



## Regular Meeting Agenda

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

10/24/2018 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. RECOGNITION - Maintenance and Facilities Department (Presentation)

### IV. REPORTS

#### a. Battery Operated Buses (Information)

Presenter: Dick Muri

#### b. SHS Advanced Placement Scores (Information)

Presenter: Krista Lallemand

[SHS AP Presentation.pdf \(p. 4\)](#)

#### c. Long Range Capital Facility Planning Committee Update (Information)

Presenter: Melissa Beard

## V. CONSENT AGENDA

(Action)

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

[Approval of September & October 2018 Accounts Payable and September 2018 Payroll.PDF \(p. 17\)](#)

[Approval of Financial Reports.pdf \(p. 18\)](#)

[Approval of 9.26.18 Regular Meeting Minutes.pdf \(p. 30\)](#)

[Approval of 10.10.18 Study Session Minutes.pdf \(p. 32\)](#)

[Approval of Certificated Personnel Report.pdf \(p. 34\)](#)

[Approval of Classified Personnel Report.pdf \(p. 35\)](#)

[Approval of Co-Curricular Personnel Report.pdf \(p. 36\)](#)

[Approval of 2018-19 School Improvement Plans.pdf \(p. 37\)](#)

## VI. OLD BUSINESS

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

(Action)

Presenter: Nancy McClure

[Policy 3122.pdf \(p. 38\)](#)

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

(Action)

Presenter: Melissa Beard

[Policy 6100.pdf \(p. 44\)](#)

## VII. NEW BUSINESS

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

(Information)

Presenter: Kathi Weight

[Draft Capital Facilities Plan 2018-2024.pdf \(p. 47\)](#)

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

(Action)

Presenter: Paul Harvey

[Policy 2190.pdf \(p. 84\)](#)

### c. First Reading of Policy 2413 Equivalency Credit

(Action)

Presenter: Paul Harvey

[Policy 2413.pdf \(p. 87\)](#)

### d. First Reading of Policy 3410 Student Health

(Action)

Presenter: Nancy McClure

[Policy 3410.pdf \(p. 90\)](#)

### e. First Reading of Policy 3412 AEDs

(Action)

Presenter: Nancy McClure

[Policy 3412.pdf \(p. 92\)](#)

- f. **First Reading of Policy 3414 Infectious Diseases** (Action)  
Presenter: Nancy McClure  
[Policy 3414.pdf \(p. 95\)](#)
- g. **First Reading of Policy 5401 Sick Leave** (Action)  
Presenter: Paul Harvey  
[Policy 5401.pdf \(p. 98\)](#)
- h. **First Reading of Policy 5520 Staff Development** (Action)  
Presenter: Paul Harvey  
[Policy 5520.pdf \(p. 102\)](#)
- i. **First Reading of Policy 6210 Purchasing Authorization and Control** (Action)  
Presenter: Melissa Beard  
[Policy 6210.pdf \(p. 105\)](#)
- j. **First Reading of Policy 6220 Bid Requirements** (Action)  
Presenter: Melissa Beard  
[Policy 6220.pdf \(p. 107\)](#)
- k. **First Reading of Policy 6500 Risk Management** (Action)  
Presenter: Paul Harvey  
[Policy 6500.pdf \(p. 114\)](#)

## VIII. 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.

## IX. BOARD COMMUNICATION (Information)

## X. ANNOUNCEMENTS (Information)

## XI. RECESS TO EXECUTIVE SESSION

## XII. 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

## XIII. RETURN TO PUBLIC MEETING

## XIV. ADJOURNMENT (Action)



# STEILACOOM HIGH SCHOOL AP DATA



2017-2018  
School Year  
October 24, 2018

# OVERALL AP PICTURE

Total Students Tested: 234

Total Exams Taken: 397

Exam Subject	Number of Exams	Average Score	Scores of 4-5	Scores of 3 +
Calculus AB	30	3.63	17 (57%)	25 (83%)
Calculus BC	14	3.5	7 (50%)	12 (86%)
Chemistry	10	2.6	3 (30%)	4 (40%)
English Language and Composition	50	2.76	15 (30%)	27 (54%)
English Literature and Composition	33	2.85	9 (27%)	19 (58%)
European History	26	3.07	10 (38%)	16 (62%)
Psychology	36	2.56	11 (31%)	18 (50%)
US Government and Politics	22	3.04	6 (27%)	13 (59%)
US History	51	2.88	19 (37%)	28 (55%)
World History	85	2.78	19 (22%)	54 (63%)

# OVERALL AP PICTURE

Total Students Tested: 234

Total Exams Taken: 397

Exam Subject	Number of Exams	Average Score	Scores of 4 or 5	Scores of 3 +
Environmental Science	15	3.47	10 (67%)	12 (80%)
Music Theory	13	2.77	0 (0%)	8 (62%)
Spanish Language	1	4.0	1 (100%)	1 (100%)
Studio Art 2-D	5	2.6	1 (20%)	1 (20%)
Studio Art Drawing	6	3.0	2 (33%)	5 (83%)

# STUDENT RECOGNITION

234/256 (95%) Students attempted AP courses and sat for AP Exams

137/234 (56%) Students passed at least 1 exam with a score of 3 or higher

72/234 (32%) Students earned a score of 4 or 5 on at least 1 exam

26/234 (13%) Students earned a score of 5 on at least 1 exam

91/234 (39%) Students took multiple exams

64 Students passed multiple exams (70% of those that took multiple exams, 27% of total test takers)

11 students earned a score of 5 on multiple exams

# STUDENT RECOGNITION

## **21 AP Scholars**

3 or higher on 3 or more exams

## **13 AP Scholars with Honors**

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

## **20 AP Scholars with Distinction**

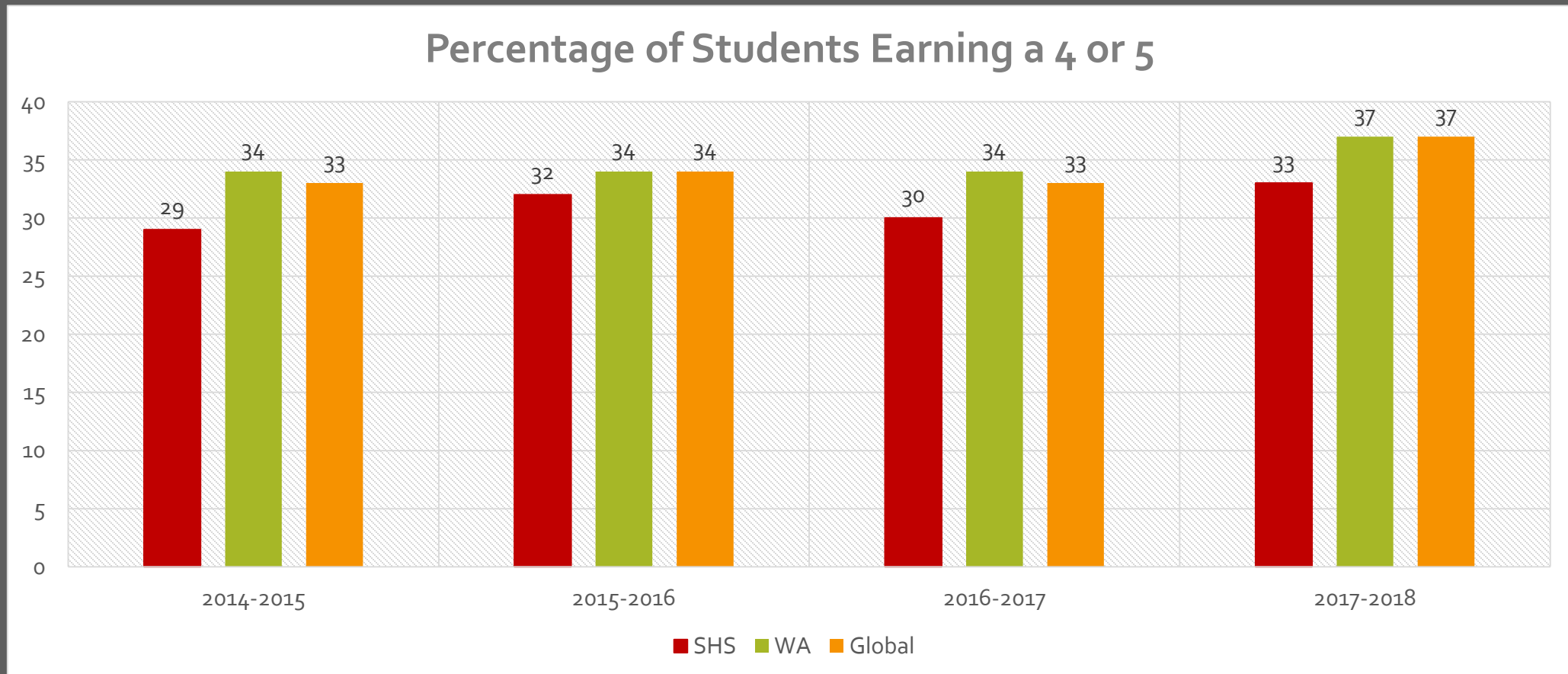
Average score of 3.5 on all exams attempted  
3 or higher on 5 or more exams

## **2 National AP Scholar**

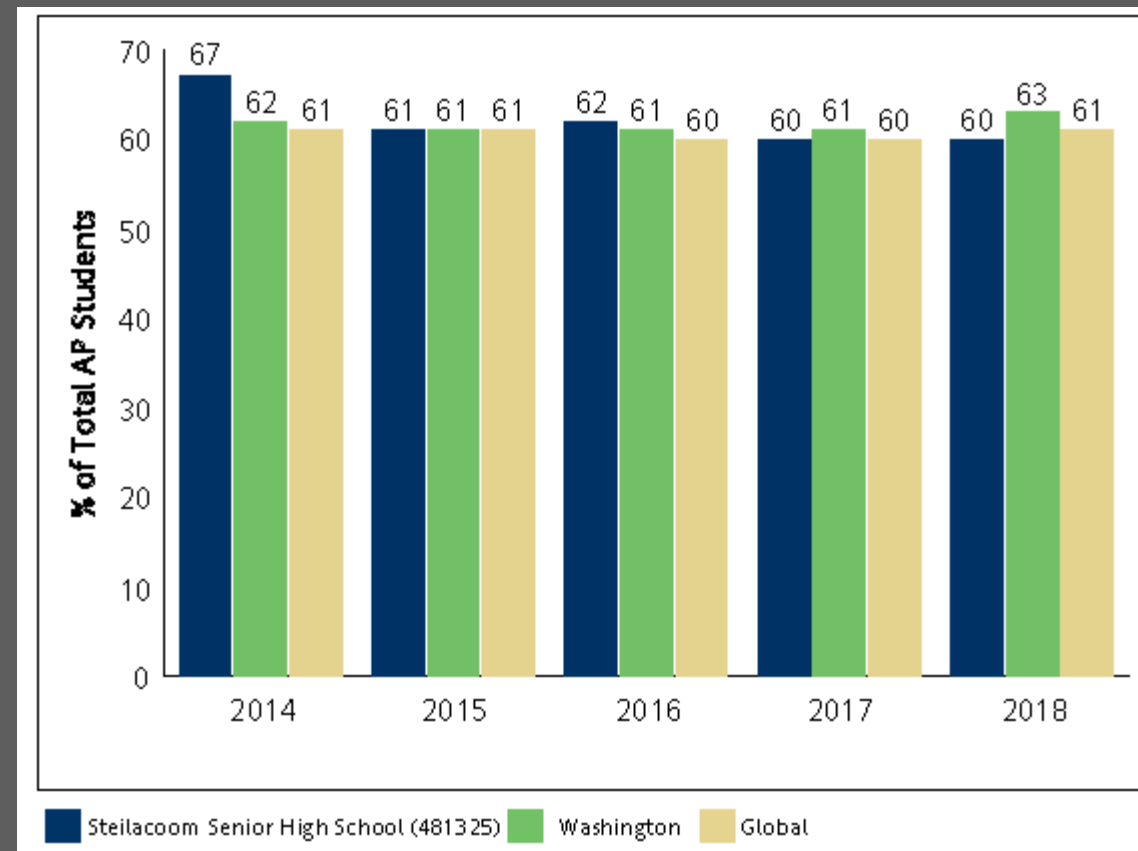
Average score of 4 on all exams attempted  
4 or higher on 8 or more exams



