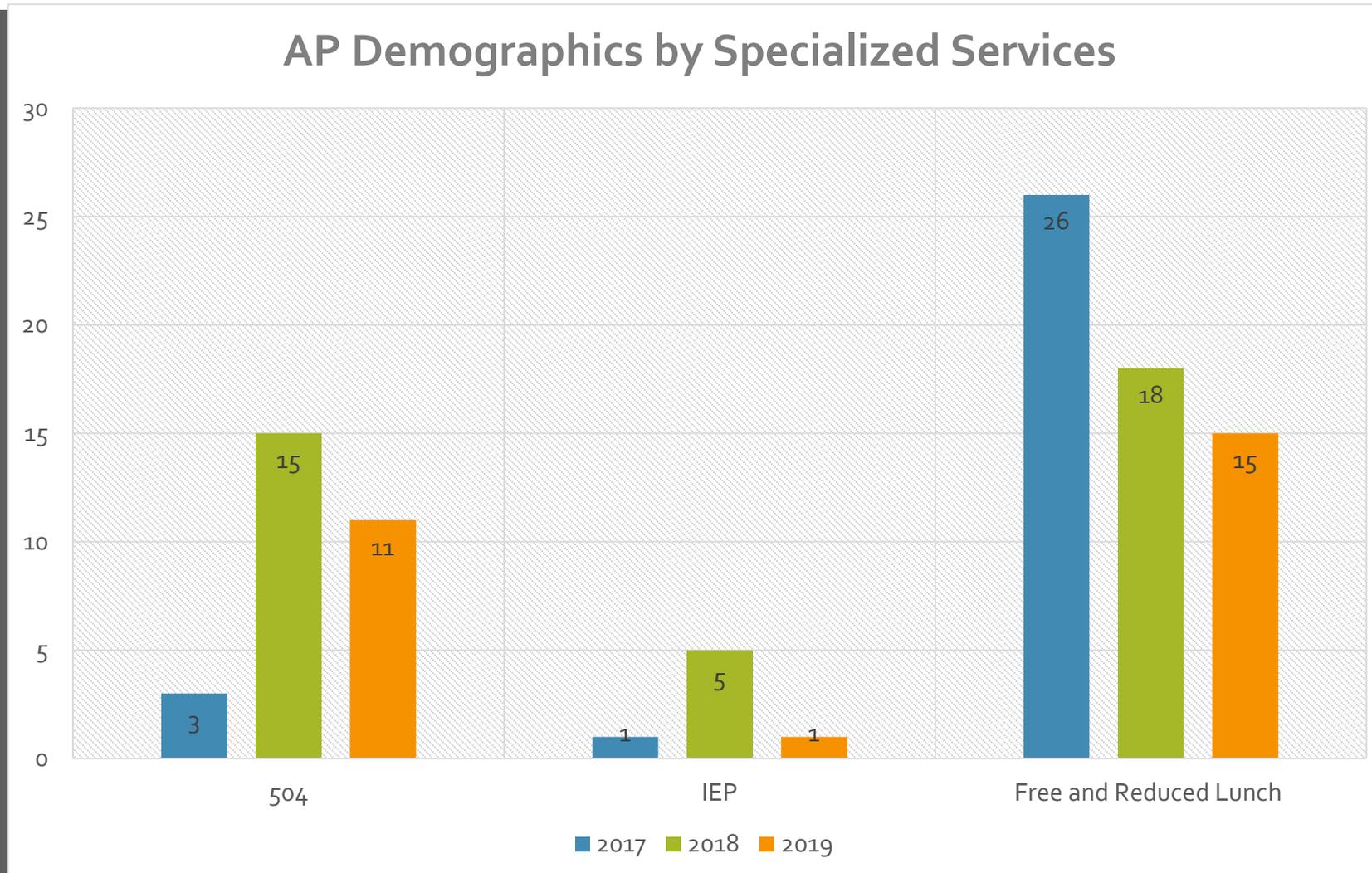
- American Indian or Alaska Native
- Black or African American
- Native Hawaiian or Other Pacific Islander
- Other
- No Response
- Asian
- Hispanic or Latino
- White
- Two or More Races

# ADVANCED PLACEMENT DEMOGRAPHICS

AP Students By Gender



# STUDENT RECEIVING SPECIAL SERVICES



# WHAT WE'VE CHANGED

- AP IN THE 9<sup>TH</sup> GRADE: using SBA data as a predictor of potential success, two classes of AP human geography are being piloted this year (we added it to the 10<sup>th</sup> grade a few years ago)
- Addition of AP Art and Music courses
- Addition of STEM courses (PLTW Biomedical Classes, PLTW Engineering, Computer Science Principles)
- Equitable access for AP programs\*
- TRAINING: Increased training and communication opportunities for teachers
- AP NIGHT: Increase communication for students and parents (part of high school and beyond)
- AP CONTRACT REVISION: Revised AP contract signed by student, parent, teacher, and counselor
- Per College Board, decision to take AP test occurs in the Fall rather than Winter

# PLANS FOR THE FUTURE

- Continue to make “equitable access a guiding principle...by giving all willing and academically prepared students the opportunity to participate in AP. [Eliminate] barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved.”
- Earlier identification of AP potential using middle school and high school SBAC performance
- Communicating that benchmark tests are being used to determine potential and the availability of AP at 9<sup>th</sup> grade level to middle school students
- Increase communication of Running Start vs. Advanced Placement, the benefits and pitfalls of each
- AP Classroom – Online resource – take assessments designed by college board to help prep for exams (teacher tracking and aligned to skills/standards)
- Discussion of 5.0 scale for GPA for students who take AP classes

QUESTIONS?

**Steilacoom Historical School District No. 1**  
**Financial Report - September 30, 2019**  
**Budget/Year-End Projection/YTD Actual**

The following information is a summary of the financial position as of September 30, 2019 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	43,279,587	3,241,762	7.49%
Expenditures & Other Financing Uses	43,661,008	3,623,509	8.30%
 Excess Revenues/Other Financing Sources Over (under) Expend & Other Financing Uses	 (381,421)	 (381,747)	
Transfer to Capital Projects		(100,000)	
Net Change in Unassigned Fund Balance		(481,747)	

<b>Fund Balances</b>	9/1/2019	9/30/2019	Variance
Committed for Other Purposes	(74,771)	(74,771)	0
Unassigned Fund Balance	2,600,094	2,218,347	-381,747
Unassigned Minimum Fund Balance	2,610,000	2,610,000	0
Fund Balance	5,135,323	4,753,576	-381,747

**Capital Projects Fund:**

Fund Balance - Impact Fees \$525,262 - Turf Field Replacement \$300,000

Beginning Fund Balance		1,499,927	
GF Transfer to Capital Projects	100,000		
Revenues	10,243		
Expenses	0		
		110,243	
Ending Fund Balance 9/30/2019			1,610,171

	9/1/2019 Beginning Balance	9/30/2019 Ending Fund Balance	Variance
<b>Debt Service Fund*:</b>	3,950,862	4,088,777	137,915
<b>Transportation Fund:</b>	114,263	114,437	174
<b>ASB Fund:</b>	341,714	403,920	62,206

**\*12/1/2019 Principal and Interest - \$6,784,725; 6/1/2020 Interest payment - \$ 676,100**

10--General Fund-- FUND BALANCE -- SPI ACCOUNTS -- WORKING -- BUDGET-STATUS-REPORT  
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of September, 2019

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 LOCAL TAXES	5,239,334	87,467.88	87,467.88		5,151,866.12	1.67
2000 LOCAL SUPPORT NONTAX	909,950	106,853.81	106,853.81		803,096.19	11.74
3000 STATE, GENERAL PURPOSE	28,564,251	2,538,239.84	2,538,239.84		26,026,011.16	8.89
4000 STATE, SPECIAL PURPOSE	6,243,599	498,412.40	498,412.40		5,745,186.60	7.98
5000 FEDERAL, GENERAL PURPOSE	281,500	.00	.00		281,500.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	2,038,453	10,788.05	10,788.05		2,027,664.95	0.53
7000 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	2,500	.00	.00		2,500.00	0.00
9000 OTHER FINANCING SOURCES	0	.00	.00		.00	0.00
<b>Total REVENUES/OTHER FIN. SOURCES</b>	<b>43,279,587</b>	<b>3,241,761.98</b>	<b>3,241,761.98</b>		<b>40,037,825.02</b>	<b>7.49</b>
<b>B. EXPENDITURES</b>						
00 Regular Instruction	24,537,988	2,335,195.33	2,335,195.33	20,497,701.82	1,705,090.85	93.05
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	5,833,090	476,044.15	476,044.15	5,187,976.08	169,069.77	97.10
30 Voc. Ed Instruction	2,253,471	188,811.72	188,811.72	1,684,868.21	379,791.07	83.15
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,076,705	97,378.96	97,378.96	894,889.44	84,436.60	92.16
70 Other Instructional Pgms	517,692	63,684.92	63,684.92	261,338.61	192,668.47	62.78
80 Community Services	0	4,138.52	4,138.52	40,791.15	44,929.67-	0.00
90 Support Services	9,442,062	458,255.31	458,255.31	4,920,515.73	4,063,290.96	56.97
<b>Total EXPENDITURES</b>	<b>43,661,008</b>	<b>3,623,508.91</b>	<b>3,623,508.91</b>	<b>33,488,081.04</b>	<b>6,549,418.05</b>	<b>85.00</b>
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	100,000	.00	.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>	481,421-	381,746.93-	381,746.93-		99,674.07	20.70-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	4,585,369		5,135,322.96			
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>	4,103,948		4,753,576.03			

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	200,000	.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	25,369	74,770.73-
G/L 872 Committd to Econmc Stabilizatn	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	1,368,579	2,218,346.76
G/L 891 Unassigned Min Fnd Bal Policy	2,610,000	2,610,000.00
<u>TOTAL</u>	4,203,948	4,753,576.03
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.

20--CAPITAL PROJECT FUND-- FUND BALANCE -- SPI ACCOUNTS -- WORKING -- BUDGET-STATUS-REPORT  
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of September, 2019

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	100,000	10,243.44	10,243.44		89,756.56	10.24
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	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	100,000	.00	.00		100,000.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	200,000	10,243.44	10,243.44		189,756.56	5.12
<b>B. EXPENDITURES</b>						
10 Sites	50,000	.00	.00	0.00	50,000.00	0.00
20 Buildings	800,000	.00	.00	4,231.15	795,768.85	0.53
30 Equipment	0	.00	.00	0.00	.00	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	10,000	.00	.00	0.00	10,000.00	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>	860,000	.00	.00	4,231.15	855,768.85	0.49
<b>C. OTHER FIN. USES TRANS. OUT (GL 536)</b>						
	0	.00	.00			
<b>D. OTHER FINANCING USES (GL 535)</b>						
	0	.00	.00			
<b>E. EXCESS OF REVENUES/OTHER FIN. SOURCES</b>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	660,000-	10,243.44	10,243.44		670,243.44	101.55-
<b>F. TOTAL BEGINNING FUND BALANCE</b>						
	2,000,000		1,499,927.25			
<b>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</b>						
	XXXXXXXXXX		.00			
<b>H. TOTAL ENDING FUND BALANCE</b>						
<u>(E+F + OR - G)</u>	1,340,000		1,510,170.69			

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 Restricted 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 Restricted from Impact Proceeds	150,000	546,751.28
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	300,000	326,761.00
G/L 889 Assigned to Fund Purposes	890,000	636,658.41
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	1,340,000	1,510,170.69

30--DEBT SERVICE FUND-- FUND BALANCE -- SPI ACCOUNTS -- WORKING -- BUDGET-STATUS-REPORT  
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of September, 2019

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	7,670,120	137,043.54	137,043.54		7,533,076.46	1.79
2000 Local Support Nontax	20,000	871.46	871.46		19,128.54	4.36
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
<u>Total REVENUES/OTHER FIN. SOURCES</u>	7,690,120	137,915.00	137,915.00		7,552,205.00	1.79
<b>B. EXPENDITURES</b>						
Matured Bond Expenditures	6,000,000	.00	.00	0.00	6,000,000.00	0.00
Interest On Bonds	1,500,000	.00	.00	0.00	1,500,000.00	0.00
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
<u>Total EXPENDITURES</u>	7,502,500	.00	.00	0.00	7,502,500.00	0.00
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	187,620	137,915.00	137,915.00		49,705.00-	26.49-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	3,914,157		3,950,862.47			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	4,101,777		4,088,777.47			
<b>I. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	4,101,777		4,088,777.47			
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			
<u>TOTAL</u>	4,101,777		4,088,777.47			

40--ASB FUND-- FUND BALANCE -- SPI ACCOUNTS -- WORKING -- BUDGET-STATUS-REPORT  
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the STELLACOOM SCHOOL DISTRICT #1 School District for the Month of September, 2019

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES</b>						
1000 General Student Body	191,000	51,029.74	51,029.74		139,970.26	26.72
2000 Athletics	169,300	9,938.31	9,938.31		159,361.69	5.87
3000 Classes	96,100	5,726.00	5,726.00		90,374.00	5.96
4000 Clubs	476,600	18,395.45	18,395.45		458,204.55	3.86
6000 Private Moneys	15,700	1,623.25	1,623.25		14,076.75	10.34
<u>Total REVENUES</u>	948,700	86,712.75	86,712.75		861,987.25	9.14
<b>B. EXPENDITURES</b>						
1000 General Student Body	231,326	1,137.24	1,137.24	1,837.53	228,351.23	1.29
2000 Athletics	220,902	11,785.98	11,785.98	17,649.45	191,466.57	13.33
3000 Classes	86,823	1,134.88	1,134.88	6,687.61	79,000.51	9.01
4000 Clubs	514,768	10,448.57	10,448.57	3,719.83	500,599.60	2.75
6000 Private Moneys	16,968	.00	.00	0.00	16,968.00	0.00
<u>Total EXPENDITURES</u>	1,070,787	24,506.67	24,506.67	29,894.42	1,016,385.91	5.08
<b>C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)</b>						
	122,087-	62,206.08	62,206.08		184,293.08	150.95-
<b>D. TOTAL BEGINNING FUND BALANCE</b>						
	270,217		341,714.41			
<b>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>						
	XXXXXXXXXX		.00			
<b>F. TOTAL ENDING FUND BALANCE (C+D + OR - E)</b>						
	148,130		403,920.49			
<b>G. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	148,130		403,920.49			
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>	148,130		403,920.49			

90--TRANSPORTATION VEHICLE FUND-- FUND BALANCE -- SPI ACCOUNTS -- WORKING -- BUDGET-STATUS-REPORT  
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of September, 2019

	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	174.29	174.29		825.71	17.43
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	7,500	.00	.00		7,500.00	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>	8,500	174.29	174.29		8,325.71	2.05
<u>B. 9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	8,500	174.29	174.29		8,325.71	2.05
<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 OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	1,500-	174.29	174.29		1,674.29	111.62-
H. <u>TOTAL BEGINNING FUND BALANCE</u>	105,362		114,262.74			
I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
J. <u>TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	103,862		114,437.03			
<u>K. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	103,862		114,437.03			
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>	103,862		114,437.03			



# 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: October 23, 2019

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.

*Melissa Beard*

**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	800850	to	800854 \$ 14,484.46
	Payroll A/P	126797	to	126821 \$ 950,844.32
	Payroll Taxes			\$ 606,091.90
	Direct Deposit			\$ 1,624,875.98
September 21, 2019	Accounts Payable	126749	to	126787 \$ 97,787.23
September 23, 2019	Accounts Payable	126788	to	126794 \$ 25,516.43
September 26, 2019	Accounts Payable	126795	to	126796 \$ 1,586.99
September 26, 2019	Accounts Payable	126822	to	126837 \$ 103,557.00
September 27, 2019	Accounts Payable	126838	to	126840 \$ 63,207.65
September 27, 2019	Accounts Payable	126841	to	126842 \$ 65,167.21
September 30, 2019	Accounts Payable	126843	to	126843 \$ 55,004.16
October 4, 2019	Accounts Payable	126844	to	126846 \$ 5,100.39
October 7, 2019	Accounts Payable	126847	to	126853 \$ 52,583.54
October 9, 2019	Accounts Payable	126854	to	126854 \$ 8,977.68
October 11, 2019	Accounts Payable	126855	to	126860 \$ 51,571.54
October 11, 2019	Accounts Payable	126861	to	126861 \$ 1,690.11
October 14, 2019	Accounts Payable	126862	to	126886 \$ 213,843.09
October 15, 2019	Accounts Payable	126887	to	126919 \$ 109,090.74
October 17, 2019	Accounts Payable	126920	to	126927 \$ 27,553.49
October 17, 2019	Accounts Payable	126928	to	126928 \$ 225.00
				<b>TOTAL GENERAL FUND: \$ 4,078,758.91</b>
<b><u>CAPITAL PROJECTS FUND:</u></b>				
September 25, 2019	Accounts Payable	200355	to	200357 \$ 79,183.82
October 9, 2019	Accounts Payable	200358	to	200359 \$ 53,422.98
October 11, 2019	Accounts Payable	200360	to	200361 \$ 41,112.28
October 11, 2019	Accounts Payable	200362	to	200362 \$ 8,749.63
				<b>TOTAL CAPITAL PROJECTS FUND: \$ 182,468.71</b>
<b><u>ASSOCIATED STUDENT BODY FUND:</u></b>				
September 23, 2019	Accounts Payable	404206	to	404218 \$ 463.00
September 26, 2019	Accounts Payable	404219	to	404219 \$ 6,924.61
September 26, 2019	Accounts Payable	404227	to	404227 \$ 7,687.24
September 30, 2019	Accounts Payable	404228	to	404228 \$ 7,769.28
October 4, 2019	Accounts Payable	404229	to	404229 \$ 5,408.45
October 4, 2019	Accounts Payable	404230	to	404233 \$ 1,050.00
October 10, 2019	Accounts Payable	404234	to	404240 \$ 4,773.65
October 11, 2019	Accounts Payable	404241	to	404241 \$ 82.61
				<b>TOTAL ASSOCIATED STUDENT BODY FUND: \$ 34,158.84</b>
<b><u>TRANSPORTATION VEHICLE FUND:</u></b>				
			to	_____
			to	_____
				<b>TOTAL TRANSPORTATION VEHICLE FUND: \$ -</b>

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**  
**Anderson Island Elementary School, 13005 Camus Road, Anderson Island, WA**  
**Wednesday, September 25, 2019**

**I. CALL TO ORDER**

Chair Forbes called the meeting to order at 6:30 pm.

