



The best education for every student.

STEILACOOM

Historical School District No. 1

Regular Meeting Agenda

Steilacoom High School 54 Sentinel Drive Steilacoom, Washington

STUDY SESSION: The School Board normally convenes at 6:00 pm just prior to the start of the formal Board meeting, to discuss the Board agenda and to have a brief dinner.

No decision making is undertaken. These study sessions are open to the Public; however, food is not provided for the general public.

11/8/2017 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. PRESENTATION

a. Steilacoom High Advanced Women's Choir (Presentation)

Presenter: Kasey Eck

b. Special Education Early Learning (Presentation)

Presenter: Susanne Beauchaine and Tanya Rontos

[Early Childhood Special Education \(Birth-Three Years Old\).pdf \(p. 3\)](#)

IV. REPORTS

a. Class of 2017 Graduation Rate (Information)

Presenter: Susanne Beauchaine and Mike Miller

[Graduation Calculation Information.pdf \(p. 4\)](#)

V. CONSENT AGENDA (Action)

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

[Approval of October and November 2017 Accounts Payable & October 2017 Payroll.PDF \(p. 5\)](#)

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

[Approval of 10.25.17 Minutes.pdf \(p. 19\)](#)

[Approval of Co-Curricular Personnel Report.pdf \(p. 21\)](#)

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

[Approval of SHS Band Travel to California April 2018.pdf \(p. 23\)](#)

VI. OLD BUSINESS

- a. **Approval of Resolution 840-11-08-17 Renewal of Levy for Educational Programs & Operations February 2018** (Action)

Presenter: Jim Brittain

[Approval of Resolution 840-11-08-17 Renewal Levy for Educational Programs & Operations.pdf \(p. 27\)](#)

- b. **Final Draft Capital Facilities Plan 2017-2023** (Information)

Presenter: Kathi Weight

[Final Draft 2017-2023 CFP 11.8.17.pdf \(p. 36\)](#)

- c. **Second Reading of Policy 6700 Nutrition, Health and Physical Fitness** (Action)

Presenter: Paul Harvey

[Second Reading of Policy 6700.pdf \(p. 72\)](#)

VII. NEW BUSINESS

- a. **Approval of Student Transportation Contract 2018-2023** (Action)

Presenter: Jim Brittain

[Student Transportation Service Contract 2018 - 2023.pdf \(p. 77\)](#)

- b. **First Reading of Policy 2410 Graduation Requirements** (Action)

Presenter: Paul Harvey

[First Reading of Policy 2410.pdf \(p. 78\)](#)

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. ADJOURNMENT (Action)

Steilacoom Historical School District No. 1

About Early Childhood Special Education (Birth-Three Years Old)

The best education for EVERY student!

When a parent, caregiver, doctor, or anyone else has a concern about a young child’s development, a referral can be made for a developmental evaluation. All evaluations and services are provided at no cost to parents.

Birth through Age Two: School districts are required under the federal Individuals with Disabilities Education Act (IDEA), Part C to identify and serve eligible students who reside within the district’s boundaries. Early Support for Infants and Toddlers is the early intervention program in Washington State serving children from birth through the child’s third birthday. Steilacoom Historical School District contracts with Hope Sparks in Pierce County to identify, refer and serve eligible children. Additionally, Hope Sparks provides Family Resource Coordinators (FRCs) to help families navigate the early intervention system. All services are provided in the family’s home.

| Chloe Clark Birth to 3 Enrollment | | | | | |
|---|-----------|-----|---------|-----|---------|
| | 2015-2016 | | 2016-17 | | 2017-18 |
| | October | May | October | May | October |
| Total Enrollment | 10 | 13 | 19 | 15 | 21 |
| Multi-Racial | | | 3 | 1 | 4 |
| White | 10 | 12 | 12 | 10 | 13 |
| African American | | 1 | 3 | 3 | 3 |
| Asian | | | 1 | 1 | 1 |
| Male | 9 | 10 | 12 | 6 | 9 |
| Female | 1 | 3 | 7 | 9 | 12 |
| Military Affiliation | 5 | 6 | 11 | 10 | 14 |
| No Military or Unknown Affiliation | 5 | 7 | 8 | 5 | 7 |
| Eligible for Transition to Preschool | 3 | | 3 | | |

| Cherrydale Birth to 3 Enrollment | | | | | |
|---|-----------|-----|---------|-----|---------|
| | 2015-2016 | | 2016-17 | | 2017-18 |
| | October | May | October | May | October |
| Total Enrollment | 8 | 8 | 7 | 11 | 8 |
| Multi-Racial | 2 | 1 | 2 | 2 | 3 |
| White | 6 | 6 | 5 | 7 | 5 |
| African American | | | | 2 | |
| American Indian | | 1 | | | |
| Male | 1 | 4 | 4 | 4 | 5 |
| Female | 7 | 4 | 3 | 7 | 3 |
| Military Affiliation | 2 | 1 | 2 | 4 | 2 |
| No Military or Unknown Affiliation | 6 | 7 | 5 | 7 | 6 |
| Eligible for Transition to Preschool | 2 | | 1 | | |

Student Services participates in a transition meeting with the family and FRC at least 90 days before a child’s 3rd birthday to determine if he or she may be eligible for services in the district’s Developmental Preschool Programs. Our preschool programs serves eligible students who are 3-5 years old. Chloe Clark Elementary and Cherrydale Primary currently have four half-day sessions of developmental preschool.

Steilacoom Historical School District No. 1

Graduation Calculation – Class of 2017

The best education for EVERY student!

Overview

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

For Steilacoom Historical School District this includes Steilacoom High School, and the Futures program. The Futures program provides support for students with disabilities whose post-secondary outcomes includes supported employment.

Formula for Graduation Rate

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

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

230 (ninth graders) + 56 (transfers in) – 80 (transfers out) = 206

*195 Graduates ÷ 206 = **94.6%**

Continuing Students: 4

**10% of Graduates earned an Associates Degree*

Class of 2016 (Steilacoom High School) Five-Year Cohort Adjusted Graduation Rate

209 (ninth graders) + 60 (transfers in) – 67 (transfers out) = 202

200 Graduates ÷ 202 = **99.0%**

Continuing Students: 0

Definitions

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

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

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

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

Frequently Asked Questions

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

**Steilacoom Historical School District No. 1
Financial Report - October 31, 2017
Budget/Year-End Projection/YTD Actual**

The following information is a summary of the financial position as of October 31, 2017 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/Year-End Projection/YTD Actual:

| | Annual Budget | Year-end Projection | Projected Variance | Projected Variance | YTD Actual |
|---|------------------|------------------------|---------------------------------------|-----------------------|------------|
| Revenues & Other Financing Sources | 39,338,126 | 39,250,000 | (88,126) | -0.22% | 8,059,365 |
| Expenditures & Other Financing Uses | 40,509,700 | 40,350,000 | (159,700) | -0.39% | 6,441,670 |
| Excess Revenues/Other Financing Sources Over (under) Expend & Other Financing Uses | (1,171,574) | (1,100,000) | | | 1,617,695 |
| | | | Transfer to Capital Projects | | - |
| | | | Net Change in Unassigned Fund Balance | | 1,617,695 |

| Fund Balances | 9/1/2017 | 10/31/2017 | Variance |
|---------------------------------|-----------|------------|-----------|
| Restricted for Carryover | 0 | 19,954 | 19,954 |
| Committed for Other Purposes | 25,369 | 25,369 | 0 |
| Unassigned Fund Balance | 2,576,518 | 4,174,259 | 1,597,741 |
| Unassigned Minimum Fund Balance | 1,985,000 | 1,985,000 | 0 |
| Fund Balance | 4,586,887 | 6,204,582 | 1,617,695 |

Note: Revenues and ending fund balance includes an estimated \$2,600,000 October property tax payment. Pierce County's October treasurer statements will be received by November 10, 2017.

Capital Projects Fund:

| | | | |
|---|--------|---------------|-------------------------|
| Beginning Fund Balance 9/1/2017 | | 1,881,516 | |
| General Fund Transfer to Capital Projects | 0 | | |
| Revenues | 25,714 | | |
| Expenses | 0 | | |
| | | <u>25,714</u> | |
| Ending Fund Balance 10/31/2017 | | | <u><u>1,907,230</u></u> |

Fund Balance - Impact Fees \$270,114 - Turf Field Replacement \$100,000 - Unassigned Fund Balance \$1,537,116

| | 9/1/2017 Beginning Fund Balance | 10/31/2017 Ending Fund Balance | Variance |
|---------------------------|---------------------------------------|--------------------------------------|-----------|
| Debt Service Fund: | 3,210,446 | 5,590,473 | 2,380,027 |

Note: Ending fund balance includes an estimated \$2,240,000 property tax payment. Pierce County's October treasurer statements will be received by November 10, 2017.

| | | | |
|-----------------------------|--------|--------|----|
| Transportation Fund: | 83,856 | 83,911 | 55 |
|-----------------------------|--------|--------|----|

| | | | |
|--------------------------------------|-----------------------|-----------------------|-----------------------|
| ASB Fund: | 282,284 | 386,858 | 104,574 |
| Anderson Island | 575 | 400 | (175) |
| Cherrydale | 8,238 | 12,002 | 3,764 |
| Chloe Clark | 6,716 | 13,048 | 6,332 |
| Saltar's Point | 5,886 | 10,379 | 4,493 |
| Pioneer Middle | 69,438 | 80,161 | 10,723 |
| Steilacoom High | 191,431 | 270,868 | 79,437 |
| Total Ending ASB Fund Balance | <u><u>282,284</u></u> | <u><u>386,859</u></u> | <u><u>104,574</u></u> |