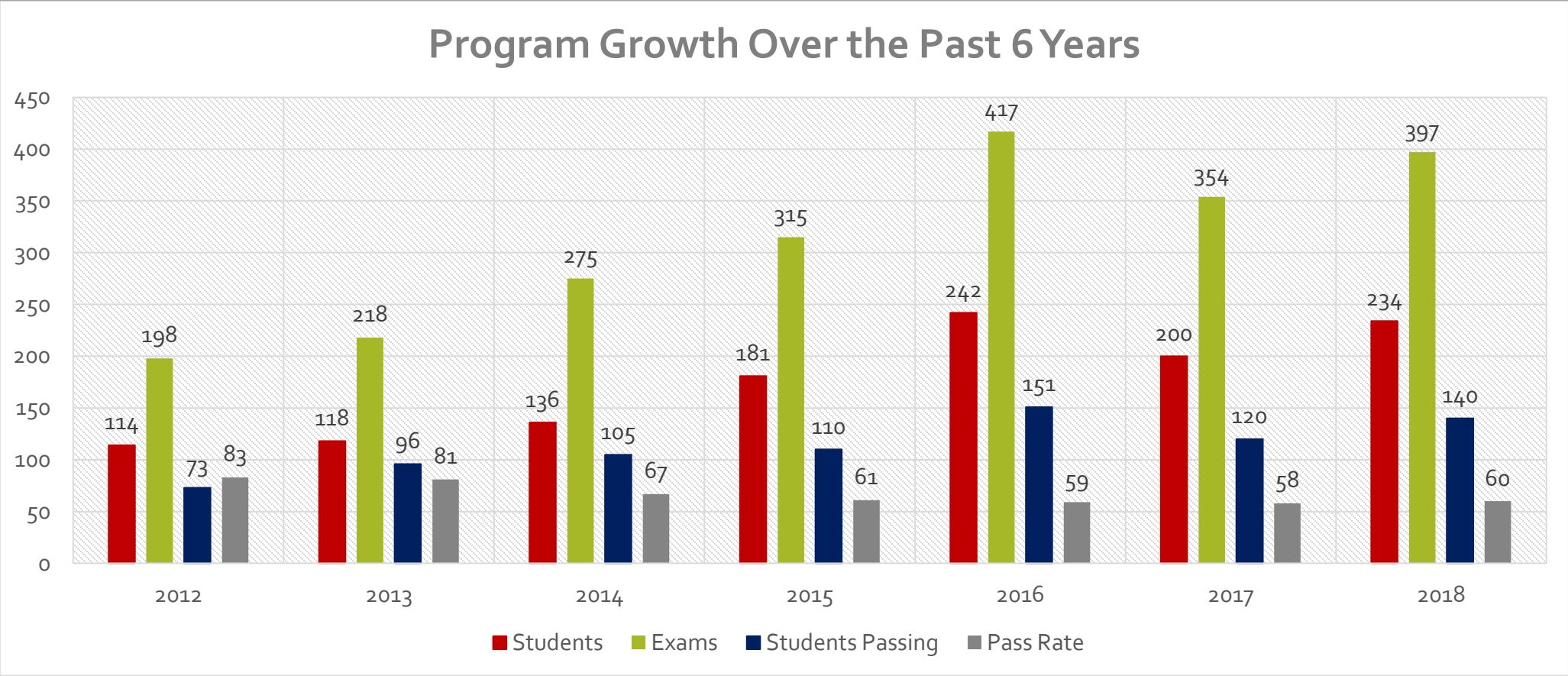
# STEILACOOM STUDENTS SCORING A 4 OR 5 OVER THE PAST 4 YEARS



# STEILACOOM STUDENTS SCORING A 3+ OVER THE PAST 5 YEARS

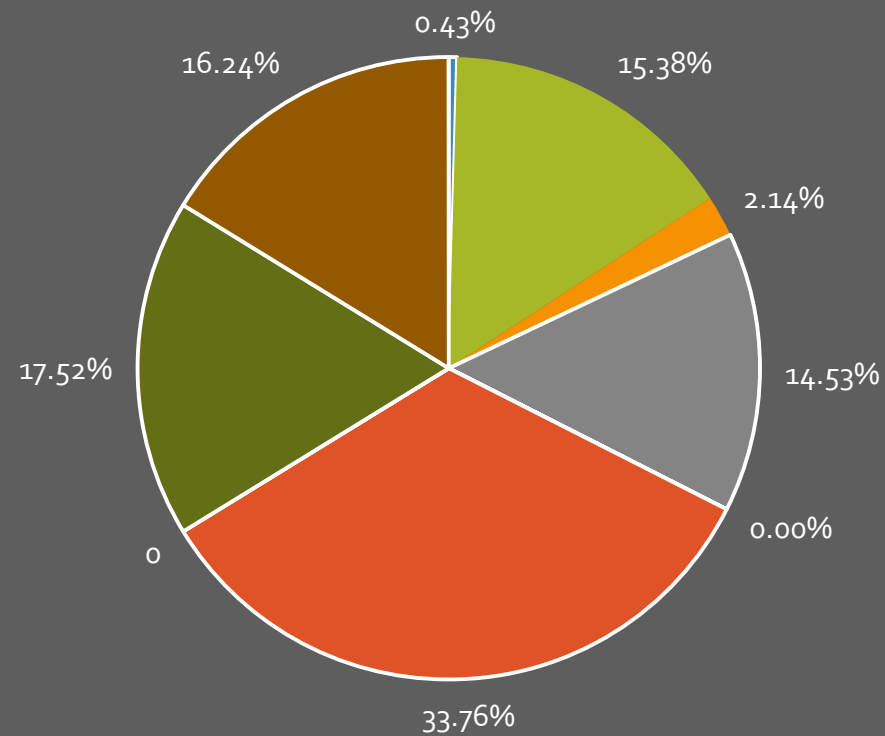


# PROGRAM GROWTH OVER THE PAST 5 YEARS



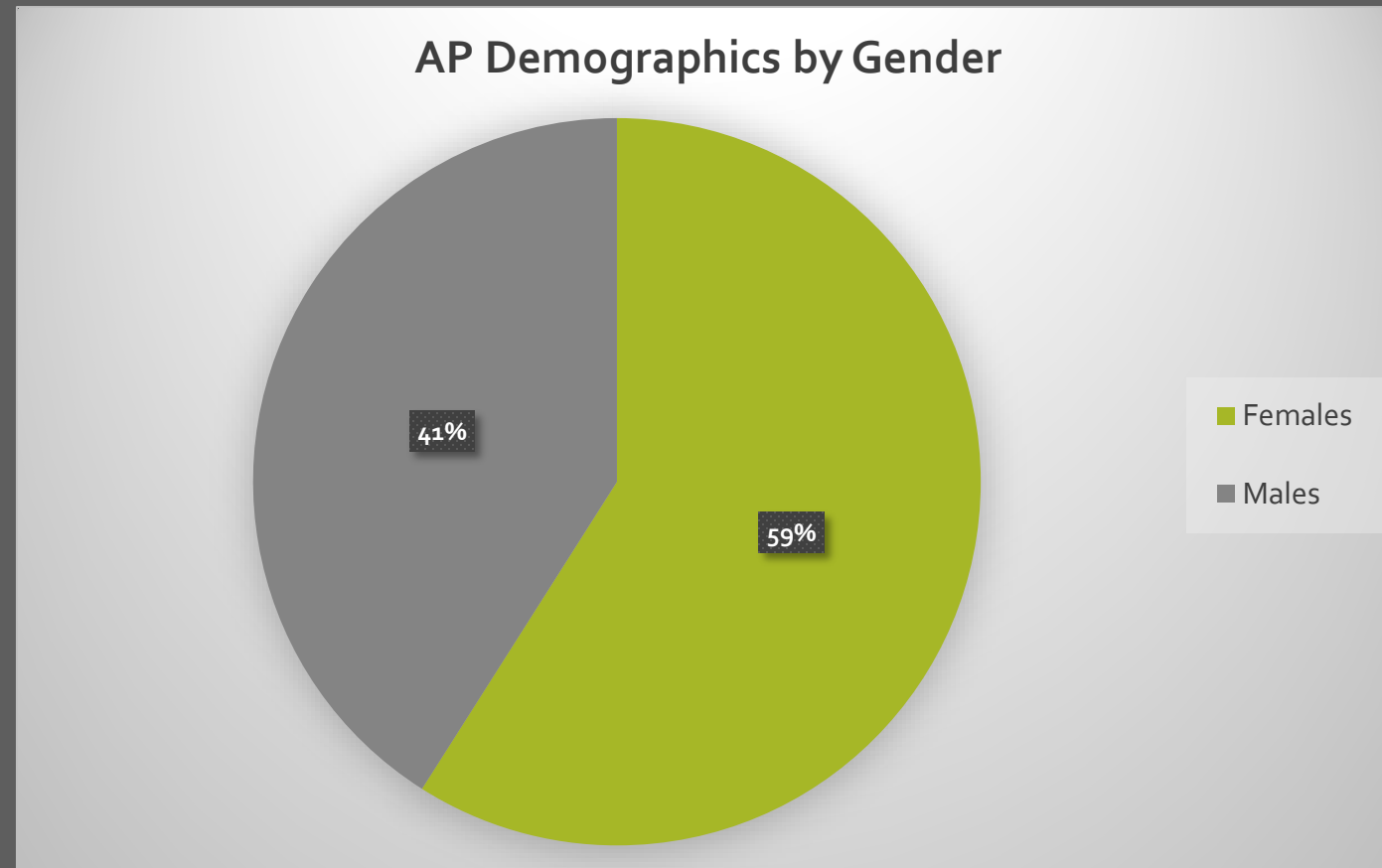
# ADVANCED PLACEMENT DEMOGRAPHICS

AP Student Demographics by Ethnicity



- |  |  |  |
|--|--|--|
| <input type="checkbox"/> American Indian or Alaskan Native | <input type="checkbox"/> Asian                                     | <input type="checkbox"/> Black or African American |
| <input type="checkbox"/> Hispanic or Latino                | <input type="checkbox"/> Native Hawaiian or Other Pacific Islander | <input type="checkbox"/> White                     |
| <input type="checkbox"/> Other                             | <input type="checkbox"/> Two or more races, non-Hispanic           | <input type="checkbox"/> No response               |

# ADVANCED PLACEMENT DEMOGRAPHICS



# WHAT WE'VE CHANGED OVER THE PAST 5 YEARS

- AP IN THE 9<sup>TH</sup> GRADE: using SBA data as a predictor of potential success, two classes of AP human geography are being piloted this year (we added it to the 10<sup>th</sup> grade a few years ago)
- Addition of AP Art and Music courses
- Equitable access for AP programs\*
- AP PLC: AP Teachers in the building meeting to learn from one another
- TRAINING: Increased training and communication opportunities for teachers
- AP NIGHT: Increase communication for students and parents
- AP CONTRACT REVISION: Revised AP contract signed by student, parent, teacher, and counselor

# PLANS FOR THE FUTURE

- Continue to make “equitable access a guiding principle...by giving all willing and academically prepared students the opportunity to participate in AP. [Eliminate] barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved.”
- Earlier identification of AP potential using middle school and high school SBAC performance
- Communicating that benchmark tests are being used to determine potential and the availability of AP at 9<sup>th</sup> grade level to middle school students
- Increase communication of Running Start vs. Advanced Placement, the benefits and pitfalls of each

# QUESTIONS?



# Steilacoom Historical School District

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

DATE: **October 19, 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.