Anderson Island students Liam Clay and Ainsley Nelson led the Pledge of Allegiance.

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

Director Scott made a motion to approve the agenda with the change in order of agenda items number II and III; Director Pierce seconded the motion and the motion passed (4/0).

**II. PRESENTATION**

Anderson Island Elementary student, Dwayne Bremmeyer, presented information regarding Anderson Island Elementary's garden project.

**III. COMMENTS FROM THE AUDIENCE**

- Eric Garrett, Steilacoom, commented on patterns of behavior
- Amy Asaeli, Steilacoom, commented on boys' basketball
- Devin Asaeli, Steilacoom, commented on boys' basketball
- Landon Petry, Steilacoom, commented on boys' basketball
- Barrett Lemming, Steilacoom, commented on boys' basketball
- Paula Stuart, Steilacoom, commented on boys' basketball
- Jamie Garrett, Steilacoom, commented on the state of SHS
- David Meikle, Steilacoom, commented on boys' basketball
- Phil Lynch, Steilacoom, commented on boys' basketball

**IV. CONSENT AGENDA**

Director Schenk made a motion to approve the Consent Agenda; Director Pierce seconded the motion and the motion passed (4/0). The Consent Agenda included attached personnel reports, financial report, 8.28.19 board meeting minutes, 9.11.19 study session minutes, and August & September 2019 Accounts Payable, including August 2019 Payroll.

**V. OLD BUSINESS - Resolution 856-09-25-19 Surplus of International Place Property**

Director Scott made a motion to approve Resolution 856-09-25-19 Surplus of International Place Property; a second was not given and the motion died due to absence of a second motion.

## VI. NEW BUSINESS

### A. **First Reading of Policy 1310 Policy Adoption, Manuals and Administrative Procedures**

Director Pierce made a motion to approve Policy 1310, Policy 1440, and Policy 4310, to move Policy 4210 to a second reading, and to delete Policy 4265; Director Schenk seconded the motion, and the motion passed (4/0).

### B. **First Reading of Policy 1440 Minutes**

Director Pierce made a motion to approve Policy 1310, Policy 1440, and Policy 4310, to move Policy 4210 to a second reading, and to delete Policy 4265; Director Schenk seconded the motion, and the motion passed (4/0).

### C. **First Reading of Policy 4210 Regulation of Dangerous Weapons on School Premises**

Director Pierce made a motion to approve Policy 1310, Policy 1440, and Policy 4310, to move Policy 4210 to a second reading, and to delete Policy 4265; Director Schenk seconded the motion, and the motion passed (4/0).

### D. **First Reading of Policy 4265 Community Schools' Program**

Director Pierce made a motion to approve Policy 1310, Policy 1440, and Policy 4310, to move Policy 4210 to a second reading, and to delete Policy 4265; Director Schenk seconded the motion, and the motion passed (4/0).

### E. **First Reading of Policy 4310 District Relationships with Law Enforcement and Other Government Agencies**

Director Pierce made a motion to approve Policy 1310, Policy 1440, and Policy 4310, to move Policy 4210 to a second reading, and to delete Policy 4265; Director Schenk seconded the motion, and the motion passed (4/0).

### F. **First Reading of Policy 2413 Equivalency Credit for Career and Technical Education Courses**

Director Scott made a motion to move Policy 2413 to a second reading; Director Pierce seconded the motion, and the motion passed (4/0).

### G. **First Reading of Policy 2100 Educational Opportunities for Students with a Parent in the Military**

Director Schenk made a motion to approve Policy 2100, Policy 3120 and Policy 3231; Director Pierce seconded the motion and the motion passed (4/0).

### H. **First Reading of Policy 3120 Enrollment**

Director Schenk made a motion to approve Policy 2100, Policy 3120 and Policy 3231; Director Pierce seconded the motion and the motion passed (4/0).

### I. **First Reading of Policy 3231 Student Records**

Director Schenk made a motion to approve Policy 2100, Policy 3120 and Policy 3231; Director Pierce seconded the motion and the motion passed (4/0).

## VII. COMMENTS FROM THE AUDIENCE

- Jamie Garrett, Steilacoom, commented on Board Study Sessions

Regularly scheduled meetings of the Board of Directors of the Steilacoom Historical School District 1 are digitally recorded.

**VIII. BOARD COMMUNICATION**

- Director Schenk has received Board communication regarding the SHS boys' basketball coaching position.
- Director Pierce received communication regarding making elementary school afternoon student pick-ups more efficient, and Standards Based Grading.
- Director Scott received communication regarding the SHS boys' basketball coaching position and Standards Based Grading.
- Director Forbes received communication regarding the SHS boys' basketball coaching position and Standards Based Grading.

**IX. ANNOUNCEMENTS**

- Director Scott announced that the SHS Girls' Swim and Dive team won their last two meets, and have a meet tomorrow at 3:00 pm at Hazen.
- Director Pierce explained that he did not second the resolution to surplus the International Place property because he first needs more information/numbers in order to make his decision. Director Pierce also announced that Pioneer Middle School has a football game tomorrow at 3:30 pm at Yelm.
- Director Schenk explained that he felt the process to surplus the International Place property has been rushed and that he also needs more answers in order to make a decision. Director Schenk also mentioned that the SHS boys' basketball coach hiring process presents a good opportunity for Human Resources to reevaluate its processes. He also thanked Penny Coffey and parents and community members for attending the meeting, and offered a special thanks to Susan Greer and staff for hosting the Board meeting and for creating a great program on Anderson Island.
- Director Forbes thanked all the community members, parents and students who spoke at tonight's meeting.

**X. ADJOURNMENT**

Director Scott made a motion to adjourn the meeting at 7:15 pm; Director Pierce seconded the motion and the motion passed (4/0).

\_\_\_\_\_  
(Chair)

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\_\_\_\_\_  
(Secretary/Superintendent)

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**Study Session of the Board of Directors  
Meeting Minutes  
Pioneer Middle School 1750 Bob's Hollow Lane DuPont, WA  
Wednesday, October 9, 2019**

**I. CALL TO ORDER**

Chair Forbes called the meeting to order at 6:00 pm.

Executive Director Susanne Beauchaine led the Pledge of Allegiance.

All directors and Superintendent Weight present.

Director Schenk made a motion to approve the agenda; Director Pierce seconded the motion, and the motion passed (5/0).

**II. TOPIC FOR BOARD DISCUSSION**

**A. Introduction**

Executive Director Paul Harvey introduced the 2019-20 School Improvement Plans for Steilacoom Historical School District's kindergarten through 5th grade schools.

**B. Saltar's Point Elementary School 2019-20 School Improvement Plan**

Principal Alex Clauson presented Saltar's Point Elementary School's 2019-20 School Improvement Plan. Questions and discussion followed.

**C. Chloe Clark Elementary School 2019-20 School Improvement Plan**

Principal Gary Yoho presented Chloe Clark Elementary School's 2019-20 School Improvement Plan. Questions and discussion followed.

**D. Anderson Island Elementary School 2019-20 School Improvement Plan**

Principal Susan Greer presented Anderson Island Elementary School's 2019-20 School Improvement Plan. Questions and discussion followed.

**E. Cherrydale Primary School 2019-20 School Improvement Plan**

Principal Ryan Douglas presented Cherrydale Primary School's 2019-20 School Improvement Plan. Questions and discussion followed.

**F. Superintendent Updates**

No updates from Superintendent. Director Scott mentioned SHS Girls' Swim and Dive next meet is Thursday, October 10 at 3:30 pm at Clover Park High School. Director McDonald mentioned the next SHS Cross Country meet is Thursday, October 10 at 4:30 pm at Steilacoom High School.

**III. ADJOURNMENT**

Director McDonald made a motion to adjourn the meeting at 8:06 pm; Director Scott seconded the motion, and the motion passed (5/0).

\_\_\_\_\_  
(Chair)

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(Secretary/Superintendent)

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Steilacoom Historical School District No. 1  
 Certificated Personnel Report

<b>Personnel Report 10/23/2019</b>						
<b>Name</b>	<b>Position</b>	<b>FTE</b>	<b>Location</b>	<b>Effective Date</b>	<b>Action</b>	<b>Comment</b>
OSTRANDER ANNA	TEACHER	1.00	HIGH SCHOOL	1/24/2020	RESIGNATION	



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

<b>Personnel Report 10/23/2019</b>					
<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Effective Date</b>	<b>Amount</b>	<b>Comment</b>
BRADBURY THOMAS	BASEBALL ASSISTANT COACH	HIGH SCHOOL	2/25/2020	3,631.13	
GARRETT ERIC	BASEBALL HEAD COACH	HIGH SCHOOL	2/25/2020	4,841.50	
MONTGOMERY ALEX	BASKETBALL GIRLS HEAD COACH	HIGH SCHOOL	11/18/2019	6,066.50	
JARNAGIN JAMES	BOWLING GIRLS ASSISTANT COACH	HIGH SCHOOL	11/18/2019	2,569.50	
BRADBURY THOMAS	BOWLING GIRLS HEAD COACH	HIGH SCHOOL	11/18/2019	4,051.00	
LACY KEVIN	FASTPITCH HEAD COACH	HIGH SCHOOL	2/25/2020	4,070.00	
ANDERSON ERIN	HONOR SOCIETY ADVISOR	HIGH SCHOOL	8/29/2019	1,200.00	SPLIT STIPEND
BLACK ROBERTA	HONOR SOCIETY ADVISOR	HIGH SCHOOL	8/29/2019	1,200.00	SPLIT STIPEND
CLAPP NANCY	KEY CLUB ADVISOR	HIGH SCHOOL	8/29/2019	2,400.00	
WOOD SEAN	SOCCER BOYS ASSISTANT COACH	HIGH SCHOOL	2/25/2020	3,040.50	
RENNER NATHAN	SOCCER BOYS HEAD COACH	HIGH SCHOOL	2/25/2020	4,841.50	
CUNNINGHAM AMANDA	SWIMMING BOYS ASSISTANT COACH	HIGH SCHOOL	11/18/2019	3,697.50	
CASEY KATHY	SWIMMING BOYS HEAD COACH	HIGH SCHOOL	11/18/2019	4,930.00	
BETHMAN KURT	TENNIS BOYS ASSISTANT COACH	HIGH SCHOOL	8/22/2019	3,566.63	
MAGAWAY ALAN	TENNIS GIRLS ASSISTANT COACH	HIGH SCHOOL	2/25/2020	3,566.63	
MANNING ERNIE	TENNIS GIRLS HEAD COACH	HIGH SCHOOL	2/25/2020	4,755.50	
HATTON LUCAS	TRACK ASSISTANT COACH	HIGH SCHOOL	2/25/2020	3,408.75	
FULLER ANDREW	TRACK ASSISTANT COACH	HIGH SCHOOL	2/25/2020	3,408.75	
JOHNSON RICHARD	TRACK HEAD COACH	HIGH SCHOOL	2/25/2020	4,545.00	
BARKHURST RANDY	WRESTLING ASSISTANT COACH	HIGH SCHOOL	11/18/2019	4,446.00	
KOUBELE NICHOLAS	WRESTLING HEAD COACH	HIGH SCHOOL	11/18/2019	5,928.00	
URIARTE LAVONNE	LEADERSHIP ADVISOR	SALTAR'S POINT	8/29/2019	1,200.00	SPLIT STIPEND
WILKERSON JAMIE	LEADERSHIP ADVISOR	SALTAR'S POINT	8/29/2019	1,200.00	SPLIT STIPEND

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 10/23/19

## **Strategic Focus Area**

- Achieve
- Support
- Connect
- Plan

## **BACKGROUND INFORMATION**

### **School Improvement Plans 2019-20**

School Improvement Plans were reviewed at the September 11 and October 9 Study Sessions. Once approved, the plans can be found on the district website, Teaching and Learning Dept. and linked to individual school websites.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to approve the SIPs for the 2019-2020 school year.

**Report prepared by:**  
**Paul Harvey, Executive Director of Student Achievement**

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Enrollment: 20	Free/Reduced Lunch: 41%	ELL: 0%	Special Ed: 14%
<b>Student Learning Goal 1: Reading</b>			
<p>Goal: The percentage of K-3 students who are “on or above level” in reading will increase from 19% in the Fall 2019 to 68% in Spring 2020 as measured by the i-Ready Diagnostic Assessment (+49% gain for the year).</p>			
<p>Rationale: Based on the Fall i-Ready Benchmark assessment and the SBA results, Vocabulary, Comprehension of Literature, and Comprehension Informational Text have been identified as strands of focus.</p> <p>Assessment Tools: i-Ready, Classroom-Based Assessments, Smarter Balanced Interim Assessments (for grade 3).</p>			
<p>Action Steps:</p> <ul style="list-style-type: none"> <li>● Identify and develop instructional groups and lessons to provide focused student interventions</li> <li>● Provide students with direct instruction to increase accurate use of language and vocabulary when revising or composing texts</li> <li>● Design project based learning to integrate reading with math, science, social studies, and art</li> <li>● Collect i-Ready and classroom based assessment data monthly to monitor student progress and plan for instruction based on data observed</li> </ul>			

## Student Learning Goal 2: Math

Goal: The percentage of K-3 students who are “on or above level” in math will increase from 6% in the Fall 2018 to 60% in Spring 2020 as measured by the i-Ready Diagnostic Assessment (=54% gain for the year).

Rationale: Based on the Fall i-Ready Benchmark assessment, data analysis has determined students struggle with Algebra and Algebraic Thinking, Number and Operations, and Geometry.

Assessment Tools: i-Ready, Classroom-Based Assessments, Smarter Balanced Interim Assessments (for grade 3).

### Action Steps:

- Identify and develop instructional groups and lessons to provide focused student interventions
- Provide students with direct instruction to increase accurate use of math language and vocabulary
- Design project based learning utilizing the Engineering Lab with an emphasis on inquiry and problem-solving design
- Collect i-Ready and classroom based assessment data monthly to monitor student progress and plan for instruction based on data observed

## Student Learning Goal: Social Emotional Learning (SEL)

Goal: In the area of Social Emotional Learning, students will show growth equivalent to two grade levels in their development of social and emotional wellness and citizenship skills that empower healthy, resilient citizens within the school community who cooperatively and constructively participate in group situations as measured by the WaKIDS assessment.

Currently K-1<sup>st</sup> grade students measured at a Preschool 4 class level and the 2<sup>nd</sup> and 3<sup>rd</sup> grade students measured at a 1<sup>st</sup> grade level.

Rationale: Social and emotional learning provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life. Students who are able to identify and manage their own emotions will be able to understand the perspectives of others and make sound choices about personal and social decisions.

Assessment Tools: Teaching Strategies Gold (WaKIDS), teacher formative assessments.

### Action Steps:

- Staff are provided with the opportunity to participate in district SEL Professional Learning Community with district SEL coordinator
- Use common SEL vocabulary and integrate SEL practices through all curriculum and areas of the school
- Implement Morning Mindfulness program
- Work with all staff to move our language with students and staff from one that demonstrates a “fixed mindset” to one that actively promotes a “growth mindset.”
- Develop and utilize teacher-designed formative assessment and analyze results three times during the school year; targeting the objective of cooperative and constructive group participation
- Establish a preschool program with emphasis on social readiness (3 and 4 year olds) and academic readiness (4 year olds)



Enrollment: 397	Free/Reduced Lunch: 34%	ELL: 2%	Special Ed: 12%
<b>Student Learning Goal 1: Reading</b>			
<p>Goal: The total percentage of students will increase from 15% “on or above level” on the Fall Diagnostic to 60% in Spring 2020 as measured by the i-Ready Diagnostic Assessment (+45% gain for the year).</p>			
<p>Assessment Tools: i-Ready, Classroom-Based Assessments (CBAs), Smarter Balanced Assessment (SBA).</p>			
<p>Action Steps:</p> <ul style="list-style-type: none"> <li>● Three instructional interventionist teachers will support “below level” students and help move the students to “on our above level” in reading</li> <li>● Create a master schedule with consistent specialist times that allow for common planning amongst grade level team</li> <li>● Work collaboratively in data teams to refine yearlong instructional plans and formative assessments focused on essential reading standards selected by the team</li> <li>● Work with parents via Title I engagement plan to increase communication and support for learning at home</li> </ul>			

## Student Learning Goal 2: Math

Goal: The total percentage of students will increase from 8% “on or above level” in on the Fall Diagnostic to 53% in Spring 2020 as measured by the i-Ready Diagnostic Assessment (+45% gain for the year).

