



## Regular Meeting Agenda

**Steilacoom High School    54 Sentinel Drive    Steilacoom, Washington**

**STUDY SESSION:** The School Board normally convenes at 6:00 pm just prior to the start of the formal Board meeting, to discuss the Board agenda and to have a brief dinner. No decision making is undertaken. These study sessions are open to the Public; however, food is not provided for the general public.

11/14/2018 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 be heard in executive session following the business meeting. The Board reserves the right to terminate presentations containing personal attacks on individuals.

### III. REPORTS

(Information)

**Presenter:** Susanne Beauchaine and Mike Miller

**Class of 2018 Graduation Rate Data**

[Graduation Calculation Handout\\_11.14.18.pdf \(p. 4\)](#)

### 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 October & November 2018 Accounts Payable and October 2018 Payroll.PDF \(p. 5\)](#)

[Approval of Financial Reports.pdf \(p. 6\)](#)

[Approval of 10.24.18 Regular Meeting Minutes.pdf \(p. 15\)](#)

[Approval of Classified Personnel Report.pdf \(p. 18\)](#)

## V. OLD BUSINESS

- a. **Approval of Resolution 849-11-14-18 Certification of 2019 Excess Property Taxes** (Action)  
Presenter: Melissa Beard  
[Resolution 849-11-14-18 Educational Programs and Operation Levy.pdf \(p. 21\)](#)
- b. **Approval of 2018 - 2024 Capital Facilities Plan** (Action)  
Presenter: Kathi Weight  
[2018-2024 CFP.pdf \(p. 24\)](#)
- c. **Draft 5-year Strategic Focus** (Information)  
Presenter: Kathi Weight  
[Strategic 5-year Focus Draft.pdf \(p. 60\)](#)

## VI. NEW BUSINESS

- a. **District Fees and ASB Budget** (Information)  
Presenter: Melissa Beard  
[District Fee Schedule 2016 - 2019.PDF \(p. 61\)](#)  
[ASB Fund 2015- 2018.PDF \(p. 63\)](#)
- b. **First Reading of Policy 2180 Parent, Family & Community Partnerships** (Action)  
Presenter: Kathi Weight  
[Policy 2180.pdf \(p. 64\)](#)
- c. **First Reading of Policy 4218 Communication with Parents of Limited English Proficiency** (Action)  
Presenter: Kathi Weight  
[Policy 4218.pdf \(p. 67\)](#)
- d. **First Reading of Policy 3143 District Notification of Juvenile Offenders** (Action)  
Presenter: Susanne Beauchaine  
[Policy 3143.pdf \(p. 71\)](#)
- e. **First Reading of Policy 3144 Release of Information Concerning Student Sexual & Kidnapping Offenders** (Action)  
Presenter: Susanne Beauchaine  
[Policy 3144.pdf \(p. 74\)](#)
- f. **First Reading of Policy 3241 Classroom Management, Discipline & Corrective Action** (Action)  
Presenter: Susanne Beauchaine  
[Policy 3241.pdf \(p. 78\)](#)

- g. **First Reading of Policy 3413 Student Immunization & Life Threatening Health Conditions** (Action)  
Presenter: Nancy McClure  
[Policy 3413.pdf \(p. 82\)](#)
- h. **First Reading of Policy 3416 Medications at School** (Action)  
Presenter: Nancy McClure  
[Policy 3416.pdf \(p. 86\)](#)
- i. **First Reading of Policy 3420 Anaphylaxis Prevention & Response** (Action)  
Presenter: Nancy McClure  
[Policy 3420.pdf \(p. 90\)](#)

**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 be heard in executive session following the business meeting. The Board reserves the right to terminate presentations containing personal attacks on individuals.

**VIII. BOARD COMMUNICATION** (Information)

**IX. ANNOUNCEMENTS** (Information)

**X. ADJOURNMENT** (Action)

# Steilacoom Historical School District No. 1

## Graduation Calculation – Class of 2018

The best education for EVERY student!

### Overview

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) requires a uniform and accurate measure of high school graduation rate that is comparable across States. The Office of Superintendent of Public Instruction (OSPI), requires all school districts to track their adjusted cohort graduation rate for each high school, and for the school district overall. The School Report Card posted on OSPI's website provides the district-wide graduation rate.

For Steilacoom Historical School District this includes Steilacoom High School, Steilacoom Pride Academy and the Futures program. The Futures program provides support for students with disabilities whose post-secondary outcomes includes supported employment. Steilacoom Pride Academy is a re-engagement program to support student's on-time graduation.

### Formula for Graduation Rate

Beginning 9th graders + Transfers In – Transfers Out = Adjusted Cohort  
Graduates ÷ Adjusted Cohort = Adjusted Cohort Graduation Rate

### Class of 2018 (Steilacoom High School) Four-Year Cohort Adjusted Graduation Rate

254 (ninth graders) + 61 (transfers in) – 64 (transfers out) = 251

233 Graduates ÷ 251 = **92.8%**

Continuing Students: 12

(7 Continuing Students as required by IEP)

*4% of Graduates earned an Associate's Degree = 10*

### Class of 2017 (Steilacoom High School) Five-Year Cohort Adjusted Graduation Rate

227 (ninth graders) + 58 (transfers in) – 78 (transfers out) = 207

198 Graduates ÷ 207 = **95.7%**

Continuing Students: 2

*11% of Graduates earned an Associate's Degree = 21*

### Definitions

**Adjusted Cohort:** The group enters 9<sup>th</sup> grade for the first time, *adjusted* by adding students who transfer in, and deleting students who transfer out.

**Adjusted Cohort Graduation Rate:** Percent of students in a cohort that graduate in 4 or 5 years.

**Assignment to Cohorts:** Students who transfer into the district are assigned to the cohort in which the student started 9<sup>th</sup> grade for the first time.

**Continuing Student:** A student who "continues" attending the high school but did not graduate within four years. This may include a student whose Individual Education Program (IEP) requires the student continue attending until they age out of public school at 21 years.

### Frequently Asked Questions

1. If a student completes their credit requirements in the summer after their fourth year of high school, are they counted as a graduate with their cohort/class?
  - Yes, if a student completes the requirements prior to the start of the school year.
2. When a student transfers into the high school, how is their cohort determined?
  - A student who transfers in should be assigned to the cohort in which the student started 9<sup>th</sup> grade for the first time.
3. If a student drops out, but then earns their GED within the four years – are they counted as a graduate with their cohort/class?
  - No, they may not be counted.

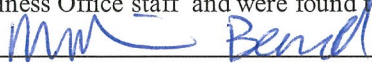


# Steilacoom Historical School District

**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: November 14, 2018**

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



**Dr. Melissa Beard, Chief of Finance and Operations**

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

FUND NAME		WARRANTS (INCLUSIVE)			AMOUNT
<b><u>GENERAL FUND:</u></b>					
	Payroll	800819	to	800821	\$ 6,599.11
	Payroll A/P	125012	to	125036	\$ 801,589.72
	Payroll Taxes				\$ 469,161.39
	Direct Deposit				\$ 1,378,419.49
October 23, 2018	Accounts Payable	124970	to	124970	\$ 1,058.46
October 25, 2018	Accounts Payable	124971	to	125006	\$ 54,212.88
October 29, 2018	Accounts Payable	125007	to	125011	\$ 83,110.78
November 2, 2018	Accounts Payable	125037	to	125058	\$ 51,300.47
November 2, 2018	Accounts Payable	125059	to	125059	\$ 55,283.02
November 2, 2018	Accounts Payable	125060	to	125066	\$ 72,441.31
November 6, 2018	Accounts Payable	125067	to	125070	\$ 6,367.16
November 9, 2018	Accounts Payable	125071	to	125124	\$ 268,277.73
<b>TOTAL GENERAL FUND:</b>					\$ 3,247,821.52
<b><u>CAPITAL PROJECTS FUND:</u></b>					
October 29, 2018	Accounts Payable	200337	to	200337	\$ 3,200.00
<b>TOTAL CAPITAL PROJECTS FUND:</b>					\$ 3,200.00
<b><u>ASSOCIATED STUDENT BODY FUND:</u></b>					
October 23, 2018	Accounts Payable	403860	to	403860	\$ 105.24
October 29, 2018	Accounts Payable	403861	to	403869	\$ 5,532.08
November 2, 2018	Accounts Payable	403870	to	403875	\$ 6,426.20
November 2, 2018	Accounts Payable	403876	to	403876	\$ 13,241.41
November 9, 2018	Accounts Payable	403877	to	403881	\$ 5,371.60
<b>TOTAL ASSOCIATED STUDENT BODY FUND:</b>					\$ 30,676.53
<b><u>TRANSPORTATION VEHICLE FUND:</u></b>					
					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*

**Steilacoom Historical School District No. 1**  
**Financial Report - October 31, 2018**  
**Budget/Year-End Projection/YTD Actual**

The following information is a summary of the financial position as of October 31, 2018 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	42,686,670	6,303,865	14.77%
Expenditures & Other Financing Uses	42,584,622	6,824,495	16.03%

Excess Revenues/Other Financing Sources		
Over (under) Expend & Other Financing Uses	102,048	(520,630)

Transfer to Capital Projects	(100,000)
Net Change in Unassigned Fund Balance	(620,630)

Fund Balances	9/1/2018	10/31/2018	Variance
Restricted for Carryover		(148,271)	
Committed for Other Purposes	-74,631	25,229	99,860
Unassigned Fund Balance	1,791,928	2,602,316	810,388
Unassigned Minimum Fund Balance	2,610,000	2,125,000	-485,000
Fund Balance	4,327,297	4,604,273	276,976

# **Capital Projects Fund:**

Fund Balance - Impact Fees \$373,660 - Turf Field Replacement \$200,000 - Unassigned Fund Balance \$0.