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2017 (September 1, 2017 - August 31, 2018)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of October, 2017

| A. REVENUES/OTHER FIN. SOURCES | ANNUAL BUDGET | ACTUAL FOR MONTH | ACTUAL FOR YEAR | ENCUMBRANCES | BALANCE | PERCENT |
|---|---------------|------------------|-----------------|---------------|---------------|---------|
| 1000 LOCAL TAXES | 7,292,600 | .00 | 142,970.79 | | 7,149,629.21 | 1.96 |
| 2000 LOCAL SUPPORT NONTAX | 1,007,751 | 54,349.00 | 305,543.48 | | 702,207.52 | 30.32 |
| 3000 STATE, GENERAL PURPOSE | 22,578,364 | 2,032,085.52 | 4,063,988.81 | | 18,514,375.19 | 18.00 |
| 4000 STATE, SPECIAL PURPOSE | 5,606,574 | 398,095.33 | 798,544.56 | | 4,808,029.44 | 14.24 |
| 5000 FEDERAL, GENERAL PURPOSE | 353,244 | .00 | .00 | | 353,244.00 | 0.00 |
| 6000 FEDERAL, SPECIAL PURPOSE | 2,474,593 | 128,267.20 | 148,316.97 | | 2,326,276.03 | 5.99 |
| 7000 REVENUES FR OTH SCH DIST | 0 | .00 | .00 | | .00 | 0.00 |
| 8000 OTHER AGENCIES AND ASSOCIATES | 21,500 | .00 | .00 | | 21,500.00 | 0.00 |
| 9000 OTHER FINANCING SOURCES | 3,500 | .00 | .00 | | 3,500.00 | 0.00 |
| <u>Total REVENUES/OTHER FIN. SOURCES</u> | 39,338,126 | 2,612,797.05 | 5,459,364.61 | | 33,878,761.39 | 13.88 |
| <u>B. EXPENDITURES</u> | | | | | | |
| 00 Regular Instruction | 21,904,347 | 1,701,087.96 | 3,698,081.83 | 15,505,497.44 | 2,700,767.73 | 87.67 |
| 10 Federal Stimulus | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| 20 Special Ed Instruction | 4,954,885 | 381,895.59 | 735,390.25 | 3,738,006.90 | 481,487.85 | 90.28 |
| 30 Voc. Ed Instruction | 1,823,378 | 176,944.27 | 286,700.92 | 901,823.12 | 634,853.96 | 65.18 |
| 40 Skills Center Instruction | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| 50+60 Compensatory Ed Instruct. | 1,557,191 | 103,106.66 | 196,729.67 | 910,910.57 | 449,550.76 | 71.13 |
| 70 Other Instructional Pgms | 1,231,103 | 33,020.57 | 50,124.03 | 227,589.19 | 953,389.78 | 22.56 |
| 80 Community Services | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| 90 Support Services | 9,038,796 | 844,122.86 | 1,474,643.06 | 5,921,364.84 | 1,642,788.10 | 81.83 |
| <u>Total EXPENDITURES</u> | 40,509,700 | 3,240,177.91 | 6,441,669.76 | 27,205,192.06 | 6,862,838.18 | 83.06 |
| C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u> | 100,000 | .00 | .00 | | | |
| D. <u>OTHER FINANCING USES (GL 535)</u> | 0 | .00 | .00 | | | |
| E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u> | | | | | | |
| <u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u> | 1,271,574- | 627,380.86- | 982,305.15- | | 289,268.85 | 22.75- |
| F. <u>TOTAL BEGINNING FUND BALANCE</u> | 4,440,500 | | 4,586,886.77 | | | |
| G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u> | XXXXXXXXXX | | .00 | | | |
| H. <u>TOTAL ENDING FUND BALANCE</u> | 3,168,926 | | 3,604,581.62 | | | |
| <u>(E+F + OR - G)</u> | | | | | | |

I. ENDING FUND BALANCE ACCOUNTS:

| | | |
|---|-----------|--------------|
| G/L 810 Restricted For Other Items | 0 | .00 |
| G/L 815 Restrict Unequalized Deduct Rev | 0 | .00 |
| G/L 821 Restricted for Carryover | 0 | 19,953.83 |
| G/L 825 Restricted for Skills Center | 0 | .00 |
| G/L 828 Restricted for C/O of FS Rev | 0 | .00 |
| G/L 830 Restricted for Debt Service | 0 | .00 |
| G/L 835 Restrictd For Arbitrage Rebate | 0 | .00 |
| G/L 840 Nonspnd FB - Invent/Prepd Itms | 0 | .00 |
| G/L 845 Restricted for Self Insur | 0 | .00 |
| G/L 850 Restricted for Uninsured Risks | 0 | .00 |
| G/L 870 Committed to Other Purposes | 74,500- | 25,369.23 |
| G/L 872 Committd to Econmc Stabilizatn | 0 | .00 |
| G/L 875 Assigned Contingencies | 0 | .00 |
| G/L 884 Assigned to Other Cap Projects | 0 | .00 |
| G/L 888 Assigned to Other Purposes | 0 | .00 |
| G/L 890 Unassigned Fund Balance | 1,243,427 | 1,574,258.56 |
| G/L 891 Unassigned Min Fnd Bal Policy | 2,000,000 | 1,985,000.00 |
| | | |
| <u>TOTAL</u> | 3,168,927 | 3,604,581.62 |
| | | |
| Differences | 1- | .00 |

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

20--CAPITAL PROJECT FUND-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2017 (September 1, 2017 - August 31, 2018)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of October, 2017

| <u>A. REVENUES/OTHER FIN. SOURCES</u> | <u>ANNUAL BUDGET</u> | <u>ACTUAL FOR MONTH</u> | <u>ACTUAL FOR YEAR</u> | <u>ENCUMBRANCES</u> | <u>BALANCE</u> | <u>PERCENT</u> |
|---|----------------------|-------------------------|------------------------|---------------------|---------------------|----------------|
| 1000 Local Taxes | 0 | .00 | .00 | | .00 | 0.00 |
| 2000 Local Support Nontax | 105,000 | 21,085.00 | 25,713.90 | | 79,286.10 | 24.49 |
| 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 | 1,270,000 | .00 | .00 | | 1,270,000.00 | 0.00 |
| <u>Total REVENUES/OTHER FIN. SOURCES</u> | <u>1,375,000</u> | <u>21,085.00</u> | <u>25,713.90</u> | | <u>1,349,286.10</u> | <u>1.87</u> |
| <u>B. EXPENDITURES</u> | | | | | | |
| 10 Sites | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| 20 Buildings | 2,845,000 | .00 | .00 | 0.00 | 2,845,000.00 | 0.00 |
| 30 Equipment | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| 40 Energy | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| 50 Sales & Lease Expenditure | 100,000 | .00 | .00 | 0.00 | 100,000.00 | 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> | <u>2,945,000</u> | <u>.00</u> | <u>.00</u> | <u>0.00</u> | <u>2,945,000.00</u> | <u>0.00</u> |
| <u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u> | <u>0</u> | <u>.00</u> | <u>.00</u> | | | |
| <u>D. OTHER FINANCING USES (GL 535)</u> | <u>0</u> | <u>.00</u> | <u>.00</u> | | | |
| <u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u> | | | | | | |
| <u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u> | <u>1,570,000-</u> | <u>21,085.00</u> | <u>25,713.90</u> | | <u>1,595,713.90</u> | <u>101.64-</u> |
| <u>F. TOTAL BEGINNING FUND BALANCE</u> | <u>2,145,000</u> | | <u>1,881,516.15</u> | | | |
| <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u> | <u>XXXXXXXXXX</u> | | <u>.00</u> | | | |
| <u>H. TOTAL ENDING FUND BALANCE</u> | <u>575,000</u> | | <u>1,907,230.05</u> | | | |
| <u>(E+F + OR - G)</u> | | | | | | |

I. ENDING FUND BALANCE ACCOUNTS:

| | | |
|--|---------|--------------|
| G/L 810 Restricted For Other Items | 0 | .00 |
| G/L 825 Restricted for Skills Center | 0 | .00 |
| G/L 830 Restricted for Debt Service | 0 | .00 |
| G/L 835 Restrictd For Arbitrage Rebate | 0 | .00 |
| G/L 840 Nonspnd FB - Invent/Prepd Itms | 0 | .00 |
| G/L 850 Restricted for Uninsured Risks | 0 | .00 |
| G/L 861 Restricted from Bond Proceeds | 0 | .00 |
| G/L 862 Committed from Levy Proceeds | 0 | .00 |
| G/L 863 Restricted from State Proceeds | 0 | .00 |
| G/L 864 Restricted from Fed Proceeds | 0 | .00 |
| G/L 865 Restricted from Other Proceeds | 0 | .00 |
| G/L 866 Restricted Impact Fees | 345,000 | 270,114.00 |
| G/L 867 Restrictd Mitigation Fees | 0 | .00 |
| G/L 869 Restricted fr Undistr Proceeds | 0 | .00 |
| G/L 870 Committed to Other Purposes | 100,000 | 100,000.00 |
| G/L 889 Assigned to Fund Purposes | 130,000 | 1,537,116.05 |
| G/L 890 Unassigned Fund Balance | 0 | .00 |
| | | |
| <u>TOTAL</u> | 575,000 | 1,907,230.05 |

30--DEBT SERVICE FUND-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2017 (September 1, 2017 - August 31, 2018)