Assessment Tools: i-Ready, Classroom-Based Assessments (CBAs), Smarter Balanced Assessment (SBA).

### Action Steps:

- Continue our target professional development for third-grade staff by the Teacher Development Group
- Three instructional interventionist teachers will support “below level” students and help move the students to “on our above level” in math
- Create a master schedule with consistent specialist times that allow for common planning amongst grade level teams
- Work collaboratively in data teams to refine yearlong instructional plans and formative assessments focused on essential math standards selected by the team
- Work with parents via Title I engagement plan to increase communication and support for learning at home

## **Social Emotional Learning Goal**

**Goal:** Reduce disciplinary exclusion rates across all grades by 20% to under 90 total for the year.

**Rationale:** In 2018-2019 there were approximately 110 disciplinary referrals. Having students in class engaged in learning increases their chances for grade-level success.

**Assessment Tools:** Disciplinary referral tracking in SKYWARD

### **Action Steps:**

- Conduct all staff professional development focused on Social Emotional Learning and Neural Education
- Establish a Social Emotional Learning team
- Use common SEL vocabulary and integrate SEL practices through all curriculum and areas of the school
- Implement the Cheetah Zone for sensory needs of specific students
- Continue to refine the consultations process
- Partner with outside mental health agencies to better meet the needs of students and families
- Use ZONES of Regulation teaching materials



Enrollment: 606	Free/Reduced Lunch: 13%	ELL: 3%	Special Ed: 10%
<b>Student Learning Goal 1: Reading</b>			
<p>Goal: The percentage of students will increase from 28% “on or above grade level” on the Fall Diagnostic to 73% in Spring 2020 as measured by the i-Ready Diagnostic Assessment (+45% gain for the year).</p> <p>Assessment Tools: i-Ready, Classroom-Based Assessments (CBAs), Smarter Balanced Assessment (SBA).</p>			
<p>Action Steps:</p> <ul style="list-style-type: none"> <li>• Ongoing meetings with certificated staff to analyze strengths and challenges from previous years’ i-Ready and SBA reading data, identifying specific strands where there are clear deficiencies</li> <li>• Utilize Intervention Teacher to provide ongoing reading support for “below level” students in grades Kindergarten and first grade</li> <li>• Encourage regular meetings between with Intervention Teacher and grade-level (K-1) teams</li> <li>• Professional learning and best practices for i-Ready use will continue through grade-level discussions</li> <li>• Interim Assessments (SBA) around specific strands where deficiencies are noted will be done at a minimum of twice during the school year</li> <li>• Data Team leaders will meet once a month to discuss vertical alignment of standards</li> </ul>			

## Student Learning Goal 2: Math

Goal: The percentage of students will increase from 9% “on or above grade level” on the Fall Diagnostic to 54% in Spring 2020 as measured by the i-Ready Diagnostic Assessment (+45% gain for the year).

Assessment Tools: i-Ready, Classroom-Based Assessments (CBAs), Smarter Balanced Assessment (SBA).

### Action Steps:

- Continuing work with Teachers’ Development Group (TDG): work with the TDG Studio Teacher; expand his exposure to the other members of the third-grade team by providing release time to observe peers’ math instruction
- Note TDG strategies (e.g. “Private Reasoning Time” “Explaining Reasoning,” “Justification,” and “Multiple Pathways”) in both formal and informal observations of teaching staff
- Utilize Intervention Teacher to provide ongoing math support for “below level” students in grades Kindergarten and first grade
- Encourage regular meetings between with Intervention Teacher and grade-level (K-1) teams
- Interim Assessments (SBA) around specific strands where deficiencies are noted will be done at a minimum of twice during the school year
- Data Team leaders will meet regularly to discuss vertical alignment of standards

## Social and Emotional Learning Goal

Goal: In the area of Social-Emotional Learning (SEL), all students will show growth toward become learners who are self-aware, caring, respectful people who are connected to others and responsible decision-makers as measured by grade-level team reports provided each quarter.

Assessment Tools: Student Strengths Assessment (or another in conjunction with Mary Snyder) for grades K-8: Monitors optimistic thinking, self-management, goal-directed behavior, self-awareness, social awareness, personal responsibility, decision-making, and relationship skills.

### Action Steps: Social-Emotional Learning

- Develop an infrastructure at the school that clearly and visibly makes SEL a priority and to ensure sustainability:
  - a) Establish an SEL Team whose purpose will be to discuss and maintain a focus on SEL throughout the year. Team will work with the staff to review school activities and ensure that they are supporting SEL.
  - b) Focus on SEL in all student gatherings: assemblies, Community Time, recess, hallways.
  - c) Work with PTA to have PTA-sponsored events contain an SEL focus or component.
  - d) Regularly share SEL information with the school and community through our website, social media, and the Friday Briefing.
- Grade-level teams will monitor SEL growth and meet to complete report on progress each quarter
- Be certain that discussions are begun and sustained with teachers concerning SEL during September goal setting conferences, noted in observations, and discussed in pre- and post-observation conferences
- Seek out ongoing SEL professional development opportunities for Certificated and Classified staff
- Provide a structure in coordination with the Social Emotional Learning Coordinator where the social/emotional needs of at-risk students are recognized and addressed

- Establishment of “stations” throughout the school where *Power-ups* or *Brain Breaks* can become part of classroom SEL work
- In coordination with the school counselor, capitalize on community and family relationships to help provide an additional layer of support for implementation at home of SEL skills learned in school (e.g. during parent meetings, contained in newsletters, etc.)

Enrollment: 473	Free/Reduced Lunch: 27%	ELL: 3%	Special Ed: 15%
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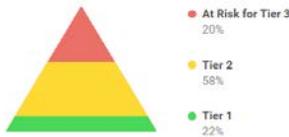
**Student Learning Goal 1: English Language Arts**

Goal: Grade 4 will increase i-Ready tier 1 diagnostic scores by 21% on the winter diagnostic as compared to 16% in the 18-19 third grade year and an additional 20% as compared to 11% by the June diagnostic.

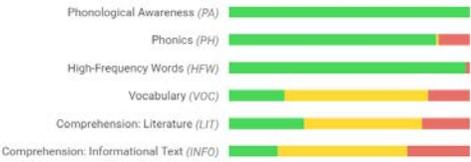
Goal: Grade 5 will increase i-Ready tier 1 diagnostic scores by 19% on the winter diagnostic as compared to 14% in the 18-19 fourth grade year and an additional 10% as compared to 6% by the June diagnostic.

Students Assessed/Total: 438/474

Overall Placement



Placement By Domain



Grade	Fall	Winter	Final
4	20%	41%	61%
5	25%	44%	54%

Rationale: We will focus much of our ELA instruction around understanding informational text as our students historically struggle in this area on the SBA.

Utilizing the i-Ready diagnostic report and weekly progress monitoring, our staff is able to identify groups of students and their instructional profile. Using these profiles, teachers are then able to strategically focus instruction for students with similarly identified areas of need. This enables teachers to address the specific instructional needs of students at all profile levels, differentiating instruction for those who are below grade level and those meeting or exceeding grade level expectations.

Assessment Tools: i-Ready diagnostic assessment given in the fall and winter and spring; Ongoing formative and summative assessments; i-Ready progress monitoring.

**Action Steps:**

- Prioritize instruction through informational text
- Science and Social Studies instruction through ELA
- Continue to dissect and focus on complex questions
- Using diagnostic results, identify bubble students and skill deficits

## Student Learning Goal 2: Math

Goal: Grade 4 will increase i-Ready diagnostic tier 1 scores by 17% on the winter diagnostic as compared to 12% in the 18-19 third grade year and an additional 35% as compared to 29% by the June diagnostic.

Goal: Grade 5 will increase i-Ready diagnostic tier 1 scores by 25% on the winter diagnostic as compared to 21% in the 18-19 4th grade year and an additional 25% as compared to 15% by the June diagnostic.

Students Assessed/Total: 449/474

Overall Placement



Placement By Domain



Grade	Fall	Winter	Final
4	9%	26%	61%
5	14%	39%	64%

Rationale: Math has continued to be a priority while focusing our energy on habits of mind and habits of interaction through our work with the Teachers Development Group.

Assessment Tools: i-Ready diagnostic assessment given in the fall, winter, and spring; i-Ready progress monitoring; Ongoing curriculum-based formative and summative assessments; Implementation of Ready-Classroom curriculum using diagnostic, formative and summative assessments.

### Action Steps:

- Focus on fractions as first course of study and revisit throughout the year
- Focus on student discourse time
- Continue to implement TDG strategies
- Focus on studio rotations
- Give each teacher release time to do peer observations
- Implement the new Ready-Classroom curriculum and align it with the math studio work
- Continue monthly math PLC work

## Social Emotional Learning Goal

Goal: Students are identified for the Otter Zone through our consultations process. The student, teacher and OZ staff work collaboratively to set goals which will increase student on-task learning.

For students identified as needing Otter Zone supports, we will increase their on-task time as measured by individualized goal completion.

Rationale: Students currently identified as needing support in the Otter Zone are unable to maintain optimal on-task learning time. Through multiple supports in the Otter Zone, students will learn the strategies necessary to re-enter the classroom with skills to maintain on-task learning time.

Assessment Tools: Monitoring the ability to maintain on-task learning time.

### Action Steps:

- Identify students needing support through our consultation process happening throughout the school year
- Professional development for all staff around SEL and support in the classroom to help students' transition skills from the OZ into the classroom. Identify students needing support through our consultation process throughout the school year
- Collaborate with student, teacher and staff to develop attainable goals to increase on-task learning
- Ongoing monitoring of student progress

Pioneer Middle School SIP 2019-2020 

Enrollment: 813	Free/Reduced Lunch: 25%	ELL: 2%	Special Ed: 11%
<b>Student Learning Goal 1: Math</b>			
Goal: i-Ready scores will increase by 25% for all grades between the fall and winter benchmark assessments.			
Rationale: Math continues to be a focus area for growth for Pioneer students; Emphasis on the Habits of Mind and Interactions are expected to help students develop confidence, collaboration, and independence in mathematics.			
Assessment Tools: i-Ready assessments and common assessments designed by teams of teachers.			
<p>Action Steps:</p> <ul style="list-style-type: none"> <li>● Continue the Targeted Assistance Mathematics (TAM) intervention classes for grades 6, 7, 8</li> <li>● Continue to develop Habits of Mind pedagogy during Math PLCs on scheduled ACE days</li> <li>● Emphasize productive struggle, student discourse, and fluency in class instruction</li> <li>● Create common assessments utilizing the SBAC digital library</li> <li>● Aim for 70% of students to meet standard on the common assessments by March</li> <li>● Use the SBA interim assessments for practice and analysis of student growth</li> </ul>			
<b>Student Learning Goal 2: ELA</b>			
Goal: i-Ready scores will increase by 15% between the fall and winter benchmark assessments.			
Rationale: Increasing access to informational and literary text will lead to improved learning in all content areas.			
Assessment Tools: i-Ready assessments and common assessments designed by teams of teachers.			
<p>Action Steps:</p> <ul style="list-style-type: none"> <li>● Implement reading intervention classes for grades 6, 7, 8</li> <li>● Continue work on creating common assessments in ELA PLCs, using the SBAC digital library</li> <li>● Aim for 80% of students to meet standards on the common assessments by March</li> <li>● Use the SBA interim assessments for practice and analysis of student growth</li> </ul>			

## Social Emotional Learning Goal

Goal: Students and staff will show increased school connectedness as measured by a SEL-focused survey

Rationale: Increasing engagement will positively influence attendance and behavior, and reduce the need for exclusionary discipline. SEL is a primary focus of the district and we are connecting with the district in a common goal area. Creating a physical space to attend to students sensory needs will help increase their readiness to learn.

Assessment Tools: Interim school-designed survey and Center for Educational Effectiveness (CEE) Survey.

### Action Steps:

- Using the CEE data - identify a three target indicators for growth
- Design interim surveys and measure growth multiple times during the school year
- Hold bi-monthly professional learning for staff focused on SEL and Neural Education
- Provide instruction within student leadership classes and develop student-created and student-centered SEL activities at school
- Use ZONES of Regulation teaching materials
- Implement the Pirate Zone for sensory needs for specific students
- Utilize ACE days to monitor the use and effectiveness of the Pirate Zone on student success
- Work to reduce suspension days for students with IEPs by 25% as compared to 2018-2019 school year
- Complete the full CEE survey in the spring as part of Project Safe and Sound DoDEA grant and analyze results and trends

# Steilacoom High School SIP 2019-2020



Enrollment: 1073	Free/Reduced Lunch: 22%	ELL: 2%	Special Ed: 9%
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**Student Learning Goal: Math**

Goal: All 9th graders will be on-track for graduation at the end of their freshman year.

Rationale: Math is a core subject our freshman struggle with. Last spring we had 10% of our freshman fail their math class in the second semester. A Response to Intervention (RTI) system starting in 9th grade will ensure our students matriculate through school with educational options for being on track to graduate.

Assessment Tools: Monthly SKYWARD reports on grades, discipline, and attendance; semester report cards.

- Action Steps:
- Bi-weekly meetings with counselors to evaluate grades of 9th graders and changes in grades from week to week
  - Build an American School Counselor Association (ASCA) counseling model with an emphasis on delivery and accountability
  - Implement weekly study time where students have access to their math teacher
  - Implement Support Center for students for focus and task completion in an alternate learning environment
  - Continue use of Assessment Center for students who were absent or need to re-assess
  - Develop a process for supporting students who are not on track via subcommittee

**Student Learning Goal: Science**

Goal: All 9th graders will be on-track for graduation at the end of their freshman year.

Rationale: Science is a core subject our freshman struggle with. Last spring we had 6% of our freshman fail their science class in the second semester. A Response to Intervention (RTI) system starting in 9th grade will ensure our students matriculate through school with educational options for being on track to graduate.

Assessment Tools: Monthly SKYWARD reports on grades, discipline, and attendance; semester report cards.

- Action Steps:
- Hire an experienced science teacher who will be assigned 9th grade science classes and will be a leader in the RTI plan - with an emphasis on 9th grade success
  - Convene Bi-weekly meetings with counselors to evaluate grades of 9th graders and changes in grades from week to week
  - Build an American School Counselor Association (ASCA) counseling model with an emphasis on delivery and accountability
  - Implement weekly study time where students have access to their science teacher
  - Implement Support Center for students to focus and for task completion in an alternate

learning environment

- Continue use of Assessment Center for students who were absent or need to re-assess
- Develop a process for supporting students who are not on track via subcommittee

### **Social Emotional Learning Goal**

Goal: Reduce the disciplinary exclusion rate across all grades to under 100 referrals (29 students) for the school year.

Rationale: In 2018-2019 there were 157 disciplinary referrals (79 students) which resulted in exclusion from class or school. Students who are excluded from class or school are less likely to earn credit and graduate.

Assessment Tools: SKYWARD reports on discipline referrals and school suspension rates

Action Steps:

- Monthly meetings with counselors to evaluate attendance and discipline data and demographic trends of all students
- Use attendance and discipline data to develop the RTI system with a focus on 9th grade students and upper-class students who are off-track for graduation
- Building-based committees will provide professional learning for all staff with a connection to our district theme of SEL practices
- Revise office referral forms (ODR) to include a teacher's narrative on prior interventions which emphasize in-class de-escalation and communication efforts
- Implement Support Center which will allow students to focus and complete learning tasks in an alternate learning environment
- Build an American School Counselor Association (ASCA) counseling model with an emphasis on delivery and accountability

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: October 23, 2019

## **Strategic Focus Area**

- Achieve
- Support
- Connect
- Plan

## **BACKGROUND INFORMATION**

Donations in the amount of \$5,000 or greater must be approved by the Board of Directors per Policy 6114. The Steilacoom High School Music Boosters donated a Mallettech 5-Octave Padouk Marimba in the amount of \$6,537.95.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to approve the donation of a \$6,537.95 Mallettech 5-Octave Padouk Marimba.

**Report prepared by:**  
**Melissa Beard**

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## Donations

The Steilacoom Historical School District No. 1 (SHSD) is pleased to accept the following

donation from: Steilacoom High School Music Boosters

Donation of: Malletech 5-Octave Padouk Marimba

Donation Date: 9/20/19 Amount: \$6,537.95 (instruments' cost paid by Music Boosters)

Deposit to Revenue Code (960): \_\_\_\_\_ Fund: (check one)  GF  ASB

Expend from Account Code (530): \_\_\_\_\_



Donation Approved By:

Chief of Finance and Operations M. Brand Date: 9/24/2019



Donations in the amount of \$5,000 or greater must be pre-approved by the Board of Directors prior to being used.