Beginning Fund Balance		1,891,493	
General Fund Transfer to Capital Projects	100,000		
Revenues	26,733		
Expenses	3,200		
		123,533	
Ending Fund Balance 10/31/2018			<u>2,015,026</u>

	9/1/2018 Beginning Fund Balance	10/31/2018 Ending Fund Balance	Variance
Debt Service Fund*:	3,650,047	3,736,279	86,233
Transportation Fund:	105,362	105,484	122
ASB Fund:	280,669	421,193	140,524

\*December 1, 2018 Principal and Interest - \$6,338,650 / June 1, 2019 Interest payment - \$ 933,850



10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT

Fiscal Year 2018 (September 1, 2018 - August 31, 2019)

For the STEILACOOM SCHOOL DISTRICT #1 for the Month of October, 2018

	<u>ANNUAL</u>	<u>ACTUAL FOR</u>	<u>ACTUAL FOR</u>			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>MONTH</u>	<u>YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 LOCAL TAXES	5,745,095	0.00	81,133.23		5,663,961.77	1.41
2000 LOCAL SUPPORT NONTAX	994,500	68,614.44	184,231.64		810,268.36	18.53
3000 STATE, GENERAL PURPOSE	26,717,087	2,384,212.68	4,764,828.66		21,952,258.34	17.83
4000 STATE, SPECIAL PURPOSE	6,639,215	532,959.61	978,472.32		5,660,742.68	14.74
5000 FEDERAL, GENERAL PURPOSE	354,000	160347.95	160347.95		193,652.05	45.3
6000 FEDERAL, SPECIAL PURPOSE	2,210,273	118,160.29	134,851.58		2,075,421.42	6.1
7000 REVENUES FR OTH SCH DIST	0	0	0		0.00	0
8000 OTHER AGENCIES AND ASSOCIATES	21,500	0	0		21,500.00	0
9000 OTHER FINANCING SOURCES	5,000	0	0		5,000.00	0
<u>Total REVENUES/OTHER FIN. SOURCES</u>	42,686,670	3,264,294.97	6,303,865.38		36,382,804.62	14.77
<u>B. EXPENDITURES</u>						
00 Regular Instruction	23,561,529	1,876,385.56	3,946,933.28	547,162.69	19,412,400.03	19.07
10 Federal Stimulus	0	0	0	0	0.00	0
20 Special Ed Instruction	4,998,608	443,750.88	841,698.12	653,699.12	3,830,689.76	29.92
30 Voc. Ed Instruction	2,022,217	219,942.06	364,571.16	105,917.96	1,641,244.88	23.27
40 Skills Center Instruction	0	0	0	0	0.00	0
50+60 Compensatory Ed Instruct.	1,279,523	111,764.98	212,607.14	4,685.10	1,207,589.76	16.98
70 Other Instructional Pgms	1,502,096	38,944.81	122,365.22	56,352.46	1,192,604.32	11.9
80 Community Services	0	0	0	0	0.00	0
90 Support Services	9,220,649	622,296.74	1,336,320.22	3,642,825.22	4,390,074.56	54
<u>Total EXPENDITURES</u>	42,584,622	3,313,085.03	6,824,495.14	5,010,642.55	31,674,603.31	27.79
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	100,000	0	0			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	0	0			
<u>E. EXCESS OF REVENUES/OTHER</u>						
<u>FIN.SOURCES OVER(UNDER) EXP/OTH FIN</u>						
<u>USES (A-B-C-D)</u>	2,048	-48,790.06	-520,629.76		4,708,201.3	
<u>F. TOTAL BEGINNING FUND BALANCE</u>	5,250,369		5,124,903.08			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR- XXXXXXXXX)</u>			0			
<u>H. TOTAL ENDING FUND BALANCE</u>						
<u>(E+F + OR - G)</u>	4,327,297		4,604,273.32			
<u>I. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		0			
G/L 815 Restrict Unequalized Deduct Rev	0		0			
G/L 821 Restricted for Carryover	0		-148271.49			
G/L 825 Restricted for Skills Center	0		0			
G/L 828 Restricted for C/O of FS Rev	0		0			
G/L 830 Restricted for Debt Service	0		0			
G/L 835 Restrictd For Arbitrage Rebate	0		0			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		0			
G/L 845 Restricted for Self Insur	0		0			
G/L 850 Restricted for Uninsured Risks	0		0			
G/L 870 Committed to Other Purposes	74,631-		25,369.23			
G/L 872 Committd to Econmc Stabilizatn	0		0			
G/L 875 Assigned Contingencies	0		0			
G/L 884 Assigned to Other Cap Projects	0		0			
G/L 888 Assigned to Other Purposes	0		0			
G/L 890 Unassigned Fund Balance	1,791,928		2,602,315.54			
G/L 891 Unassigned Min Fnd Bal Policy	2,610,000		2,125,000.00			
<u>TOTAL</u>	4,327,297		4,604,273.32			

20--CAPITAL PROJECT FUND-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2018 (September 1, 2018 - August 31, 2019)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of October, 2018

	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 Support Nontax	105,000	24,498.00	26,733.03		78,266.97	25.46
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>	205,000	24,498.00	26,733.03		178,266.97	13.04
<u>B. EXPENDITURES</u>						
10 Sites	0	.00	.00	0.00	.00	0.00
20 Buildings	850,000	3,200.00	3,200.00	102,520.07	744,279.93	12.44
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	3,200.00	3,200.00	102,520.07	754,279.93	12.29
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	655,000-	21,298.00	23,533.03		678,533.03	103.59-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	1,900,000		1,891,492.78			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	1,245,000		1,915,025.81			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	.00
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	0	.00
G/L 864 Restricted from Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restricted Impact Fees	250,000	398,158.00
G/L 867 Restrictd Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	200,000	200,000.00
G/L 889 Assigned to Fund Purposes	795,000	1,316,867.81
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	1,245,000	1,915,025.81

30--DEBT SERVICE FUND-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2018 (September 1, 2018 - August 31, 2019)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of October, 2018

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	7,494,447	.00	80,996.51		7,413,450.49	1.08
2000 Local Support Nontax	15,000	.00	5,236.04		9,763.96	34.91
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>	7,509,447	.00	86,232.55		7,423,214.45	1.15
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	5,425,000	.00	.00	0.00	5,425,000.00	0.00
Interest On Bonds	1,753,575	.00	.00	0.00	1,753,575.00	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>	7,181,075	.00	.00	0.00	7,181,075.00	0.00
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	328,372	.00	86,232.55		242,139.45-	73.74-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	3,774,388		3,650,046.52			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	4,102,760		3,736,279.07			
<u>I. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	4,102,760		3,736,279.07			
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>	4,102,760		3,736,279.07			



40--ASB FUND-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2018 (September 1, 2018 - August 31, 2019)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of October, 2018

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES</b>						
1000 General Student Body	201,100	19,190.62	81,794.87		119,305.13	40.67
2000 Athletics	261,404	4,241.12	18,452.60		242,951.40	7.06
3000 Classes	62,300	2,869.00	8,127.00		54,173.00	13.04
4000 Clubs	477,200	41,410.32	60,104.36		417,095.64	12.60
6000 Private Moneys	25,500	1,960.08	4,245.94		21,254.06	16.65
<b>Total REVENUES</b>	<b>1,027,504</b>	<b>69,671.14</b>	<b>172,724.77</b>		<b>854,779.23</b>	<b>16.81</b>
<b>B. EXPENDITURES</b>						
1000 General Student Body	214,007	.00	1,900.50	9,327.10	202,779.40	5.25
2000 Athletics	227,183	4,699.56	8,127.54	2,719.00	216,336.46	4.77
3000 Classes	66,483	1,478.00	6,476.19	3,937.86	56,068.95	15.66
4000 Clubs	481,989	10,948.13	15,421.65	12,664.10	453,903.25	5.83
6000 Private Moneys	25,814	.00	275.00	0.00	25,539.00	1.07
<b>Total EXPENDITURES</b>	<b>1,015,476</b>	<b>17,125.69</b>	<b>32,200.88</b>	<b>28,648.06</b>	<b>954,627.06</b>	<b>5.99</b>
<b>C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)</b>	<b>12,028</b>	<b>52,545.45</b>	<b>140,523.89</b>		<b>128,495.89</b>	<b>&gt; 1000</b>
<b>D. TOTAL BEGINNING FUND BALANCE</b>	<b>270,217</b>		<b>280,668.94</b>			
<b>E. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</b>	<b>XXXXXXX</b>		<b>.00</b>			
<b>F. TOTAL ENDING FUND BALANCE (C+D + OR - E)</b>	<b>282,245</b>		<b>421,192.83</b>			
<b>G. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	282,245		421,192.83			
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			
<b>TOTAL</b>	<b>282,245</b>		<b>421,192.83</b>			



90--TRANSPORTATION VEHICLE FUND-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT  
Fiscal Year 2018 (September 1, 2018 - August 31, 2019)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of October, 2018

<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	1,000	.00	121.56		878.44	12.16
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	.00	121.56		8,378.44	1.43
B. <u>9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	8,500	.00	121.56		8,378.44	1.43
<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-	.00	121.56		1,621.56	108.10-
H. <u>TOTAL BEGINNING FUND BALANCE</u>	104,000		105,362.25			
I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
J. <u>TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	102,500		105,483.81			
<u>K. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	102,500		105,483.81			
G/L 830 RES 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>	102,500		105,483.81			

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



## **Regular Meeting Minutes**

**Pioneer Middle School 1750 Bob's Hollow Lane DuPont, Washington  
Wednesday, 10/24/2018**

### **STUDY SESSION:**

- Electric buses – Dick Muri
- Advance Placement Program – Krista Lallemand
- Agenda Review

### **REGULAR MEETING:**

#### **1. CALL TO ORDER**

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

Executive Director Beauchaine led the Pledge of Allegiance.

All directors and Superintendent Weight present.

Director McDonald made a motion to approve the agenda; Director Scott seconded the motion and the motion passed (5/0).

#### **2. COMMENTS FROM THE AUDIENCE**

No comments.

#### **3. RECOGNITION - Maintenance and Facilities Department**

Chair Forbes recognized the Maintenance and Facilities Department, which includes all custodians and grounds crew, for year round work inside and outside district facilities. He presented Anna Garvin, department supervisor, with a plaque.

#### **4. REPORTS**

##### **a. Battery Operated Buses**

Chair Forbes reported that Representative Dick Muri met with the Board during Study Session to discuss this agenda item.

##### **b. SHS Advanced Placement Scores**

Assistant Principal Lallemand proudly reported the 2017 - 18 school year test data and demographics, the changes made in the program and plans for the future.

##### **c. Long Range Capital Facility Planning Committee Update**

Chief of Finance & Operations Melissa Beard updated the Board on the priorities determined by the committee, which will be used to make recommendations to the Board, for short and long term planning.

## **5. CONSENT AGENDA**

Director Schenk made a motion to approve the Consent Agenda which included attached personnel reports, accounts payable, financial reports and the approval of 2018-19 SIPs; Director Pierce seconded the motion and the motion passed (5/0).

## **6. OLD BUSINESS**

### **a. Second Reading of Policy 3122 Excused and Unexcused Absences**

Director Scott made a motion to approve Policy 3122 and Policy 6100; Director McDonald seconded the motion and the motion passed (5/0).