*Melissa Beard*

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

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

FUND NAME		WARRANTS (INCLUSIVE)			AMOUNT
<u>GENERAL FUND:</u>					
	Payroll	800813	to	800818	\$ 16,700.20
	Payroll A/P	124820	to	124843	\$ 835,315.70
	Payroll Taxes				\$ 547,123.17
	Direct Deposit				\$ 1,517,570.85
September 21, 2018	Accounts Payable	124793	to	124793	\$ 1,288.08
September 25, 2018	Accounts Payable	124794	to	124803	\$ 34,611.29
September 26, 2018	Accounts Payable	124804	to	124816	\$ 4,027.62
September 26, 2018	Accounts Payable	124817	to	124818	\$ 5,962.45
September 27, 2018	Accounts Payable	124819	to	124819	\$ 4,890.86
October 2, 2018	Accounts Payable	124844	to	124844	\$ 48,436.45
October 4, 2018	Accounts Payable	124845	to	124850	\$ 64,748.78
October 4, 2018	Accounts Payable	124851	to	124853	\$ 21,371.50
October 5, 2018	Accounts Payable	124854	to	124854	\$ 154.78
October 5, 2018	Accounts Payable	124855	to	124909	\$ 280,767.54
October 9, 2018	Accounts Payable	124910	to	124910	\$ 34,679.51
October 9, 2018	Accounts Payable	124911	to	124911	\$ 5,442.30
October 11, 2018	Accounts Payable	124912	to	124912	\$ 8,351.46
October 11, 2018	Accounts Payable	124913	to	124934	\$ 84,453.61
October 16, 2018	Accounts Payable	124935	to	124941	\$ 22,766.15
October 18, 2018	Accounts Payable	124942	to	124959	\$ 79,965.92
October 19, 2018	Accounts Payable	124960	to	124969	\$ 28,609.97
TOTAL GENERAL FUND:					\$ 3,647,238.19

## **CAPITAL PROJECTS FUND:**

October 3, 2018	Accounts Payable	200335	to	200336	\$ 51,647.53
<b>TOTAL CAPITAL PROJECTS FUND:</b>					\$ 51,647.53

## **ASSOCIATED STUDENT BODY FUND:**

September 27, 2018	Accounts Payable	403819	to	403828	\$ 390.00
September 28, 2018	Accounts Payable	403829	to	403833	\$ 970.31
October 1, 2018	Accounts Payable	403834	to	403843	\$ 4,019.73
October 2, 2018	Accounts Payable	403844	to	403844	\$ 7,453.22
October 15, 2018	Accounts Payable	403845	to	403853	\$ 8,115.19
October 17, 2018	Accounts Payable	403854	to	403859	\$ 420.00
<b>TOTAL ASSOCIATED STUDENT BODY FUND:</b>					\$ 21,368.45

## **TRANSPORTATION VEHICLE FUND:**

to  
**TOTAL TRANSPORTATION VEHICLE FUND:** \$ -

Board of Directors of Steilacoom Historical School District No. 1

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

*Kathi Weight, Secretary to the Board*

**Steilacoom Historical School District No. 1**  
**Financial Report - September 30, 2018**  
**Budget/Year-End Projection/YTD Actual**

The following information is a summary of the financial position as of September 30, 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	3,039,570	7.12%
Expenditures & Other Financing Uses	42,584,622	3,511,410	8.25%

Excess Revenues/Other Financing Sources		
Over (under) Expend & Other Financing Uses	102,048	(471,840)

Transfer to Capital Projects	(100,000)
Net Change in Unassigned Fund Balance	(571,840)

Fund Balances	9/1/2018	9/30/2018	Variance
Committed for Other Purposes	-74,631	25,369	100,000
Unassigned Fund Balance	1,791,928	2,361,229	569,301
Unassigned Minimum Fund Balance	2,610,000	2,125,000	-485,000
Fund Balance	4,327,297	4,511,598	184,301

**Capital Projects Fund:**

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

Beginning Fund Balance		1,856,813	
General Fund Transfer to Capital Projects	100,000		
Revenues	2,235		
Expenses	0		
		102,235	
Ending Fund Balance 8/31/2018			<u>1,959,048</u>

	9/1/2018 Beginning Fund Balance	9/30/2018 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	370,767	90,098

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



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 September, 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	81,133.23	81,133.23		5,663,961.77	1.41
2000 LOCAL SUPPORT NONTAX	994,500	115,617.20	115,617.20		878,882.80	11.63
3000 STATE, GENERAL PURPOSE	26,717,087	2,380,615.98	2,380,615.98		24,336,471.02	8.91
4000 STATE, SPECIAL PURPOSE	6,639,215	445,512.71	445,512.71		6,193,702.29	6.71
5000 FEDERAL, GENERAL PURPOSE	354,000	0	0		354,000.00	0
6000 FEDERAL, SPECIAL PURPOSE	2,210,273	16,691.29	16,691.29		2,193,581.71	0.76
7000 REVENUES FR OTH SCH DIST	0	0	0		0	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	3,039,570.41	3,039,570.41		39,647,099.59	7.12
 <u>B. EXPENDITURES</u>						
00 Regular Instruction	23,561,529	2,070,547.72	2,070,547.72	603,155.82	20,887,825.46	11.35
10 Federal Stimulus	0	0	0	0	0.00	0
20 Special Ed Instruction	4,998,608	397,947.24	397,947.24	832,672.20	4,600,660.76	24.62
30 Voc. Ed Instruction	2,022,217	144,629.10	144,629.10	157,511.97	1,877,587.90	14.94
40 Skills Center Instruction	0	0	0	0	0.00	0
50+60 Compensatory Ed Instruct.	1,279,523	100,842.16	100,842.16	8,076.55	1,178,680.84	8.51
70 Other Instructional Pgms	1,502,096	83,420.41	83,420.41	51,835.00	1,418,675.59	9
80 Community Services	0	0	0	0	0.00	0
90 Support Services	9,220,649	714,023.48	714,023.48	3,707,781.31	8,506,625.52	47.96
<u>Total EXPENDITURES</u>	42,584,622	3,511,410.11	3,511,410.11	5,361,032.85	39,073,211.89	20.83
 <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	-471,839.70	-471,839.70		573,887.7	
<u>F. TOTAL BEGINNING FUND BALANCE</u>	5,250,369		4,983,438.20			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR- XXXXXXXXXX</u>			0			

H. TOTAL ENDING FUND BALANCE

(E+F + OR - G)	4,327,297	4,511,598.50
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I. ENDING FUND BALANCE ACCOUNTS:

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	0
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	2,361,229.27
G/L 891 Unassigned Min Fnd Bal Policy	2,610,000	2,125,000.00
<u>TOTAL</u>	4,327,297	4,511,598.50

## 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 September, 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	2,235.03	2,235.03		102,764.97	2.13
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	 2,235.03	 2,235.03		 202,764.97	 1.09
 <u>B. EXPENDITURES</u>						
10 Sites	0	.00	.00	0.00	.00	0.00
20 Buildings	850,000	.00	.00	94,831.95	755,168.05	11.16
30 Equipment	0	.00	.00	0.00	.00	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	10,000	.00	.00	0.00	10,000.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
 <u>Total EXPENDITURES</u>	 860,000	 .00	 .00	 94,831.95	 765,168.05	 11.03
 <u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	 0	 .00	 .00			
 <u>D. OTHER FINANCING USES (GL 535)</u>	 0	 .00	 .00			
 <u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	655,000-	2,235.03	2,235.03		657,235.03	100.34-
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 1,900,000		 1,856,813.27			
 <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	 XXXXXXXXXX		 .00			
 <u>H. TOTAL ENDING FUND BALANCE</u>	 1,245,000		 1,859,048.30			
<u>(E+F + OR - G)</u>						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspdn 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	373,660.00
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	1,285,388.30
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	1,245,000	1,859,048.30

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 September, 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	80,996.51	80,996.51		7,413,450.49	1.08
2000 Local Support Nontax	15,000	5,236.04	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	 86,232.55	 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</u>						
<u>OVER(UNDER)EXPENDITURES (A-B-C-D)</u>	328,372	86,232.55	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</u>	 4,102,760		 3,736,279.07			
<u>(E+F + OR - G)</u>						



I. ENDING FUND BALANCE ACCOUNTS:

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 September, 2018

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES</u>						
1000 General Student Body	201,100	62,604.25	62,604.25		138,495.75	31.13
2000 Athletics	261,404	14,211.48	14,211.48		247,192.52	5.44
3000 Classes	62,300	5,258.00	5,258.00		57,042.00	8.44
4000 Clubs	477,200	18,694.04	18,694.04		458,505.96	3.92
6000 Private Moneys	25,500	2,285.86	2,285.86		23,214.14	8.96
 <u>Total REVENUES</u>	 1,027,504	 103,053.63	 103,053.63		 924,450.37	 10.03
 <u>B. EXPENDITURES</u>						
1000 General Student Body	214,007	1,900.50	1,900.50	3,857.28	208,249.22	2.69
2000 Athletics	227,183	3,427.98	3,427.98	0.00	223,755.02	1.51
3000 Classes	66,483	2,878.76	2,878.76	20,157.86	43,446.38	34.65
4000 Clubs	481,989	4,473.52	4,473.52	12,398.00	465,117.48	3.50
6000 Private Moneys	25,814	275.00	275.00	0.00	25,539.00	1.07
 <u>Total EXPENDITURES</u>	 1,015,476	 12,955.76	 12,955.76	 36,413.14	 966,107.10	 4.86
 <u>C. EXCESS OF REVENUES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	12,028	90,097.87	90,097.87		78,069.87	649.07
 <u>D. TOTAL BEGINNING FUND BALANCE</u>	270,217		280,668.94			
 <u>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
 <u>F. TOTAL ENDING FUND BALANCE</u>	282,245		370,766.81			
<u>C+D + OR - E)</u>						

G. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted for Other Items	0	.00
G/L 819 Restricted for Fund Purposes	282,245	370,766.81
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	0	.00
G/L 890 Unassigned Fund Balance	0	.00
 <u>TOTAL</u>	 282,245	 370,766.81

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 September, 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 Nontax	1,000	121.56	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	121.56	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	 121.56	 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
 Total EXPENDITURES	 10,000	 .00	 .00	 0.00	 10,000.00	 0.00
 E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	 0	 .00	 .00			
 F. <u>OTHER FINANCING USES (GL 535)</u>	 0	 .00	 .00			
 G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES</u>						
OVER(UNDER)EXP/OTH FIN USES (C-D-E-F)	1,500-	121.56	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</u>	 102,500		 105,483.81			
(G+H + OR - I)						

K. ENDING FUND BALANCE ACCOUNTS:

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



**School Board Regular Meeting Minutes**  
**Anderson Island Elementary School 13005 Camus Road Anderson Island, WA 98303**  
**Wednesday, 9/26/2018**

**I. CALL TO ORDER**

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

Anderson Island Elementary students Tyler Cunningham and Daniel Boyce led the Pledge of Allegiance.