Board approval required? (check one)  Yes  No Board Meeting date: 10/23/2019



Routing:

- Accounting Clerk [accept funds / complete form / copy check & attach to form / deposit]
- Chief of Finance and Operations [review / approve / sign]
- Director of Finance to forward donation form & check copy (5,000 or greater) to Executive Assistant to the Superintendent for placement on next regularly-scheduled Board Meeting for review & approval

# FIELD TRIP REQUEST FORM

**Complete at least ONE MONTH before proposed date of Field Trip**

Date of Request: 9-28-19 School: Steilacoom H.S.

Name of teacher(s) requesting field trip: Tina Hayden

Proposed date(s) of field trip: November 3-5

Proposed destination(s): DECA Fall Leadership Conference  
Hyatt Regency-Bellevue, WA

Departure time from School: \_\_\_\_\_ Transportation by:  Walking  Bus  Private Car

Return time to School: \_\_\_\_\_ Will students need lunch:  Yes  No

Content area(s) addressed: Business / Marketing, Leadership, Community Service

Description of proposed field trip: Students attend a variety of breakout sessions led by key business professionals, DECA advisors, and Washington DECA staff. They have the opportunity to practice knowledge & skills in mock competition. The conference is a hands-on experience that familiarizes students with DECA generating excitement & momentum leading into their competitive year.

Number of Students: 15 Number of Chaperones: 2

Learning Objectives (please attach itinerary): \_\_\_\_\_

Source of Funds: Building Budget CTE Account # \_\_\_\_\_ Cost \$ 1400.00

ASB Account # 4012 & 4007 Cost \$ 6400.00

Individual Students Cost \$ 75/student approx. to be used for: Meals, incidentals

Teacher Name: Christina Hayden Signature: Christina Hayden

Teacher Name: \_\_\_\_\_ Signature: \_\_\_\_\_

**Approve**

**Deny**

Administrator Name: Mike Minor Signature: Mike Minor

**Board approval required for overnight, Eastern Washington or Out of State field trips.**

## Overnight Field Trip Proposal: Steilacoom High School DECA club

- Purpose: DECA conferences are highly-focused learning experiences for students and advisors. This conference will bring members together while providing unique opportunities to extend classroom learning.
- Marketing curriculum focuses on the professional world in regards to the marketing field. This trip provides exposure to the marketing industry in a hands-on, experiential fashion.
- The transportation to and from the conference will be by bus arranged by the advisor through district transportation. The cost will be paid by the DECA club with ASB funds.
- The chaperones will be Christina Hayden, DECA advisor and Micah Dill, SHS teacher.
- The students and chaperones will stay at the Hyatt Hotel, 900 Bellevue Way NE, Bellevue, WA 98004 (425) 462-1234
- The DECA ASB fund as well as participant contribution will pay for this conference.
- The advisor and chaperone cost will be paid with CTE funds.
- The approximate cost for registration for students is \$1960.00, the approximate hotel costs for students is \$2300.00. This will be paid with the club's ASB account, and meals and incidentals will be paid by the individual student attending.
- The approximate cost for advisor/chaperone registration is \$280.00 and the approximate hotel cost will be \$1100.72. Meals will be paid for by advisor and chaperone.
- Itinerary:
  - Departure date/time: November 3, 3:00 pm from SHS, arrival at the Hyatt at approximately 4:00 pm. Conference itinerary attached.
  - Return date/time: November 5, 1:45 pm to SHS
- The advisor, Christina Hayden, can be reached at cell phone # 253-677-2282 and at the Hyatt Hotel in Bellevue.
- Attached is an agenda for the conference.

## **Conference Program**

### **Explore What This Event Has to Offer**

This conference is THE event for Washington DECA students to explore entrepreneurship, personal finance, the fundamentals of leadership, and more! Our program offerings were designed just for you. See what we have in store for your Fall Leadership Conference experience!

- **Social Media**
- **Job Searching**
- **Personal Development**
- **Customer Service**
- **Fashion Merchandising**
- **School Based Enterprises**
- **Professional Selling**
- **Creative Marketing**
- **Competition**
- **Business Pitches**
- **Financial Planning**
- **Leadership**
- **Entrepreneurship**
- **Chapter Management**

#### **Sunday, November 3**

<b>Time</b>	<b>Event</b>	<b>Location</b>
<b>3:00 – 5:00 pm</b>	<b>Washington DECA Check-In</b>	<b>Evergreen Ballroom</b>
<b>4:00 pm</b>	<b>Hotel Check-In</b>	<b>Hyatt</b>
<b>6:00 – 9:00 pm</b>	<b>DECA Distracted Driving Summit</b>	<b>Evergreen Ballroom</b>
<b>6:15 – 8:00 pm</b>	<b>DECA Inc Meeting and Advisor Reception</b>	<b>Cedar Ballroom</b>
<b>10:30 – 11:00 pm</b>	<b>Chapter Meeting</b>	<b>Chapter’s Hotel</b>
<b>11:00 pm</b>	<b>Curfew</b>	<b>Chapter’s Hotel</b>

**Monday, November 4**

<b>Time</b>	<b>Event</b>	<b>Location</b>
<b>3:00 – 5:00 pm</b>	<b>Washington DECA Check-In</b>	<b>Evergreen Ballroom</b>
<b>4:00 pm</b>	<b>Hotel Check-In</b>	<b>Hyatt</b>
<b>6:00 – 9:00 pm</b>	<b>DECA Distracted Driving Summit</b>	<b>Evergreen Ballroom</b>
<b>6:15 – 8:00 pm</b>	<b>DECA Inc Meeting and Advisor Reception</b>	<b>Cedar Ballroom</b>
<b>10:30 – 11:00 pm</b>	<b>Chapter Meeting</b>	<b>Chapter’s Hotel</b>
<b>11:00 pm</b>	<b>Curfew</b>	<b>Chapter’s Hotel</b>

**Tuesday, November 5**

<b>Time</b>	<b>Event</b>	<b>Location</b>
<b>8:00 – 11:30 am</b>	<b>Mock Competition</b>	<b>Grand Ballroom</b>
<b>9:00 – 11:00 am</b>	<b>Competition Programming Sessions</b>	<b>Hyatt</b>
<b>11:00 am – Noon</b>	<b>Advisor Clock Hours and Check-Out</b>	<b>Hyatt</b>

**Conference Speaker**



**Dr. Coyte Cooper**  
**Author, Coach, and Speaker**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: October 23, 2019

## Policy 4210 – Regulation of Dangerous Weapons on School Premises

### Strategic Focus Area

- Achieve
- Support
- Connect
- Plan

### BACKGROUND INFORMATION

No changes since first reading.

### RECOMMENDED ACTION:

It is the recommendation of the Superintendent to approve Policy 4210.

**Report prepared by:**  
Dr. Kathi Weight, Superintendent

## REGULATION OF DANGEROUS WEAPONS ON SCHOOL PREMISES

It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities unless specifically authorized by state law. Carrying a dangerous weapon onto school premises, school-provided transportation, or areas of other facilities being used exclusively for school activities in violation of [RCW 9.41.280](#) is a criminal offense.

The superintendent is directed to see that all school facilities post “Gun-Free Zone” signs, and that all violations of this policy and [RCW 9.41.280](#) are reported annually to the Superintendent of Public Instruction.

### **Dangerous Weapons**

The term “dangerous weapons” under state law includes:

- Any firearm;
- Any device commonly known as “nun-chu-ka sticks,” consisting of two or more length of wood, metal, plastic, or similar substance connected with wire, rope, or other means;
- Any device, commonly known as “throwing stars,” which are multi-pointed, metal objects designed to embed upon impact from any aspect;
- Any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas;
- Any portable device manufactured to function as a weapon and which is commonly known as a stun gun, including a projectile stun gun which projects wired probes that are attached to the device that emit an electrical charge designed to administer to a person or an animal an electric shock, charge, or impulse;
- Any device, object, or instrument which is used or intended to be used as a weapon with the intent to injure a person by an electric shock, charge, or impulse;
- The following instruments:
  - Any dirk or dagger;
  - Any knife with a blade longer than three inches;
  - Any knife with a blade which is automatically released by a spring mechanism or other mechanical device;
  - Any knife having a blade which opens, or falls or is ejected into position by the force of gravity, or by outward, downward, or centrifugal thrust or movement;
  - and
  - Any razor with an unguarded blade;
- Any slung shot, sandbag, or sandclub;
- Metal knuckles;
- A sling shot;
- Any metal pipe or bar used or intended to be used as a club;
- Any explosive;
- Any weapon containing poisonous or injurious gas;
- Any implement or instrument which has the capacity to inflict death and from the manner in which it is used, is likely to produce or may easily and readily produce death.

In addition, the District considers the following weapons in violation of this policy:

- Any knife or razor not listed above, except for instruments authorized or provided for specific school activities;
- Any object other than those listed above which is used in a manner to intimidate, threaten, or injure another person and is capable of easily and readily producing such injury.

### **Reporting Dangerous Weapons**

An appropriate school authority will promptly notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy. Students who violate this policy will be subject to discipline. Students who have possessed a firearm on any school premises, school-provided transportation, or school-sponsored activities at any facility shall be expelled for not less than one year pursuant to [RCW 28A.600.420](#). The superintendent may modify the one-year expulsion for a firearm on a case-by-case basis.

The district may also suspend or expel a student for up to one year if the student acts with malice (as defined under [RCW 9A.04.110](#)) and displays a device that appears to be a firearm.

No expulsion under [RCW 28A.600.420](#) prevents the district from continuing to provide educational services in an alternative educational setting in compliance with [RCW 28A.600.015](#). Any alternative setting should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline. Example alternative settings include one-on-one tutoring and online learning.

### **Exceptions to State Law and this Policy**

The following persons may carry firearms into school buildings, as necessary, although students engaged in these activities are restricted to the possession of rifles on school premises:

- A. Persons engaged in military, law enforcement, or school district security activities;
- B. Persons involved in a school authorized convention, showing, demonstration, lecture or firearm safety course;
- C. Persons competing in school authorized firearm or air gun competitions; and
- D. Any federal, state or local law enforcement officer.

The following persons over eighteen years of age and not enrolled as students may have firearms in their possession on school property outside of school buildings:

- A. Persons with concealed weapons permits issued pursuant to [RCW 9.41.070](#) who are picking up or dropping off students; and
- B. Persons conducting legitimate business at the school and in lawful possession of a firearm or dangerous weapon if the weapon is secured within an attended vehicle, is unloaded and secured in a vehicle, or is concealed from view in a locked, unattended vehicle.

Persons may bring dangerous weapons, other than firearms, onto school premises if the weapons are lawfully within the person's possession and are to be used in a school-authorized- martial arts class.

## Personal Protection Spray

Persons over eighteen years of age, and persons between fourteen and eighteen years of age with written parental or guardian permission, may possess personal protection spray devices on school property. No one under eighteen years of age may deliver such devices. No one eighteen years or older may deliver a spray device to anyone under fourteen, or to anyone between fourteen and eighteen who does not have parental permission.

Personal protection spray devices may not be used other than in self-defense as defined by state law. Possession, transmission or use of personal protection spray devices under any other circumstances is a violation of district policy.

Cross References:            [4260](#) - Use of School Facilities  
                                      [3241](#) - Student Discipline

Legal References:            [RCW 9A.16.020](#) Use of force - when lawful  
                                      [RCW 9.41.250](#) Dangerous weapons—Penalty  
                                      [RCW 9.41.280](#) Dangerous weapons on facilities—Penalty —  
                                      Exceptions  
                                      [RCW 9.91.160](#) Personal protection spray devices  
                                      [RCW 9.94A.825](#) Deadly weapon special verdict--definition  
                                      [RCW 28A.600.420](#) Firearms on school premises, transportation,  
                                      or facilities — Penalty — Exemptions

Management Resources:    2016 – July Issue  
                                      Policy News, August 2006 Weapons on School Premises  
                                      Policy News, August 1998 State Encourages Modification of  
                                      Weapons Policy  
                                      Policy News, October 1997 Legislature also addresses “look-  
                                      alike” firearms

Adoption Date: **2.27.08**  
Steilacoom Historical School District No. 1  
Revised Dates: **4.22.09; 4.27.16; 10.23.19**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 10/23/2019

## **Policy 2413 – Equivalency Credit for Career and Technical Education Courses**

### **Strategic Focus Area**

- Achieve
- Support
- Connect
- Plan

### **BACKGROUND INFORMATION**

No changes since first reading.

### **RECOMMENDED ACTION:**

It is recommended that the board approve Policy 2413.

**Report prepared by: Paul Harvey, Executive Director for Teaching and Learning**

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## **EQUIVALENCY CREDIT FOR CAREER AND TECHNICAL EDUCATION COURSES**

### **I. Career and Technical Education Courses**

Until September 1, 2021, the district will provide high school students with the opportunity to access at least one career and technical education course that is considered a statewide equivalency course as determined by the office of the superintendent of public instruction under [RCW 28A.700.070](#).

On or after September 1, 2021, any statewide equivalency course offered by the district or accessed at a skill center will be offered for academic credit.

The district may also adopt local course equivalencies for career and technical education courses that are not on the list of courses approved by the superintendent of public instruction under [RCW 28A.700.070](#).

Each high school will adopt core academic course equivalencies for high school career and technical courses, provided that the career and technical course has been reviewed and approved for equivalency credit by a district team appointed by the superintendent or a designee. The district team will include a school administrator, the career and technical administrator, an instructor from the core academic subject area, an instructor from the appropriate career and technical course, a school counselor, and a representative from the curriculum department.

Career and technical courses approved for equivalency will be:

1. Aligned with the Washington State Learning Standards and grade level expectations; and
2. Aligned with current industry standards, as evidenced in the curriculum frameworks. The local career and technical advisory committee will certify that courses meet industry standards.

### **II. Computer Science Courses**

#### **AP courses**

The board will approve Advanced Placement (AP) computer science courses as equivalent to high school mathematics or science. The superintendent or designee will adopt procedures to denote on the student's transcript that AP computer science qualifies as a math-based quantitative course for students who complete it in their senior year.

## **Competency-based credits**

The district may award academic credit for computer science to students based on student completion of a competency examination that is aligned with the state learning standards for computer science or mathematics and course equivalency requirements adopted by the office of the superintendent of public instruction (OSPI).

To receive competency-based credits for computer science, a student must take a competency examination that OSPI has found aligns with the state learning standards for computer science or mathematics and that aligns with course equivalency requirements adopted by OSPI. The number of credits awarded will be based on the student's performance on the competency examination.

The competency examination must be offered in a proctored setting with appropriate technology. The district will approve the site(s) where the examination is offered, which could include individual schools, district buildings, community colleges, universities, education service districts, or other community settings. A student may take the examination two times. The district will award credit based on the highest examination score.

The student will be responsible for the cost of taking a competency examination. The district may offer financial assistance or may waive costs to students who demonstrate need, such as qualifying for free or reduced lunch.

The district will receive official test results for each student who takes a competency examination. The district will provide a letter to the student with a copy of the test results and an indication of how many credits the student will be awarded. Credits awarded will be recorded on the student's transcript with a grade of "Pass."

In awarding academic credit for computer science, the district will follow the course equivalency approval procedure described above for career and technical courses.

## **Courses taken before attending high school**

The district will award high school credit for computer science courses taken before attending high school if either of following occurs:

1. The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
2. The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit because the course is similar or equivalent to a course offered at a high school in the district determined by the board.

Students who have taken and successfully completed high school courses under the circumstances above shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

Cross References: [2170](#) - Career and Technical Education  
[2410](#) - High School Graduation Requirements

Legal References: Laws of 2019, ch. 180, 2 High school computer science courses—Availability—Competency testing  
[RCW 28A.230.010](#) Course content requirements—Access to career and technical course equivalencies—Duties of school boards of directors—Waivers  
[RCW 28A.230.097](#) Career and technical high school course equivalencies.  
[RCW 28A.230.120](#) High School Diplomas – Issuance- Option to receive final transcripts –Notice  
[WAC 180-51](#) High school graduation requirements  
[WAC 392-410](#) Courses of study and equivalencies

Management Resources: 2018 - May Issue  
2013 - September Issue  
Policy News, August 2006 Legislature Codifies Course Equivalency for Career and Technical Courses

Adoption Date: **2.27.08**  
Steilacoom Historical School District No. 1  
Revised: **8.27.15; 10.24.18; 10.23.19**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: October 23, 2019

## **Strategic Focus Area**

- Achieve
- Support
- Connect
- Plan

## **BACKGROUND INFORMATION**

The District owns 5.34 acres on International Place in DuPont that could only be used for a bus or maintenance facility as it is not large enough to support a school. In the future, if the Board determines that it is appropriate to sell the property, a public hearing must be held and the Board would also need to publicly approve a purchase and sale agreement.

**Report prepared by:**  
**Dr. Melissa Beard, Chief of Finance and Operations**

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**Steilacoom Historical School District No. 1**  
**511 Chambers Street**  
**Steilacoom, WA 98388**

**Resolution No. 856-10-23-19**

A RESOLUTION of the Board of Directors of the Steilacoom Historical School District No. 1 to surplus certain District-owned property located in the City of DuPont, Pierce County, Washington, consisting of approximately 5.34 acres, having a tax parcel identification number of 3000390282, and legally described on Exhibit A attached hereto (the "Property"), and to authorize the District to proceed under RCW 28A.335.120 regarding the disposition of the Property.