### **b. Second Reading of Policy 6100 Revenues from Local State and Federal Sources**

## **7. NEW BUSINESS**

### **a. Draft 2018 - 2024 Capital Facilities Plan**

Superintendent Weight presented a draft of the annual Capital Facilities Plan. The legal notice for publication of the Determination of Nonsignificance and SEPA will be published the next two weeks. Approval of the plan will take place at the November 14, 2018 school board meeting.

### **b. First Reading of 2190 Highly Capable Program**

Director Pierce made a motion to approve Policies 2190, 2413, 3410, 3412, 3414, 5401, 5520, 6210, 6220 and 6500; Director Schenk seconded the motion and the motion passed (5/0).

- c. First Reading of Policy 2413 Equivalency Credit**
- d. First Reading of Policy 3410 Student Health**
- e. First Reading of Policy 3412 AEDs**
- f. First Reading of Policy 3414 Infectious Diseases**
- g. First Reading of Policy 5401 Sick Leave**
- h. First Reading of Policy 5520 Staff Development**
- i. First Reading of Policy 6210 Purchasing Authorization and Control**
- j. First Reading of Policy 6220 Bid Requirements**
- k. First Reading of Policy 6500 Risk Management**

## **8. COMMENTS FROM THE AUDIENCE**

- Jamie Garrett, Steilacoom – opposed to Standard Based Grading as students not prepared for the real world.
- Eric Garrett, Steilacoom – commented on AP question regarding what should the program be - more students involved or only the elite students. He feels Standard Based Grading raises the rigor of thought and expectations of students.

## **9. BOARD COMMUNICATION**

- Director Pierce received a communication regarding 6th grade camp chaperone expenses – passed on to Superintendent Weight. Also, communications from Youth Football regarding covered stands at Steilacoom High.
- Director Scott - Coach Casey sent communication of the SHS Girls Swim League Meet Saturday at Hazen High School.
- Director McDonald received communication from an SHS parent regarding fees with music class or club – working with Superintendent Weight and this issue will be on the November Board agenda.

10. **ANNOUNCEMENTS**

- Director Forbes announced the SHS Girls District Swim Meet. The team is 2nd in league competition. State competition is the following weekend.

11. **RECESS TO EXECUTIVE SESSION**

Chair Forbes recessed the meeting to executive session at 7:59 pm.

12. **EXECUTIVE SESSION**

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

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

**No action taken.**

13. **RETURN TO PUBLIC MEETING**

Chair Forbes resumed the public meeting at 8:46 pm.

14. **ADJOURNMENT**

Director Scott made a motion to adjourn the meeting at 8:46 pm; Director McDonald seconded the motion and the motion passed (5/0).

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(Chair)

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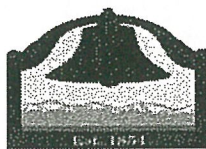
(Secretary/Superintendent)

Steilacoom Historical School District No. 1  
Classified Personnel Report

Personnel Report 11-14-18						
Name	Position	Hours	Location	Effective Date	Action	Comment
HOLMSTROM ANGELIQUE	PARAPROFESSIONAL	3.25	CHERRYDALE	11/15/2018	NEW HIRE	TEMPORARY REMAINDER OF 2018-19 SCHOOL YEAR
HESS SUSIE	LNP	7.00	CHERRYDALE	12/10/2018	RESIGNATION	

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

Personnel Report 11-14-18				
Name	Position	Location	Effective Date	Amount
MATEUS STEPHANIE	VOLLEYBALL HEAD COACH	PIONEER	3/27/2019	
CUNNINGHAM AMANDA	SWIM ASSISTANT COACH BOYS	HIGH SCHOOL	11/19/2018	



*The best education for every student.*  
**STEILACOOM**  
Historical School District No. 1  
511 Chambers Street • Steilacoom WA, 98388

## Donations

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

donation from: Robert Ridgeway Thompkins

Donation of: Chloe Clark Elementary

Donation Date: October 22, 2018

Amount: 5,000.00

Deposit to Revenue Code (960): 0100-23-5000-162-0162

Fund: (check one) ☒ GF ☐ ASB

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

Donation Approved By:

Chief of Finance and Operations M. Beand

Date: 10/29/2018  
.....

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: 11/14/18  
.....

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



# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 11/14/2018

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

### **Resolution 849-11-14-18 Certification of 2019 Excess Property Taxes**

Budget Resolution 848-8-22-18 passed in August included a levy amount based on the state's projections using criteria that may be changing in the next few months. Resolution 849-11-14-18 includes the dollar amount approved by voters. If the formula used to determine collections produces an amount less than what the voters approved, the county will only collect what is allowable.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to adopt Resolution 849-11-14-18.

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

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

Resolution 849-11-14-18

**CERTIFICATION OF 2019 EXCESS PROPERTY TAXES**

A RESOLUTION of the Board of Directors of Steilacoom Historical School District No. 1, Pierce County, Washington, certifying to the County Commissioners of Pierce County, Washington and the Superintendent of Puget Sound Educational Service District, the amount of excess property taxes to be levied in year 2018 and collected in year 2019 for the District's General Fund, and Debt Service Fund; and providing for related matters.

BE IT RESOLVED BY THE BOARD OF DIRECTORS OF STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1, PIERCE COUNTY, WASHINGTON, as follows:

Section 1. Findings and Determinations. The Board of Directors (the "Board") of Steilacoom Historical School District No. 1, Pierce County, Washington (the "District") takes note of the following facts and makes the following findings and determinations:

By Resolution No. 848-08-22-18, the Board adopted a budget for Fiscal Year 2018-19 (the "2018-19 Budget") that included certified General Fund educational programs and operation excess property taxes in the amount of \$4,498,014 to be levied in 2018 and collected in 2019. The Board has determined that the amount of the District's General Fund educational programs and operation excess tax levy previously certified in the 2018-19 Budget of \$4,498,014 should now be increased to \$4,975,000.

The 2018-19 Budget included certified Debt Service Fund excess property taxes to pay debt service on all of the District's outstanding unlimited tax general obligation bonds in the amount of \$7,650,000 to be levied in 2018 and collected in 2019.

Section 2. Certification of General Fund Excess Property Tax Levy; Assessor Authorization. Pursuant to RCW 84.52.020, the Board certifies to the Board of County Commissioners of Pierce County, Washington and the Superintendent of Puget Sound ESD, an excess property tax levy in the amount of \$4,975,000 to be levied in calendar year 2018 and collected in calendar year 2019 for the District's General Fund. The Assessor of Pierce County, Washington, is authorized and directed, without further Board action, to reduce the General Fund excess property tax levy amount to be extended upon the tax rolls and collected in calendar year 2019 to be consistent with the limitations imposed by RCW 84.52.0531.

Section 3. Certification of Debt Service Fund Excess Property Tax Levy. Pursuant to RCW 84.52.020, the Board certifies to the Board of County Commissioners of Pierce County, Washington and the Superintendent of Puget Sound ESD, an excess property tax levy in the amount of \$7,650,000 to be levied in calendar year 2018 and collected in calendar year 2019 for the District's Debt Service Fund.

Section 4. General Authorization and Ratification. The Secretary to the Board, the Chair of the Board, the District's Chief of Finance and Operations and other appropriate officers of the District are authorized to take all other actions and execute all other documents necessary to effectuate the provisions of this resolution, and all prior actions taken in furtherance of and not inconsistent with the provisions of this resolution are ratified and confirmed in all respects.

Section 5.      Effective Date. This resolution takes effect from and after its adoption.

ADOPTED by the Board of Directors of Steilacoom Historical School District No. 1, Pierce County, Washington at an open public meeting thereof, of which due notice was given as required by law, held this 14th day of November 2018, the following Directors being present and voting in favor of the resolution.

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ATTEST:

\_\_\_\_\_  
Superintendent/Secretary

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: November 14, 2018

## **Strategic Focus Area**

- ☐ Teaching and Learning
- ☐ Safety, Service and Support
- ☐ Family & Community Involvement
- ☒ Resource Management

## **BACKGROUND INFORMATION**

### **2018-2024 SHSD Capital Facilities Plan Approval**

**Drafts of the Capital Facilities Plan were presented to the Board at the October 24<sup>th</sup> Board meeting. We have completed the 14 day SEPA notice requirements and the attached draft is ready for final approval.**

School district capital facilities plans are adopted by reference 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 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.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent approve the 2018-2024 Capital Facilities Plan.

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

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*The best education for every student.*

# STEILACOOM

Historical School District No. 1

## CAPITAL FACILITIES PLAN

### 2018 - 2024

*November 2018*

**Steilacoom Historical School  
District No. 1**

511 Chambers Street  
Steilacoom, WA 98388  
(253) 988-2200

**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

ADMINISTRATIVE OFFICE

511 CHAMBERS STREET

STEILACOOM, WA 98388

WEBSITE: [www.steilacoom.k12.wa.us](http://www.steilacoom.k12.wa.us)

#### **DISTRICT OFFICE**

511 Chambers Street  
Steilacoom, WA 98388

(253) 983-2200  
(253) 584-7198 (fax)

**Kathi Weight – Superintendent**  
**Celeste Johnston – Executive Asst. to Superintendent**

#### **CHERRYDALE PRIMARY SCHOOL**

1201 Galloway  
Steilacoom, WA 98388

(253) 983-2500  
(253) 583-8478 (fax)

**Ryan Douglas - Principal**  
**Laura Johnson - Office Coordinator**

#### **CHLOE CLARK ELEMENTARY SCHOOL**

1700 Palisades Blvd  
DuPont, WA 98327

(253) 583-7100  
(253) 964-0935 (fax)

**Gary Yoho - Principal**  
**DeAnn Thysens- Office Coordinator**

#### **SALTAR'S POINT ELEMENTARY SCHOOL**

908 Third Street  
Steilacoom, WA 98388

(253) 983-2600  
(253) 581-9083 (fax)

**Alex Clauson - Principal**  
**Barbara Giannetti– Office Coordinator**

#### **ANDERSON ISLAND ELEMENTARY SCHOOL**

13005 Camus Road  
Anderson Island, WA 98303

(253) 884-4901  
(253) 884-7835 (fax)

**Susan Greer - Principal**  
**Dana Ballou - Secretary**

#### **PIONEER MIDDLE SCHOOL**

1750 Bob's Hollow Lane  
DuPont, WA 98327

(253) 583-7200  
(253) 583-7292 (fax)

**JoAnne Fernandes- Principal**  
**John Nystrom - Assistant Principal**  
**Amy Malkames - Office Coordinator**

#### **STEILACOOM HIGH SCHOOL**

54 Sentinel Drive  
Steilacoom, WA 98388

(253) 983-2300  
(253) 983-2393 (fax)

**Michael Miller - Principal**  
**Jake Tyrrell - Assistant Principal**  
**Krista Lallemand - 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 (2018-2024). 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 2018-2024 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 2018-2024 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.