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

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

**II. COMMENTS FROM THE AUDIENCE**

- Veronica Williams, Anderson Island, commented on the start of the year at Anderson Island Elementary and her concerns regarding staffing and academics.

**III. INTRODUCTION - Anderson Island Elementary Staff**

Principal Susan Greer introduced new staff members Grade 2-5 teacher Janet Friedlos, and paraeducator Kim Tate.

**IV. PRESENTATION - Anderson Island Elementary Students & Staff**

Principal Greer introduced the presentation with a slide show of the student activities this school year. Ms. Friedlos and students Daniel Boyce, Tyler Cunningham and Luna Bonner presented recent Powerpoint presentations they had created based on subjects researched.

**V. CONSENT AGENDA**

Director Schenk made a motion to approve the Consent Agenda which included attached personnel reports, financial reports, accounts payable, payroll and 8.22.18, 8.27.18 and 9.12.18 minutes; Director Pierce seconded the motion and the motion passed (4/0).

**V. OLD BUSINESS**

- a. **Second Reading of Policy 3220 Freedom of Expression**
- b. **Second Reading of Policy 3232 Parent Student Rights in Administration of Surveys, Analysis or Evaluations**

Director Pierce made a motion to approve Policies 3220 and 3232; Director Schenk seconded the motion and the motion passed (4/0).

**VI. NEW BUSINESS**

- a. **First Reading of Policy 3122 Excused and Unexcused Absences**

Director Scott made a motion to move Policy 3122 to a second reading; Director Pierce seconded the motion and the motion passed (4/0).

**b. First Reading of Policy 1400 Meeting Conduct, Order of Business and Quorum**

Director Pierce made a motion to approve Policy 1400; Director Schenk seconded the motion and the motion passed (4/0).

**c. First Reading of Policy 6610 Video Surveillance**

Director Scott made a motion to move Policy 6610 to a second reading; Director Schenk seconded the motion and the motion passed (4/0).

**d. First Reading of Policy 6000 Program Planning, Budget Preparation, Adoption and Implementation**

Director Schenk made a motion to approve Policy 6000; Director Pierce seconded the motion and the motion passed (4/0).

**e. First Reading of 6100 Revenues from Local, State and Federal Sources**

Director Scott made a motion to approve Policy 6100; Director Pierce seconded the motion and the motion passed (4/0).

**VII. COMMENTS FROM THE AUDIENCE**

- Eva Corbett commented on special education services at Anderson Island Elementary School.

**VIII. BOARD COMMUNICATION**

No communications.

**IX. ANNOUNCEMENTS**

Chair Forbes announced the Steilacoom High Girls Swim Team win and upcoming home meet, October 4, 2018.

**X. ADJOURNMENT**

Director Schenk made a motion to adjourn the meeting at 6:55 pm; Director Pierce seconded the motion and the motion passed (4/0).

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(Chair)

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(Secretary/Superintendent)



**Study Session of the Board of Directors Minutes**  
**Pioneer Middle School 1750 Bob's Hollow Lane DuPont, WA 98327**  
**10/10/2018**

**1. CALL TO ORDER**

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

Executive Director Beauchaine led the Pledge of Allegiance.

All directors present. Superintendent Weight at a conference and Executive Director Harvey present on her behalf.

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

**2. TOPIC FOR BOARD DISCUSSION**

**a. INTRODUCTION**

Executive Director Harvey read an introductory statement from Superintendent Weight. Executive Director Beauchaine opened the session with an explanation of the special education handouts with emphasis on the Opportunity Gap goal area of Special Education (students with IEPs). Each Principal presented their School Improvement Plan. Question and discussion followed.

- a. **Anderson Island Elementary School** - Principal Susan Greer
- b. **Cherrydale Primary School** - Principal Ryan Douglas
- c. **Chloe Clark Elementary School** - Principal Gary Yoho
- d. **Saltar's Point Elementary School** - Principal Alex Clauson
- e. **Pioneer Middle School** – Principal JoAnne Fernandes
- f. **Steilacoom High School** - Principal Mike Miller

**3. ADJOURNMENT**

Chair Forbes announced the SHS Girls Swim home meet tomorrow and next Tuesday.

Director Pierce made a motion to adjourn the meeting at 8:44pm; Director Schenk seconded the motion and the motion passed (5/0).



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(Chair)

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(Secretary/Superintendent)

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Steilacoom Historical School District No. 1  
Certificated Personnel Report

<b>Personnel Report 10-24-18</b>						
<b>Name</b>	<b>Position</b>	<b>FTE</b>	<b>Location</b>	<b>Effective Date</b>	<b>Action</b>	<b>Comment</b>
FOYIL SAMANTHA	TEACHER	0.50	PIONEER	10/31/2018	RESIGNATION	

Steilacoom Historical School District No. 1  
Classified Personnel Report

Personnel Report 10-26-18						
Name	Position	Hours	Location	Effective Date	Action	Comment
TAYLOR HEATHER	PARAPROFESSIONAL	6.50	CHLOE CLARK	10/5/2018	RESIGNATION	
VIGAL AMI	PARAPROFESSIONAL	3.25	CHLOE CLARK	10/27/2018	NEW HIRE	TEMPORARY REMAINDER OF 2018-19 SCHOOL YEAR
THOMPkins DEBRA	PARAPROFESSIONAL	6.50	CHLOE CLARK	10/27/2018	NEW HIRE	

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

<b>Personnel Report 10-24-18</b>				
<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Effective Date</b>	<b>Amount</b>
ALBERT ROYCE	MODEL UN CLUB	HIGH SCHOOL	8/31/2018	2,400.00
ALBERT ROYCE	STUDENT 2 STUDENT CLUB	HIGH SCHOOL	8/31/2018	2,400.00
BLACK ROBERTA	HONOR SOCIETY CLUB	HIGH SCHOOL	8/31/2018	2,400.00
CLAPP NANCY	ASL CLUB	HIGH SCHOOL	8/31/2018	2,400.00
CLAPP NANCY	KEY CLUB	HIGH SCHOOL	8/31/2018	2,400.00
DILL MICAH	DIGITAL GAMING CLUB	HIGH SCHOOL	8/31/2018	2,400.00
EASTMAN KATHLEEN	ASB ADVISOR	HIGH SCHOOL	8/31/2018	4,500.00
FRENCH TIMOTHY	MATH CLUB	HIGH SCHOOL	8/31/2018	2,400.00
HAYDEN CHRISTINA	DECA CLUB	HIGH SCHOOL	8/31/2018	2,400.00
HENDERSON SAMANTHA	CLASS ADVISOR	HIGH SCHOOL	8/31/2018	2,400.00
JELLISON ELISABETH	FFA CLUB	HIGH SCHOOL	8/31/2018	2,400.00
JONES CARL	TECH STUDENT ASSOCIATION CLUB	HIGH SCHOOL	8/31/2018	2,400.00
KELLER AIRICA	ART CLUB	HIGH SCHOOL	11/5/2018	1,800.00
LITT TERESA	BOOK CLUB	HIGH SCHOOL	8/31/2018	2,400.00
MCDONALD JODY	ANIME CLUB	HIGH SCHOOL	8/31/2018	2,400.00
MCDONALD JODY	KEY CLUB	HIGH SCHOOL	8/31/2018	2,400.00
SCHULTZ-BRACE KERI	FCCLA CLUB	HIGH SCHOOL	8/31/2018	2,400.00
VAN WYHE GABRIEL	VIDEO PRODUCTION CLUB	HIGH SCHOOL	8/31/2018	2,400.00

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 10/24/18

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

### **School Improvement Plans 2018-19**

School Improvement Plans were reviewed at the October 10, 2018 study session. Once approved the plans can be found on the district website, Teaching and Learning Dept. and linked to individual school websites.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to approve the SIPs for the 2018-2019 school year.

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

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# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 10/24/2018

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

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

No changes since First Reading.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to approve Policy 3122.

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

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## EXCUSED AND UNEXCUSED ABSENCES

### Definition of Absence

[WAC 392-401-015](#) states the definition of an absence:

1. A student is absent when they are:
  - a. Not physically present on school grounds; and
  - b. Not participating in the following activities at an approved location:
    - i. Instruction;
    - ii. Any instruction-related activity; or
    - iii. Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.
2. Students will not be absent if:
  - a. They have been suspended, expelled, or emergency expelled pursuant to chapter [392-400 WAC](#);
  - b. Are receiving educational services as required by RCW [28A.600.015](#) and chapter [392-400 WAC](#); and
  - c. The student is enrolled in qualifying "course of study" activities as defined in [WAC 392-121-107](#).
3. A full day absence is when a student is absent for fifty percent or more of their scheduled day.
4. A school or district will not convert or combine tardies into absences that contribute to a truancy petition.

A student will be considered absent if they are on school grounds but not in their assigned setting.

### Excused and Unexcused Absences

Students are expected to attend all assigned classes each day. Upon enrollment and at the beginning of each school year, the district will inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing.

### Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the district. At times, students may be appropriately absent from class. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the district:

The following are valid excuses for absences:

1. Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible;
2. Family emergency, including, but not limited to, a death or illness in the family;
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding, court-ordered activity or jury service;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with [RCW 28A.225.055](#);
7. Absence directly related to the student's homeless or foster care/dependency status;
8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with [RCW 28A.705.010](#); Absence due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter [392-400 WAC](#); if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in [WAC 392-121-107](#);
9. Absences due to student safety concern, including absences related to threats, assaults, or bullying;
10. Absences due to a student's migrant status; and
11. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth.

A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence.

1. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; where reasonable, if a student misses participation-type class, they can request an alternative assignment that aligns with the learning goals of the activity missed.
2. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.



3. Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under [RCW 28A.225.010](#) or [28A.225.015\(1\)](#) and has five or more excused absences in a single month during the current school year, or ten or more excused absences in the current school year, the school district will schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one school district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required. This conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.

### **Unexcused Absences**

1. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.
2. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.
3. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absence. The school will make reasonable efforts to provide this information in a language the parent understands.
4. The school will hold a conference with the parent or guardian after three unexcused absences within any month during the current school year. The conference will analyze the causes of the student's absences and develop a plan that identifies student, school, and family commitments to reduce the student's absences from school. If the parent does not attend the conference, the school official may still hold the conference with the student. . However, the school will notify the parent of the steps the district has decided to take to eliminate or reduce the student's absences.
5. Between the student's second and fifth unexcused absence, the school must take the following data-informed steps:
  - a. Middle and high school students will be administered a needs assessment
  - b. These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, consistent with the needs assessment, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community truancy board, requiring the child to attend an alternative school or program, or assisting the parent or child to obtain

supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.

c. For any child with an existing individualized education plan or 504 plan, these steps must include the convening of the child's individualized education plan or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior will be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.

Not later than the student's fifth unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of [RCW 28A.225.010](#).

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.

### **Students dependent pursuant to Chapter 13.34, RCW**

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

### **Migrant Students**

The district, parent/guardian and student are encouraged to work to create an Extended Absence Agreement with the school to decrease the risk of an adverse effect on the student's educational progress.