WHEREAS, the Board of Directors has the statutory responsibility to find property surplus or not, and the authority to dispose of property that it determines is no longer required for school purposes; and

WHEREAS, the Board of Directors upon review of current information and future planning needs has determined that the Property is no longer required for school purposes; and

WHEREAS, the Board of Directors desires to commence the process to consider sale of all or a portion of the Property.

NOW, THEREFORE, BE IT RESOLVED THAT the Board of Directors of the Steilacoom Historical School District No. 1 does hereby declare that the Property is no longer needed for school purposes and that the Property is surplus; and

BE IT FURTHER RESOLVED THAT, having declared the Property as surplus, the Board of Directors of the Steilacoom Historical School District No. 1 does hereby authorize the District to publish notices, hold a public hearing, and take such other actions as are required under RCW 28A.335.120 and Board Policy 6882 regarding the disposition of the Property.

ADOPTED by the Board of Directors of the Steilacoom Historical School District No. 1 at its regular meeting on August 28, 2019.

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

BY: \_\_\_\_\_  
Chair

\_\_\_\_\_  
Vice-Chair

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ATTEST

\_\_\_\_\_  
\_\_\_\_\_, Secretary

**Exhibit A**

**Legal Description of the Property**

Section 24 Township 19 Range 01 Quarter 34 Plat NORTHWEST LANDING IND PARK DIV 1 L 2 OF DBLR 2007-03-21-5009 DESC AS FOLL PORS OF LOTS A, B, C, D & E OF BLA 2002-10-24-5003 LY WLY OF FOLL DESC LI BEG AT SW COR SD LOT A TH S 88 DEG 50 MIN 38 SEC E 100 FT TO POB OF SD LI TH N 01 DEG 09 MIN 22 SEC E 295.75 FT TO PT WHICH INTER NLY LI SD LOT A AT CURV # 5 AS SHOWN ON BLA 2002-10-24-5003 & TERMINUS OF THIS LI TOG/W & SUBJ TO EASE RESTR & RESERV OF REC OUT OF 027-1, 028-1, 029-1, 030-1 & 031-1 SEG 2007-0844BL 04-13-07BL

Situate in the City of DuPont, County of Pierce, State of Washington

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: \_\_October 23, 2019\_\_\_\_\_

## **Strategic Focus Area**

- Achieve
- Support
- Connect
- Plan

## **BACKGROUND INFORMATION**

Board Policy 3207 Prohibition of Harassment, Intimidation and Bullying is presented with minor revisions for clarity:

- Harassment, intimidation and bullying are separate but related behaviors.
- IEP/504 team should convene if a student with a disability is proven to be aggressor or target.
- Retaliation includes someone who participated in an investigation.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent for approval.

**Report prepared by:**  
**Susanne Beauchaine, Executive Director for Human Resources**

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## PROHIBITION OF HARASSMENT, INTIMIDATION AND BULLYING

The board is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and community members that is free from harassment, intimidation, or bullying. As defined in legislation, “Harassment, intimidation or bullying” means any intentional electronic, intentionally written, message or image — including those that are electronically transmitted — verbal, or physical act, including but not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A 642.010, race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability or other distinguishing characteristics, when thean act:

- A. Physically harms a student or damages the student’s property;
- B. Has the effect of substantially interfering with a student’s education;
- C. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- D. Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

“Other distinguishing characteristics” can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status and weight.

“Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

### **Behaviors/Expressions**

This policy recognizes that ‘harassment,’ ‘intimidation,’ and ‘bullying’ are separate but related behaviors. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors, however, this differentiation should not be considered part of the legal definition of these behaviors

Harassment, intimidation, or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom or program rules.

### **Training**

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure.

### **Prevention**

The district will provide students with strategies aimed at preventing harassment, intimidation, and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement, and other community agencies.

### **Interventions**

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the ~~aggressor~~~~perpetrator~~, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

### **Students with Individual Education Plans or Section 504 Plans**

If allegations are ~~proven~~~~made~~ that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the ~~aggressor~~ or target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting ~~should~~~~will~~ occur regardless of whether the harassment, intimidation, or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation, or bullying incident, the district will provide ~~all necessary~~ additional services and supports ~~as deemed necessary~~, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

### **Retaliation/False Allegations**

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying, or participating in an investigation.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

### **Compliance Officer**

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

- Cross References: [Policy 2161](#) Special Education and Related Services for Eligible Students  
[Policy 3200](#) Rights and Responsibilities  
[Policy 3210](#) Nondiscrimination  
[Policy 3211](#) Transgender Students  
[Policy 3240](#) Student Conduct  
[Policy 3241](#) Classroom Management, Corrective Action  
and Punishment
- Legal Reference: [Policy 5011](#) Sexual Harassment  
[RCW 28A.300.285](#) Harassment, intimidation and bullying  
prevention policies  
[RCW. 28A.640](#) Sexual Equality  
[WAC 392-190](#) Equal Educational Opportunity – Unlawful  
Discrimination Prohibited
- Management Resources: *Policy News*, December 2014  
*Policy News*, December 2010  
*Policy News*, April 2008  
*Policy News*, April 2002

**Adoption Date: 2.27.08**  
**School District Name: Steilacoom Historical School District**  
**Revised: 6.11.08; 6.24.10, 1.26.11; 02.11.15**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 10/23/19

## **Strategic Focus Area**

- Achieve
- Support
- Connect
- Plan

## **BACKGROUND INFORMATION**

### POLICY 4130 Title I Parent Involvement

Several revisions from WSSDA on this:

- Includes language changes such as *involvement* to *engagement*; also formatting changes from narrative style to listed steps to be taken
- Emphasizes parents/families being involved in review of the Title I plan
- Keeps annual review of plan with the direction to redesign strategies as recommended by review committee to improve parent and family involvement as necessary
- Emphasizes coordination of efforts, drafting off of other parent involvement events/activities
- Lists supports and information to be shared with parents regarding Title I
- Each Title I school will have its own engagement policy drafted after the districts
- The district has set calendar dates and started promoting Title I parent involvement meeting

## **RECOMMENDED ACTION:**

It is recommended that the board move the policy revision to a second reading.

**Report prepared by: Paul Harvey, Executive Director for Teaching and Learning**

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## TITLE I PARENTAL INVOLVEMENT

The board recognizes that parent ~~involvement contributes to the achievement of academic standards by~~ and family engagement helps students participating in Title I programs achieve academic standards. To promote parent and family engagement, the board adopts the following policy, which describes how the district programs. The Board views the education of students as a cooperative effort among school, will involve parents and ~~community. The Board expects that its schools will carry out~~ family members of Title I students in developing and implementing the district's Title I programs, activities and procedures in accordance with the statutory definition of parental involvement. Parental involvement means the participation of parents.

### District-Wide Parent and Family Engagement

The district will do the following to promote parent and family engagement:

- ~~A. The district will involve parents and family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that~~ jointly developing the district's Title I plan. The plan for involvement will include:
  - 1. A collection of questions and topics of interest in several programs including Title I, LAP, Special Education, 504, Social and Emotional Learning and other programs as needed.
  - 2. A district-wide parent advisory that meets at least once a year to review Title I program plan, goals, and progress.
- ~~A. Play an integral role in assisting their child's learning;~~
- ~~B. Are encouraged to be actively involved in their child's education at school; and~~
- ~~C. Are full partners in their child's education and are included, as appropriate, in decisionmaking and on advisory committees to assist in the education of their child;~~

~~The board of directors adopts as part of this policy the following guidance for parent involvement. The District will:~~

- ~~Put into operation programs, activities and procedures for the involvement of parents in all of its Title I schools consistent with federal laws including the development and evaluation of policy. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children;~~
- B. Provide~~The district will provide~~ the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in the planning and implementing of effective parent and family involvement activities to improve student academic achievement and school performance. ~~Build the school's~~

The district will conduct, with the meaningful involvement of parents and parent's capacity for strong parental involvement;

Coordinate and integrate Title I parental involvement strategies with parent involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction, Preschool Youngsters, or State-run preschools;

C. Conduct, with the involvement of parents/family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools served with Title I funds including: identifying barriers to greater participation of parents in Title I related activities, with particular attention to participation of parents with limited English proficiency, parents with disabilities and parents of migratory children; and all Title I schools. At that meeting, the following will be identified:

1. Involve the Barriers to greater participation by parents of children served in Title I, Part A schools activities;
2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. Strategies to support successful school and family interactions.

The district will use the findings from the annual evaluation to design evidence-based strategies for more effective parental involvement and to revise this policy if necessary.

The district will facilitate removing barriers to parental involvement by doing the following: Conducting joint parent meetings with other programs; explore options for child care for meeting dates; post information on the district website; be responsive to requests for preferred meeting times and locations; participate in regional Title I network with other school districts.

D. The district will involve parents of Title I student in decisions about how the Title I, Part A funds reserved for parental involvement-parent and family engagement are spent. The district must use Title I funds reserved for parent and family engagement for at least one of the reasons specified in 20 U.S.C. § 6318(a)(3)(D).

E. The district and each of the schools within the district providing Title I services will do the following to support a partnership among schools, parents, and the community to improve student academic achievement:

1. Provide assistance to parents of Title I students, as appropriate, in understanding the following topics:
  - a. Washington's challenging academic standards;
  - b. State and local academic assessments, including alternate assessments;
  - c. The requirements of Title I;
  - d. How to monitor their child's progress; and
  - e. How to work with educators to improve the achievement of their children
2. Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Hold information sessions on resources in the community, give free material on content literacy and

- school success, train parents and families on how to navigate online programs related to student progress and also learning support.
3. Include in the district's professional learning calendar opportunities to Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff with the assistance of parents, in the value and utility of contributions of parents and how to do the following:
    - A. Reach out, communicate with, and work with parents as equal partners;
    - B. Implement and coordinate parent programs; and
    - C. Build ties between parents and the school.
  - 2.4. Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:
    0. Learning Assistance Program;
    - c. Special Education; and
    - d. State-operated preschool programs other specialized programs.
  5. Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. (Describe how the district will provide the information, for example, school bulletin, website, beginning of school information, etc.) The district will post and send communication to parents through email, send-home documents, the district website; social media.

### School-Based Parent and Family Engagement Policies

Each school offering Title I services will have a separate parent and family engagement policy, which will be developed with parents and family members of Title I students. Parents and family members will receive notice of their school's parent and family engagement policy in an understandable and uniform formant and, to the extent practicable, in a language the parents can understand.

Each school-based policy will describe how each school will do the following:

1. Convene an annual meeting at a convenient time, to which all parents of Title I students will be invited and encouraged to attend, to inform parents of their schools' participation under Title I, to explain the requirements of Title I, and to explain the rights that parents have under Title I;
2. Offer a flexible number of meetings, such as meetings in the morning or evening;
3. Involve parents, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I programs; and
4. Provide parents of Title I students the following:

1. Timely information about Title I programs;
2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.

Each school-based policy will include a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve state standards. The compact must do the following:

- A. Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet Washington’s challenging academic standards and describe the ways in which each parent will be responsible for supporting their children’s learning, volunteering in their child’s classroom, and participating, as appropriate, in decisions relating to the education of their children, including the positive use of extracurricular time; and
- B. Address the importance of communication between teachers and parents on an ongoing basis through the following:
  1. Annual parent-teacher conferences in elementary schools during which the compact will be discussed as the compact relates to the individual child's achievements;
  2. Frequent reports to parents on their children's progress;
  3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
  4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Legal References: 20 USC 6311 (“No Child Left Behind Act”)

Management Resources: Policy News, October 2008 Family Involvement Policy  
Policy News, June 2005 Title I Parental Involvement Policy  
Policy News, August 2003 No Child Left Behind Update

Adoption Date: **2.27.08**

Revised Dates: **3.11.09; 9.26.14; 4.27.16**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: October 23, 2019

## **2019-2025 Capital Facilities Plan (CFP) DRAFT**

### **Strategic Focus Area**

- Achieve
- Support
- Connect
- Plan

### **BACKGROUND INFORMATION**

School district capital facilities plans are adopted as a part of the local jurisdiction's Comprehensive Plan for purposes of identifying whether school facilities are adequate to serve existing and proposed new development. The Growth Management Act (GMA) identifies schools as a part of the public infrastructure needed to serve growth.

The primary need for the Capital Facilities Plan is to establish a basis for school impact fee eligibility. The information required for a Capital Facilities Plan is dictated by the GMA and the statutory authority for collecting impact fees. School districts are not required to prepare Capital Facilities Plans if they are not collecting school impact fees.

### **TIMELINE:**

This draft version does not include the Student Generation Rate (SGR) data. All highlighted portions of the draft are being updated, which will lead to new calculations on Enclosures 1 and 2 of the attached CFP. After presentation of the draft version with the inclusion of the SGR data, the new draft (with impact fee calculations) will be shared with the Board. We will then publish the SEPA Environmental Checklist (which requires 14 days of notification). Final action cannot be taken on the CFP until after 4:00 p.m. on the 14th day. The CFP will come to the Board for adoption at the November 20th Board meeting.

### **RECOMMENDED ACTION:**

No action at this time.

### **Report prepared by:**

Dr. Kathi Weight, Superintendent



*The best education for every student.*

# STEILACOOM

Historical School District No. 1

## CAPITAL FACILITIES PLAN

2019 - 2025

*November 2019*

**Steilacoom Historical School**

**District No. 1**

511 Chambers Street  
Steilacoom, WA 98388  
(253) 983-2200

**Board of Directors**

Robert Forbes, Chair  
Jason Pierce, Vice Chair

Samuel Scott  
Steve Schenk  
Jennifer McDonald

Dr. Kathi Weight, Superintendent

Prepared by the  
Steilacoom Historical School District No. 1

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**STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1**

**BUILDING SITES**

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511 CHAMBERS STREET  
STEILACOOM, WA 98388

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**Gwen Miller – Executive Asst. to Superintendent**

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**Dana Ballou - Secretary**

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(253) 583-7292 (fax)

**JoAnne Fernandes- Principal**  
**John Nystrom - Assistant Principal**  
**Claudia Duenas - Office Coordinator**

**STEILACOOM HIGH SCHOOL**  
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Steilacoom, WA 98388

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(253) 983-2393 (fax)

**Michael Miller - Principal**  
**Jake Tyrrell - Assistant Principal**  
**Katie Redman - Assistant Principal**  
**Sharon Larson - Office Coordinator**

## **TAB 1 INTRODUCTION**

The Steilacoom Historical School District No. 1 has prepared this Capital Facilities Plan (CFP) to assess the facilities needed to accommodate projected student enrollment at acceptable levels of service, as well as a more detailed schedule and financing program for capital improvements, over the next six years (2019-2025). The CFP is intended to be shared with the Town of Steilacoom, the City of DuPont and Pierce County. This report assesses the following:

- The anticipated growth within the District’s boundaries;
- The anticipated school enrollment growth through the 2019-2025 planning period;
- The new school facilities required to meet the needs of this expanding student enrollment; and
- As applicable, the school impact fee calculations based on the capacity projects necessary to address growth needs.

Residential development has historically preceded any school construction and has never progressed in an orderly and coordinated manner. Selection of school sites and the construction of schools have generally followed the construction of new homes. This historic process of school construction following residential growth has left a gap between available space and the student population. As a result, schools have commonly become overcrowded. Compounding the situation is the required time to acquire property, design facilities, acquire all necessary permits, and to construct facilities.

In the past, relief for overcrowded schools has primarily come from local residents who have supported tax levies and bond issues. Voter approval of school levies and bond issues is becoming more difficult as other interests vie for property tax dollars. In addition, many existing residents are questioning the equity of having to pay the full costs of the educational facilities needed to serve new residents. In an effort to overcome the perceived inequity of property tax supported levies and bond issues, school districts have sought conditions upon development activity to provide a share of the local financial support needed for the construction of school facilities.

This Capital Facilities Plan is designed to support the use of school impact fees as provided for under the 1990 Growth Management Act. Therefore, this Plan consists of:

- An inventory of the existing schools, support facilities and properties owned by Steilacoom Historical School District No.1;
- An enrollment history and projection for the 2019-2025 time frame;
- An identification of the District’s current “level of service” with respect to capital facilities;
- A forecast of the District’s need for new construction, modernization, and new construction-in-lieu-of modernization; and
- A plan that will finance the proposed construction projects within projected funding capacities and clearly identify sources of public money for such purposes. The CFP is designed to support school impact fees authorized by Pierce County, as implemented by

Steilacoom Historical School District No. 1 and other municipalities that may collect school impact fees on behalf of the District.

In addition, the CFP will also provide a basis for mitigation under the State Environmental Protection Act (SEPA) or the State Subdivision Act.

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## **TAB 1 DISTRICT STATEMENTS AND CORE VALUES**

### **DISTRICT VISION STATEMENT**

“The best education for every student.”

### **DISTRICT MISSION STATEMENT**

The mission statement for the Steilacoom Historical School District No.1, in partnership with our communities, is to educate and prepare responsible citizens who can contribute and adapt in a changing world.