## **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.

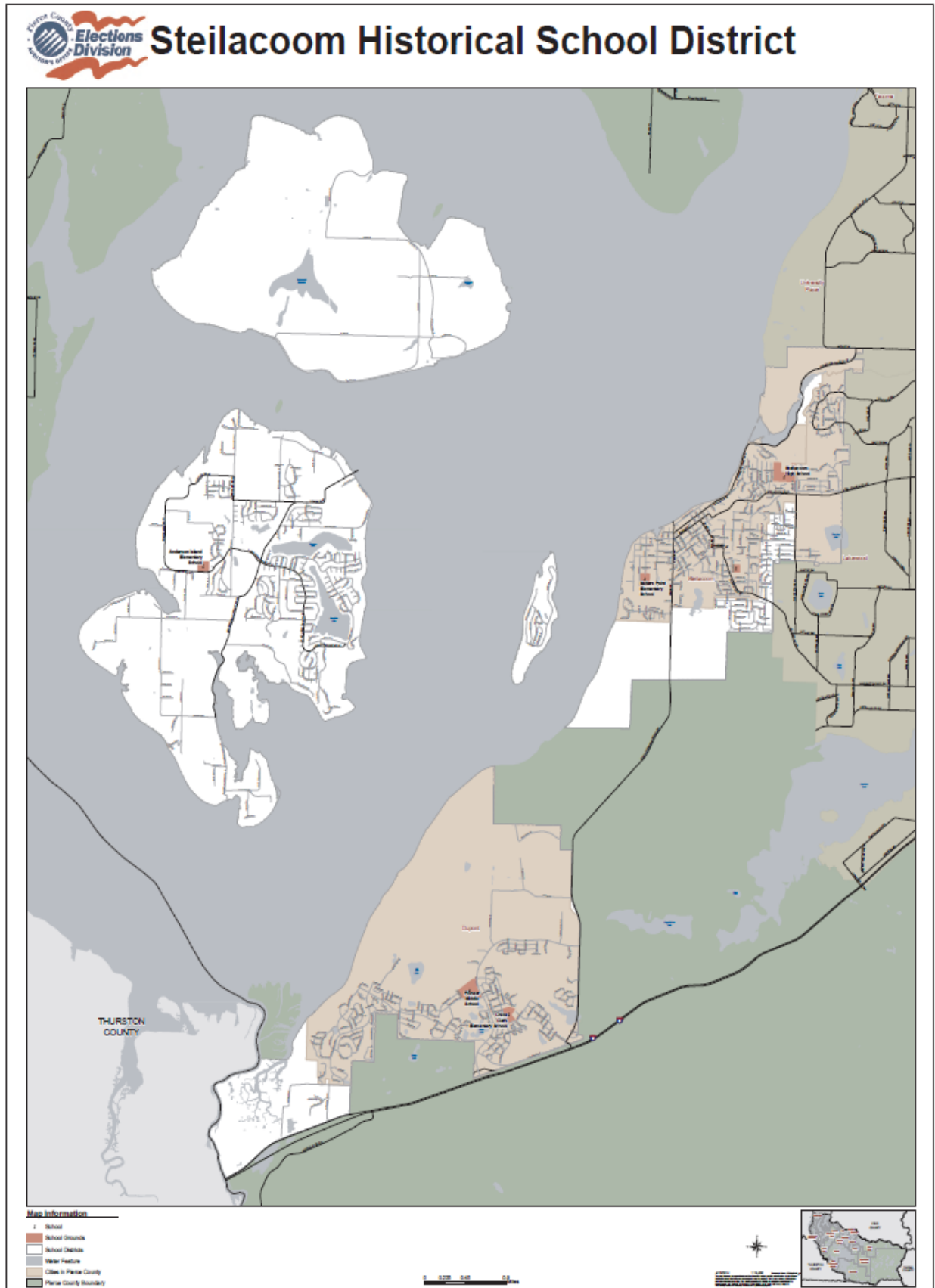
#### **Community**

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



## 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.

2017 Steilacoom Historical School District Facility Inventory			
School	Location	Grades	Square Footage
Anderson Island ES	Anderson Island	K-5	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

## 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 Elementary 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 high school level. In 2010, the Washington State Legislature passed Substitute House Bill 2776, which requires 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 identifies the potential of reduced class sizes for grades K-3. The District has begun 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 very 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 plans to change the grade level configuration of Anderson Island Elementary School at the beginning of the 2019-2020 school year. Anderson Island will become a Pre-K through 3<sup>rd</sup> grade building, like the other two primary schools in the District. Saltar's Point Elementary School will take the 4<sup>th</sup> and 5<sup>th</sup> grades currently being served at Anderson Island Elementary School. A classroom wing was recently renovated at Cherrydale Primary School to accommodate the need for an additional classroom and the District may add modular classrooms at Chloe Clark 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 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 meets monthly to discuss future facility needs of the District and a recommendation to the Board of Directors will be presented in January of 2019.

## 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 1,457 students in 2017. During that same period, the Middle School (grades 6-8) student enrollment grew from 529 students to 758 students. Overall student enrollment for grades 9-12 increased from 675 students in 2003 to 903 students in 2017. Preliminary fall 2018 enrollment figures show continued growth at the elementary and high school grade levels.

The actual and projected growth of the elementary school student population within the District led the District to develop and implement a three year, phased grade/school realignment plan. This plan as outlined below was implemented at the beginning of the 2009-2010 school year.

- |                                       |  |
|---------------------------------------|--|
| a. Anderson Island Elementary School: | Grades K to 5 <sup>th</sup>                |
| 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. Lower rates of residential development are anticipated than in years past.

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 2024.

**HISTORICAL STUDENT ENROLLMENT 2005-2018**  
**ACTUAL ENROLLMENTS ON OCTOBER 1st\***

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

\*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

Enrollment by Grade Span	Oct. 2018*	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Elementary (K-5)	1,466	1,507	1,502	1,537	1,531	1,542	1,542
Middle School (6-8)	719	723	757	746	780	763	763
High School (9-12)	952	1,022	1,026	1,004	1,015	974	974
<b>TOTAL</b>	<b>3,137</b>	<b>3,252</b>	<b>3,285</b>	<b>3,287</b>	<b>3,326</b>	<b>3,279</b>	<b>3,279</b>

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

\*Actual October 2018 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 special needs 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 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 2018 Enrollment</b>	<b>Projected 2023/24 Enrollment</b>
Steilacoom High School	133,374	42	1,050	952	974
Pioneer Middle School	103,128	37	925	719	763
Saltar's Point Elementary*	55,235	17	340		
Anderson Island Elementary	11,366	2	40		
Cherrydale Primary	42,083	14	280		
Chloe Clark Elementary	59,333	25	500		
Total Elementary			1,160	1,466	1,542

\*Does not include modular classroom capacity.

\*\*Regular classroom use only.

### **School District Cost Per Student\***

Each year Steilacoom 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 to establish 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) is:

- 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 FAC will be 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 will include:

- 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 Phase I of 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 2022. 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 Chloe Clark Elementary and Pioneer Middle School. In addition, the District plans to construct a new Transportation Facility in the City of DuPont, 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 925 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 1,050 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 at Chloe Clark 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 2018 funding assistance ratio is 57.35% 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 2018 was \$225.97 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:

**Single Family Dwelling Units:**

Elementary – K through 5:	.367
Middle School – 6 through 8:	.139
High School – 9 through 12:	.135

**Total: .641**

**Multi-Family Dwelling Units:**

Elementary – K through 5:	.059
Middle School – 6 through 8:	.028
High School – 9 through 12:	.039

**Total: .127**

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 2018 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 \$15,045,008 (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 \$3,233,040,491.

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: 57.35% (currently not eligible)

### Construction Cost Allocation

\$225.97

### Site Cost per Acre

Elementary
Middle School
High School

### Gen. Obligation Bond Interest Rate

Current Bond Buyer Index 4.18%

### New Facility Construction Cost

Elementary Phase 1 (475) \$19,000,000

### District Debt Service Tax Rate

Current \$/1,000 \$2.467

### 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	

**ENCLOSURE 2 (Impact Fee Single/Multi-Family Dwelling Unit) to TAB VI District Finance Plan**

<b>STEILACOOM HISTORICAL SCHOOL DISTRICT</b>							
<b>SCHOOL IMPACT FEE CALCULATION</b>							
2018							
<b>School Site Acquisition Cost:</b>							
((AcresxCost per Acre)/Facility Capacity)xStudent Factor							
	Facility	Cost/	Facility	Student	Student		
	Acreage	Acre	Capacity	Factor	Factor	Cost/	Cost/
				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)							
	%Perm/	Facility	Facility	Student	Student		
	Total Sq.Ft.	Cost	Capacity	Factor	Factor	Cost/	Cost/
				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)							
	%Temp/	Facility	Facility	Student	Student	Cost/	Cost/
	Total Sq.Ft.	Cost	Size	Factor	Factor	SFR	MFR
				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>State Funding Assistance Credit:</b>							
CCA x OSPI Square Footage x Funding Assistance % x Student Factor							
	Current	OSPI Square	District	Student	Student		
	CCA	Footage	Funding %	Factor	Factor	Cost/	Cost/
				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>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>		

## **5-Year Strategic Vision 2018-2022**

### **ACHIEVE**

***The Steilacoom Historical School District commits to providing an engaging educational experience where students achieve at high levels.***

Optimize the academic achievement of all students.

Identify opportunity gaps and target interventions to specific needs.

Evolve curriculum resources to prepare students for college, career and post-secondary success.

Provide relevant professional learning focused on data and student outcomes.

### **PLAN**

***The Steilacoom Historical School District commits to thoughtfully plan for operational success by addressing the short and long term needs of our school community.***

Provide safe and secure learning environments.

Ensure financial stability to maximize student learning opportunities and resources.

Manage all aspects of prioritized projects in line with long term facilities planning.

Facilitate responsive, effective and integrated operational systems to sustain district initiatives.

### **SUPPORT**

***The Steilacoom Historical School District commits to support student well-being by implementing high quality social and emotional learning practices.***

Promote wellness, positive mental health and school connectedness.

Encourage resiliency and critical thinking with powerful opportunities for student engagement.