For the STELLACOOM SCHOOL DISTRICT #1 School District for the Month of October, 2017

| <u>A. REVENUES/OTHER FIN. SOURCES</u> | <u>ANNUAL BUDGET</u> | <u>ACTUAL FOR MONTH</u> | <u>ACTUAL FOR YEAR</u> | <u>ENCUMBRANCES</u> | <u>BALANCE</u> | <u>PERCENT</u> |
|---|----------------------|-------------------------|------------------------|---------------------|---------------------|----------------|
| 1000 Local Taxes | 7,223,757 | .00 | 137,733.89 | | 7,086,023.11 | 1.91 |
| 2000 Local Support Nontax | 6,500 | .00 | 2,593.06 | | 3,906.94 | 39.89 |
| 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> | <u>7,230,257</u> | <u>.00</u> | <u>140,326.95</u> | | <u>7,089,930.05</u> | <u>1.94</u> |
| <u>B. EXPENDITURES</u> | | | | | | |
| Matured Bond Expenditures | 4,940,000 | .00 | .00 | 0.00 | 4,940,000.00 | 0.00 |
| Interest On Bonds | 1,961,250 | .00 | .00 | 0.00 | 1,961,250.00 | 0.00 |
| Interfund Loan Interest | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| Bond Transfer Fees | 5,000 | .00 | 300.00 | 0.00 | 4,700.00 | 6.00 |
| 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> | <u>6,906,250</u> | <u>.00</u> | <u>300.00</u> | <u>0.00</u> | <u>6,905,950.00</u> | <u>0.00</u> |
| C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u> | 0 | .00 | .00 | | | |
| D. <u>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> | 324,007 | .00 | 140,026.95 | | 183,980.05- | 56.78- |
| F. <u>TOTAL BEGINNING FUND BALANCE</u> | 3,180,000 | | 3,210,445.93 | | | |
| G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u> | XXXXXXXXXX | | .00 | | | |
| H. <u>TOTAL ENDING FUND BALANCE</u> | 3,504,007 | | 3,350,472.88 | | | |
| <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 | 3,504,007 | 3,350,472.88 |
| 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> | 3,504,007 | 3,350,472.88 |

40--ASB FUND-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2017 (September 1, 2017 - August 31, 2018)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of October, 2017

| | <u>ANNUAL</u> | <u>ACTUAL</u> | <u>ACTUAL</u> | <u>ENCUMBRANCES</u> | <u>BALANCE</u> | <u>PERCENT</u> |
|---|---------------|------------------|-----------------|---------------------|----------------|----------------|
| <u>A. REVENUES</u> | <u>BUDGET</u> | <u>FOR MONTH</u> | <u>FOR YEAR</u> | | | |
| 1000 General Student Body | 160,380 | 18,041.38 | 85,876.29 | | 74,503.71 | 53.55 |
| 2000 Athletics | 135,750 | 3,581.50 | 9,976.28 | | 125,773.72 | 7.35 |
| 3000 Classes | 61,650 | 1,453.12 | 7,110.12 | | 54,539.88 | 11.53 |
| 4000 Clubs | 435,340 | 26,430.25 | 51,801.89 | | 383,538.11 | 11.90 |
| 6000 Private Moneys | 16,700 | .63 | 5,629.47 | | 11,070.53 | 33.71 |
| <u>Total REVENUES</u> | 809,820 | 49,506.88 | 160,394.05 | | 649,425.95 | 19.81 |
| <u>B. EXPENDITURES</u> | | | | | | |
| 1000 General Student Body | 158,286 | 5,575.31 | 6,466.38 | 0.00 | 151,819.62 | 4.09 |
| 2000 Athletics | 154,860 | 4,630.42 | 15,830.60 | 24,916.63 | 114,112.77 | 26.31 |
| 3000 Classes | 62,100 | 2,635.61 | 5,365.27 | 13,397.25 | 43,337.48 | 30.21 |
| 4000 Clubs | 416,259 | 11,010.41 | 24,058.38 | 33,758.82 | 358,441.80 | 13.89 |
| 6000 Private Moneys | 33,305 | 418.87 | 4,099.11 | 0.00 | 29,205.89 | 12.31 |
| <u>Total EXPENDITURES</u> | 824,810 | 24,270.62 | 55,819.74 | 72,072.70 | 696,917.56 | 15.51 |
| <u>C. EXCESS OF REVENUES</u> | | | | | | |
| <u>OVER (UNDER) EXPENDITURES (A-B)</u> | 14,990- | 25,236.26 | 104,574.31 | | 119,564.31 | 797.63- |
| <u>D. TOTAL BEGINNING FUND BALANCE</u> | 276,177 | | 282,283.57 | | | |
| <u>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u> | XXXXXXXX | | .00 | | | |
| <u>F. TOTAL ENDING FUND BALANCE</u> | 261,187 | | 386,857.88 | | | |
| <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 | 261,186 | 386,857.88 |
| 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> | 261,186 | 386,857.88 |
| | | |
| Differences | 1 | .00 |

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

90--TRANSPORTATION VEHICLE FUND-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2017 (September 1, 2017 - August 31, 2018)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of October, 2017

| <u>A. REVENUES/OTHER FIN. SOURCES</u> | <u>ANNUAL BUDGET</u> | <u>ACTUAL FOR MONTH</u> | <u>ACTUAL FOR YEAR</u> | <u>ENCUMBRANCES</u> | <u>BALANCE</u> | <u>PERCENT</u> |
|--|----------------------|-------------------------|------------------------|---------------------|------------------|----------------|
| 1000 Local Taxes | 0 | .00 | .00 | | .00 | 0.00 |
| 2000 Local Nontax | 500 | .00 | 54.87 | | 445.13 | 10.97 |
| 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 |
| <u>A. TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</u> | <u>8,000</u> | <u>.00</u> | <u>54.87</u> | | <u>7,945.13</u> | <u>0.69</u> |
| <u>B. 9900 TRANSFERS IN FROM GF</u> | <u>0</u> | <u>.00</u> | <u>.00</u> | | <u>.00</u> | <u>0.00</u> |
| <u>C. Total REV./OTHER FIN. SOURCES</u> | <u>8,000</u> | <u>.00</u> | <u>54.87</u> | | <u>7,945.13</u> | <u>0.69</u> |
| <u>D. EXPENDITURES</u> | | | | | | |
| Type 30 Equipment | 10,000 | .00 | .00 | 0.00 | 10,000.00 | 0.00 |
| Type 60 Bond Levy Issuance | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| Type 90 Debt | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| <u>Total EXPENDITURES</u> | <u>10,000</u> | <u>.00</u> | <u>.00</u> | <u>0.00</u> | <u>10,000.00</u> | <u>0.00</u> |
| <u>E. OTHER FIN. USES TRANS. OUT (GL 536)</u> | <u>0</u> | <u>.00</u> | <u>.00</u> | | | |
| <u>F. OTHER FINANCING USES (GL 535)</u> | <u>0</u> | <u>.00</u> | <u>.00</u> | | | |
| <u>G. EXCESS OF REVENUES/OTHER FIN SOURCES OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)</u> | <u>2,000-</u> | <u>.00</u> | <u>54.87</u> | | <u>2,054.87</u> | <u>102.74-</u> |
| <u>H. TOTAL BEGINNING FUND BALANCE</u> | <u>83,450</u> | | <u>83,856.07</u> | | | |
| <u>I. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u> | <u>XXXXXXXXX</u> | | <u>.00</u> | | | |
| <u>J. TOTAL ENDING FUND BALANCE</u> | <u>81,450</u> | | <u>83,910.94</u> | | | |
| <u>(G+H + OR - I)</u> | | | | | | |

K. ENDING FUND BALANCE ACCOUNTS:

| | | |
|--|--------|-----------|
| G/L 810 Restricted For Other Items | 0 | .00 |
| G/L 819 Restricted for Fund Purposes | 81,450 | 83,910.94 |
| 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> | 81,450 | 83,910.94 |

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



Regular Meeting Agenda
Pioneer Middle School 1750 Bob's Hollow Lane DuPont, Washington
Wednesday, 10/25/2017

STUDY SESSION:

- Agenda Review

REGULAR MEETING

I. CALL TO ORDER

Board Chair Scott called the meeting to order at 7:00 pm. Executive Director Beauchaine led the Pledge of Allegiance. All directors and Superintendent Weight present. Director Denning made a motion to approve the agenda; Director Pierce seconded the motion and the motion passed (5/0).

II. COMMENTS FROM THE AUDIENCE

No comments.

III. PRESENTATION - Right at School Program at Chloe Clark Elementary

Chloe Clark Elementary Principal Yoho introduced Right at School Program staff Brenda Jallo, Katrina Trevion, Tiffany Bliss, Michele Wilkens and Marissa Subar, who presented the history, philosophy and focus of this purposeful/fun before and after school program that started this school year at Chloe Clark.

IV. REPORTS

a. Steilacoom High Advanced Placement (AP) Program Scores

Steilacoom High Assistant Principal Lallemand presented the 2016-17 AP program, student numbers and scores.

b. Transportation Safety Advisory Report

Chief of Finance & Operations (CFO) Brittain reported on current school year areas of focus.

c. Long-Range Capital Facility Planning - Enrollment/Demographics

CFO Brittain presented enrollment and demographics information for future long-range capital facilities planning.

V. CONSENT AGENDA

Director Forbes made a motion to approve the Consent Agenda which included September & October 2017 accounts payable and October payroll, 9.27.17 and 10.11.17 minutes, School Improvement Plans, and two school trips; Director Denning seconded the motion and the motion passed (5/0).

VI. OLD BUSINESS

a. Renewal Levy for Educational Programs & Operations February 2018

CFO Brittain updated the Board on the renewal levy to be run in the February 2018. A resolution will be brought to the board November 2017.

- b. **Second Reading of Policy 3115 Homeless Students**
- c. **Second Reading of Policy 3116 Students in Foster Care**

Director Denning made a motion to approve Policies 3115 & 3116; Director Pierce seconded the motion and the motion passed (5/0).

VII. NEW BUSINESS

- a. **First Reading of Policy 6700 Nutrition, Health and Physical Fitness**

Director Schenk made a motion to move Policy 6700 to a second reading; Director Denning seconded the motion and the motion passed (5/0).

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

Director Forbes made a motion to approve Policy 3122; Director Denning seconded the motion and the motion passed (5/0).