### **DISTRICT CORE VALUES**

#### **Academics**

We commit to engage all students by using effective instructional practices, challenging students to reach their fullest potential.

#### **Collaboration**

We practice purposeful, professional, student-centered collaboration.

#### **Climate**

We ensure a positive, respectful and safe learning climate, responsive to students' individual needs.

#### **Integrity**

We commit to act with honesty and integrity, respecting all diversities.

#### **Community**

We welcome and encourage family and community involvement, where each member of the school community is a valued partner.

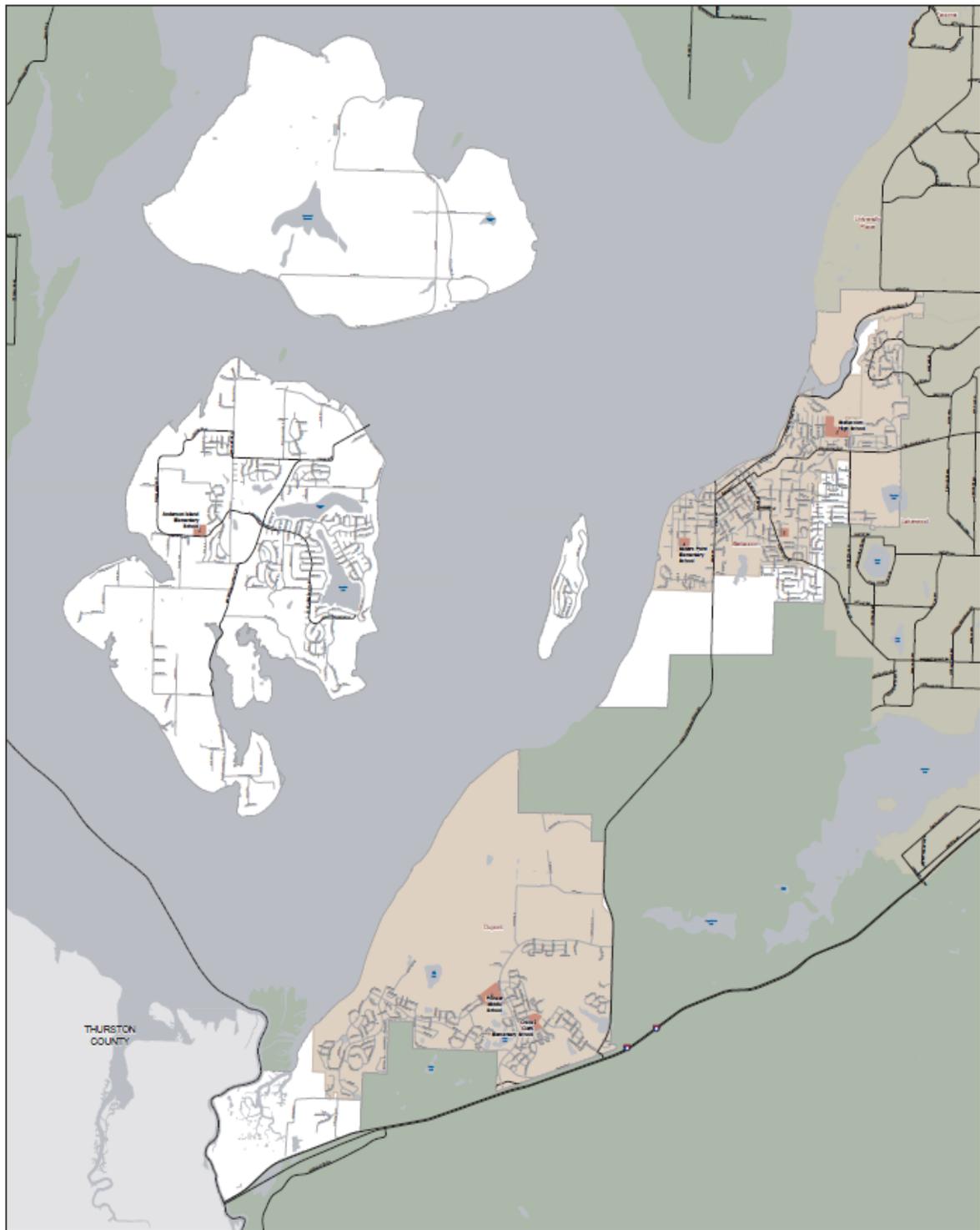
#### **Accountability**

We, the SHSD learning community, share in the responsibility for attaining academic and fiscal goals by providing educators with the necessary tools and resources for success.

**TAB 1 DISTRICT MAP**



# Steilacoom Historical School District



**Map Information**

- School
- School Grounds
- School Districts
- Water Feature
- Cities in Pierce County
- Pierce County Boundary



**TAB II LOCATION AND DESCRIPTION OF SCHOOL FACILITIES**

The chart below lists and describes each school facility site within the District. This represents the most accurate inventory of square footage (SF) for the individual facilities within the District as reviewed by District staff and included on the most recent OSPI ICOS Inventory. The numbers below do not include SF areas for portable buildings but do include covered outdoor play areas.

<b>2017 Steilacoom Historical School District Facility Inventory</b>			
School	Location	Grades	Square Footage
Anderson Island ES	Anderson Island	K-3 w/full day K and pre-K	11,366
Cherrydale Primary	Steilacoom	K-3 w/full day K and pre-K	42,083
Saltar's Point ES	Steilacoom	4-5 (all district)	55,235
Chloe Clark ES	DuPont	K-3 w/full day K and pre-K	59,333
Pioneer Middle School	DuPont	6-8 (all district)	103,128
Steilacoom High School	Steilacoom	9-12 (all district)	133,374

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## TAB II HISTORY OF FACILITIES

### 1. School District Building Data

<u>Date</u>	<u>Building</u>	<u>Cost</u>	<u>Location</u>
1851	Log Building	Unknown	Main & Commercial
1858	First Public School	\$450	Starling & Frederick
		Contributions/Partial Payment	
1892	Second Public School	\$10,000.00	Chambers & Sequash
1916-17	Third Public School	\$15,000.00	Chambers & Sequash
1952	All Purpose School	\$133,953.00	Chambers & Nisqually
1962	Cherrydale School	\$183,597.00	Galloway and C
1966	Cherrydale Addition	\$175,646.00	Galloway and C
1968	Pioneer Addition	\$405,422.00	Chambers & Nisqually
1969	Silver Beach Site	\$42,000.00	<b>SOLD</b>
1972	Saltar's Point School	\$605,860.00	Third & Beech
1976	Oakbrook Site	\$42,500.00	<b>SOLD</b>
	Consolidation with Anderson Island and DuPont School Districts		
1979	Acquisition of Laughbon Jr./Sr. High School; Anderson Island and Harriet Taylor schools		
1981	Steilacoom High School	\$12 million	Sentinel Drive
1986	District Office	\$100,000	Steilacoom, WA
2000	Chloe Clark Elementary	\$1.7 million	Palisade Boulevard
2006	Chloe Clark Elementary	\$6.0 million	DuPont, WA
	School Addition/Modernization		
2007	Anderson Island Elementary	\$951,460	Anderson Island, WA
	New Multipurpose Room		
2008	New Pioneer Middle School	\$34.0 million	DuPont, WA
2008-2009	Steilacoom HS Addition	\$27.0 million	Steilacoom, WA
	/Modernization		
2011	Pioneer Middle School	\$461,967	DuPont, WA
	Classroom Air Conditioning		
2012	Saltar's Point Modular	\$724,000	Steilacoom, WA
	Classrooms		
2015	Remodel of SHS Classrooms	\$710,972	Steilacoom, WA

### 2. Land/Parcel Holdings and Disposition

Until 2012, the District owned a 30 acre parcel located in the City of DuPont at the intersection of Center Drive and International Place. The District sold this property and used a portion of the sale proceeds to acquire a 14.71 acre site located on Manchester Place within the City of DuPont and a 5.3 acre site located on International Place within the City of DuPont.

This 14.71 acre site in DuPont is intended to serve as the location for a planned new elementary school. The 5.3 acre site on International Place is ideally suited for transportation and maintenance facilities.

In its long range planning, the District's Board of Directors regularly analyzes smaller parcels owned by the District that cannot support the size of facilities at any grade level and considers the sale of those parcels to fund the District's long range capital facility or future land acquisition funding strategies.

In 2010, the District purchased a 13.5 acre parcel directly north of Steilacoom High School. It is the intent of the District and the Board to utilize a portion of this site for a future addition to the high school, additional parking and athletic fields. The timing of this expansion is subject to future Board consideration.

In 2011, the District sold to Pierce County two parcels totaling 3.0 acres as part of a land conservation grant program. This area is commonly referred to as the Cherrydale Woods. This land is adjacent to Cherrydale Primary School. In 2012, the District sold the remaining 1.64 parcel, referred to as Parcel C, to the Town of Steilacoom.

The structure known as the "Yellow House" (Tax Parcel Identification No. 2305000640) located to the east of the District Office at the SE corner of Chambers and Sequash Street was sold in late 2012.

In November 2013, the board passed Resolution 810-11-13-13 to approve the surplus of 3.77 acre portion of Tax Parcel Identification No. 761500022 located immediately north of Steilacoom High School. A sale agreement was initiated but the deal fell through. The property remains available for purchase.

The Board passed in May 2014 Resolution 813-05-14-14 to surplus 2.76 acres of property located on Chambers Street, in Steilacoom, commonly known as "Chambers Field" (Tax Parcel Identification No. 66555200311). Chambers Field is located directly behind the District's existing bus garage at Sequash Street. The property is for sale.

### **3. History of Capital Facility Planning and Construction**

To meet increasing population and provide a sturdier building, the Town of Steilacoom approved in 1913 the construction of a new brick structure at the cost of \$15,000.

During the early part of the 1990's, about a dozen portable classrooms were placed to accommodate the growing enrollment at Cherrydale Primary School, Saltar's Point Elementary, and Pioneer Middle School. After the Town of Steilacoom placed a moratorium on the number of portables that could be sited, the District held public information meetings designed to inform residents about the critical situation. When the bond election was held in 1996 to approve general obligation bonds of \$38,000,000, voters rejected it. A second election, held in the following year was approved.

In 1997, voters approved by over 60%, a proposition for construction and improvements to the District's elementary schools and high school but rejected a second proposition to build a new middle school.

Instead, the old Steilacoom School serving as Pioneer Middle School underwent an extensive retro-fit to make the building earthquake safe. In addition, the cafeteria was remodeled and enlarged and the gymnasium floor was replaced. The results of that retro-fit were demonstrated during the February 28, 2001 earthquake. A portion of Proposition #1, or \$2,003,000, was designated for technology—computers, software and related equipment.

Following approval of the 1997 Capital Facilities Bond, plans were started for work on Cherrydale Primary School, Saltar's Point Elementary School, and Anderson Island Elementary School. To accommodate school-age students in the DuPont community, ground was broken in fall 2000 for a new elementary school. Chloe Clark Elementary School was dedicated in August 2001 and 180 students were enrolled for the following school year.

On May 17, 2005, District voters approved Steilacoom Historical School District No. 1 to issue \$55.9 million dollars in general obligation bonds to finance a 6-year construction program. The District received approximately \$17.1 million dollars in state match dollars to assist in funding.

The 2005 bond projects included:

- Completing Phase II of Chloe Clark Elementary School
- Building a new middle school
- Building an addition to Steilacoom High School
- Modernizing the existing portion of Steilacoom High School
- Building a new multi-purpose room at Anderson Island Elementary School
- Completing other priority renovations/modernization projects

Bond sales were executed in two phases: June 2005, \$22 million dollars and July 2006, \$33.9 million dollars. The 2005 bond projects are complete.

The board passed in November 2012 [Resolution 787-10-24-12](#) to approve the addition of a modular building containing two classrooms to be placed at Saltar's Point Elementary to accommodate enrollment growth. The two classrooms are now in place.

In 2008, the Board of Directors gave the Citizens Advisory Committee the task of exploring options regarding the buildings that make up the old Pioneer Middle School site. The Committee's recommendation included consolidation of all SHSD administrative offices into the 1918 building. The District converted the 1918 Building into an administrative building in August of 2014 which has enabled all of the District's administrative staff to be housed in one building.

#### **4. Future Capital Facility Plans**

The District's projected enrollment growth will continue to be focused in the near term at the elementary level but also with some growth at the secondary level. In 2010, the Washington State Legislature passed Substitute House Bill 2776, which required implementation of full day kindergarten by the school year 2017-18. Anderson Island Elementary began full day kindergarten in 2014, Cherrydale Primary in 2015, and Chloe Clark Elementary implemented full day kindergarten at the beginning of the 2016-17 school year. (SHB 2776 identified the potential of reduced class sizes for grades K-3. The District began implementation of class size reduction as reflected in the standard of service in this Capital Facilities Plan and expects to make further adjustments in future updates to the Capital Facilities Plans.) Existing capacity in elementary schools is also impacted by increased special education needs, increases in other programs such as ELL classes, and potential development on Anderson Island.

To meet these capacity needs, the Board envisions the need for another elementary school in DuPont. Chloe Clark Elementary School's Phase II & III projects have been completed. If a new elementary school is not constructed, the District would need to add additional classrooms at Chloe Clark. The Board of Directors and the District have explored options for the location of a new elementary school and find the acquired 14.71 acres in DuPont to be well suited as the location for a future elementary school. The District plans to construct this school during the six year planning period of this Capital Facilities Plan.

In addition, the District has reviewed options to increase capacity at all of the primary and elementary schools to allow for future expansion of existing programs such as special education and other programs. Two modular classrooms were added at Saltar's Point Elementary School. The District changed the grade level configuration of Anderson Island Elementary School at the beginning of the 2019-2020 school year. Anderson Island became a Pre-K through 3<sup>rd</sup> grade building, like the other two primary schools in the District. A classroom wing was recently renovated at Cherrydale Primary School to accommodate the need for an additional classroom and existing spaces at the schools have been modified to address capacity needs.

The Board of Directors expressed the need to relocate and build a facility to house maintenance and transportation staff and equipment for the District. With the sale of the 30 acre parcel in DuPont and the consequential acquisition of 5.3 acres on International Place in DuPont, conceptual design has been completed for utilizing the 5.3 acre site for a transportation/maintenance facility.

The District's 2005 Capital Improvement Program and the approved conditional use permit for Steilacoom High School made provisions for the addition of four classrooms onto the new design of Steilacoom High School. The project was completed in January of 2015. The District purchased a 13.50 acre parcel adjacent to SHS in 2010. It is the intent of the District to consider using a portion of this site for a future addition to the high school, additional parking and athletic fields. This planning process began during the 2016-17 school year.

At Pioneer Middle School, four additional classrooms can be added, but a separate conditional use permit will be required before any construction. These potential build-outs could

accommodate up to 125 additional students at the middle and high school levels. The District will consider adding modular classrooms at Pioneer Middle School, as well as other schools within the district.

During the 2017-2018 school year, the District established a Long-Range Capital Facilities Planning Committee. The Committee met monthly to discuss future facility needs of the District and a recommendation to the Board of Directors was presented in January of 2019. The Board continues to discuss the priorities identified through the Long-Range Capital Facilities process, but agree that a new elementary school is the District's top identified priority.

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## TAB II PARCEL SUMMARY BY LOCATION

The following tab contains information on the District's current property holdings.

The list of parcels and approximate square feet data is from Pierce County Assessor-Treasurer online database files:

School/Facility/Parcel Description	Address City	Pierce County Tax ID parcel #	Approximate acreage	Notes
Steilacoom High School	54 Sentinel Steilacoom	7615000681	32.50	With two easements from DSHS. 13.50 acres were purchased north of the HS in late 2010
Pioneer Middle School	1750 Bob's Hollow Lane DuPont	0119263011	20.00	
Old Pioneer Middle School Site	511 Chambers Steilacoom	2305000600	3.26	Converted into administrative building in 2014
Bus Barn and Upper Field	710 Chambers Steilacoom	6655200311 6655200161	2.76 .76	Currently for sale
Saltar's Point Elementary School	908 3 <sup>rd</sup> St Steilacoom	7260000072	7.69	2008 New parcel number 7260000072
Cherrydale Primary School	1201 Galloway Steilacoom	0219052048	7.24	Parcels 0219052045 and 0219052046 were sold to Pierce County in 2011; parcel 0219052047 was sold in 2012
Chloe Clark Elementary School	1700 Palisades Blvd DuPont	0119264010	10.01	
Anderson Island Elementary School	13005 Camas Rd Anderson Island	0119052002	N/A	Parcel is owned by the AI Park Board and is leased to SHSD
District Office Annex	510 Chambers St Steilacoom	2305000651	0.20	
Vacant Undeveloped Parcel	N/A Steilacoom	7615000022	13.5	Purchased in 2010
Vacant Undeveloped Parcel	Williamson Place DuPont	3001000010- 3001000050	14.71	Purchased in 2012
Vacant Undeveloped Parcel	International Place DuPont	3000390282	5.34	Purchased in 2012

## **TAB III STUDENT ENROLLMENT TRENDS**

### **1. DISTRICT GROWTH**

Steilacoom Historical School District No. 1 has reviewed historical demographic trends and actual enrollments. The combined student population from the Town of Steilacoom, the City of DuPont, and Pierce County is expected to result in an overall increase in student enrollment due to increased residential growth within these communities. In addition, the implementation of full day kindergarten resulted in increased overall student enrollment.