Respond to the multi-sensory learning needs of students.

### **CONNECT**

***The Steilacoom Historical School District commits to connect and collaborate with internal and external stakeholders to maximize opportunities for learners.***

Strengthen effective community communication and outreach.

Provide collaboration time for alignment of instructional programs and transitions for students.

Access partnerships and resources to capitalize on educational opportunities for all district initiatives.



**Steilacoom Historical School District Fee Schedule 2016-17 through 2018-19**

	2016-17		2017-18		2018-19		% increase from 2016-17 to 2018-19	
	PIO	SHS	PIO	SHS	PIO	SHS	PIO	SHS
ASB Card	\$ 15	\$ 50	\$ 15	\$ 50	\$ 15	\$ 50	0%	0%
Yearbook (before 1/31)		\$ 60	\$ 40	\$ 60	\$ 35	\$ 60	-13%	0%
Parking		\$ 50		\$ 50		\$ 50		0%
Parking for RS				\$ 10		\$ 10		0%
Athletic Fee per sport	\$ 45	\$ 65	\$ 45	\$ 65	\$ 45		0%	-100%
Athletic Fee (Football, X-country, Track)						\$ 100		54%
Athletic Fee (Baseball, Basketball, Fastpitch, Soccer, Swimming, Volleyball, Wrestling)						\$ 75		15%
Athletic Fee (Golf, Tennis, Bowling)						\$ 50		-23%
Football user fee	\$ 100		\$ 75	\$ 75	\$ 75	\$ 100	-25%	33%
Football user fee for 2 or more players	\$ 75		\$ 50		\$ 50		-33%	
PE Uniform	\$ 18	\$ 18					-100%	-100%
Planner (optional)	\$ 6				\$ 5		-17%	
APEX Credit Retrieval (FRPL)				\$ 25		\$ 25		0%
APEX Credit Retrieval				\$ 50		\$ 50		0%
APEX Grade Enhancement				\$ 100		\$ 100		0%
PE Lock Replacement				\$ 10		\$ 10		0%
Food Handler's Card						\$ 10		
Anime Club				\$ 5		\$ 5		0%
ASL Card						\$ 5		
Band Club						\$ 25		
Book Club		\$ 5		\$ 5		\$ 5		0%
Builder's Club (ASB req)	\$ 3.50		\$ 3.50		\$ 3.50		0%	
Choir Club						\$ 25		
Cheer						\$ 50		
DECA		\$ 20		\$ 20		\$ 30		50%
Digital Gaming						\$ 5		
Drama						\$ 5		
Fashion Club				\$ 5				
FCCLA		\$ 15		\$ 15		\$ 15		0%
Film Club				\$ 8				
Key Club		\$ 15		\$ 15		\$ 15		0%
Leadership Class				\$ 15				
Math Club				\$ 5		\$ 5		



	2016-17		2017-18		2018-19		% increase from 2016-17 to 2018-19	
	PIO	SHS	PIO	SHS	PIO	SHS	PIO	SHS
National Honor Society (First Year)		\$ 10		\$ 10		\$ 10		0%
National Honor Society (Second Year)		\$ 5		\$ 5		\$ 5		0%
Skills USA Film Club						\$ 5		
Student2Student				\$ 10				
Summer Reading		\$ 7						
Choir								
Tie	\$ 10		\$ 10		\$ 10		0%	
Top and Pearls	\$ 25		\$ 25		\$ 30		20%	
Solo	\$ 13						-100%	
Small ensemble	\$ 18						-100%	
Large ensemble	\$ 25						-100%	
Tuxedo		\$ 140		\$ 140		\$ 140		0%
Dress (own)		\$ 75		\$ 75		\$ 75		0%
Dress (rental)		\$ 35		\$ 35		\$ 35		0%
Sweatshirt		\$ 25		\$ 25		\$ 25		0%
T-shirt		\$ 10		\$ 10		\$ 10		0%
Band								
Dress		\$ 55		\$ 60		\$ 70		27%
Tuxedo		\$ 134		\$ 145		\$ 152		13%
T-shirt				\$ 10		\$ 10		
Field Trips								
8th grade Jr Ach	\$ 15		\$ 15				-100%	
8th grade Wild Waves	\$ 20		\$ 20		\$ 20		0%	
Jazz Band Festival	\$ 185						-100%	
6th grade camp	\$ 150		\$ 130		\$ 140		-7%	
Parents	\$ 60		\$ 60		\$ 70		17%	
HS Student Counselors		\$ 60		\$ 60		\$ 70		17%
<b>Food Service &amp; Other Fees</b>								
	2016-17		2017-18		2018-19			
K-5 Breakfast	\$	1.65	\$	1.65	\$	1.65		0%
6-12 Breakfast	\$	1.90	\$	1.90	\$	1.90		0%
K-5 Lunch	\$	2.65	\$	2.75	\$	2.85		8%
6-12 Lunch	\$	2.90	\$	3.00	\$	3.10		7%
Adult Breakfast	\$	2.25	\$	2.50	\$	2.50		11%
Adult Lunch	\$	3.50	\$	4.00	\$	4.00		14%
Milk	\$	0.65	\$	0.65	\$	0.65		0%
Non-Sufficient Funds	\$	20.00	\$	20.00	\$	20.00		0%
Transcript (certified)			\$	6.50	\$	6.50		0%

ASB FUND -- FUND BALANCE -- AGENCY ACCOUNTS -- BUDGET STATUS REPORT

A. REVENUES	2015-16	2016-17	2017-18
1000 General Student Body	\$ 131,708.14	\$ 116,881.12	\$ 155,552.58
2000 Athletics	\$ 48,921.37	\$ 44,811.05	\$ 40,085.94
3000 Classes	\$ 50,994.11	\$ 53,471.10	\$ 52,879.64
4000 Clubs	\$ 292,398.11	\$ 229,310.46	\$ 252,671.76
6000 Private Moneys	\$ 18,411.78	\$ 11,612.10	\$ 16,350.65
TOTAL REVENUES	\$ 542,433.51	\$ 456,085.83	\$ 517,540.57

B. EXPENDITURES			
1000 General Student Body	\$ 53,119.92	\$ 39,331.42	\$ 40,698.17
2000 Athletics	\$ 109,245.50	\$ 132,876.62	\$ 145,996.29
3000 Classes	\$ 44,217.64	\$ 40,164.89	\$ 42,302.66
4000 Clubs	\$ 297,944.16	\$ 259,839.61	\$ 274,535.45
6000 Private Moneys	\$ 9,259.61	\$ 11,823.90	\$ 15,622.63
TOTAL EXPENDITURES	\$ 513,786.83	\$ 484,036.44	\$ 519,155.20

C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)	\$ 28,646.68	\$ (27,950.61)	\$ (1,614.63)
D. TOTAL BEGINNING FUND BALANCE	\$ 281,587.50	\$ 310,234.18	\$ 282,283.57
E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	\$ -	\$ -	\$ -
F. TOTAL ENDING FUND BALANCE (C+D + OR - E)	\$ 310,234.18	\$ 282,283.57	\$ 280,668.94

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: November 14, 2018

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

Policy 2180 – Parent, Family and Community Partnerships was deleted from WSSDA model policy in 2011 during a policy reference revision process. It contains language of district initiatives that have never been formally in place, even though the policy was adopted by the district in 2008. Some of the language in the outdated policy is included in the 4000 Community Relations policy series.

We are proposing to delete the policy, as per WSSDA's recommendation.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to delete Policy 2180 – Parent, Family and Community Partnerships.

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

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## **~~PARENT, FAMILY AND COMMUNITY PARTNERSHIPS~~**

### **~~Vision~~**

~~Students master academic skills and develop civic responsibility, because of family, school and community support enhanced by school partnerships with parents, families and community organizations that enable parents to:~~

- ~~A. Understand their children's school experience;~~
- ~~B. Participate as volunteers in school;~~
- ~~C. Support student learning at home;~~
- ~~D. Develop effective parenting skills;~~
- ~~E. Participate in important decisions affecting their children; and~~
- ~~F. Rely on community resources to support their parenting efforts.~~

### **~~Structure~~**

#### **~~A. Building Level: Parent and Community Partnership Plans~~**

~~Each school and the families and community it serves is different. Therefore, each school must have its own approach to parent and community partnerships. Working together staff and parents at each school shall develop a three year plan to achieve the following goals:~~

- ~~1. Multiple techniques assure that (a) all parents understand their children's school experience and (b) the school staff understands parents' and community expectations for the school.~~
- ~~2. School staff work with parent and community volunteers in the school in ways that are beneficial to students and that strengthen school and community relations.~~
- ~~3. Families receive information about how to support their children's learning at home and will have access to someone to advise them when they encounter difficulty.~~
- ~~4. All staff members are able to refer parents to resources for assistance in developing their parenting skills, or to obtain advice on family financial, health or welfare issues. Connections are maintained with community resources and agencies to assure current information and continuous cooperation.~~
- ~~5. Representatives of parents and the community served by the school have a full and equal role in the school's student learning improvement team. All parents have the opportunity to review and advise on their student's learning experiences.~~
- ~~6. Collaborations and exchanges are established with businesses and agencies in the community to broaden the learning opportunities for students and expand options for teachers.~~

~~Each school's Family and Community Partnership plan shall include a timeline for implementation, success indicators, evaluation procedures, and a system for reporting to the community and the school district. When a parent is unavailable to fulfill the parent's role, reasonable efforts will be made to identify an adult, acceptable to the family, to act as a communicator and supporter for the student's education.~~

**~~B. District Level: Expectations, Support and Resources~~**

~~The success of each school's plan depends upon its appropriateness to the school's service area. Just as those plans must meet the expectations of this policy, they must have the support of the district. The district shall develop a three year plan to achieve the following goals:~~

- ~~1. In-service training enables teachers and administrators to perfect their skills in working with parents and families as partners in students' learning.~~
- ~~2. Financial and staff resources are allocated to assist and support the implementation of individual school plans.~~
- ~~3. When hiring and promoting personnel, consideration is given to experience and performance in developing effective parent, family and community partnerships.~~
- ~~4. Family resource centers are developed by the district in partnership with individual schools or other community organizations to support the development of parenting skills, including helping parents to develop the capacity to support students' learning at home.~~
- ~~5. Partnerships with other units of government and public and private social, health, welfare and fraternal agencies are developed to create a community support system to strengthen families' ability to guide the academic and character development of their children.~~

**Accountability**

~~A. An information system shall be developed to enable the district to assess progress toward its Parent, Family and Community Partnership goals. Using the information reported to it, the board shall review progress each year toward the policy's goals reported by each school and the district.~~

~~B. Subject to legal and contract requirements, criteria shall be included in personnel performance reviews to assess the effectiveness of district personnel in carrying out their role in Parent, Family and Community Partnerships.~~

**Advocacy**

~~A. Each year the Board shall focus the community's attention on Parent, Family and Community partnerships by reviewing progress toward the district's goals and hosting a community forum to promote discussion among school, parent and community leaders about how they can continue to work together to support the academic and civic development of students.~~

~~B. The Board shall use polling, community meetings and participation in the meetings of other organizations to (1) understand public expectations for the schools and (2) explain the school's work in strengthening parents' and families' ability to support students' academic and civic development.~~

**Adoption Date: 2.27.08**

**School District Name: Steilacoom Historical School District**

**Revised:**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: November 14, 2018

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

First Reading of Policy 4218 – Communication with Parents of Limited English Proficiency

WSSDA issued Policy and procedure and the district adopted 4218 in July 2016. The policy has been revised to add clarification of the definition of vital documents for translation purposes and named the policy Language Access Plan.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to move Policy 4218 to a second reading.