Cross References: [Board Policy 3120](#)  
[Board Policy 3230](#)

[Board Policy 3240](#)

[Board Policy 3241](#)

[Board Policy 4218](#)

Enrollment  
Student Privacy and Searches

Student Conduct Expectations and  
Reasonable Sanctions  
Classroom Management, Discipline and  
Corrective Action  
Communication with Parents of Limited  
English Proficiency

Legal References: [RCW 13.34.300](#)

[RCW 28A.225](#)

Relevance of failure to cause juvenile to  
attend school to neglect petition  
Compulsory school attendance and  
admission

[WAC 392-400-532](#)

Statewide definition of excused and  
unexcused daily absences.

Management Resources:

*Policy News, August 2018*

*Policy News, July 2017*

*Policy News, December 2011*

Revision of Excused/Unexcused  
Definitions

*Policy News, June 2001*

More Tweaking of Becca Petitions

OSPI Memorandum No. 052-11M Unexcused Absence Definition

**Adoption Date: 2.27.08**

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

**Revised: 7.15.10, 1.25.12, 4.10.13; 9.28.16; 10.25.17; 10.24.18**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 10/24/2018

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

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

No changes since the First Reading.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to approve Policy 6100.

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

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## **REVENUES FROM LOCAL, STATE AND FEDERAL SOURCES**

### **Revenues From Discretionary Local Taxes**

As necessary, the district will consider the necessity of requesting voter approval of an excess property tax to be collected in the year following voter approval. Such a levy, if any, will be in that amount permitted by law, which the board determines necessary to provide educational services beyond those provided by state appropriations. The board will solicit advice from staff and community members prior to establishing the amount and purposes of the special levy request. The special levy being collected will be presented by program and expenditure in the district's annual descriptive guide for community members as required by law. In addition, districts must report their planned usage of levy proceeds to OSPI prior to the levy going to ballot as required by law.

### **Revenues From State Resources**

The responsibility for financing public education in Washington falls primarily upon the state. To provide educational services beyond the levels possible under the basic education allocation, the district must depend upon state and federal special purpose funding programs and grants or excess property tax levies approved by district voters.

The state provides special purpose appropriations for programs of transportation, for children with disabilities and for such other programs as it deems appropriate to assist schools.

When the superintendent or designee identifies an optional state grant where in the superintendent's or designee's reasonable professional judgment the benefits and advantages from accepting the grant outweigh the costs - the board will receive a report and may formally authorize participation.

### **Revenues From The Federal Government**

The objective of the board is to provide the best educational services possible within resources available to the district. Federal grants and programs may provide helpful financial resources towards pursuing that objective. When it is optional for the district to participate in a federally funded program, the board will receive detailed analysis from the staff regarding both the advantages to be realized from the program and the additional costs in terms of staff time, impact on existing programs and new obligations that the program may require. Before authorizing participation in such a program, the board will first determine that the advantages outweigh the disadvantages and that the program will not detract from other programs already in operation.

The board agrees to comply with all applicable federal and state requirements that may be a condition to receipt of federal funds including, but not limited to:

1. Maintenance of fiscal records that show the receipt and disposition of federal funds;
2. Provision for eligible private school students to participate in programs and/or services designed for the educationally disadvantaged as well as other programs that are supported by federal funds;
3. Provision for testing to identify target students as well as to measure program results; and

4. Provision for staff and parent involvement, program planning, budget development and program evaluation.

The district agrees to comply with Title I requirements pertaining to the implementation of internal controls for travel, contracted services, training, and capital outlay purchases and expenditures. The following controls are established for the Title I program:

1. All Title I funded purchases and expenditures will be directly related to allowable Title I activities and services that are necessary to carry out the objectives of the current program effectively, and for the benefit of eligible participants;
2. Title I purchases and expenditures will be restricted to those incurred by persons with direct Title I duties and responsibilities and/or that benefit only eligible Title I participants;
3. Title I funded in-service trainings will be directly related to specific Title I program activities and provided only to persons with Title I program responsibilities and duties; and
4. Appropriate documentation of all Title I purchases and expenditures incurred will be maintained for accountability and audit purposes.

The district further assures that a district-wide salary schedule is in effect and that the staff are assigned equitably among schools. Instructional material will also be distributed equitably among all schools. The board grants authority to directors and staff to participate in the development of any state and/or federal regulations deemed to be necessary for the implementation of federally-funded programs.

Legal References:	<a href="#">RCW 28A.300.070</a>	Receipt of federal funds for school purposes — Superintendent of public instruction to administer
	<a href="#">28A.150.230</a>	Basic Education Act — District school directors as accountable for proper operation of district — Scope — Responsibilities — Publication of guide
	<a href="#">28A.150.250</a>	Annual basic education allocation of funds according to average FTE student enrollment — Student/ teacher ratio standard
	<a href="#">28A.150.370</a>	Additional programs for which legislative appropriations must or may be made
	<a href="#">84.52.053</a>	Levies by school districts — Maximum dollar amount for maintenance and operation support — Restrictions — Maximum levy percentage — Levy reduction funds — Rules.
	<a href="#">WAC 180-16</a>	Support of Public Schools

**Adoption Date: 2.27.08**

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

**Revised Dates: 02.06; 12.11; 10.22.14; 2.28.18; 10.24.18**

**Steilacoom Historical School District Board of Directors**

**REGULAR BOARD MEETING**

Date: October 24, 2018

**TO:** Members, Steilacoom Historical School District Board of Directors

**ISSUE:**     **ACTION**  
              **X**     **INFORMATION**

**2018-2024 SHSD Capital Facilities Plan DRAFT**

**BACKGROUND INFORMATION:**

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. School districts are not required to prepare Capital Facilities Plans if they are not collecting school impact fees. The following language is from the Pierce County Code:

**4A.30.010 School District Capital Facilities Plan**

A. Prior to the collection of impact fees for a School District and on regular basis thereafter, a School District seeking imposition by the County of an impact fee shall submit according to the established Comprehensive Plan amendment process in Chapter 19C.10, a Capital Facilities Plan adopted by the District's Board of Directors.

B. School Districts must update their Plans regularly so that the adopted Plans, submitted to the County, maintain at least a six-year forecast of needs and a six-year plan for funding, and provide at a minimum the information required by RCWs 36.70A.070(3), 82.02.050, 82.02.060, and this Title, including but not limited to:

- a. An inventory of existing capital facilities, showing locations and capacities of the facilities.
- b. District service standards.
- c. Identification of additional facility improvements required to serve new development.
- d. Identification of existing deficiencies and the means by which existing deficiencies will be eliminated within a reasonable time.
- e. The proposed locations and capacities for expanded or new capital facilities.
- f. At least a six-year plan that will finance such capital facilities within projected funding capacities and clearly identifies sources of public money for such purposes.
- g. Based on the preceding information, the Impact Fee Calculations for the District, for single-family and multi-family dwelling units, using the formula and definitions in this Title (Table 4A-1), with information required by Chapter 82.02 RCW.

C. In conjunction with the process for review of the Capital Facilities Plan Element of the County Comprehensive Plan, the County shall review the School District's Capital Facilities Plans and Plan amendments, and any County implementing fee ordinances to ensure that the Plan element and fee schedules reflect current conditions and address at least the minimum requirements of Chapters 36.70A and 82.02 RCW.

D. The County shall adopt the School District's adopted Capital Facilities Plan and Plan amendments as part of the Capital Facilities Plan element of the County Comprehensive Plan prior to the imposition of an impact fee. (Ord. 2001-93s § 3, 2001; Ord. 96-105S2 § 1 (part), 1996)

<b>FISCAL IMPLICATIONS:</b> Future school impact fee collection.
<b>RECOMMENDED DECISION:</b> None at this time.
<b>TIMELINE:</b> After presentation of the draft version, we will publish the SEPA Environmental Checklist (which requires 14 days of notification) on October 29 <sup>th</sup> . Final action cannot be taken on the CFP until after 4:00 p.m. on the 14 <sup>th</sup> day. The CFP will come to the Board for adoption at the November 14 <sup>th</sup> Board meeting.

Report prepared by: Kathi Weight-Superintendent





*The best education for every student.*

# STEILACOOM

## Historical School District No. 1

### **CAPITAL FACILITIES PLAN**

### **2018 - 2024**

*December 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

## TABLE OF CONTENTS

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	TAB
<b>Introduction</b>	<b>1</b>
Introduction	
District Statements and Core Values	
District Strategic Plan and Goals	
District Map	
<b>School District Description</b>	<b>2</b>
Location and Description of School Facilities	
History of Facilities	
Parcel Summary by Location	
<b>Student Enrollment</b>	<b>3</b>
School Capacities	
Student Enrollment Trends	
OSPI – Cohort Survival Enrollment Projections	
SHSD 2016-2022 Projected Enrollment	
<b>Level of Service</b>	<b>4</b>
<b>Construction Plans</b>	<b>5</b>
<b>Finance Plan</b>	<b>6</b>
<b>Impact Fee Calculations</b>	<b>Enclosures 1 &amp; 2</b>

## 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.

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

### **DISTRICT VISION STATEMENT**

“The best education for every student.”

### **DISTRICT MISSION STATEMENT**

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

### **DISTRICT CORE VALUES**

#### **Academics**

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

#### **Collaboration**

We practice purposeful, professional, student-centered collaboration.

#### **Climate**

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

#### **Integrity**

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

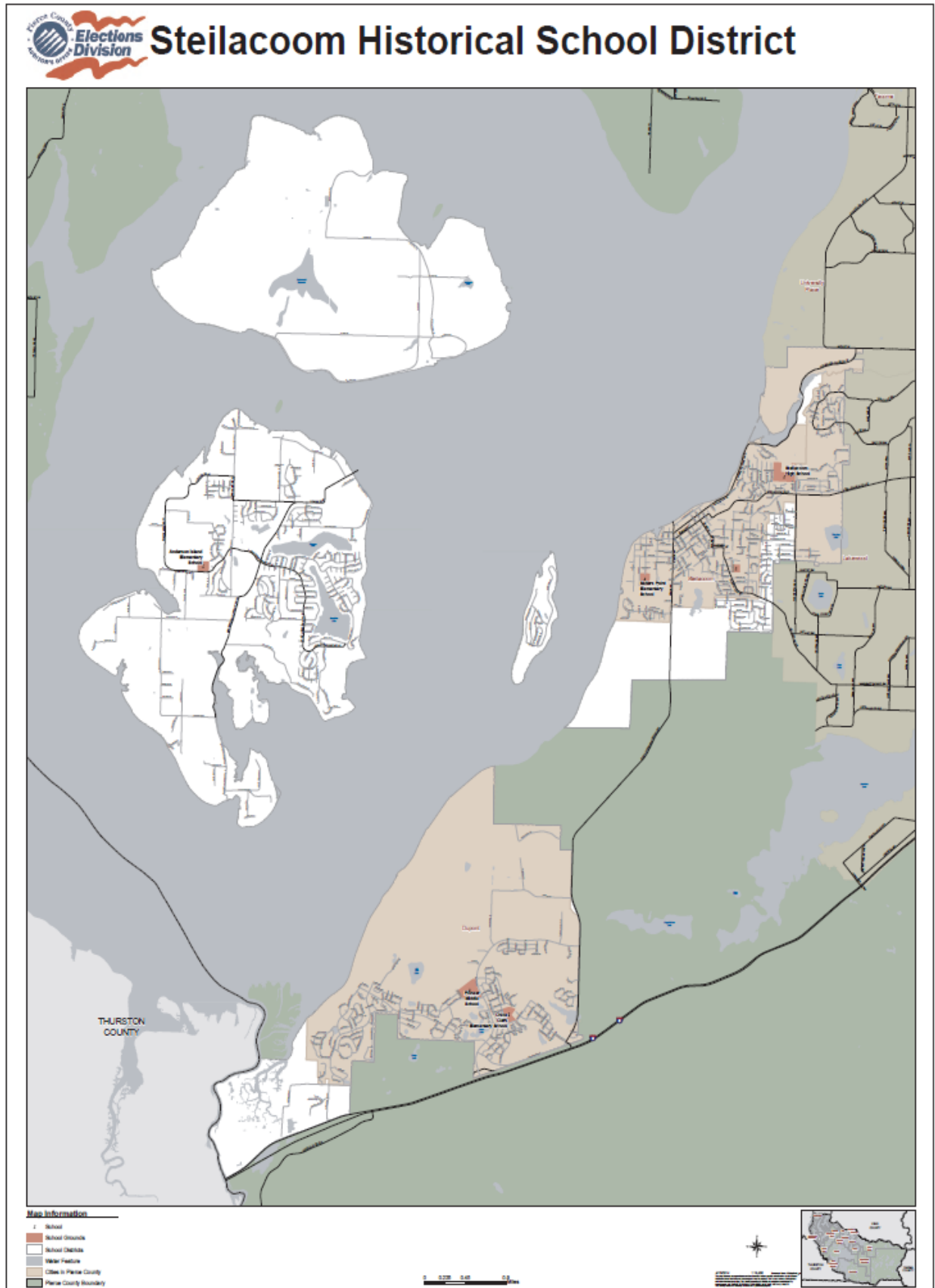
#### **Community**

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

#### **Accountability**

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

# TAB 1 DISTRICT MAP





## 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 Laughon Jr./Sr. High School; Anderson Island and Harriet Taylor schools		
1981	Steilacoom High School		Sentinel Drive
1986	District Office		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.