Using brick and mortar enrollment figures, the District's elementary school enrollment (grades K-5) grew from 966 students in 2003 to 1,472 students in 2019. During that same period, the Middle School (grades 6-8) student enrollment grew from 529 students to 807 students. Overall student enrollment for grades 9-12 increased from 675 students in 2003 to 974 FTE (headcount of 1,051 students) in 2019. Fall 2019 enrollment figures show continued growth at the elementary and secondary levels.

The actual and projected growth of the elementary school student population within the District led the District to implement the following grade configuration model for the 2019-20 school year:

- |                                       |  |
|---------------------------------------|--|
| a. Anderson Island Elementary School: | Grades Pre-K-3rd                           |
| b. Cherrydale Primary School:         | Grades Pre-K to 3 <sup>rd</sup>            |
| c. Chloe Clark Elementary School:     | Grades Pre-K to 3 <sup>rd</sup>            |
| d. Saltar's Point Elementary School:  | Grades 4 <sup>th</sup> to 5 <sup>th</sup>  |
| e. Pioneer Middle School:             | Grades 6 <sup>th</sup> to 8 <sup>th</sup>  |
| f. Steilacoom High School:            | Grades 9 <sup>th</sup> to 12 <sup>th</sup> |

### **2. ENROLLMENT AND PROJECTIONS**

The Washington State Superintendent of Public Instruction (OSPI) provides enrollment projections based on the "Cohort Survival" method. This method of enrollment projection uses historic patterns of student progression by grade level to measure the portion of students moving from one grade level up to the next cohort or grade. This ratio or survival rate is used in conjunction with current birth rates as a base for statewide enrollment projections. The OSPI system is useful, but has obvious inadequacies in representing the unique growth conditions of individual school districts. Historically, OSPI projections in growing school districts tend to underestimate the actual student enrollment growth. Furthermore, the OSPI projections do not wholly anticipate new students from new development within the District. As such, the OSPI projections are considered conservative.

In previous years, the OSPI projections for the District were skewed by the Washington State Virtual Academy enrollment numbers (which was discontinued in 2012) and did not reflect accurately the brick and mortar student enrollment. This was particularly true following the termination of the program in the District when the cohort projections dramatically declined in a manner that did not reflect reality. However, the OSPI projections now better reflect the

brick and mortar student enrollment history and provide a comparative basis for enrollment projections over the six year planning period.

School enrollment growth and distribution over the next six years in Steilacoom School District will be influenced by several factors. A primary factor will be overall population growth in the District.

The District is using a modified cohort projection for purposes of this Capital Facilities Plan. The modified cohort projection was prepared by a consultant and considers historic growth trends, future building plans and availability, birth rates, as well as economic and various other factors that contribute to overall population growth. The following tables provide the District's historical enrollment data and the projections by grade level through 2025.

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**HISTORICAL STUDENT ENROLLMENT 2005-2019  
ACTUAL FTE ENROLLMENTS ON OCTOBER 1st\***

GRADES	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
K**	182	168	220	204	224	206	217	244	255	212	237	233	247	238	248
1 <sup>st</sup> Grade	169	200	192	235	232	224	223	231	234	256	223	263	242	245	269
2 <sup>nd</sup> Grade	191	187	211	199	238	240	255	234	214	229	271	215	256	237	261
3 <sup>rd</sup> Grade	198	208	196	231	211	241	242	249	227	207	243	267	220	258	248
4 <sup>th</sup> Grade	167	202	226	216	226	214	257	263	238	196	206	219	264	226	248
5 <sup>th</sup> Grade	184	171	206	236	219	234	244	246	264	252	208	216	228	262	223
6 <sup>th</sup> Grade	194	189	178	244	240	221	253	241	265	268	269	247	239	239	299
7 <sup>th</sup> Grade	183	185	200	194	242	227	238	261	236	247	277	280	242	249	247
8 <sup>th</sup> Grade	198	182	174	218	203	227	248	230	266	228	253	280	277	231	261
9 <sup>th</sup> Grade	180	208	202	199	232	205	242	226	224	247	231	255	278	291	232
10 <sup>th</sup> Grade	171	178	194	188	210	223	201	225	221	217	258	231	262	268	298
11 <sup>th</sup> Grade	158	167	152	197	187	219	223	204	226	212	215	238	173	231	251
12 <sup>th</sup> Grade	124	104	127	119	160	159	179	189	190	208	200	196	190	162	193
<b>Total Enrollment</b>	<b>2,299</b>	<b>2,349</b>	<b>2,478</b>	<b>2,680</b>	<b>2,824</b>	<b>2,840</b>	<b>3,022</b>	<b>3,043</b>	<b>3,060</b>	<b>2,979</b>	<b>3,091</b>	<b>3,140</b>	<b>3,118</b>	<b>3,137</b>	<b>3,289</b>

\*Reflects brick and mortar only.

\*\*Earlier years converted to full-day K for purposes of comparison with enrollment projections.

**PROJECTED ENROLLMENT (FTE) BY GRADE SPAN**

<b>Enrollment by Grade Span</b>	<b>Oct. 2018*</b>	<b>Oct. 2019**</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
Elementary (K-5)	1,466	1,497	1,537	1,531	1,542	1,542	1,542
Middle School (6-8)	719	807	800	800	810	810	810
High School (9-12)	952	974	1,004	1,015	1,015	1,015	1,015
<b>TOTAL</b>	<b>3,137</b>	<b>3,278</b>	<b>3,341</b>	<b>3,346</b>	<b>3,367</b>	<b>3,367</b>	<b>3,367</b>

Source: Calm River Demographics October 2017 (complete report on file with District)

\*Actual October 2018 FTE Enrollment.

\*\*Actual October 2019 FTE Enrollment.

## **TAB IV LEVEL OF SERVICE**

### **1. INTRODUCTION**

The Growth Management Act (GMA) requires that school districts provide “level of service” or “school capacity” data as a component of their Capital Facilities Plan (CFP). The GMA was developed, in part, to help ensure public services, including schools, necessary to support development will be adequate to serve said development at the time the development is available for occupancy and use, without decreasing current service levels below locally established minimum standards. In other words, each public service needs to clearly define their service level so that service level can be maintained in the face of new development.

### **2. DEFINITION**

The “level of service” is based on the number of classrooms available at each school and the desired average class load. Inherent in the level of service are the types and amounts of space required to accommodate the District’s adopted educational program. The educational program standards which typically drive facility space needs include grade configuration, optimal facility size, class size, educational program offerings, as well as classroom utilization and scheduling requirements.

In addition to factors that affect the amount of space required, government mandates and community expectations may affect how classroom space is used. For example, State requirements related to full day kindergarten and reduced class sizes impact the level of service. In addition, traditional educational programs offered by school districts are often supplemented by non-traditional or special programs such as special education – resource and self-contained, special education 18-21 year old transitional program, English Language Learner (ELL), Title I, Learning Assistance Program (LAP), music education, highly capable, special education preschool, computer labs, career and technical education, etc. These special or non-traditional educational programs can have a significant impact on the available student capacity of school facilities. For example, the District currently has approximately 398 students (approximately 12% of its total student population) participating in Special Education Programs. The District expanded special education programming in the 2016-17 school year to implement a 7<sup>th</sup>-12<sup>th</sup> grade Life Skills special needs classroom, which is housed at the high school. In the 2017-18 school year, the District implemented a 4<sup>th</sup>-6<sup>th</sup> grade Life Skills self-contained classroom, which is housed at Saltar’s Point Elementary School.

Variations in student capacity between schools often result in special or non-traditional programs offered at specific schools. These special programs require classroom space, which can reduce the permanent capacity of some of the buildings housing these programs. Some students, for example, leave their regular classroom for a short period of time to receive instruction in these special programs. Newer schools within the District have been designed to accommodate many of these programs. However, older schools often require space modifications to accommodate special programs, and in some circumstances, these modifications may reduce the overall classroom capacities of the buildings.

District educational program standards will undoubtedly change in the future as a result of changes in the program year, special programs, class sizes, grade span configurations, use of new technology, and other physical aspects of the school facilities. The school space inventory will be reviewed periodically and adjusted for any changes to the educational program standards. These changes will also be reflected in future updates of this Capital Facilities Plan.

The District seldom considers portables as being ideal instructional space for students and/or staff members. By design, portable classrooms separate their occupants from the rest of a school's student body and/or staff members. In addition, the increased enrollments that portables afford serve to tax the "core" facilities of the permanent building(s); such spaces as the gymnasium, the library, the restrooms, the main office, and the food service facilities.

### **3. SUMMARY**

The Growth Management Act (GMA) requires that school districts provide "level of service" or "school capacity" data to support requests for impact fees from residential developers. With respect to public schools, the "level of service" is a quantifiable measure of the capacity available to support the instruction of students.

Steilacoom Historical School District No. 1 has elected to define its "level of service" in terms of each student's share of the District's permanent school facilities, with reference to the District's standard for average class load and identification of classrooms available for regular instruction. The level of service (LOS) is dictated by the amount of space required to accommodate the District's adopted educational program. The LOS will change as the District changes its educational program and it must be reviewed and modified periodically.

Steilacoom Historical School District No. 1 has adopted an organization that houses kindergarten through fifth grade in elementary schools, sixth through eighth grade in middle school, and ninth through twelfth grade in high school.

The District has adopted a traditional calendar beginning in late August (prior to Labor Day) and ending in mid-June, and a traditional daily schedule with academic classes beginning between 7:35 a.m. and 9:05 a.m. and ending mid-afternoon. Although the District continues to study alternate organizations, calendars, and schedules, the District believes the adopted organization is educationally sound and reflects community values.

The District's educational program includes individual and small group work, as well as full class activities. Portable classrooms, which are neither intended for nor function as long term educational space, are excluded from the level of service calculation. Portables are considered adequate only for supplemental programs and interim housing.

The capacity for each facility is established by multiplying the regular classrooms available by the District's standard for average class load (the "Standard of Service"). Spaces used for special program needs are excluded from the definition of regular classrooms. Core facilities and special use facilities are compared to classroom capacity to confirm that facility capacity is not limited by limitations in core facilities.

The District's adopted Standard of Service is as follows:

	<b>Standard of Service</b>
High School	25 students/classroom
Middle School	25 students/classroom
Elementary	20 students/classroom

Using the Standard of Service and updated information regarding classroom utilization, the District's current facility capacity, current enrollment, and projected facility need, is as follows:

<b>Facility</b>	<b>Area (SF)</b>	<b>Teaching Stations**</b>	<b>Existing Capacity (Based on Service Standards)</b>	<b>Actual October 2019 Enrollment</b>	<b>Projected 2024/25 Enrollment</b>
Steilacoom High School	133,374	41	1,025	974	1,015
Pioneer Middle School	103,128	31	775	807	810
Saltar's Point Elementary*	55,235	17	340	474	
Anderson Island Elementary	11,366	2	40	16	
Cherrydale Primary	42,083	17	340	383	
Chloe Clark Elementary	59,333	25	500	599	
<b>Total Elementary</b>			<b>1,220</b>	<b>1,472</b>	<b>1,542</b>
<b>Total Secondary</b>			<b>1,800</b>	<b>1,781</b>	<b>1,825</b>

\*Does not include modular classroom capacity.

\*\*Regular classroom use only.

**School District Cost Per Student\***

Each year, Steilacoom Historical School District provides to Pierce County the costs expended per student as an update to the Capital Facilities Plan. Building and equipment costs at each educational facility are rounded up and reflect the District’s capital improvement campaign costs as completed in 2010.

<b>School Facility</b>	<b>Building Costs</b>	<b>Equipment Costs</b>	<b>Total Costs</b>
Anderson Island Elementary School	\$ 946,000	\$ 50,000	\$ 996,000
Cherrydale Primary School	\$ 9,457,000	\$ 400,000	\$ 9,857,000
Chloe Clark Elementary School	\$ 9,727,000	\$ 450,000	\$10,177,000
Saltar’s Point Elementary School	\$ 6,765,000	\$ 350,000	\$ 7,115,000
Pioneer Middle School	\$34,244,000	\$1,800,000	\$36,044,000
Steilacoom High School	\$30,597,000	\$ 630,000	\$31,227,000

The current cost per student based upon capacity enrollment figures is as follows:

Elementary Student	\$18,101
Middle School Student	\$42,405
High School Student	\$36,738

\*Information as required by Pierce County. Reflects cost per student based on project costs and capacity identified at the time of construction of the relevant facilities. Does not reflect cost per student based upon updated facility construction costs and use.

## TAB V THE DISTRICT'S CONSTRUCTION PLAN

### 1. INTRODUCTION

From district to district, it is common to find variations in the grade level configurations, class size requirements and instructional programs depending upon a local community's educational philosophy and the needs of the students to be served. Such variations between districts do impact the design and the cost of newly constructed school facilities.

In 2017, the district began a planning process with a Capital Facilities Advisory Committee made up of community members, staff, district officials, students, Town of Steilacoom and City of DuPont representatives. The Committee began their work in 2018. The purpose of the Steilacoom Historical School District's Facilities Advisory Committee (FAC) was:

- Establish a long-term Capital Projects Plan
- Recommend short- and long-term solutions related to the District's deferred maintenance, educational adequacy of schools, safety and security, future plans and use of district property; and
- Consider a future capital bond proposition.

The Capital Facilities Advisory Committee was presented data to study and evaluate the overall condition of district facilities to identify and prioritize potential facility modifications, replacements, additions and/or closures to best enhance student achievement opportunities, and support the ongoing economic development and a healthy community. This data included:

- Facility Condition Assessment - Deferred Maintenance;
- Educational Standards;
- Safety and Security Standards;
- Technology;
- School Capacity;
- Enrollment;
- Demographics; and
- Financial Data.

### 2. THE NEW CONSTRUCTION PROGRAM

The ability to move forward on the construction of any new school facility in the Steilacoom Historical School District hinges on many factors. First, the District needs to have local funding available to pay for the cost of new school facilities. Normally, school districts secure the majority of their local funds through the sale of general obligation bonds, as approved by the qualified voters of their districts. The authority to issue and sell such bonds rests in the Constitution and laws of the State of Washington, including RCW 28A.530.010 and RCW 84.52.056.

The State of Washington has set forth site size standards, as defined in WAC 392-342-020. Specifically, for an elementary school, the minimum standard is five (5) acres plus an additional

one (1) acre for each one hundred (100) pupils of a school's maximum enrollment. For junior and senior high schools, the minimum standard is ten (10) acres plus an additional one (1) acre for each one hundred (100) pupils of a school's maximum enrollment. These recommended acreages provide space for the school building(s) and the appropriate support facilities such as play fields, athletic facilities and parking.

Of particular importance to Steilacoom Historical School District No. 1, is the eligibility for State School Construction Assistance. Such State assistance is used along with local funds to pay for the cost of new school facilities. However, State monies cannot be used to purchase school sites, to make off-site improvements and/or fund those specific items spoken to in WAC 392-343-120. The formula for determining the exact amount of State funding assistance a district can receive is set forth in WAC 392-27-020.

To address capacity needs, the District plans to construct a new elementary school in the City of DuPont. The District is in early planning stages for this school but expects that it will be available for occupancy by 2024. The District's voters will need to approve a bond measure to fund the construction of this school. The District may also consider adding modular classrooms at Cherrydale Primary School and Pioneer Middle School. In addition, the District plans to construct a new Transportation/Maintenance Facility, perform field improvements, and address additional parking and sports requirements at Steilacoom High School.

### **3. SUMMARY**

To accommodate enrollment growth, Steilacoom Historical School District No. 1 completed the 2005 Capital Improvement Program which benefitted four schools. The completion of Phases II and III to Chloe Clark Elementary School resulted in a student capacity increase from the original 175 student capacity. The 2,865 square foot multipurpose building at Anderson Island Elementary was added to accommodate up to 40 students. Pioneer Middle School, which can hold 775 students, opened in August 2008. The addition and modernization of the existing Steilacoom High School was completed in 2009. Steilacoom High School can now hold 1,025 students.

To address projected long term growth in the District, the District plans to construct a new elementary school in DuPont and may add modular classrooms Cherrydale and Pioneer, all within the six year planning period of this Capital Facilities Plan.

## **TAB VI THE DISTRICT'S FINANCE PLAN**

### **1. INTRODUCTION**

The Steilacoom Historical School District No. 1 clearly recognizes the long-term value of capital facilities planning. The execution of the 2005 Capital Improvement Program, discussed earlier in this report, helped address the District's need for permanent facilities to accommodate students from new housing developments.

The District's long-planned modernization of its older facilities (Cherrydale, Saltar's Point, and Anderson Island Elementary Schools), construction of a future elementary school in DuPont, and the addition of modular classrooms is dependent on a means of financing modernization or new construction. The costs associated with new construction and modernization identified in the District's Construction Plan and anticipated state and local funding are presented in Tab 5. The District uses an impact fee methodology that is based upon the Pierce County school impact fee ordinance.