- c. **Draft Capital Facilities Plan 2017 – 2023**

Superintendent Weight presented the draft plan. Final plan will be brought to the board for approval December 2017.

VIII. COMMENTS FROM THE AUDIENCE

No comments.

IX. BOARD COMMUNICATION

- All Directors received an email of concern
- Director Denning commented on the DuPont City Council Public Hearing.
- Chair Scott and DuPont Mayor Courts exchanged emails regarding impact fees, mitigation and property.

X. ANNOUNCEMENTS

- Director Pierce announced Steilacoom High Cross-Country teams results.
- Director Forbes announced Steilacoom High Girls Swim Team results and upcoming meet.

XI. ADJOURNMENT

Director Forbes made a motion to adjourn the meeting at 8:37 pm; Director Denning seconded the motion and the motion passed (5/0).

(Chair)

(Secretary/Superintendent)

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

| Personnel Report 11-8-17 | | | | | |
|---------------------------------|--------------------|-----------------|-----------------------|---------------|----------------|
| Name | Position | Location | Effective Date | Amount | Comment |
| BRADBURY THOMAS | BOWLING HEAD COACH | HIGH SCHOOL | 10/30/2018 | 3,426.00 | |

Steilacoom Historical School District No. 1
Classified Personnel Report

| Personnel Report 11-8-17 | | | | | | |
|---------------------------------|------------------|--------------|-----------------|-----------------------|---------------|----------------|
| Name | Position | Hours | Location | Effective Date | Action | Comment |
| DORFNER SARAH | DEPT. SPECIALIST | 8.00 | DISTRICT OFFICE | 11/13/2017 | NEW HIRE | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

FIELD TRIP REQUEST FORM

Complete at least ONE MONTH before proposed date of Field Trip

Date of Request: 11/1/2017 School: Steilacoom High School

Name of teacher(s) requesting field trip: Matt Vegh

Proposed date(s) of field trip: April 5-8, 2018

Proposed destination(s): Hollywood, CA

Departure time from School: 4 AM Transportation by: Walking Bus Private Car Plane

Return time to School: 4 PM Will students need lunch: Yes No

Content area(s) addressed: Concert Band critique, performance, listen to LA Philharmonic

Description of proposed field trip:

This proposed field trip is for the Steilacoom High School Band to perform and compete at a national "Heritage Festival" in Hollywood, California.

The cost is currently \$1,088.38 per student/chaperone to attend, but may change slightly with changes to the itinerary. The trip is an optional enrichment opportunity for any student in the band and percussion program at SHS. Funds will be raised by fundraising activities as described on the attachment.

Number of Students: 45 Number of Chaperones: 8 (2 are teachers)

Learning Objectives (please attach itinerary):

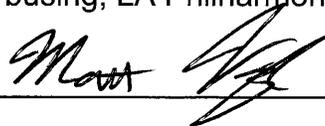
This provides new performance and feedback opportunities for the band.

Source of Funds:

Building Budget Account # _____ Cost \$ _____

ASB Account # 40 E 530 4002 00 0000 4310 Cost \$ 55,507.00

Individual Students Cost \$ 1,088.38 (\$55,507/51) to be used for: 3 nights in hotel, flights to/from CA, Universal Studios two-day pass, busing, busing, LA Philharmonic tickets

Teacher Name: Matt Vegh Signature: 

Teacher Name: _____ Signature: _____

Approve

Deny

Administrator Name: KRISTA LAUEMAND Signature: 

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

Steilacoom HS Band Proposed Trip to Hollywood, CA

Purpose, Budget, and Fundraising

Purpose: The Steilacoom Band program has been invited to perform in a competitive concert band festival in Hollywood, CA. Students who attend will be performing in either the Calabasas Performing Arts Center or the Aurora Performing Arts Center and receive a live clinic and written and recorded feedback from three nationally-acclaimed adjudicators. The band will also watch and listen to other high school bands from across the country at this national Heritage Festival and see the LA Philharmonic live in concert. There will be an awards ceremony in Universal Studios on Saturday, April 7, and students will also each receive a two-day pass to Universal Studios as part of the tour package. We will be operating through the tour company, WorldStrides OnStage who also offer the potential for students to earn high school credit as part of their program.

Budget: The high school band ASB account will serve as a flow-through account for all expenditures related to this trip. Any costs that are not covered by fundraising will be covered by students and their parents.

| | |
|---|--------------------|
| Plane tickets to and from Los Angeles (with layovers) | \$22,790.00 |
| Base package for 45 students, including quad hotel rooms | \$15,210.00 |
| Local busing in Hollywood (two buses) with seating capacity for 87 people—will decrease if we have fewer participants and only need one bus | \$10,800.00 |
| LA Philharmonic tickets for 53 people | \$4,081.00 |
| Base package for 8 chaperones, including double hotel rooms | \$3,968.00 |
| Two free base packages | -\$992.00 |
| Early Registration Scholarship | -\$350.00 |
| TOTAL ESTIMATED COSTS (for up to 53 people) | \$55,507.00 |

Fundraising: There will be ample opportunities for fundraising over the next several months for this trip, as all students deserve the opportunity to participate. Here are several of the current options (pending approval and availability, of course) we have explored:

- One Day Mattress Fundraiser through AMI Exteriors or Custom Fundraising Solutions (other local high school bands have done this recently, and made between \$3,000 and \$8,000)
- “Snap-Raise” (both as a “Steilacoom Band” lump fundraiser and on an individual student basis)
- Booth at the Red Ribbon Bazaar (selling clothing from LuLaRoe, Jimmy John’s sandwiches, or other attire)
- Selling concessions at girls’ basketball games
- See’s Candy Fundraiser (before or after school only)
- Restaurant takeovers (Chipotle, Buffalo Wild Wings, or other restaurants)
- Jazz Swing Dance Night and auction
- Community performances for donations
- “Valengrams” where students can purchase brief performances for small ensemble performances from band members

**2018 Hollywood Heritage Festival
April 5-8, 2018**

SHS Band and Percussion Parents/Guardians,

Below is the current trip itinerary for our potential trip to Hollywood, CA during the second half of spring break this year! Our chance to perform at this festival is a great honor, and it should be the trip of a lifetime!



2018 Hollywood Band Trip Itinerary (Rough Draft)

Thursday, April 5

| | |
|----------|--|
| 3:45 AM | arrive at the Steilacoom HS band room, load bus |
| 4:00 AM | leave for SeaTac Airport |
| 7:50 AM | fly out of SeaTac Airport |
| 10:05 AM | arrive in San Jose, CA for connecting flight |
| 11:15 AM | fly out of San Jose, CA |
| 12:35 PM | arrive in Hollywood, CA |
| 1:00 PM | pick up luggage, eat lunch in airport |
| 2:30 PM | meet bus at airport |
| 2:45 PM | Hollywood Tour, sight-seeing/shopping |
| 4:00 PM | check into hotel, drop off instruments and bags in rooms, change into formal clothes |
| 5:30 PM | eat dinner at the Hard Rock Café on Hollywood Blvd |
| 6:45 PM | leave for Walt Disney Concert Hall |
| 8:00 PM | watch/listen to the LA Philharmonic performance at Walt Disney Concert Hall |
| 10:00 PM | concert ends, head back to hotel |
| 11:15 PM | lights out |

Friday, April 6

| | |
|----------|--|
| 7:00 AM | wake up, eat breakfast (on own) |
| 8:00 AM | leave with instruments and music for rehearsal and possible clinic (location TBD) |
| 9:30 AM | rehearsal/clinic ends, drop instruments off at hotel, leave for Universal Studios |
| 10:00 AM | arrive in Universal Studios, go on rides, explore |
| 12:30 PM | eat lunch in the park (on own) |
| 2:00 PM | head back to hotel, change into performance attire (if performing today), grab instruments, pack casual change of clothes if desired for after performance |
| 3:30 PM | warm-up for performance at Calabassas or Aurora Performing Arts Center |
| 4:30 PM | (TBD) possible festival performances and adjudication at Calabassas or Aurora Performing Arts Center |
| 5:00 PM | listen to other bands |
| 6:00 PM | Dinner (meal voucher) in Universal Studios |
| 6:45 PM | continue exploring/going on rides in Universal Studios |
| 9:00 PM | leave Universal Studios on bus |
| 10:00 PM | return to hotel |
| 11:00 PM | lights out |

Saturday, April 7

7:30 AM wake up, eat breakfast (on own)
8:30 AM leave for performance site
9:00 AM warm up
10:00 AM (TBD) possible festival performances and adjudication OR clinic
11:00 AM listen to other bands
12:30 PM return to hotel, change clothes, drop off instruments
1:00 PM leave for Universal Studios OR tour Hollywood
1:30 PM eat lunch on own
2:00 PM (if not touring Hollywood) enjoy Universal Studios, listen to bands
6:00 PM Dinner (meal voucher) in Universal Studios
8:30 PM Awards Presentation in Universal Studios
9:00 PM leave Universal Studios on bus
10:00 PM return to hotel
11:00 PM lights out



Sunday, April 8

4:45 AM wake up, finish packing
5:30 AM hotel check-out
6:00 AM eat breakfast
7:00 AM leave for Bob Hope Airport in Burbank, CA
8:00 AM arrive at Bob Hope Airport in Burbank, CA
9:50 AM fly out of Burbank, CA
11:10 AM arrive in Sacramento, CA for connecting flight
12:30 PM fly out of Sacramento, CA
2:25 PM arrive at SeaTac Airport, pick up luggage, meet bus
4:00 PM arrive at Steilacoom HS
4:30 PM go home

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: November 8, 2017

Approval of Resolution 840-11-08-17 for the Educational Programs and Operations Levy

Strategic Focus Area

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

BACKGROUND INFORMATION

Resolution 840-11-08-17 is to authorize the Steilacoom Historical School District No. 1 the authority to place on the February 13, 2018 ballot a renewal educational programs and operations levy.