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## TAB II PARCEL SUMMARY BY LOCATION

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

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

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

## **TAB III STUDENT ENROLLMENT TRENDS**

### **1. DISTRICT GROWTH**

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

Using brick and mortar enrollment figures, the District's elementary school enrollment (grades K-5) grew from 966 students in 2003 to 1,457 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		
<b>Total Elementary</b>			<b>1,160</b>	<b>1,466</b>	<b>1,542</b>

\*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

## **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**

DRAFT

<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>		

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 10/24/18

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

First Reading of 2190 Highly Capable Programs

Some grammatical changes.

Changes term 'nomination' to 'referral.'

Adds requirement of prioritizing equitable identification of low-income students; use of multiple objective criteria and multiple pathways for identification; use of local norms, unless more restrictive than national norms; use of subjective measures only to support identification; and use of screening and assessment in the student's native language (if available) or nonverbal assessment.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to move Policy 2190 to a second reading.

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

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## HIGHLY CAPABLE PROGRAMS

In order to develop the special abilities of each student, the district will offer a highly capable program ~~which~~that provides kindergarten through twelfth grade students who are selected for the program with access to basic education programs that ~~accelerates~~accelerate learning and ~~enhances~~enhance instruction. The framework for such programs will encompass, but not be limited to, the following objectives:

-  
A.1. Expansion of academic attainments and intellectual skills;

-  
B.2. Stimulation of intellectual curiosity, independence, and responsibility;

-  
C.3. Development of a positive attitude toward self and others; and

-  
D.4. Development of originality and creativity.

-  
The board will annually approve the district's highly capable plan including: the number of students the district expects to serve by grade level; the district's plan to identify students; a description of the highly capable program goals; a description of the services the program will offer; an instructional program description; a description of ongoing professional development for highly capable program and general education staff; program evaluation and fiscal report; and assurances that the district is legally compliant.

-  
The superintendent will establish procedures consistent with state guidelines for ~~nomination~~referral, assessment, and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude ~~and creative or productive thinking~~, and creative or productive thinking. These include prioritizing equitable identification of low-income students; use of multiple objective criteria and multiple pathways for identification; use of local norms, unless more restrictive than national norms; use of subjective measures only to support identification; and use of screening and assessment in the student's native language (if available) or nonverbal assessment.

Legal References:            RCW 28A.185.030 Programs — Authority of local school districts — Selection of students  
                                      WAC 392-170 Special service program — Highly capable students

Management Resources: 2018 - August Issue

2013 - September Issue

Policy News, April 2008 Highly Capable Programs

Adoption Date: **2.27.08**

Revised Dates: **04.08; 12.11; 09.13; 09.18;**

**Steilacoom Historical School District No. 1**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 10/24/18

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

First Reading of Policy 2413 Equivalency Credit for CTE

Minor change which eliminates the requirement that a student must have successfully completed or be enrolled in Algebra II in order to earn equivalency credit. States that AP computer science will be equivalent to math or science credit.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to approve Policy 2413.

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

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## EQUIVALENCY CREDIT FOR CAREER AND TECHNICAL EDUCATION COURSES

Each high school will adopt core academic course equivalencies for high school career and technical courses, provided that the career and technical course has been reviewed and approved for equivalency credit by a district team appointed by the superintendent or a designee.

The district team will include a school administrator, the career and technical administrator, an instructor from the core academic subject area, an instructor from the appropriate career and technical course, a school counselor, and a representative from the curriculum department.

Career and technical courses approved for equivalency will be:

A.1. Aligned with the state's essential academic learning requirements and grade level expectations; and

B.2. Aligned with current industry standards, as evidenced in the curriculum frameworks. The local career and technical advisory committee will certify that courses meet industry standards.

The board will approve Advanced Placement (AP) computer science courses as equivalent to high school mathematics or science. ~~Board approval of AP computer sciences as equivalent to high school mathematics requires that a student has successfully completed or is currently enrolled in Algebra II.~~ The superintendent will adopt procedures to denote on the student's transcript that AP computer science qualifies as a math-based quantitative course for students who complete it in their senior year. –

Cross References:        2170 - Career and Technical Education  
                                 2410 - High School Graduation Requirements

Legal References:        RCW 28A.230.097 Career and technical high school course equivalencies.  
                                 RCW 28A.230.120 High School Diplomas – Issuance- Option to receive final transcripts –Notice  
                                 WAC 180-51 High school graduation requirements  
                                 WAC 392-410 Courses of study and equivalencies



Adoption Date: **2.27.08**  
Revised: **8.27.15**;

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 10/24/2018

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

### **First Reading of Policy 3410 Student Health**

WSSDA policy update changes qualified health specialist to licensed healthcare provider and Registered Nurse.

No sections were deleted.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent approve Policy 3410.

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

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## STUDENT HEALTH

The superintendent or designee will arrange for health services to be provided to all students. Such services will include but are not ~~be~~ limited to:

- A. The maintenance of student health records;
- B. The development of procedures at each building for the isolation and temporary care of students who become ill during the school day;
- C. Consulting services of a ~~qualified health specialist~~ licensed healthcare provider and/or Registered Nurse;
- D. Vision (both distance and near) and hearing screening; and
- E. Immunization records and screening.

Cross Reference: Board Policy 3416  
3413

Medication at School  
Student Immunization And Life  
Threatening Health Conditions

Legal References: RCW 28A.210.020  
28A.330.100  
28A.210.300

Visual and auditory screening pupils –  
Rules and regulations  
Additional powers of board  
School physician or school nurse may be  
employed

Management Resources

2018 August Issue  
2016 July Issue  
2011 February Issue

**Adoption Date: 2.27.08**

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

**Revised: 7.24.14; 5.23.17; 10.24.18**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 10/24/2018

## **Strategic Focus Area**

- ☐ Achiever
- ☒ Support
- ☐ Connect
- ☐ Plan

## **BACKGROUND INFORMATION**

### **First Reading of Policy 3412 Automated External Defibrillators (AEDs)**

WSSDA policy update changes the sentence structure on staff and student training.  
No sections of this policy are being deleted.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to approve Policy 3412.

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

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## AUTOMATED EXTERNAL DEFIBRILLATORS (AED)

The Steilacoom Historical School District Board of Directors recognizes that by equipping schools with automated external defibrillators (AEDs) and training employees and students in their use, the potential to save lives in the event of a health emergency, including cardiac arrest, is increased. The board authorizes the district to place AEDs at designated school sites. The Washington State Department of Health (DOH) requires any person using an AED receive training. Therefore, schools and district facilities with an AED on site will designate and train selected staff in the use of AEDs according to the DOH guidelines. ~~Schools and district facilities with an AED on site will train selected staff in their use according to the guidelines provided by the Washington State Department of Health. Beginning with the 2013-14 school year, instruction in-~~ Student instruction in cardiopulmonary resuscitations, to include appropriate use of an AED, will occur ~~be included~~ in at least one health class necessary for graduation.

This policy does not create any implied or express guarantee, or obligation to use an AED, nor does it create an expectation that an AED or a trained employee or student will be present and able to use an AED, even if a condition arose that made the use of an AED beneficial.

A person who uses an AED at the scene of an emergency and all other persons and entities providing services are immune from civil liability for any personal injury that results from any act or omission in the use of the AED in an emergency setting, unless the acts or omissions amount to gross negligence or willful or wanton misconduct.

The superintendent will develop procedures for the placement, maintenance, and use of AEDs in schools.

Legal References:	<u>RCW 28A.230</u>	<u>Compulsory coursework and activities</u>
	RCW 4.24.-300	Immunity from liability for certain types of medical care
	RCW 70.54.310	Semiautomatic external defibrillator – Duty of Acquirer-Immunity from Civil Liability

Management Resources:	<u>2018 August Issue</u>
	2013 - September Issue
	<u>Policy News</u> , April 2011
	<u>Legal Aspects of Defibrillator Use Defined</u>

**Adoption Date: 10.26.11**

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

**Revised: 07.24.14; 10.24.18**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 10/24/2018

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

### **First Reading of Policy 3414 Infectious Diseases**

WSSDA policy update changes include:  
Physician to Licensed Health Care Provider  
Deletes school physician  
Cleans up sentence structure  
No sections were deleted.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent approve Policy 3414.

**Report prepared by:**  
**Nancy McClure, Executive Director of Assessment and Intervention**

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## INFECTIOUS DISEASES

In order to safeguard the school community from the spread of certain communicable diseases the superintendent will implement procedures assuring that all school buildings are in compliance with State Board of Health rules and regulations regarding the presence of persons who have or have been exposed to infectious diseases deemed dangerous to the public health. Such procedures will also prescribe the steps ~~that will be taken~~ to remove the danger to others.

The district will require that the parents/~~or~~ guardian complete a medical history form at the beginning of each school year. The school nurse ~~or school physician~~ may use such reports to advise the parent of the need for further medical attention and to plan for potential health problems in school.

The board authorizes the school principal to exclude a student who has been diagnosed by a ~~physician~~ Licensed Health Care Provider (LHP) or is suspected of having an infectious disease in accordance with the regulations within the most current Infectious Disease Control Guide, provided by the State Department of Health and the Office ~~the~~ of Superintendent of Public Instruction. The principal and/or school nurse will report the presence of suspected case or cases of reportable communicable disease to the appropriate local health authority as required by the State Board of Health. ~~Such-~~ The district and its staff will treat all information concerning a student's present and past health condition ~~will be treated~~ as confidential. The principal will cooperate with the local health officials in the investigation of the source of the disease.

The fact that a student has been tested for a sexually transmitted disease, the test result, any ~~in-~~ formation- information relating to the diagnosis or treatment of a sexually transmitted disease, and any information regarding drug or alcohol treatment for a student must be kept strictly confidential. If the district ~~has-a-receives authorization to release, the~~ information, the district may ~~be disclosed-~~ disclose information pursuant to the restrictions in the release.