In this CFP, based on current enrollment projections and the need to construct a new elementary school to meet capacity needs related to growth, the District is requesting school impact fees.

The District's Funding Plan identifies the specific funding sources, amounts of funding, and the unique relationships that exist between funding sources for the projects spelled out in the District's Comprehensive Plan.

### **2. COST FACTORS**

**Factors:** A number of factors influence the total cost and, specifically, the local share of any new school construction project. The major factors that impact the cost of new school construction are as follows:

1. The per acre cost of school sites will vary considerably from district to district. In general, the more urban the district tends to be, the more costly the school sites.
2. The acreage of available property and the use ability of acreage will not always match the preferred school site sizes.
3. The proximity of needed utilities (i.e., water, sewer, electricity, etc.) and roadways to a new school site are oftentimes a significant cost variable.
4. The nature of the instructional programs housed in school facilities drastically impact the cost of those facilities. The square foot cost of senior high schools is almost always higher than elementary and middle schools. The square footage costs of middle schools are usually higher than elementary schools. Specialized facilities for Vocational and Special Education programs can also increase construction costs.

5. The posture of the local governmental planning agencies (i.e., City or County) will affect such items as off-site street improvements, landscaping, street signaling, and signage, etc.
6. The “bidding climate” at the time a new school project comes on line is terribly important. Normally, the less construction work available the more competitive the general contractors become and vice-versa.
7. The experiences and competence of the lowest bidding and general contractor and their major subcontractors can also impact the final cost of any new school project.
8. The State’s “funding assistance percentage”, as determined in accordance with the formula set forth in RCW 28A.525.166, establishes the relationship between the local and state funding of any new school construction project.
9. The enrollment projection provisions of the State’s “space allocations” determine just how much area of a new school facility will be eligible for State School Construction Funding Assistance. Building a new school (i.e., elementary, middle, senior high) without full “unhoused” eligibility increases the amount of local funds that have to go into a project.
10. The State funding assistance formula also impacts the level of state financial assistance. See WAC 392-343-060.

**Site Acquisition:** The first major expense of any new school construction project is the cost to purchase the site. Property acquisition cannot be funded with State School Construction Funding Assistance. Land costs are strictly a local school district expense.

In addition to the location, site size and availability to utilities, other factors can also impact the cost of school sites. For example, the general condition of the real estate market, zoning and the overall construction suitability of a site do influence the price.

**Construction Estimates:** The second major expense of any new school construction project is the cost of actually developing the site and constructing the buildings(s). Such costs include payment for planning, designing, engineering, constructing, furnishing, and equipping new school facilities. In addition, at times, new portable classrooms are purchased and sited at new schools and/or existing portable classrooms are moved to new school sites.

### 3. FUNDING SOURCES

School districts utilize budgets consisting of a number of discrete funds. However, for the most part, the capital needs of any school system are addressed with the Capital Projects Fund and the Debt Service Fund.

1. The Capital Projects fund is used for purposes such as: (a) to finance the purchase and development of school sites; (b) the construction of new facilities and the modernization of existing facilities; and (c) the purchase of initial equipment, library books and textbooks for new facilities. Revenues accruing to the Capital Project Fund come primarily from bond sale proceeds, capital levy collections, and state matching funds. However, Revenues from the General Fund, the sale of property and contributions can also be accrued to the Capital Projects Fund. School impact fees and mitigation fees are maintained in segregated accounts.
2. The Debt Service Fund is used as a mechanism to pay for bonds. When a bond issue passes, a school district sells bonds that have a face value and an interest rate. Local property taxes are adjusted to provide the funds necessary to meet the approved periodic payments on sold bonds. The proceeds from the taxes collected for this purpose are deposited in the Debt Service Fund and drawn out for payments at the appropriate times.

As noted earlier, school districts receive funds for capital program purposes from a variety of sources. Those sources are described as follows:

**Bonds:** Bonds are financial instruments having a face value and an interest rate, which is determined at the time and by the conditions of their sale. Bonds are backed by the “full faith and credit” of the issuing school district and may be paid from proceeds derived from a specific increase in the property taxes for that purpose. The increase in the taxes results in an “excess levy” of taxes beyond the constitutional limit, so the bonds must be approved by a vote of the people in the jurisdiction may not exceed five (5) percent of the assessed value of the property within that jurisdiction at the time of issuance. Bonds are multi-year financial instruments, generally issued for 10-20 years. Because of their long-lasting impact, they require both an extraordinary plurality of votes and a specific minimum number of voters for validation. The positive votes must equal or exceed 60 percent of the total number of voters in the school district who cast ballots in the last general election.

Proceeds from bond sales are limited by bond covenants and must be used for the purpose(s) for which the bonds are issued. They cannot be converted to a non-capital or operating purpose. The life of the improvement resulting from the bonds must meet or exceed the term of the bonds themselves.

**Capital Levies:** Capital Levies differ from bonds in that they do not result in the issuance of a financial instrument and, therefore, do not affect the “bonded indebtedness” of a school district. This method of financing is a straight increase in property tax rates to produce a voter-approved dollar amount. The amount generated from the capital levy is then available to a

district in the approved year. The actual levy rate itself is determined by dividing the number of dollars approved by the assessed valuation of the total district at the time the taxes are set by the County Council. While a typical period for capital levies is one or two years, they can be approved for up to a six-year period at one election. The amounts to be collected are identified for each year separately and the tax rates set for each individual year. Like bond issues, capital levies must be used for the specific capital purpose(s) that they were passed. They cannot be converted to a non-capital or operating purpose.

**State Funding Assistance:** The State of Washington has a Common School Construction Fund. The State Board of Education is responsible for administration of the funds and the establishment of matching ratios. The Office of the Superintendent of Public Instruction (OSPI), on behalf of the State Board of Education, has determined that Steilacoom School District's 2019 funding assistance ratio is 55.69% percent for those expenses that are defined as eligible for state funding assistance. However, the District's planned capacity project included in this six-year plan, a new elementary school, will not qualify for state funding.

The base to which the percent is applied is the cost of construction, as determined by the Construction Cost Allocation (formerly, the "Boeckh Index"). The Construction Cost Allocation is an index of construction costs that is used by the state to hold, define, or limit their level of support. This particular construction cost index rarely matches the actual cost of school construction in districts across Washington State. Nevertheless, the Construction Cost Allocation for school construction costs for July 2019 was \$232.10 per square foot.

The formula for determining the amount of state matching support can be expressed as  $A \times B \times C = D$ , where

- A= eligible area (determined by OSPI's student square footage allowances)
- B= The Construction Cost Allocation (in dollars per square foot)
- C= A school district's applicable state funding assistance rate
- D= the amount of state fiscal assistance to which a district will be entitled. Qualification for state matching funds involves an application process. Districts may submit information for consideration by the State Board of Education, which meets once every two months during the year. Once approved, the district qualifies for matching funds in a sequence, which recognizes the existing approvals of previous submittals. Failure of a school district to proceed with a project in a timely manner can result in loss of a district's "place in line".

New construction projects are eligible for a state reimbursement at 100% of the Construction Cost Allocation for matchable construction costs. At this time, the Washington State Legislature have approved that Modernization of new-in-lieu-of replacement projects are eligible for state reimbursement at 100% of the Construction Cost Allocation.

Funds for the state match come from the Common School Construction Fund using revenues accruing predominately from the sale of renewable resources, primarily timber, from state school lands being set aside by the Enabling Act of 1889. If these sources are insufficient to meet current needs, the legislature can appropriate additional funds or the Superintendent of Public Instruction can prioritize projects for funding.

Market demand for timber and wood products has been declining over the past decade, resulting in a substantial decrease in state matching revenues. Efforts in the State Legislature to supplement timber-generated revenues with general fund monies have been only partially successful. As noted in WAC 392-343-057, in the event that state matching monies are not available to fund a specific school project, then school districts may proceed at their own financial risk. At such time state monies do become available, reimbursement will be made to the district for the state's share of said project.

The District is currently not eligible for state reimbursement for new construction.

**Impact Fees:** According to RCW 82.02.050, the definition of an impact fee is *"... a payment of money imposed upon development as a condition of development approval to pay for public facilities needed to serve new growth and development, and that is reasonably related to the new development that creates additional demand and need for public facilities, that is a proportionate share of the cost of the public facilities, and that is used for facilities that reasonably benefit the new development. "Impact fee" does not include a reasonable permit or application fee."*

Impact Fees can be collected where a District demonstrates an "un-housed student need" as determined by applying the district's level of service to projected growth from new residential development. The amounts to be charged are calculated based on the costs for providing the space for the projected number of students in each residential unit.

The District determines the cost per unit by using a student generation rate. The Pierce County School Impact Fee Ordinance, Table 4A-1 of Chapter 4A.30 of the Pierce County Code, identifies the school impact fee formula and defines the "Student Factor" as follows:

**"Student Factor"** is the number derived by a School District to describe how many students of each grade span are expected to be generated by development activity. Student factors shall be based on District records of average actual student generated rates for new developments constructed over a period of not more than five years prior to the date of the fee calculation; provided that, if such information is not available in the District or if there are no developments in the District similar to that being proposed, the District may use data from districts with similar demographics, or, if no other data sources are reasonably available, county-wide averages.

For purposes of this year's CFP, the District is relying on two sources for its student factor: (1) a 2017 average of the calculated student factor from other Pierce County school districts (Bethel, Puyallup, and Sumner) for single family dwelling units; and (2) a 2017 student generation rate study prepared by an independent consultant for multi-family dwelling units. The District has, in previous updates to its Capital Facilities Plan, used student factors from nearby school districts where the sample size of development within the District has not been adequate to produce a reliable District-specific student factor. The District is choosing to do so again this year given the relatively small sample set of new single family homes constructed within the last several years within the Steilacoom Historical School District. The District will revisit student generation rates in future updates to the Capital Facilities Plan.

The Student Factors are as follows:

<b>Single Family Dwelling Units:</b>	
Elementary – K through 5:	.367
Middle School – 6 through 8:	.139
High School – 9 through 12:	.135
<b>Total:</b>	<b>.641</b>
<b>Multi-Family Dwelling Units:</b>	
Elementary – K through 5:	.059
Middle School – 6 through 8:	.028
High School – 9 through 12:	.039
<b>Total:</b>	<b>.127</b>

Source: Bethel, Puyallup, and Sumner School Districts Capital Facilities Plans; Julia Walton - 3 Square Blocks (2017 study on file with District).

For impact fees, the District’s Board of Directors must first adopt a Capital Facilities Plan with recommended fees and then, the towns, cities, and counties located within the District boundaries must then adopt a school impact fee ordinance and adopt or update the District’s recommended fee. Within the Steilacoom Historical School District, those general government jurisdictions include the Town of Steilacoom, the City of DuPont and Pierce County.

Furthermore, developers may contribute properties which will have value to a district. In such cases, the developer is entitled to a credit for the actual cost of the provided property. This credit can reduce or eliminate the mitigation or impact fee that would be chargeable under the mitigation/impact fee calculation.

The District collects school impact fees from new residential development in unincorporated Pierce County and the Town of Steilacoom. The City of DuPont must adopt a school impact fee ordinance for the City to collect school impact fees on behalf of the District. The Pierce County school impact fee ordinance requires that the calculated fee be discounted by 50% and, in addition, artificially caps fees and updates the capped fee each year based upon an escalation factor. The Town of Steilacoom generally uses the District’s recommended fee as a basis for the fee amount.

As noted above, the District utilized an independent consultant to research the student generation rate specific to the District. The District plans to update the student generation study going forward. The District will make decisions regarding any future adjustment to the impact fee as the CFP is updated annually.

Enclosures 1 through 2 to this tab include the District’s 2019 impact fee calculations and data.

## 5. THE DISTRICT FUNDING PLAN

The District's Funding Plan is designed to identify the specific funding resources, the amounts of funding needed and the unique relationships that exist between funding sources for each of the capital projects set forth in the District's Construction Plan. The District does not expect to receive state matching funds for construction of the new elementary school. The District anticipates that the new elementary school will cost approximately \$36,610,120 (hard construction costs only). The District's voters will need to approve a bond measure to fund construction of the new school. Impact fee revenue will also be used to fund the planning and construction of any new school or additions to existing schools identified as growth related projects.

The District's excess assessed value is \$3,641,046,010.

Other minor sources of funding include grants, bequests, and proceeds from the sales of excess property. They are usually a small part of the total financing package.

**ENCLOSURE 1 (Impact Fee Planning Factors) to TAB VI District Finance Plan**

Student Factors-Single/Multi-Family

Elementary	.367/.059
Middle School	.139/.028
High School	.135/.039

Temporary Facilities Costs

Elementary
Middle School
High School

Student Capacity Per Facility

Elementary	300-500
Middle School	500-600
High School	1,300

Permanent/Temporary Square Footage

Elementary	168,017/1,927
Middle School	103,128
High School	133,374
Total	398,553/1,927

Site Acreage Site

Elementary	15 acres
Middle School	25 acres
High School	40 acres

State Funding Assistance

Rate: 55.69% (currently not eligible)

Construction Cost Allocation

\$232.10

Site Cost per Acre

Elementary	4.490%
Middle School	
High School	

Gen. Obligation Bond Interest Rate

Current Bond Buyer Index 4.490%

New Facility Construction Cost

Elementary (475) \$36,610,120  
\$2.372

District Debt Service Tax Rate

Current \$/1,000 \$2.372

SPI Square Footage per Student

Elementary (K-5)	90
Middle School (6-8)	117
High School (9-12)	130
Special Education	144

Average Assessed Value

Single Fam. Res.	\$341,691
Multi-Family Res.	\$312,666
P.C. Assessor-Treasurer	

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STEILACOOM HISTORICAL SCHOOL DISTRICT							
SCHOOL IMPACT FEE CALCULATION							
2018							
<b>School Site Acquisition Cost:</b>							
((AcresxCost per Acre)/Facility Capacity)xStudent Factor							
				Student	Student		
	Facility	Cost/	Facility	Factor	Factor	Cost/	Cost/
	Acreage	Acre	Capacity	SFR	MFR	SFR	MFR
Elementary	12.00	\$ -	475	0.367	0.059	\$0	\$0
Middle	25.00	\$ -	600	0.139	0.028	\$0	\$0
High	40.00		1,200	0.135	0.039	\$0	\$0
						\$0	\$0
<b>School Construction Cost:</b>							
((Facility Cost/Facility Capacity)xStudent Factor)x(Permanent/Total Sq Ft)							
				Student	Student		
	%Perm/	Facility	Facility	Factor	Factor	Cost/	Cost/
	Total Sq.Ft.	Cost	Capacity	SFR	MFR	SFR	MFR
Elementary	99.99%	\$ 19,000,000	475	0.367	0.059	\$14,679	\$2,360
Middle	99.99%	\$ -	600	0.139	0.028	\$0	\$0
High	99.99%		1,200	0.135	0.039	\$0	\$0
						\$14,679	\$2,360
<b>Temporary Facility Cost:</b>							
((Facility Cost/Facility Capacity)xStudent Factor)x(Temporary/Total Square Feet)							
				Student	Student	Cost/	Cost/
	%Temp/	Facility	Facility	Factor	Factor	SFR	MFR
	Total Sq.Ft.	Cost	Size	SFR	MFR		
Elementary	0.01%	\$ -	20	0.367	0.059	\$0	\$0
Middle	0.01%	\$ -	25	0.139	0.028	\$0	\$0
High	0.01%	\$ -	25	0.135	0.039	\$0	\$0
						\$0	\$0
					<b>TOTAL</b>	<b>\$0</b>	<b>\$0</b>
<b>State Funding Assistance Credit:</b>							
CCA x OSPI Square Footage x Funding Assistance % x Student Factor							
				Student	Student		
	Current	OSPI Square	District	Factor	Factor	Cost/	Cost/
	CCA	Footage	Funding %	SFR	MFR	SFR	MFR
Elementary	\$ 225.97	90	0.00%	0.367	0.059	\$0	\$0
Junior	\$ 225.97	117	0.00%	0.139	0.028	\$0	\$0
Sr. High	\$ 225.97	130	0.00%	0.135	0.039	\$0	\$0
						\$0	\$0
					<b>TOTAL</b>	<b>\$0</b>	<b>\$0</b>
<b>Tax Payment Credit:</b>							
					SFR	MFR	
Average Assessed Value						\$341,691	\$312,666
Capital Bond Interest Rate						4.18%	4.18%
Net Present Value of Average Dwelling						\$2,746,752	\$2,513,429
Years Amortized						10	10
Property Tax Levy Rate						\$2.47	\$2.47
Present Value of Revenue Stream						\$6,776	\$6,201
<b>Fee Summary:</b>							
				Single	Multi-		
				Family	Family		
Site Acquisition Costs				\$0	\$0		
Permanent Facility Cost				\$14,679	\$2,360		
Temporary Facility Cost				\$0	\$0		
State Funding Credit				\$0	\$0		
Tax Payment Credit				(\$6,776)	(\$6,201)		
FEE (AS CALCULATED)				\$7,902	(\$3,841)		
REQUIRED LOCAL SHARE ADJUSTMENT				\$3,951.15	(\$1,920)		
(PER ORDINANCE)							
<b>FINAL FEE</b>				<b>\$3,951</b>	<b>\$0</b>		