The resolutions states the District's General Fund would levy at a rate of \$1.50 per thousand of assess valuation for each levy year. The following is the levy amounts for each year:

- A. \$4,975,000, said levy to be made in 2018 for collection in 2019;
- B. \$5,475,000, said levy to be made in 2019 for collection in 2020;
- C. \$6,025,000, said levy to be made in 2020 for collection in 2021; and
- D. \$6,625,000, said levy to be made in 2021 for collection in 2022.

RECOMMENDED ACTION:

It is the recommendation of the Superintendent to approve the educational programs and operations levy resolution.

Report prepared by:
Jim Brittain, Chief of Finance and Operations

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
PIERCE COUNTY, WASHINGTON

EDUCATIONAL PROGRAMS AND OPERATIONS LEVY

RESOLUTION NO. 840-11-08-17

A RESOLUTION of the Board of Directors of Steilacoom Historical School District No. 1, Pierce County, Washington, providing for the submission to the qualified electors of the District at a special election to be held therein on February 13, 2018, of the proposition of whether excess taxes should be levied in the amount of \$4,975,000 in 2018 for collection in 2019, \$5,475,000 in 2019 for collection in 2020, \$6,025,000 in 2020 for collection in 2021, and \$6,625,000 in 2021 for collection in 2022, said excess taxes to pay part of the cost of education programs and daily operations of the District.

ADOPTED NOVEMBER 8, 2017

PREPARED BY:

PACIFICA LAW GROUP
Seattle, Washington

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
PIERCE COUNTY, WASHINGTON

EDUCATIONAL PROGRAMS AND OPERATIONS LEVY

RESOLUTION NO. 840-11-08-17

A RESOLUTION of the Board of Directors of Steilacoom Historical School District No. 1, Pierce County, Washington, providing for the submission to the qualified electors of the District at a special election to be held therein on February 13, 2018, of the proposition of whether excess taxes should be levied in the amount of \$4,975,000 in 2018 for collection in 2019, \$5,475,000 in 2019 for collection in 2020, \$6,025,000 in 2020 for collection in 2021, and \$6,625,000 in 2021 for collection in 2022, said excess taxes to pay part of the cost of education programs and daily operations support of the District.

WHEREAS, Steilacoom Historical School District No. 1, Pierce County, Washington (the "District"), for the past four years has had in effect an educational programs and operations levy to enable the District to pay for its educational programs and services, including teaching, school supplies, technology support, athletics, maintaining buildings and playground/playfields, and transportation; and

WHEREAS, the current educational programs and operations levies expire this year; and

WHEREAS, in 2017 the Washington State Legislature passed the Basic Education Funding Act (Laws of 2017, 3d Spec. Sess., ch. 13) which makes changes to education funding in the state, including re-designating maintenance and operations levies as "enrichment levies," placing limits on levied amounts and directing the deposit of taxes levied commencing in 2020 to a sub-fund of the General Fund; and

WHEREAS, the money in and to be paid into the General Fund of the District during the 2018-2019, 2019-2020, 2020-2021, 2021-2022 and 2022-2023 school years will be insufficient to enable the District to pay for the cost of educational enrichment programs and daily operations and to properly meet the educational needs of the students attending Steilacoom Historical School District schools; and

WHEREAS, to provide properly for these educational enrichment programs and daily operations, the Board of Directors of the District deems it necessary to renew the expiring levy taxes upon all of the taxable property within the District above the maximum annual tax levy permitted by law to be levied within the District without a vote of the electors; and

WHEREAS, the Constitution and laws of the State of Washington require that the question of whether such excess taxes may be levied must be submitted to the qualified electors of the District for their ratification or rejection;

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

Section 1. Authorization of Levies. The following taxes for the District's General Fund should be levied upon all of the taxable property within the District above the maximum annual tax levy permitted by law to be levied within the District without a vote of the electors:

- A. \$4,975,000, said levy to be made in 2018 for collection in 2019;
- B. \$5,475,000, said levy to be made in 2019 for collection in 2020;
- C. \$6,025,000, said levy to be made in 2020 for collection in 2021; and
- D. \$6,625,000, said levy to be made in 2021 for collection in 2022.

The exact levy rate and the actual amounts to be collected shall be adjusted based upon (1) the actual assessed value of the property within the District at the time of the levy and (2) the legal limit on the levy rate and levy amount applicable at the time of the levy. At this time, based upon information provided by the County Assessor's office, the estimated rate for the 2019 levy is \$1.50 per thousand dollars of assessed valuation, the estimated rate for the 2020 levy is \$1.50 per thousand dollars of assessed valuation, the estimated rate for the 2021 levy is \$1.50 per thousand dollars of assessed valuation, and the estimated rate for the 2022 levy is \$1.50 per thousand dollars of assessed valuation.

Upon approval by the voters of the proposition substantially in the form set forth below, the District may use the proceeds of said levies during the 2018-2019, 2019-2020, 2020-2021, 2021-2022 and 2022-2023 school years by incurring an indebtedness by the issuance of short term obligations against the General Fund of the District, as authorized by Chapter 39.50 RCW, and may expend the proceeds of said levies to pay for eligible activities in accordance with the Basic Education Funding Act, as it may be amended and supplemented, and other applicable law.

Section 2. Authorization of Election and Approval of Ballot Proposition. It is hereby found and declared that the best interests of the District require the submission to the qualified electors of the District the proposition of whether the District shall levy such excess tax for their ratification or rejection at a special election to be held therein on February 13, 2018.

The Pierce County Auditor, as ex officio supervisor of elections in Pierce County, Washington, is hereby requested to call and conduct the special election to be held within the District on February 13, 2018, and to submit to the qualified electors of the District the proposition in substantially the following form:

PROPOSITION NO. 1

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

RENEWAL EDUCATIONAL PROGRAMS AND OPERATIONS LEVY

The Board of Directors adopted Resolution No. 840-11-08-17 concerning educational funding. This proposition provides support for eligible educational programs and daily operations in addition to the State's statutory program of basic education, by authorizing the District to levy the following excess taxes, to renew an expiring levy, on all taxable property within the District, all as provided Resolution No. 840-11-08-17:

| Collection Years | Estimated Levy Rate/\$1,000 Assessed Value | Levy Amount |
|---------------------|--|----------------|
| 2019 | \$1.50 | \$4,975,000 |
| 2020 | \$1.50 | \$5,475,000 |
| 2021 | \$1.50 | \$6,025,000 |
| 2022 | \$1.50 | \$6,625,000 |

Should this proposition be approved?

YES

NO

The Board hereby authorizes and directs the Secretary of the Board of Directors to deliver a certified copy of this resolution to the Pierce County Auditor.

Section 3. Participation in Voters' Pamphlet. Pursuant to authority granted by RCW 29.81A.010, the Board hereby authorizes the District's participation in the local voters' pamphlet for the February 2018 election and requests that the Pierce County Auditor prepare and publish a voter's pamphlet for this proposition. The District understands and agrees that it will be required to pay its proportionate share of the expenses of the voters' pamphlet.

Section 4. Effective Date. This resolution will become effective immediately upon its adoption.

ADOPTED by the Board of Directors of Steilacoom Historical School District No. 1, Pierce County, Washington, at a regular meeting thereof, held on November 8, 2017.

STEILACOOM HISTORICAL SCHOOL
DISTRICT NO. 1, PIERCE COUNTY,
WASHINGTON

Chair and Director

Director

Director

Director

Director

ATTEST:

Secretary, Board of Directors

CERTIFICATE

I, the undersigned, Secretary of the Board of Directors of Steilacoom Historical School District No. 1, Pierce County, Washington, (the “District”) and keeper of the records of the Board of Directors (the “Board”), DO HEREBY CERTIFY:

1. That the attached resolution is a true and correct copy of Resolution No. 840-11-08-17 of the Board (the “Resolution”), duly adopted at a regular meeting thereof held on November 8, 2017.

2. That said meeting was duly convened and held in all respects in accordance with law, and to the extent required by law, due and proper notice of such meeting was given; that a legal quorum was present throughout the meeting and a legally sufficient number of members of the Board voted in the proper manner for the adoption of the Resolution; that all other requirements and proceedings incident to the proper passage of the Resolution have been duly fulfilled, carried out and otherwise observed; and that I am authorized to execute this certificate.

IN WITNESS WHEREOF, I have hereunto set my hand on November 8, 2017.

Secretary, Board of Directors

OFFICIAL BALLOT
STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
PIERCE COUNTY, WASHINGTON
February 13, 2018

INSTRUCTIONS TO VOTERS: To vote in favor of the following proposition, place a cross (X) in the square opposite the words "YES"; to vote against the following proposition, place a cross (X) in the square opposite the words "NO."

PROPOSITION NO. 1

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

RENEWAL EDUCATIONAL PROGRAMS AND OPERATIONS LEVY

The Board of Directors adopted Resolution No. 840-11-08-17 concerning educational funding. This proposition provides support for eligible educational programs and daily operations in addition to the State's statutory program of basic education, by authorizing the District to levy the following excess taxes, to renew an expiring levy, on all taxable property within the District, all as provided Resolution No. 840-11-08-17:

| Collection Years | Estimated Levy Rate/\$1,000 Assessed Value | Levy Amount |
|---------------------|--|----------------|
| 2019 | \$1.50 | \$4,975,000 |
| 2020 | \$1.50 | \$5,475,000 |
| 2021 | \$1.50 | \$6,025,000 |
| 2022 | \$1.50 | \$6,625,000 |

Should this proposition be approved?