A school principal or designee has the authority to send an ill child home without the concurrence of the local health officer, but if the disease is reportable, the district must notify the- local health officer ~~must be notified~~. The local health officer is the primary resource in the identification and control of infectious disease in community and school. The local health officer, in consultation with the superintendent can take whatever action deemed necessary to control or eliminate the spread of disease, including closing a school.



Management References: 2018 – August Issue  
Policy & Legal News, February 2013 2013 – February Issue  
Policy & Legal News, February 2013

**Adoption Date: 2.27.08**

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

**Revised: 8.22.13; 10.24.18**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: October 24, 2018

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

First Reading Policy 5401

WSSDA updated Policy 5401 – Sick Leave to reflect changes in statute around paid sick leave and the employee attendance incentive program. The edited policy also contains language around reasonable notice for the use of paid sick leave and frontloaded sick leave.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to move Policy 5401 to a second reading.

**Report prepared by:**  
**Paul Harvey, Executive Director**

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## SICK LEAVE

### I. Paid Sick Leave for Certificated and Classified Staff Members

The district ~~shall~~will grant each ~~full-time~~, certificated and classified staff member of the district ~~12~~ sick leave days annually in accordance with RCW 28A.400.300 and applicable collective bargaining agreements.

Unused sick leave may be accumulated ~~on a from~~ year-to-year basis up to a maximum of ~~the number of contract days in a contract period, not to exceed one year, one hundred eighty days for the purposes of RCW 28A.400.210 and 28A.400.220, and for leave purposes up to a maximum of the number of contract days agreed to in a given contract, but not greater than one year.~~

The district may require a signed statement from a ~~physician~~healthcare provider for any absence in excess of five consecutive days. Pursuant to WAC 296-128-660, if the district requires such verification from a nonexempt staff member and the staff member believes obtaining verification would result in an unreasonable burden or expense, the staff member may contact Human Resources orally or in writing. Verification must be provided to the district within 10 calendar days of the first day a nonexempt staff member used paid sick leave to care for themselves or a family member.

If sick leave benefits are exhausted, the board may grant leave without pay for the balance of the year upon the recommendation of the superintendent/designee.

### II. Attendance Incentive Program for Certificated and Classified Staff Members Attendance Incentive

In January of the year following any year in which a minimum of 60 days of sick leave is accrued, and each January thereafter, any eligible staff member may exercise an option either:

- A. To receive remuneration for unused sick leave accumulated in the previous year in an amount equal to one day's monetary compensation of the staff member for each four full days of accrued sick leave in excess of 60 days; or
- B. To add that year's sick leave to the staff member's accumulated sick leave.

All such leave for which the staff member receives compensation ~~shall~~will be deducted from accumulated sick leave at the rate of four days for every one day's monetary compensation, ~~unless otherwise stated in individual contracts.~~

A staff member may cash-out all accrued sick leave at the above rate at the time of an eligible separation from employment as set forth in RCW 28A.400.210 and Chapter 392-136 WAC. ~~due to retirement, provided that the retiree provides documentation from the appropriate state retirement system. Such leave shall be accrued at the rate of no more than one day per month.~~

The administrator of the estate of a deceased staff member may also cash-out all accumulated sick leave at the rate of one day's monetary compensation for every four days of leave. A certified copy of the death certificate and proper documentation of court appointment as administrator of the estate must be submitted to the district office ~~or proper documentation of court appointment as administrator of the estate.~~

### III. Additional Paid Sick Leave Provisions

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#### A. Nonexempt Staff Members

Nonexempt staff members are covered by the sick leave provisions of RCW 28A.400.300 and are also covered by the sick leave provisions of RCW 49.46.210 and Chapter 296-128 WAC beginning January 1, 2018.

In general, the sick leave benefits provided under RCW 28A.400.300 are more generous than those required by RCW 49.46.210 and Chapter 296-128 WAC. Below, however, are some of the rights that nonexempt staff members are entitled to under RCW 49.46.210 and Chapter 296-128 WAC:

1. Nonexempt staff members must accrue at least one hour of paid sick leave for every forty hours worked.
2. Nonexempt staff members are entitled to use their accrued paid sick leave beginning on the ninetieth calendar day after the commencement of their employment.
3. Nonexempt staff members may use paid sick leave to care for themselves or their family members, when the staff members' workplace or children's school or place of care has been closed by a public official for any health related reason, or for absences that qualify for leave under the Domestic Violence Leave Act.
4. Nonexempt staff members must be permitted to carry over at least forty hours of paid sick leave.
5. Retaliation against a nonexempt staff member for lawful exercise of paid sick leave rights is prohibited.

#### B. Reasonable Notice for the Use of Paid Sick Leave

Nonexempt staff members must provide reasonable advance notice of an absence from work for the use of paid sick leave to care for themselves or a family member. Please provide such reasonable notice to [insert point of contact, e.g. supervisor]. Any information provided will be kept confidential. If a nonexempt staff member's absence is foreseeable, the staff member must provide notice to [insert point of contact] at least 10 days, or as early as possible, before the first day paid sick leave is used. If a nonexempt staff member's absence is unforeseeable, the staff member must contact [insert point of contact] as soon as possible.

A nonexempt staff member must give advance oral or written notice to [insert contact] as soon as possible for the foreseeable use of paid sick leave to address issues related to the staff member or the staff member's family member being a victim of domestic violence, sexual assault, or stalking. If a nonexempt staff member is unable to give advance notice because of an emergent or unforeseen circumstance related to the staff member or the staff member's family member being a victim of domestic violence, sexual assault, or stalking, the staff member or a designee must give oral or written notice to [insert contact] no later than the end of the first day that the staff member takes such leave.

#### C. Frontloaded Paid Sick Leave

The district will provide eligible nonexempt staff members with a notification of frontloaded paid sick leave. This notification will provide details of the amount of paid sick leave hours that will be placed into a nonexempt staff member's paid sick leave bank at the start of their employment. It will include the calculations used to determine the frontloaded hours, the paid sick leave accrual

year, and a staff member's eligibility details. Unused frontloaded paid sick leave balances of 40 hours or less will carry over to the following year.

The district will make written or electronic notification to a nonexempt staff member for each paid sick leave frontloading period, providing the amount of paid sick leave frontloaded, the calculation used to determine the amount of paid sick leave, and any adjustments based on additional accrued hours. If a nonexempt staff member's frontloaded paid sick leave is less than the amount that they were entitled to accrue, the district will make any additional amounts of paid sick leave available for the staff members use no later than 30 days after the discrepancy is identified.

If a nonexempt staff member uses more paid sick leave than the staff member would have accrued absent frontloading, the district will not seek reimbursement from the staff member for the paid sick leave used.

~~An employee who is at least age fifty five, has ten years of service in the retirement system, and is a member of either the teachers' or school employees' retirement system plan 3, or is at least age fifty five, has at least fifteen years of service in the retirement system and is a member of either the teachers' or school employees' retirement system plan 2 may cash-out all accumulated sick leave at the rate of one day's monetary compensation for every four days of leave at the time of separation from employment.~~

~~Earned sick leave shall not be accumulated in excess of 180 days as of December 31 of each year, except that an employee may exercise the annual January cash-out option for all days accumulated in excess of this maximum.~~

Cross References:                      5406 - Leave Sharing

<u>Legal References:</u>	<u>RCW 49.46.200</u>	<u>Paid sick leave</u>
	RCW 28A.400.210	Employee attendance incentive program — Remuneration for unused sick leave
	RCW 28A.400.300	Hiring and discharging employees — Leaves for employees — Seniority and leave benefits, retention upon transfers between schools

Chapter 296-128                      WAC Minimum Wages

RCW 28A.400.210 Employee attendance incentive program — Remuneration or benefit plan for unused sick leave

Chapter 392-136 WAC	Conversion of Accumulated Sick Leave
AGO 1963-64 No.98	Sick leave for certificated and noncertificated employees
AGO 1980 No.22	Limitation on compensated leave for school district employees

**Adoption Date: 2.27.08**

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

**Revised: 8.26.09;**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 10/24/18

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

First Reading of Policy 5520 Staff Development

Acknowledges that professional growth and development is necessary for growth and effectiveness of staff members to gain additional skills.

Eliminates reference to old law (1977)

Eliminates reference to specific hours required, as this is prescribed by different certification types by OSPI.

Eliminates reference to who has access to professional learning. In our district both bargaining groups have reference in the CBAs and our district provides regular opportunities to a variety of employees through ACE days, grants, and other means.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to approve Policy 5520.

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

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## STAFF DEVELOPMENT

### ~~A.~~ Professional Growth and Development for Non-~~Administrative~~administrative Staff

Additional training and study are prerequisites for continued growth and effectiveness of staff members. -It mayis also ~~be helpful~~necessary for staff members with increased responsibilities and new demands.- Staff are encouraged to gain additional job-related skills through special study or in-service training.

~~The district may participate in the state In-Service Training Act of 1977.~~

~~The district shall offer a variety of professional development opportunities that are aligned with the district's plan of work.~~

~~Each holder of a professional education certificate, except those exempted by state regulation, shall complete 150 hours of continuing education study every five years, in order to maintain his or her certificate.~~

### **B.**

#### Professional Growth and Development for Administrators

The board recognizes that training and study for administrators contribute to their skill development necessary to better serve the needs of the school district. -Each year the superintendent shall will develop an administrative in-service program based upon the needs of the district, as well as the needs of individual administrators.

### ~~C. Professional Growth and Development for Non-Represented Classified and Certificated~~

#### **Staff**

~~Annual (twelve-month), non-represented staff may participate in certain pre-approved professional development opportunities at district expense. These professional development opportunities shall include only classes, workshops, conferences, and trainings that are preapproved, in writing, by the Superintendent or designee, based upon the demonstrable relationship between the opportunity and the staff member's job description, and such other factors as cost, available funds, the timing and length of the professional development opportunity, coverage availability, the recency of prior professional development opportunities taken, and the needs of the district. This is not an exhaustive list of factors that may be considered in reviewing a request for professional development.~~

#### Cross References:

5240 - Evaluation of Staff

5005 - Employment: Disclosures, Certification, Requirements, Assurances and Approval

<u>Legal References:</u>	<u>RCW 28A.415.040</u>	<u>In-service training act</u>
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	<del>RCW 28A.320.110</del>	<del>Information and research services</del>
	<del>WAC 181-85-075</del>	<del>Continuing education requirement</del>
	<del>181-85-200</del>	<del>In-service education approval standards</del>
	<del>392-195</del>	<del>In-service training program</del>
	<del>392-121-255</del>	<del>Definition — Academic credits</del>
	<del>392-121-257</del>	<del>Definition — In-service credits</del>
	<del>392-192</del>	<del>Professional development programs</del>

-Legal References:      RCW 28A.415.040 In-Service Training Act of 1977 — Administration of funds — Rules — Requirements for local districts — In-service training task force  
WAC 181-85-075 Continuing education requirement  
WAC 181-85-200 In-service education approval standards  
WAC 392-121-255 Definition — Academic credits  
WAC 392-121-257 Definition — In-service credits  
WAC 392-192 Professional development programs  
WAC 392-195 School personnel— In-service training program

Adoption Date: **2.27.08**  
Revised Dates: **9.22.10;**  
**Steilacoom Historical School District No.1**



# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 10/24/2018

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

### **First Reading of Policy 6210 Purchasing: Authorization and Control**

The revised policy requires board approval for capital outlay purchases exceeding \$5,000. The previous policy required approval for capital outlay purchases exceeding \$50,000.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to move Policy 6210 to a second reading.