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

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## **COMMUNICATION WITH PARENTS OF LIMITED ENGLISH PROFICIENCY LANGUAGE ACCESS PLAN**

The Board of Directors is committed to improving meaningful, two-way communication and promoting access to District programs, services and activities for students and parents with limited English proficiency (LEP) free of charge. To that end, the Board of Directors requires the District to implement and maintain a language access plan tailored to the District's current LEP parent population.

~~The superintendent is authorized to establish~~At a minimum, the District's language access plan will incorporate the procedures ~~and practices for implementing~~that accompany this policy, ~~including procedures to~~and address ~~the following~~:

### **Parent Identification**

The District will accurately and in a timely manner identify LEP parents and provide them information in a language they can understand regarding the language service resources available within the District.

### **Oral Interpretation**

The District will take reasonable steps to provide LEP parents competent oral interpretation of materials or information about any program, service, and activity provided to non-LEP parents and to facilitate any interaction with district staff significant to the student's education. The District may provide such services upon request of the LEP parent(s) and/or when it may be reasonably anticipated by District staff that such services will be necessary.

### **Written Translation**

The District will provide a written translation of vital documents for each limited English proficient group that constitutes at least 5 percent of the District's total parent population or 1000 persons, whichever is less. For purposes of this policy, "vital documents" include, but are not limited to, those related to:

- registration, application, and selection;
- academic standards and student performance;
- safety, discipline, and conduct expectations;
- special education and related services, Section 504 information, and McKinney-Vento services;
- policies and procedures related to school attendance;
- requests for parent permission in activities or programs;
- opportunities for students or families to access school activities, programs, and services;
- student/parent handbook;
- the District's Language Access Plan and related services or resources available;
- school closure information; and



- any other documents notifying parents of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under federal law, state law, or District policy.

If the District is unable to translate a vital document due to resource limitations or if a small number of families require the information in a language other than English such that document translation is unreasonable, the District will still provide the information to parents in a language they can understand through competent oral interpretation.

### **Staff Guidance**

All school administrators, particularly those who have the most interaction with the public such as registrars and enrollment staff, certificated staff and other appropriate staff as determined by the superintendent, will receive guidance on meaningful communication with LEP parents, best practices for working with an interpreter, how to access an interpreter or translation services in a timely manner, language services available within the District and other information deemed necessary by the superintendent to effectuate the language access plan.

Appropriate district staff, as determined by the superintendent, will also receive guidance on the interaction between this policy and the District's policy on effective communication with students, families, and community members with disabilities.

The superintendent is authorized to establish procedures and practices for implementing this policy.

Cross References:           [3210](#) - Nondiscrimination  
                                      [4217](#) - Effective Communication

Legal References:           [Chapter 28A.642 RCW](#) Discrimination prohibition  
                                      [Chapter 49.60 RCW](#) Discrimination – Human Rights  
                                      Commission  
                                      [Chapter 392-400 WAC](#) Pupils  
                                      [WAC 392-400-215](#) Student rights  
                                      Title VI of the Civil Rights Act of 1964

Management Resources:   2016 - July Issue  
                                      OSPI website: Interpretation and Translation Services

**Adoption Date: 10.26.16**  
**Steilacoom Historical School District No. 1**  
**Revision Date:**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: November 14, 2018

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

First Reading Policy 3143

The State Auditor's Office recently evaluated school response to notifications of student criminal offenses. Based on that review, WSSDA recommends revisions to Policy 3143 District Notification of Juvenile Offenders to provide clarity and ensure full compliance with the law.

This policy is revised to clarify that when a principal receives notice from law enforcement or a court of a student who has committed certain offenses, that the principal will provide the information received to every teacher of the student and to any other personnel who, in the judgment of the principal, supervises the student or for security purposes should be aware of the student's record.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to move this policy to second reading.

**Report prepared by:**  
**Susanne Beauchaine, Executive Director for Student Services**

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## DISTRICT NOTIFICATION OF JUVENILE OFFENDERS

A court will notify the ~~principal of a common~~ school in which a student is enrolled if the student has been convicted of, adjudicated for, or entered into a diversion agreement for any of the following offenses: a violent offense, a sex offense, a firearms offense, inhaling toxic fumes, a drug offense, liquor offense, assault, kidnapping, harassment, stalking, or arson. When The principal receives such notification, he or she must provide the information received about the student to every inform any teacher of the student and to any other personnel who, in the judgment of the principal, supervises the student or for security purposes should be aware of the student's record information. The information that the principal must provide is based on any written records that the principal maintains or receives from a juvenile court administrator or a law enforcement agency regarding the student may not be further disseminated. (1)

Any information received by a principal or school personnel under this policy is confidential and may not be further disseminated except as allowed by RCW 28A.225.330, other statutes and case law, or the Family and Educational and Privacy Rights Act, 20 U.S.C. Sec. 1232g et seq.

If A a student is convicted of, adjudicated for, or has entered entering into a diversion agreement for ~~an~~ assault, kidnapping, harassment, stalking, or arson against a teacher, then that student will never shall not be assigned to that teacher's classroom. Additionally, if a student is convicted of, adjudicated for, or has entered into a diversion agreement for assault, kidnapping, harassment, stalking, or arson against another student, during the duration or the offending student will never be assigned to the same class as the other student.

Convicted juvenile sex offenders will not attend a school attended by their victims or their victims' siblings. Offenders and their parents or guardians will be responsible for providing transportation or covering other costs related to the offenders' student's attendance at another school that school or any school to which the teacher is assigned. Neither shall the student be assigned to a classroom where another student who was his or her victim for the offense is enrolled. (2)

The ~~state~~ department of social and health services (DSHS) will notify the board of directors in writing at least thirty days before a juvenile convicted of a violent offense, a sex offense, or stalking is discharged, paroled, given authorized leave, or otherwise released to reside in the district. The ~~Department of Social and Health Services (DSHS)~~ Sex Offender School Attendance Program assists with ensuring that juvenile sex offenders, committed to Juvenile Rehabilitation Administration (JRA), do not enroll in the same school as their victim or their victims' siblings. If there is a conflict in schools, DSHS program staff will work with JRA to have the offender moved to another school. The offender and his or her parent or guardian shall be responsible for providing transportation or covering other costs related to the offender's attendance at another school. A community residential facility to which an adjudicated juvenile is transferred will shall provide written notice of the offender's criminal history to the district if the juvenile is attending school in the district while residing at the community residential facility. (3)

Cross References:	Board Policy 2161	Special Education and Related Services for Eligible Students
	Board Policy 3140 Board Policy 4315	Release of Resident Students Release of Information Regarding Sexual Offenders
Legal References:	(1) RCW 13.04.155	Notification to school principal of conviction, adjudication, or diversion agreement-provision of information to teachers and other personnel — Confidentiality
	(3) RCW 13.40.215	Juveniles found to have committed violent or sex offense or stalking — Notification of discharge, parole, leave release, transfer, or escape — To whom given — Definitions2) RCW 28A.600.460 Classroom discipline--policies--classroom placement of student offenders — data on disciplinary actions
Management Resources:	<u>August 2018</u>	
	<i>Policy News</i> , October 2010 <i>Policy News</i> , August 1997 <i>Policy News</i> , June 1999	Release of Sex Offender Information Legislature addresses student discipline School safety bills impact policy

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: November 14, 2018

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

First Reading Policy 3144

The State Auditor's Office recently evaluated school response to notifications of student criminal offenses. Based on that review, WSSDA recommends revisions to Policy 3144 Release of Information Concerning Student Sexual and Kidnapping Offenders to provide clarity and ensure full compliance with the law.

This policy is revised to clarify that when a principal receives notice from law enforcement or a court that a sex or kidnapping offender will be attending the principal's school, the principal will provide the information received to every teacher of the student and to any other personnel who, in the judgment of the principal, supervises the student or for security purposes should be aware of the student's record.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to move this policy to a second reading.

**Report prepared by:**  
**Susanne Beauchaine, Executive Director for Student Services**

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## RELEASE OF INFORMATION CONCERNING STUDENT SEXUAL AND KIDNAPPING OFFENDERS

The district recognizes its responsibility for the health and safety of all students, including students required to register as a sex or kidnapping offender enrolled within the district. Therefore, the board will take appropriate precautionary measures in situations where the building principal has been advised by law enforcement officials that a student required to register as a sex or kidnapping offender is enrolling or is attending a school within the district.

### Principal Responsibilities

When a principal receives notice from law enforcement or a court that a sex or kidnapping offender will be attending the principal's school, the principal will provide the information received to every teacher of the student and to any other personnel who, in the judgment of the principal, supervises the student or for security purposes should be aware of the student's record.

Principals are required to respond to notification by local law enforcement and to disseminate information about students required to register as a sex or kidnapping offender to appropriate staff within the school based on the following offender levels:

#### Level I

Sex offenders are classified as Level I when their risk assessments indicate a low risk of reoffense within the community at large.

#### Level II

Sex offenders are classified as Level II when their risk assessments indicate a moderate risk of reoffense within the community at large.

#### Level III

Sex offenders are classified as Level III when their risk assessments indicate a high risk of reoffense within the community at large.

A principal receiving notice must disclose the information received as follows:

A. If the student who is required to register as a sex offender is classified as a risk Level II or III, the principal will provide the information received to every teacher of any student required to register and to any other personnel who, in the judgment of the principal, supervises the student or for security purposes should be aware of the student's record.