YES

NO

NOTICE
STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
PIERCE COUNTY, WASHINGTON
February 13, 2018

NOTICE IS HEREBY GIVEN that on February 13, 2018, a special election will be held in the above-named school district for the submission to the qualified electors of said school district of the following proposition:

PROPOSITION NO. 1

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

RENEWAL EDUCATIONAL PROGRAMS AND OPERATIONS LEVY

The Board of Directors adopted Resolution No. 840-11-08-17 concerning educational funding. This proposition provides support for eligible educational programs and daily operations in addition to the State's statutory program of basic education, by authorizing the District to levy the following excess taxes, to renew an expiring levy, on all taxable property within the District, all as provided Resolution No. 840-11-08-17:

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| 2020 | \$1.50 | \$5,475,000 |
| 2021 | \$1.50 | \$6,025,000 |
| 2022 | \$1.50 | \$6,625,000 |

Should this proposition be approved?

YES

NO

Pierce County Auditor



The best education for every student.

STEILACOOM

Historical School District No. 1

CAPITAL FACILITIES PLAN

2017 - 2023

December 2017

Steilacoom Historical School

District No. 1

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

Board of Directors

Samuel Scott, Chair

Robert Forbes, Vice-Chair

Donald Denning

Jason Pierce

Steve Schenk

Kathi Weight, Superintendent

Prepared by the
Steilacoom Historical School District No. 1

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STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

BUILDING SITES

ADMINISTRATIVE OFFICE
511 CHAMBERS STREET
STEILACOOM, WA 98388

WEBSITE: www.steilacoom.k12.wa.us

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 (2018-2023). 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 2017-2023 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 2017-2023 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 I 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 I DISTRICT STRATEGIC PLAN AND GOALS

A new strategic plan was implemented in the 2013-14 school year with a focus on four areas as priority:

Teaching and Learning

- Coordinate curriculum, teaching and assessment to strengthen instructional programs that reflect state and national standards.
- Ensure early learning success through ongoing interventions, pre-K through 3rd grade.
- Relevant and accessible professional development focused on data and student achievement.

Safety, Service and Support

- Promote safe learning environments that support academic achievement.
- Identify achievement gaps and target interventions to specific needs.
- Maximize learning and enrichment opportunities.
- Customer service focus.

Family and Community Involvement

- Commitment to ongoing family and community outreach strategies.
- Fully engage our parents, community and staff in the education of our children.
- Gather and use community input for regular planning and decision making.

Resource Management

- Maximize instructional resources.
- Maintenance and preservation of district facilities.
- Ensure fiscal integrity and stability district-wide.
- Technology planning that supports student learning and staff productivity.

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 | SOLD |
| 1972 | Saltar's Point School | \$605,860.00 | Third & Beech |
| 1976 | Oakbrook Site | \$42,500.00 | SOLD |
| | Consolidation with Anderson Island and DuPont School Districts | | |
| 1979 | Acquisition of Laughbon Jr./Sr. High School; Anderson Island and Harriet Taylor schools | | |
| 1981 | Steilacoom High School | | 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. Most recently, the District declared Parcel C, a vacant parcel at Cherrydale Primary School, as surplus and sold the property to the Town of Steilacoom.

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 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.

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 rd 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 1,410 students in 2016. During that same period, the Middle School (grades 6-8) student enrollment grew from 529 students to 804 students. Overall student enrollment for grades 9-12 increased from 675 students in 2003 to 848 students in 2016. Preliminary fall 2017 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 th |
| b. Cherrydale Primary School: | Grades Pre-K to 3 rd |
| c. Chloe Clark Elementary School: | Grades Pre-K to 3 rd |
| d. Saltar's Point Elementary School: | Grades 4 th to 5 th |
| e. Pioneer Middle School: | Grades 6 th to 8 th |
| f. Steilacoom High School: | Grades 9 th to 12 th |

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 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 accurately 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 2023.

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**HISTORICAL STUDENT ENROLLMENT 2005-2016
ACTUAL ENROLLMENTS ON OCTOBER 1st***

| GRADES | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|-------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| K** | 182 | 168 | 220 | 204 | 224 | 206 | 217 | 244 | 255 | 212 | 237 | 231 |
| 1 st Grade | 169 | 200 | 192 | 235 | 232 | 224 | 223 | 231 | 234 | 256 | 223 | 263 |
| 2 nd Grade | 191 | 187 | 211 | 199 | 238 | 240 | 255 | 234 | 214 | 229 | 271 | 214 |
| 3 rd Grade | 198 | 208 | 196 | 231 | 211 | 241 | 242 | 249 | 227 | 207 | 243 | 267 |
| 4 th Grade | 167 | 202 | 226 | 216 | 226 | 214 | 257 | 263 | 238 | 196 | 206 | 219 |
| 5 th Grade | 184 | 171 | 206 | 236 | 219 | 234 | 244 | 246 | 264 | 252 | 208 | 216 |
| 6 th Grade | 194 | 189 | 178 | 244 | 240 | 221 | 253 | 241 | 265 | 268 | 269 | 247 |
| 7 th Grade | 183 | 185 | 200 | 194 | 242 | 227 | 238 | 261 | 236 | 247 | 277 | 279 |
| 8 th Grade | 198 | 182 | 174 | 218 | 203 | 227 | 248 | 230 | 266 | 228 | 253 | 278 |
| 9 th Grade | 180 | 208 | 202 | 199 | 232 | 205 | 242 | 226 | 224 | 247 | 231 | 257 |
| 10 th Grade | 171 | 178 | 194 | 188 | 210 | 223 | 201 | 225 | 221 | 217 | 258 | 230 |
| 11 th Grade | 158 | 167 | 152 | 197 | 187 | 219 | 223 | 204 | 226 | 212 | 215 | 205 |
| 12 th Grade | 124 | 104 | 127 | 119 | 160 | 159 | 179 | 189 | 190 | 208 | 200 | 156 |
| Total Enrollment | 2,299 | 2,349 | 2,478 | 2,680 | 2,824 | 2,840 | 3,022 | 3,043 | 3,060 | 2,979 | 3,091 | 3,063 |

*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. 2017* | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---------------------------------|-------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Elementary (K-5) | 1,457 | 1,471 | 1,507 | 1,502 | 1,537 | 1,531 | 1,542 |
| Middle School (6-8) | 759 | 762 | 723 | 757 | 746 | 780 | 763 |
| High School (9-12) | 900 | 1,043 | 1,022 | 1,026 | 1,004 | 1,015 | 974 |
| TOTAL | 3,116 | 3,276 | 3,252 | 3,285 | 3,287 | 3,326 | 3,279 |

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

*Actual October 2017 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 7th-12th grade Life Skills special needs classroom, which is housed at the high school. In the 2017-18 school year, the District implemented a 4th-6th 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:

| | Standard of Service |
|---------------|----------------------------|
| 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:

| Facility | Area (SF) | Teaching Stations** | Existing Capacity (Based on Service Standards) | Actual October 2017 Enrollment | Projected 2022/23 Enrollment |
|----------------------------|------------------|----------------------------|---|---------------------------------------|-------------------------------------|
| Steilacoom High School | 133,374 | 42 | 1,050 | 900 | |
| Pioneer Middle School | 103,128 | 37 | 925 | 759 | |
| Saltar's Point Elementary* | 55,235 | 17 | 340 | 486 | |
| Anderson Island Elementary | 11,366 | 2 | 40 | 35 | |
| Cherrydale Primary | 42,083 | 14 | 280 | 382 | |
| Chloe Clark Elementary | 59,333 | 25 | 500 | 567 | |
| Total Elementary | | | 1,160 | 1,457^ | 1,542 |

*Does not include modular classroom capacity.

**Regular classroom use only.

^Total is slightly less than the sum of the four elementary school figures due to FTE/HC variations.

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.

| School Facility | Building Costs | Equipment Costs | Total Costs |
|-----------------------------------|-----------------------|------------------------|--------------------|
| 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 will begin their work in 2018. The purpose of the Steilacoom Historical School District's Facilities Advisory Committee (FAC) will be:

- 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 175 to 656 students. The 2,865 square foot multipurpose building at Anderson Island Elementary was added to accommodate up to 50 students. Pioneer Middle School, which can hold 825 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 875 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 2017 funding assistance ratio is 53.81% 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 2016 was \$213.23 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 State Board of Education can establish a moratorium on certain projects (Chapter 392, Sections 341-344 of the Washington Administrative Code).

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.

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) an 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 five years within the Steilacoom Historical School District.

The 2017 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 2016 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 \$2,814,914,557 and the timber assessed value is \$274,819.

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.