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

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## **PURCHASING: AUTHORIZATION AND CONTROL**

The board authorizes the superintendent ~~is authorized~~ to direct expenditures and purchases, within the limits of the de-tailed annual budget, for the school year. Board approval for purchase of capital outlay items is required when the aggregate total of a requisition exceeds \$50,000 except that the superintendent will have the authority to make capital outlay purchases without advance approval when it is necessary to protect the interests of the district or the health and safety of the staff or students.

The superintendent will establish requisition and purchase order procedures as a means of monitoring the expenditure of funds. Staff members who obligate the district without proper prior authorization may be held personally responsible for payment of such obligations.

**Adoption Date: 2.27.08**  
**School District: Steilacoom Historical School District**  
**Revised: 9.8.10; 11.12.14;**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 10/24/2018

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

### **First Reading of Policy 6220 Bid Requirements**

The revised policy increases the dollar thresholds related to the need for quotes associated with the procurement of goods and services using federal funds. The district must also take steps to use small and minority businesses, women's business enterprises and labor surplus firms when possible.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to move Policy 6220 to a second reading.

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

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## BID REQUIREMENTS

The board of directors of the Steilacoom Historical School District No. 1 recognizes the importance of:

- maximizing the use of district resources;
- the need for sound business practices in spending public money;
- the requirement of complying with state and federal laws governing purchasing and public works;
- the importance of standardized purchasing regulations; and
- the need for clear documentation.

### I. Procurement and Public Works Using State Funds

#### A. Furniture, Supplies, or Equipment

Whenever the estimated cost of furniture, supplies or equipment (except books) will cost:

- less than \$40,000, no competitive bidding process is required to make the purchase;
- between \$40,000 and \$75,000, the board will follow the informal competitive bidding process by requiring quotes from at least three different sources to be obtained in writing or by telephone and recorded for the public to review;
- over \$75,000, the board will follow the formal competitive bidding process by:
  1. preparing clear and definite plans and specifications for such purchases;
  2. providing notice of the call for formal bids by publication in at least one newspaper of general circulation in the district at least once each week for two consecutive weeks;
  3. ensuring that the district takes steps to assure that when possible, the district will use small and minority businesses, women's business enterprises and labor surplus firms;
  - ~~3.4.~~ providing the clear and definite plans and specifications to those interested in submitting a bid;
  - ~~4.5.~~ require that bids be in writing;
  - ~~5.6.~~ open and read bids in public on the date and in the place named in the notice; and
  - ~~6.7.~~ file all bids for public inspection after opening.

#### B. Exemptions

The board may waive bid requirements for purchases:

- clearly and legitimately limited to a single source of supply;
- involving special facilities or market conditions;
- in the event of an emergency;
- of insurance or bonds; and
- involving public works in the event of an emergency.

"Emergency" means unforeseen circumstances beyond the district's control that present a real, immediate threat to the proper performance of essential functions or will likely result in material loss or damage to property, bodily injury or loss of life if immediate action is not taken.

Whenever bid requirements are waived, a document explaining the factual basis for the exception and the contract will be recorded and open for public inspection.

### **C. Rejection of Bids**

The board may by resolution reject any and all bids and make further calls for bids in the same manner as the original call.

### **D. Interlocal Cooperation Act**

The board reserves the right to enter into inter-local cooperative agreements for purchases and public works with other governmental agencies pursuant to the Interlocal Cooperation Act, Chapter 39.34 RCW.

### **E. Crimes Against Children**

The board will include in any contract for services with an entity or individual other than an employee of the district a provision requiring the contractor to prohibit any employee of the contractor from working at a public school who has contact with children at a public school during the course of his or her employment and who has pled guilty to or been convicted of any felony crime specified under RCW 28A.400.322. The contract will also contain a provision that any failure to comply with this section will be grounds for the district immediately terminating the contract.

The superintendent will establish bidding and contract awarding procedures for all purchases of furniture, equipment, supplies (except books) or public works projects consistent with state law.

### **F. Use of State Funds for Improvements or Repairs**

The board may make improvements or repairs to district property through a district department without following the competitive bidding process if the total cost of improvements or repairs does not exceed \$100,000. If the board estimates that the total cost of a building, improvement, repair, or other public works project is \$100,000 or more, the board will follow the formal competitive bidding process outlined above unless the contract is let using the small works roster process authorized by RCW 39.04.155 or under any other procedure authorized for school districts.

## II. Procurement Using Federal Funds

### A. Goods

When federal funds are used for procurement of **goods** (furniture, supplies, equipment, and textbooks):

- Purchases of ~~\$3,500~~10,000 or less do not require quotes. However, the district must consider price to be reasonable, and, to the extent practical, distribute purchases equitably among suppliers.
- Purchases between ~~\$3,500~~10,000 and ~~\$75,000~~250,000 must be procured using price or rate quotations from three or more qualified sources.
- Purchases of ~~\$75,000~~250,000 or more must be publicly solicited using sealed bids or requests for proposals.

### B. Services

When the district uses federal funds ~~are used~~ for procurement of **services**:

- Purchases of ~~\$3,500~~10,000 or less do not require quotes. However, the district must consider price to be reasonable, and, to the extent practical, distribute purchases equitably among suppliers.
- Purchases between ~~\$3,500~~10,000 and ~~\$150,000~~250,000 must be procured using price or rate quotations from a reasonable number of qualified sources.
- Purchases of ~~\$150,000~~250,000 or more must be publicly solicited using sealed bids or requests for proposals.

### C. Noncompetitive Proposals

Noncompetitive pProcurement ~~by noncompetitive proposals~~ may ~~only~~ be used only when one of the following four circumstances applies:

- The item is only available from a single source;
- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- The awarding agency (e.g., OSPI) authorizes ~~a noncompetitive proposal procurement~~ in response to a written request from the district; or
- After solicitation of a number of sources, competition is determined inadequate.

The district must maintain documentation supporting the applicable circumstance for noncompetitive ~~proposals procurement~~.

### D. Suspension and Debarment

Before entering into federally funded vendor contracts for goods and services that equal or exceed \$25,000 and any subcontract award, the district will ensure the vendor is not suspended or debarred from participating in federal assistance programs.

## E. Conflict of Interest

No employee, officer or agent may participate in the selection, award or administration of a contract supported by federal funds if he or she has a real or apparent conflict of interest. Such a conflict would arise when the employee, officer or agent, any member of his or her immediate family, his or her partner, or an organization ~~which~~that employs or is about to employ any of the parties indicated herein has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

## III. Procedures

No employee, officer or agent of the district may solicit or accept gratuities, favors or anything of monetary value from contractors or parties to subcontracts. Violation of these standards may result in disciplinary action including, but not limited to, suspension, dismissal or removal. The superintendent or designee will establish bidding and contract awarding procedures consistent with state and federal law.

Legal References:	RCW 28A.335.190	Advertising for bids —
<del>Competitive</del> <u>Competitive</u> bid		procedures — Purchases from inmate work programs — Telephone or written quotation solicitation, limitations — Emergencies
	28A.400.330	Crimes Against Children — Contractor Employees — Termination of Contract
	39.04.155	Small works roster contract procedures — Limited public works process Definition
	39.04.280	Competitive Bidding Requirements — Exemptions
	39.30.060	Bids on public works — Identification, substitution of contractors 2 CFR 200.318 – General Procurement Standards
	<u>39.34</u>	<u>Interlocal Cooperation Act</u>
	<u>234 CFR § 80.36200</u>	<u>Procurement Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards</u>
	<u>2 CFR § 200.67</u>	<u>Micro-purchase</u>
	<u>2 CFR § 200.88</u>	<u>Simplified Acquisition Threshold</u>
	<u>2 CFR § 200.318</u>	<u>General Procurement Standards</u>
	<u>2 CFR § 200.320</u>	<u>Methods of Procurement to be Followed</u>
	<u>234 CFR § 3485</u>	<u>Nonprocurement</u> — Debarment and Suspension

Management Resources:

*Policy News, August 2018*

*Policy News, July 2017*

*Policy News, March 2016*

*Policy News, October 2015*

*Policy News, June 2015*

*Policy News, June 2013*

*Policy News, April 2012*

*Policy News, February 2011*

*Policy News, October 2005*

*Policy News, June 2001*

Bid requirements policy revised to  
address audit concerns

Bid requirements

Competitive bid process changes

Legislation further simplifies bid  
compliance



**Adoption Date: 02.27.08**  
**School District: Steilacoom Historical School District**  
**Revised: 09.12.12; 12.10.14; 8.27.15; 4.27.16; 2.28.18;**

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 10/24/18

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

First Reading of Policy 6500 Risk Management

Eliminates requirement of board to review risk management program annually.  
Adds language regarding bonding employees.  
Calls for the establishment of procedures.

## **RECOMMENDED ACTION:**

It is the recommendation of the Superintendent to move Policy 6500 to a second reading.

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

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Policy No. 6500  
Management Support

## RISK MANAGEMENT

The board believes the district must identify and measure risks of loss due to the damage or destruction of district property or to claims against the district by others claiming to have been harmed by the action or inaction of the district, its officers, or ~~staff~~employees. A risk management program will be implemented to reduce or eliminate risks where possible, to determine ~~which~~the risks the district can afford to assume and to transfer to an insurance company those risks ~~which~~that the district does not wish to assume or cannot economically afford to assume.

Such a program will consider the benefits, if any, of joining with other units of local government for joint purchasing of insurance, joint self-funding, joint self-insuring, or joint employment of a risk manager. The superintendent ~~will~~may assign the primary responsibility for the administration and supervision of the risk management program to a single person. ~~The board shall review the status of the risk management program each year.~~ The district will make available to claimants its standard tort claim form.

The district ~~will~~may purchase and pay for surety bonds for the superintendent, business manager, and such other ~~staff~~officers or employees and in such amounts as the board will from time to time determine to be necessary for honest performance of ~~the staff in the conduct of the district's financial operations, their duties.~~ Such bonds may include a deductible proviso not to exceed two percent of the ~~officer's or~~ employee's annual salary.

The superintendent or designee will establish procedures to implement this policy.

Legal References:	<del>RCW 28A.400.350</del>	<del>Liability, life, health, health care, accident, disability and salary insurance authorized — Premiums</del>
		<del>RCW 4.96.020 Tortious conduct of local governmental entities and their agents — Claims — Presentment and filing — Contents</del>
	<del>RCW 4.96.020</del>	<del>Tortious conduct of local governmental entities and their agents — Claims Presentment and filing — Contents</del> RCW
	<del>28A.400.360</del>	<del>Liability insurance for officials and employees authorized</del>
		<u>RCW 28A.320.100 Actions against officers, employees or agents of school districts and educational service districts — Defense, costs, fees — Payment of obligation</u>

Deleted Cells

~~28A.400.370~~ RCW 28A.330.100(10) Additional powers of board

~~28A.320.100~~ Mandatory insurance protection for employees  
~~Actions against officers, employees or agents of school districts and educational service districts — Defense, costs, fees — Payment of obligation~~ RCW 28A.400.350 Liability, life, health, health care, accident, disability and salary insurance authorized — When required — Premiums

~~28A.320.060~~ Officers, employees or agents of school districts or educational service districts, insurance to protect and hold personally harmless RCW 28A.400.360 Liability insurance for officials and employees authorized

~~28A.330.100(10)~~ Additional powers of board  
~~RCW 28A.400.370~~ Mandatory insurance protection for employees

Deleted Cells

~~48.62~~ RCW Chapter 48.62 RCW Local government insurance transactions

Deleted Cells

Adoption Date: 2.27.08  
Revised Dates: 04.10; 12.11;  
Steilacoom Historical School District