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A. If the student who is required to register as a sex offender is classified as a risk Level I, the principal will provide the information received to personnel who, in judgment of the principal, for security purposes, should be aware of the student's record.

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C. Students required to register as a kidnapping offender are not subject to leveling and therefore should be treated on a case-by-case basis.

The principal will designate additional school personnel to be notified following consultation with probation/parole (or the student's family if not on court supervision) in order to identify or recognize high-risk situations. The following staff should be considered: district superintendent or designee, adjacent building principals, appropriate administrative and teaching staff, security personnel, volunteers or paraprofessionals working in the student's classrooms; and counselors, coaches, advisors, nurses, bus drivers, custodians, district daycare providers and playground supervisors that may have contact with the student.

## Collaboration

The principal will work with ~~local~~ law enforcement and courts to coordinate the receipt of notifications regarding students registered as sex or kidnapping offenders. The principal or designee will also consult and collaborate with department of corrections, juvenile justice staff, treatment providers, victim support groups, and families, as applicable, when working with students required to register as a sex or kidnapping offender.

## Confidentiality

Any information received by a principal or school personnel as a result of a notification is confidential and may not be further disseminated except as provided in RCW 28A.225.330, other statutes or case law, and the Family and Educational Privacy Rights Act (FERPA), 20 U.S.C. § 1232g et. seq.

~~The principal and school staff will maintain confidentiality regarding these students, the same as all students in the school. Any written information or records received by a principal as a result of a notification are confidential and may not be further disseminated except as provided in state or federal law.~~

## Immunity from Liability

Any school district ~~or~~ employee who releases ~~the~~ information under RCW 28A.225.330 in compliance with federal and state law is immune from civil liability for damages unless it is shown that the school district or district employee acted with gross negligence or in bad faith.

## Inquiries by the Public

Inquiries by the public at large (including parents and students), regarding students required to register as a sex or kidnapping offender are to be referred directly to local law enforcement. Law enforcement agencies receive relevant information about the release of sex and kidnapping offenders into communities and decide when such information needs to be released to the public.

## Student Rights and Responsibilities

All students, including those students required to register as a sex or kidnapping offender, have a constitutional right to a public education. A student required to register as a sex or kidnapping offender is also required to notify law enforcement of their intent to enroll in school.

## Written Procedures

The Superintendent or his/her designee will adopt written procedures for school principals describing how they will disseminate information received about students who are sex or kidnapping offenders from law enforcement with appropriate school personnel.

Cross References:           3143 - District Notification of Juvenile Offenders  
                                      3120 - Enrollment

Legal References:           RCW 4.24.550 Sex offenders and kidnapping offenders — Release of information to public — Web site  
                                      RCW 9A.44.130 Registration of sex offenders and kidnapping offenders — Procedures — Definition — Penalties  
                                      RCW 13.04.155 Notification to school principal of conviction,



adjudication, or diversion agreement — Provision of information to teachers and other personnel — Confidentiality

RCW 13.40.215 Juveniles found to have committed violent or sex offense or stalking — Notification of discharge, parole, leave, release, transfer, or escape — To whom given — School attendance — Definitions

RCW 28A.225.330 Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules

RCW 72.09.345 Sex offenders — Release of information to protect public — End-of-sentence review committee — Assessment — Records access — Review, classification, referral of offenders — Issuance of narrative notices

20 U.S. C. 1232g et.seq Family and Educational and Privacy Rights Act of 1994

Art. IX, Section 1, Washington State Constitution

Management Resources:

[2018- August Issue](#)

Policy News, December 2006 Student Sex and Kidnapping Offender Notice Requirements

**Adoption Date: 2.27.08**

**School District Name: Steilacoom Historical School District**

**Revised: 6.26.14**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: November 14, 2018

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

First Reading Policy 3241

In 2016, our Legislature passed House Bill (HB) 1541, noting that exclusionary discipline was associated with negative school climate and disconnection to school. OSPI adopted the final student discipline rules on July 30, 2018. OSPI plans to revise these rules again before the start of the 2019-2020 school year to make necessary technical revisions, such as repealing provisions intended exclusively for the 2018-2019 school year.

Policy 3241 Classroom Management, Discipline and Corrective Action is revised to clarify what district staff may not do (related to student's rights). Additionally, criminal conduct (as defined in state law Title 9A RCW) directed toward a teacher or another student will result in the offending student not being enrolled in the same classroom.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to move this policy to a second reading.

**Report prepared by:**  
**Susanne Beauchaine, Executive Director for Student Services**

## CLASSROOM MANAGEMENT, DISCIPLINE AND CORRECTIVE ACTION

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

Staff are responsible for supervising student behavior, employing effective classroom management methods, and enforcing the rules of student conduct in a fair, consistent, and non-discriminatory manner. ~~DisciplinaryCorrective~~ action must be reasonable, culturally responsive, and necessary under the circumstances, ~~while reflecting and reflect~~ the district's priority to maintain a safe and positive learning environment for all students and staff. The district will administer disciplinary action in a way that responds to the needs and strengths of students, supports students in meeting behavioral expectations, and keeps them within the classroom to the maximum extent possible.

When administering discipline under this policy and the related procedure, district staff must not:

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

The district will distribute its discipline policy and procedure to students, their parents/guardians, and the community on an annual basis. ~~The district will provide s~~Students and/or their parents/guardians ~~withwill be provided~~ all required substantive and procedural due process ~~concerning in regard to~~ grievances, hearings, and/or appeals of corrective action. The district will ensure that it provides such information with language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. The district will also strive to provide trainings regarding policies and procedures related to student discipline for appropriate school and district staff whose duties require them to interact with students and enforce or implement components of student discipline.

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

The District, however, may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion for the purpose of protecting victims of certain offenses, as follows:

- A student committing an offense under RCW 28A.600.460 (2), when the activity is directed toward the teacher, will not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned; and
- A student who commits an offense under RCW 28A.600.460 (3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

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

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

Cross References:

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

Legal References:

RCW 9A.16.100 Use of force on children — Policy — Actions presumed unreasonable  
RCW 9A.41.280 Possessing dangerous weapons on school facilities — Penalty — Exceptions  
RCW 28A.150.240 Certificated teaching and administrative staff

as accountable for classroom teaching — Scope — Responsibilities — Penalty

Chapter 28A.225, RCW Compulsory school attendance and admission

Chapter 28A.320, RCW Provisions applicable to all districts

RCW 28A.400.100 Principals and vice principals — Employment of — Qualifications — Duties

RCW 28A.400.110 Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills

Chapter 28A.600 RCW, Students

WAC 392-190-048 Access to course offerings – Student discipline

Chapter 392-400, WAC Pupils

34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964

42 U.S.C. 2000d et seq. Civil Rights Act of 1964

Management Resources: 2018 - August Issue  
2016 - July Issue  
2014 - December Issue  
2014 - August Issue  
2010 - June Issue

**Adoption Date: 2.27.08**

**School District Name: Steilacoom Historical School District**

**Revised : 6.24.10; 10.26.11; 12.10.14; 9.28.16**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 11/14/2018

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

First Reading - Student Immunization and Life Threatening Health Conditions, Policy 3413

Additions:

1. Disease and Vaccine in subtitle 3
2. Virus, and Vaccine, Distribution in subtitle 4
3. Paragraph 5: LHP- Licensed Healthcare Provider; RN will develop the nursing care plan
4. Exclusion from School section added, referring to RCW 28A.210.120 and WAC 392-380-050

Deletions:

1. A-F removed, instead refers to Procedure 3413

Editing for sentence structure and vocabulary throughout policy for better clarification was done.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent move Policy 3413 to a second reading.

**Report prepared by:**

**Nancy McClure, Assessment and Intervention Coordinator**

## STUDENT IMMUNIZATION AND LIFE THREATENING HEALTH CONDITIONS

### Immunizations

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the board requires a student to present evidence of his/her having been immunized against the following diseases as required by the Washington State Board of Health.

### Exemptions from Immunization

The district will allow for exemptions from immunization requirements only as allowed for by RCW 28A.210.090.

### Meningococcal ~~Disease and Vaccine Immunizations~~ Information Distribution

The district will provide parents/~~and~~ guardians of students in sixth grade and above with information about meningococcal disease and its vaccine at the beginning of every school year. The information will address the characteristics of the disease; where to find additional information about the disease; vaccinations for children; and current recommendations from the United States Centers for Disease Control and Prevention regarding receiving the vaccine.

### Human Papilloma ~~virus~~ Virus Disease and Vaccine Information Distribution

At the beginning of every school year, the district will provide to parents~~and~~ guardians of sixth through twelfth grade students, and above with information, provide provided by the state Washington State Department ~~Of of~~ Health about human papilloma virus (HPV) disease and its vaccine.

The information will include the causes and symptoms of human papilloma virus, how the disease is spread, the places where parents~~and~~ guardians may obtain additional information and vaccinations for their children, and current recommendations from the United States Centers for Disease Control Prevention regarding the vaccine.

### Life-Threatening Health Conditions

Prior to attendance at school, each child with a life-threatening health condition will present a medication and or treatment order from a Licensed Healthcare Provider (LHP) addressing the condition. A life-threatening health condition means a condition that will put the child in danger of death during the school day if a medication~~or~~ and treatment order, providing authority to a registered nurse, and a nursing plan are not in place. Following submission of the medication and or treatment order, the registered nurse will develop the a nursing care plan. will be developed.

Students who have a life-threatening health condition and no medication or treatment order presented to the school will be excluded from school, to the extent that the district can do so consistent with federal requirements for students with disabilities under the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, and according to the due process following due process requirements in School District Procedure 3413P.:

- A. ~~Written notice to the parents, guardians or persons in loco parentis delivered to the parents in person or by certified mail;~~
- B. ~~Notice of the applicable laws, including a copy of the laws and rules;~~
- C. ~~The order that the student will be excluded from school immediately and until a medication~~

~~or treatment order is presented;~~

~~D. Explain the rights of the parents and student to a hearing, the hearing process and that the exclusion continues until the medication or treatment plan is presented or the hearing officer determines that the student should no longer be excluded from school;~~

~~E. If the parents request a hearing, the district will schedule one within three school days of receiving the request, unless more time is requested by the parents; and~~

~~F. The hearing process will be consistent with the procedures established for disciplinary cases pursuant to WAC 392-400.~~

### **Exclusion from School**

The district will exclude students only as allowed for by RCW 28A.210.120 and WAC 392-380-050.

The superintendent will adopt procedures necessary to implement this policy.