ASSESSED VALUES, LEVY RATES & TAXES FOR TAX YEAR 2017

"Regular Value" includes values of property subject to regular (non-voter approved) levies and "Excess Value" includes values subject to excess (voter approved) levies. Values have been adjusted for all exemptions including senior citizens/disabled persons.

| District / Levy | Regular Value | Excess Value | Timber Value | Rate | Real & Pers. Tax | Timber Tax | Total Tax |
|--|---------------|-----------------|--------------|------------------|------------------|------------|-----------------|
| SD #001 STEILACOOM HISTORICAL | | | | | | | |
| SD #1 BOND - STEILACOOM | | \$2,814,914,557 | \$274,819 | \$2.522032819720 | \$7,099,306.90 | \$693.10 | \$7,100,000.00 |
| SD #1 M&O - STEILACOOM | | \$2,814,914,557 | \$167,622 | \$2.614551757993 | \$7,359,739.80 | \$438.26 | \$7,360,178.06 |
| Totals for SD #001 STEILACOOM HISTORICAL | | | | \$5.136584577713 | \$14,459,046.70 | \$1,131.36 | \$14,460,178.06 |

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: 53.81% (currently not eligible)

Construction Cost Allocation

\$213.23

Site Cost per Acre

| |
|---------------|
| Elementary |
| Middle School |
| High School |

Gen. Obligation Bond Interest Rate

Current Bond Buyer Index 3.61%

New Facility Construction Cost

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

District Debt Service Tax Rate

Current \$/1,000 \$2.52

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. | \$312,454 |
| Multi-Family Res. | \$295,140 |
| P.C. Assessor-Treasurer | |

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

DRAFT

| STEILACOOM HISTORICAL SCHOOL DISTRICT | | | | | | | | | |
|--|--------------|---------------|-----------|----------------|--------------|-------------|-------------|--|------|
| SCHOOL IMPACT FEE CALCULATION | | | | | | | | | |
| 2017 | | | | | | | | | |
| School Site Acquisition Cost: | | | | | | | | | |
| ((AcresxCost per Acre)/Facility Capacity)xStudent Factor | | | | | | | | | |
| | | | | Student | Student | | | | |
| | Facility | Cost/ | Facility | Factor | Factor | Cost/ | Cost/ | | |
| | Acreage | Acre | Capacity | SFR | MFR | SFR | MFR | | |
| Elementary | 12.00 | \$ - | 475 | 0.367 | 0.059 | \$0 | \$0 | | |
| Middle | 25.00 | \$ - | 600 | 0.139 | 0.028 | \$0 | \$0 | | |
| High | 40.00 | | 1,200 | 0.135 | 0.039 | \$0 | \$0 | | |
| | | | | | | \$0 | \$0 | | |
| School Construction Cost: | | | | | | | | | |
| ((Facility Cost/Facility Capacity)xStudent Factor)x(Permanent/Total Sq Ft) | | | | | | | | | |
| | | | | Student | Student | | | | |
| | %Perm/ | Facility | Facility | Factor | Factor | Cost/ | Cost/ | | |
| | Total Sq.Ft. | Cost | Capacity | SFR | MFR | SFR | MFR | | |
| Elementary | 99.99% | \$ 19,000,000 | 475 | 0.367 | 0.059 | \$14,679 | \$2,360 | | |
| Middle | 99.99% | \$ - | 600 | 0.139 | 0.028 | \$0 | \$0 | | |
| High | 99.99% | | 1,200 | 0.135 | 0.039 | \$0 | \$0 | | |
| | | | | | | \$14,679 | \$2,360 | | 4083 |
| Temporary Facility Cost: | | | | | | | | | |
| ((Facility Cost/Facility Capacity)xStudent Factor)x(Temporary/Total Square Feet) | | | | | | | | | |
| | | | | Student | Student | Cost/ | Cost/ | | |
| | %Temp/ | Facility | Facility | Factor | Factor | SFR | MFR | | |
| | Total Sq.Ft. | Cost | Size | SFR | MFR | | | | |
| Elementary | 0.01% | \$ - | 20 | 0.367 | 0.059 | \$0 | \$0 | | |
| Middle | 0.01% | \$ - | 25 | 0.139 | 0.028 | \$0 | \$0 | | |
| High | 0.01% | \$ - | 25 | 0.135 | 0.039 | \$0 | \$0 | | |
| | | | | | TOTAL | \$0 | \$0 | | |
| State Funding Assistance Credit: | | | | | | | | | |
| CCA x OSPI Square Footage x Funding Assistance % x Student Factor | | | | | | | | | |
| | | | | Student | Student | | | | |
| | Current | OSPI Square | District | Factor | Factor | Cost/ | Cost/ | | |
| | CCA | Footage | Funding % | SFR | MFR | SFR | MFR | | |
| Elementary | \$ 213.23 | 90 | 0.00% | 0.367 | 0.059 | \$0 | \$0 | | |
| Junior | \$ 213.23 | 117 | 0.00% | 0.139 | 0.028 | \$0 | \$0 | | |
| Sr. High | \$ 213.23 | 130 | 0.00% | 0.135 | 0.039 | \$0 | \$0 | | |
| | | | | | TOTAL | \$0 | \$0 | | |
| Tax Payment Credit: | | | | | | | | | |
| | | | | | | SFR | MFR | | |
| Average Assessed Value | | | | | | \$312,454 | \$295,140 | | |
| Capital Bond Interest Rate | | | | | | 3.61% | 3.61% | | |
| Net Present Value of Average Dwelling | | | | | | \$2,584,209 | \$2,441,010 | | |
| Years Amortized | | | | | | 10 | 10 | | |
| Property Tax Levy Rate | | | | | | \$2.52 | \$2.52 | | |
| Present Value of Revenue Stream | | | | | | \$6,512 | \$6,151 | | |
| Fee Summary: | | | | | | | | | |
| | | | | 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 | | | | (\$6,512) | (\$6,151) | | | | |
| FEE (AS CALCULATED) | | | | \$8,166 | (\$3,792) | | | | |
| REQUIRED LOCAL SHARE ADJUSTMENT | | | | \$4,083.16 | (\$1,896) | | | | |
| (PER ORDINANCE) | | | | | | | | | |
| FINAL FEE | | | | \$4,083 | \$0 | | | | |

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 11/8//2017

Strategic Focus Area

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

BACKGROUND INFORMATION

2nd Reading of Policy 6700 Nutrition, Health, and Physical Fitness

No changes since the first reading.

RECOMMENDED ACTION:

The Superintendent recommends approving Policy 6700.

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

NUTRITION, HEALTH, AND PHYSICAL FITNESS

The board recognizes that a healthy school environment prepares students for college, careers, and successful futures. Students who eat well-balanced meals and engage in regular exercise are more likely to learn in the classroom. The board supports the district's increased emphasis on nutrition, health and physical education, and physical activity at all grade levels to enhance the well-being of the district's students. Therefore, it is the policy of the Board of Directors to provide students with access to nutritious food; emphasize health education and physical education; and provide students with opportunities for physical activity.

Wellness Policy

The district, through a wellness committee, will develop and implement a comprehensive wellness policy in compliance with state and federal requirements for districts participating in the National School Lunch Program, the School Breakfast Program and the United States Department of Agriculture (USDA) Smart Snacks in School nutrition standards.

Nutrition and Food Services Program

The Board of Directors supports the philosophy of the National School Lunch and School Breakfast Program and will provide wholesome and nutritious meals for children in the District's schools. The Board authorizes the Superintendent to administer the food services program, provided that any decision to enter into a contract with a food service management company will require the approval of the Board. Expenditures for food supplies shall not exceed the estimated revenues.

The Superintendent or designee is responsible for:

- distributing meal applications and determining eligibility for school meals;
- protecting the identity of students eligible for free and reduced-price meals;
- ensuring meals meet USDA meal pattern requirements;
- ensuring meal periods are in compliance with USDA regulations;
- establishing a Food Safety Plan;
- determining meal prices annually;
- using the full entitlement of USDA Foods;
- maintaining a nonprofit school food service account;
- ensuring all revenues are used solely for the school meal program;
- establishing a meal charge policy;
- accommodating children with special dietary needs;
- ensuring compliance with USDA nondiscrimination policies;
- following proper procurement procedures; and
- ensuring compliance with the Smart Snacks in School standards.

Health and Physical Education Program

The district's K-12 health and physical education programs will be aligned with the Washington State Health and Physical Education K-12 Learning Standards and will include, but not be limited to, the development of knowledge and skills to be physically active, to eat nutritiously, to access reliable health information and services, to communicate effectively, and to set health-enhancing goals.

The District will ensure that the following requirements are met:

- All students in grades one through eight receive an average of one hundred instructional minutes per week of physical education per year.
- All high school students are required to complete a minimum of three semesters (1.5 credits) of physical education and one semester (.5 credit) of health education.
- The district will offer a one-credit course or its equivalent in physical education for each grade in the high school program (grades 9-12).
- All students have equal and equitable opportunities for health and physical education.
- All students, from kindergarten through grade 12, will have access to in a quality, standards-based health and physical education program.
- OSPI- developed assessments or other strategies will be used in health and physical education, formerly known as classroom-based assessments (CBAs).

As a best practice and subject to available funding, the District will strive to ensure:

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.
- All schools will have certificated physical education teachers providing instruction.
- All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality health and physical education consistent with state standards.
- All physical education teachers will be encouraged to participate in professional development in physical education at least once a year.

Physical Activity

Physical education class is not to be used or withheld as punishment for any reason. All schools, as a best practice and subject to available funding, will participate in a multi-component approach by which schools use all opportunities for students to be physically active, such as the Comprehensive School Physical Activity Program (CSPAP) recommended by the Centers for Disease Control and Prevention, and will provide the following:

- quality physical education;
- physical activity during the school day (brain boosters/energizers);
- physical activity before and after school;
- recess (which will not be used or withheld as punishment for any reason);
- family and community engagement; and
- staff wellness and health promotion;

Cross References:

- 2150 - Co-Curricular Program
- 2151 - Interscholastic Activities
- 2161 - Special Education and Related Services for Eligible Students
- 2162 - Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
- 2410 - High School Graduation Requirements
- 3210 - Nondiscrimination
- 3422 - Student Sports – Concussion, Head Injury and Sudden Cardiac Arrest
- 4260 - Use of School Facilities

Legal References:

- RCW 28A.210.365 Food choice, physical activity, childhood fitness — Minimum standards — District waiver or exemption policy.
- RCW 28A.230.040 Physical Education – Grades 1-8
- RCW 28A.230.050 Physical Education in High Schools
- RCW 28A.230.095 Essential academic learning requirements and assessments — Verification reports.
- RCW 28A.235.120 Meal Programs — Establishment and Operation — Personnel — Agreements
- RCW 28A.235.130 Milk for children at school expense
- RCW 28A.235.140 School breakfast programs
- RCW 28A. 235.145 School breakfast and lunch programs –Use of state funds
- RCW 28A. 235.150 School breakfast and lunch programs – Grants to increase participation – Increased state support
- RCW 28A.235.160 Requirements to implement school breakfast, lunch and summer food service programs – Exemptions
- RCW 28A.235.170 Washington grown fresh fruit and vegetable grant program
- RCW 28A.623.020 Nonprofit program for elderly — Authorized — Restrictions
- RCW 69.04 Intrastate Commerce in Food, Drugs and Cosmetics
- RCW 69.06.010 Food and beverage service worker’s permit — Filing, duration — Minimum training requirements