Cross References:	<u>Board Policy 3241</u>	<u>Classroom Management, Discipline and Corrective Action</u>
	<u>Board Policy 2161</u>	Special Education and Related Services for Eligible Students
	<u>Board Policy 2162</u>	Education of Students with Disabilities Under Section 504
	<u>Board Policy 2100</u>	<u>Educational Opportunities for Military Children</u>
	<u>Board Policy 3416</u>	<u>Medication at School</u>

Legal References:	<u>RCW 28A.210</u>	Health — Screening and requirements
	<u>WAC 246-105</u>	Immunization of child care and school children against certain vaccine-preventable diseases
	<u>WAC 392-182</u>	Student — Health records
	<u>WAC 392-380</u>	Public school pupils — Immunization requirement and life-threatening health condition

### Management Resources:

<u><i>Policy News, August 2018</i></u>	
<i>Policy News, August 2012</i>	Student Immunization and Life Threatening Health Conditions
<i>Policy News, August 2011</i>	New Immunization Exemption Requirement
<i>Policy News, June 2011</i>	Educational Opportunity for Military Children
<i>Policy News, August 2007</i>	Human Papillomavirus Disease Notification
<i>Policy News, April 2006</i>	Chickenpox Immunization Required
<i>Policy News, June 2005</i>	Distribution of Information on



Meningococcal Disease

Legislature Addresses

“Life-Threatening Conditions”

*Policy News*, October 2002

**Adoption Date: 2.27.08**

**School District Name: Steilacoom Historical School District**

**Revised: 8.22.13<sub>1</sub>**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 11/14/2018

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

First Reading Medication at School, Policy 3416

Additions:

1. General Statement subtitle (covering paragraphs 1 and 2)
2. G. possession and self-administration of over-the-counter sunscreen
3. Only RN and LPN can administer suppositories, rectal gels and injections (other than emergency injections for students with anaphylaxis)
4. Sunscreen section
5. Medical Marijuana section – NOT allowed on school grounds, school bus or school related activities

There was some editing for sentence structure and vocabulary.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent move Policy 3416 to a second reading.

**Report prepared by:**

**Nancy McClure, Assessment & Intervention Coordinator**

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## MEDICATION AT SCHOOL

### General Statement

Under normal circumstances, ~~prescribed oral medication~~ prescription and ~~oral over the counter non-prescription, over-the-counter (OTC)~~ medication, should be ~~dispensed~~ administered before and/or after school hours under supervision of the parent ~~or~~ guardian.

If a student must receive ~~prescribed or non-prescribed (over the counter)~~ prescription or OTC oral or topical medication, eye drops ~~or~~ ear drops (~~“medications”~~), or nasal spray from an authorized staff member, the parent/guardian must submit a written authorization request accompanied by a written request from a licensed ~~health professional~~ healthcare practitioner (LHP), prescribing within the scope of his or her prescriptive authority. ~~Oral medications are administered by mouth either by swallowing or inhaling including through a mask that covers the mouth or mouth and nose.~~ If the medication will be administered for more than fifteen consecutive days, the ~~health professional~~ LHP must also provide written, current and unexpired instructions for the administration of the medication.

The superintendent will establish procedures for:

- A. ~~Delegating, training and supervision of staff members in the administration of prescribed or non-prescribed oral medication to students by a physician or registered nurse;~~ Designating staff members who may administer medication to students;
- B. ~~Designating staff members who may administer prescribed or non-prescribed oral medication to students;~~ Training, delegation, and supervision of staff members in the administration of oral medication to students by a registered nurse (RN);
- C. Obtaining signed and dated ~~parental~~ parent/guardian and ~~health professional~~ LHP request and authorization for the ~~dispensing of prescribed or non-prescribed oral administration~~ of medications, including instructions from ~~health professional~~ the LHP if the medication is to be given for more than fifteen(15) days;
- D. Storing ~~prescribed or non-prescribed~~ medication in a locked or limited access ~~facility~~ area;
- E. Maintaining records pertaining to the administration of ~~prescribed or non-prescribed oral~~ medication; and
- F. Permitting, under limited circumstances, students to carry and self-administer medications necessary to their attendance at school; and

~~F.G.~~ Permitting possession and self-administration of over-the-counter topical sunscreen products. (See Sunscreen Section below).

The use of injectable medication for the treatment of ~~anaphylaxis~~ anaphylaxis is covered in School District Policy and Procedure 3419 Self-Administration of Asthma and ~~Anaphylaxis~~ Anaphylaxis Medication and School District Policy and Procedure 3420, Anaphylaxis Prevention and Response.

~~Nasal inhalers,~~ Medications including suppositories and non-, rectal gels, or injections (except for emergency injections for student with anaphylaxis, that is covered in School District Policy and Procedure 3419 Self-Administration of Asthma and Anaphylaxis Medication and School District

Policy and Procedure 3420, Anaphylaxis Prevention and Response) may not be administered by school staff other than ~~registered nurses~~ by a RN, and licensed practical nurses. ~~No medication will be administered by injection except when a student is susceptible to~~ nurse (LPN), or in some situations by a predetermined, life-endangering situation. In such an instance, the parent, will submit a written and signed permission statement. Such an authorization will be supported by signed and dated written orders accompanied by supporting directions from the licensed health professional. A staff member will be trained prior to injecting a medication, designated adult (PDA).

If the ~~district~~ school decides to discontinue administering a student's medication, the superintendent or designee must provide notice to the student's parent ~~or~~ / guardian orally and in writing prior to the discontinuance. There must be a valid reason for the discontinuance that does not compromise the health of the student or violate legal protections for the disabled.

### Sunscreen

Over-the-counter topical sunscreen products may be possessed and used by students, parent/guardians, and school staff without a written prescription or note from a licensed health care provider if the following conditions are met:

- A. The product is regulated by the US Food and Drug administration as an over-the-counter sunscreen product; and
- B. If possessed by a student, the product is provided to the student by a parent/guardian.

### Medical Marijuana:

Washington State law (RCW 69.51A.060) permits the use of medical marijuana, however, federal law (Title IV-Part A—Safe and Drug Free Schools and Communities and the Controlled Substances Act (CSA) (21 U.S.C. § 811) prohibits the possession and use of marijuana on the premises of recipients of federal funds including educational institutions. Therefore, there will be no accommodation of any marijuana use on any school grounds, school bus or at any other school related activities.

Cross-References: [Policy 3419](#)

[Policy 3420](#)

Legal References: [RCW 28A.210.260](#)

[RCW 28A.210.270](#)

Self-Administration of Asthma and  
Anaphylaxis Medications

Anaphylaxis Prevention and Response

Public and Private Schools –  
Administration of Oral Medication  
by Conditions  
Public and Private Schools –  
Administration of Oral Medication  
by  
Immunity from Liability

Management Resources:

[\*Policy News, August 2018\*](#)

[\*Policy News, July 2017\*](#)

[\*Policy News, February 2014\*](#)

*Policy News, August 2012*

*Policy News, February 2001*

“Medication” Definition Expanded  
Oral Medication Definition Expanded

**Adoption Date: 2.27.08**

**School District Name: Steilacoom Historical School District No. 1**

**Revised: 9.25.13:**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 11/14/2018

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

First Reading - Anaphylaxis Prevention and Response, Policy 3420

Additions:

1. Students with no history could have a life threatening allergic reaction
2. Specific procedures to support policy
  - a. Rescue protocol in case of suspected anaphylaxis (OSPI Guidelines)
  - b. Simple and standardized format for emergency care plans
  - c. Protocol to make sure emergency plans are up-to-date
  - d. Medication orders are clear
  - e. Documentation of training

There was some editing for sentence structure and vocabulary.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to move Policy 3420 to a second reading.

**Report prepared by:**  
**Nancy McClure, Assessment and Intervention Coordinator**

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## ANAPHYLAXIS PREVENTION AND RESPONSE

Anaphylaxis is a life-threatening allergic reaction that may involve systems of the entire body. Anaphylaxis is a medical emergency that requires immediate medical treatment and follow-up care by an allergist/immunologist.

The ~~Steilacoom Historical School District~~ Board of ~~directors~~ Directors expects school administrators, teachers, and support staff to be informed and aware of life threatening allergic reactions (anaphylaxis) and how to deal with the resulting medical emergencies. For students, some common life threatening allergens are peanuts, tree nuts, fish, bee or other insect stings, latex and some medications. Affected students require planned care and support during the school day and during school sponsored activities. Additionally, any student could potentially have a life threatening allergic reaction even without a history of such.

Parents/guardians are responsible for informing the school about their student's potential risk for anaphylaxis and for ensuring the provision of ongoing health information and necessary medical supplies. The district will take reasonable measures to avoid allergens for affected students. The district will also train all staff in the awareness of anaphylaxis and prepare them to respond to emergencies. Additionally, student specific training will be provided for appropriate personnel.

Even with the district's best efforts, staff and parents/guardians need to be aware that it is not possible to achieve a completely allergen-free environment. However, the district will take precautions to reduce the risk of a student ~~having an anaphylactic reaction by developing strategies to minimize the presence of allergens in schools.~~ with a history of anaphylaxis coming into contact with the offending allergen in school.

The superintendent will establish procedures ~~that implement~~ to support this policy and to ~~follow emergency rescue procedures outlined in guidelines provided by the Office of the Superintendent of Public Instruction in cases of suspected anaphylaxis.~~ Ensure:

1. Rescue protocol in cases of suspected anaphylaxis – will follow OSPI's Guidelines for the Care of Students with Anaphylaxis (2009);
2. A simple and standardized format for emergency care plans utilized;
3. A protocol is in place to ensure emergency care plans are current and completed;
4. Medication orders are clear and unambiguous;
5. Training and documentation is a priority

Cross References:	<u>Policy 3418</u>	<u>Emergency Treatment</u>
	<u>Policy 3416</u>	<u>Medication at School</u>
	<u>Model Policy 3419</u>	Self-Administration of Asthma and Anaphylaxis Medications

Legal References:	<u>WAC 392-380</u>	<u>Public School Pupils – Immunization Requirement and Life-Threatening Health Condition</u>
	<u>RCW 28A.210.380</u>	<u>RCW 28A.210.383</u>

Guidelines –

Procedures – Reports

Management Resources:

Policy News, August 2018  
Policy News, December 2013

*Policy News*, August 2012      Anaphylaxis Prevention and Response  
*Policy News*, February 2009      Anaphylaxis Prevention Policy Required  
OSPI, March 2009      Guidelines for the Care of Students with  
Anaphylaxis

**Adoption Date: 2.27.08**

**School District Name: Steilacoom Historical School District No. 1**

**Revised: 9.25.13**