RCW 69.06.020 Permit exclusive and valid throughout state —
Fee
RCW 69.06.030 Diseased persons — May not work —
Employer may not hire
RCW 69.06.050 Permit to be secured within fourteen days from
time of employment
RCW 69.06.070 Limited duty permit
WAC 180-51-068 State subject and credit requirements for high
school graduation—Students entering the ninth grade on or after
July 1, 2015
WAC 392-157-125 Time for meals
WAC 392-410-135 Physical Education – Grade school and high
school requirement
WAC 392-410-136 Physical Education Requirement-Excuse
2 CFR Part 200 - Procurement
7 CFR, Parts 210 and 220
7 CFR, Part 245.5

Management Resources:

2017 – April Policy Issue
[Comprehensive School Physical Activity Program](#)
2015 - June Policy Issue
Recommendations for Waivers in High School Physical
Education/Fitness Education, OSPI (September 2013)
2014 - February Issue
Wellness Policy Best Practices, OSPI (January 2013)
Policy News, February 2005 Nutrition and Physical Fitness
Policy
Policy News, December 2004 Nutrition and Physical Fitness
Update
Alliance for a Healthier Generation Wellness Policies
OSPI Child Nutrition School Wellness Policy Best Practices for
Policy Development, Implementation and Evaluation

Adoption Date: 2.27.08
Revised Dates: 2.23.11; 2.25.15; 11.8.17
Steilacoom Historical School District No. 1

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: November 8, 2017

Approval of Student Transportation Service Contract

Strategic Focus Area

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

BACKGROUND INFORMATION

The district received three proposals for providing student transportation services. The proposals were evaluated using a weighted average criteria (Cost/Fee Rates, Quality of Proposal/Interview and Quality of References) along with the following additional criteria to be considered in making the determination:

- a. The ability, capacity, and skill of the Contractor to perform the proposal or provide the service required;
- b. The character, integrity, reputation, judgment, experience and efficiency of the Contractor;
- c. The quality of performance of previous proposal, contracts, and/or services;
- d. The ability of the Contractor to hire and retain quality staff and drivers;
- e. The ability of the Contractor to meet student transportation route pick-up and drop-off times;

Based on the review of the transportation proposals, student transportation service costs, contractor performance and customer references, Durham School Services is the recommended company to provide student transportation services for the 2018-2019 through 2022-2023 school years.

RECOMMENDED ACTION:

It is the recommendation of the Superintendent to approve the student transportation service contract with Durham Student Services for the 2018-2018 through 2022-2023 school years.

Report prepared by:
Jim Brittain, Chief of Finance and Operations

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 11/8/2017

Strategic Focus Area

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

BACKGROUND INFORMATION

First Reading of Policy 2410: High School Graduation Requirements

The legislature recently updated laws regarding minimum credit, assessment, and course requirements required for graduation.

The most significant changes include:

- Moves all detail regarding credits, rules, and graduation years from policy to procedure.
- The state now requires a minimum 24 credits for class of 2019 and beyond.
- Adds reference to superintendent designee in the process of recommending requirements to the board.
- Changes focus in the text from credit-only graduation requirements to include credits, assessments, and the high school and beyond plan.

RECOMMENDED ACTION:

The Superintendent recommends moving Policy 2410 to second reading.

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

HIGH SCHOOL GRADUATION REQUIREMENTS

The board will establish graduation requirements, which at a minimum satisfy those established by the State Board of Education. The board will approve additional graduation requirements as recommended by the superintendent or designee. Graduation requirements in effect when a student first enrolls in high school will remain in effect until that student graduates. The board will award a regular high school diploma to every student enrolled in the district who meets the requirements established by the district. Only one diploma will be awarded with no distinctions being made between the various programs of instruction that may be pursued.

I. REQUIREMENTS FOR GRADUATING

Each student must meet the following requirements to graduate from high school: (1) complete the credit requirements specified in the procedure accompanying this policy; (2) pass the necessary state assessments or a state-approved alternative assessment; and (3) complete a high school and beyond plan.

II. IMPLEMENTATION

The superintendent or designee will develop procedures for implementing this policy according to applicable state law.

Cross References: 2418 - Waiver of High School Graduation Credits
3520 - Student Fees, Fines, or Charges
3241 - Classroom Management, Discipline and Corrective Action
3110 - Qualification of Attendance and Placement

Legal References: RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies
RCW 28A.230.093 Social studies course credits – Civics coursework
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
RCW 28A.230.122 International baccalaureate diplomas
RCW 28A.600.300-400 Running Start Program
RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected

RCW 28A.655.061 — High school assessment system — Certificate of academic achievement — Exemptions — Options to retake high school assessment — Objective alternative assessment — Student learning plans
WAC 180-51 High School Graduation Requirements

WAC 392-121-182 Alternative learning experience requirements

WAC 392-169 Special Service Programs – Running Start Program

WAC 392-348 Secondary Education

WAC 392-410 Courses of Study and Equivalencies

WAC 392-410-350 Seal of Biliteracy

WAC 392-415-070 Mandatory high school transcript contents – Items --
Timelines

Management
Resources:

2017 – October Issue

2015 - October Issue

2014 - December Issue

2013 - September Issue

2012 - April Issue

2011 - October Issue

2010 - June Issue

2009 - April Issue

2009 - February Issue

Policy News, August 2007 Graduation Requirements Modified by
Legislature

Policy News, October 2004 Graduation Requirements: High School and
Beyond Plans

Policy News, February 2004 High School Graduation Requirements

Policy News, December 2000 2004 High School Graduation
Requirements Adopted

Policy News, April 1999 Variations Complicate College Credit
Equivalencies

Adoption Date: **2.27.08**

Steilacoom Historical School District No. 1

Revised: **12.00; 02.04; 10.04; 12.04; 08.07; 02.09; 04.09; 06.10; 10.11; 06.12; 09.13; 12.14;
6.10.15;**

**Policy No. 2410
Instruction**

High School Graduation Requirements

The board will establish graduation requirements, which, at a minimum, satisfy those established by the State Board of Education. ~~The board will approve additional graduation requirements as recommended by the superintendent— or designee.~~ Graduation requirements in effect when a student first enrolls in high school will be remain in effect until that student graduates ~~unless such period is in excess of ten years.~~ The board will ~~award a regular high school diploma to every student enrolled in the district who meets the requirements— established by the district. Only one diploma will be awarded with no distinctions being made between the various programs of instruction which that may be pursued.~~

CREDIT REQUIREMENTS FOR GRADUATING

Each student must meet the following requirements to graduate from high school: (1) complete the credit requirements specified in the procedure accompanying this policy; (2) pass the necessary state assessments or a state-approved alternative assessment; and (3) complete a high school and beyond plan.

II. IMPLEMENTATION

The superintendent*denotes additional district requirements for Steilacoom students:

or designee will develop procedures for implementing this policy according to applicable state law.

| | | | | |
|----------------------------------|--|--|--|---|
| <p><u>-Cross References:</u></p> | <p>Class of 2015 Minimum Credit Requirements 2418 - Waiver of</p> | <p>Class of 2016/2017 /2018 Minimum Credit Requirements</p> | <p>Class of 2019 and beyond Minimum Credit Requirements</p> | <p>Minimum requirements for Washington public, four-year colleges and universities</p> |
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|-----------------------|---|---|--|---|--|--|-----------|
| | | | | <u>High School Graduation Credits</u> | | | |
| English | | | | *4 credits | 4 credits | 4 credits | 4 credits |
| Math | 3 credits | 3 credits | 3 credits | <p>3-credits (Alg-2 or higher plus Senior Year math-based course). Higher math is better. <u>3520 - Student Fees, Fines, or Charges</u></p> | | | |
| | Must include: Algebra-1, Geometry & Algebra-2 (or 3 rd -year math) | Must include: Algebra-1, Geometry & Algebra-2 (or 3 rd -year math) | (Must include: Algebra-1, Geometry & Algebra-2 (or 3 rd -year math) | | | | |
| Science | | | | 2-credits | 3-credits | <p>3+ credits (Two credits of lab-based science. One must be algebra-based science. One must be Biology, Chemistry or Physics). More is better</p> | |
| | | | | 2-credits Biology and one other science credit <u>3241 - Classroom Management, Discipline and Corrective Action</u> | 2-credits Biology and one other science credit | | |
| Social Studies | | | | 3-credits | 3.5 credits | 3.5 credits | 3 credits |
| | | | | Includes: .5 Econ/ | | | |

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|---|---|---|---|---|
| | Geography; 1.0 World History; 1.0 US History; .5 CWA; | Includes : .5 Econ/ Geograph y; 1.0 World History; 1.0 US History; .5 CWA; .5 Civics | Include s: .5 Econ/ Geogra phy; 1.0 World History ; 1.0 US History ; _____ .5 CWA; .5 Civics | |
| | Washington State History normally taken in Middle School. For students new to Washington, Civics taken their senior year will fill the requirement. | | | |
| Health & Fitness | 2 credits | 2 credits (.5 Health & 1.5 PE) | 2 credits (.5 Health & 1.5 PE) | - |
| Career & Technical Education (CTE) | 1-credit (Class of 2016 must take .5 credit of Independent Living which is included in the 1.0 credit requirement) <u>3110 -</u> | 1-credit (Class of 2016 must take .5 credit of Independent Living which is included in the 1.0 credit | 1-credit - | - |

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| | <u>Qualification of Attendance and Placement</u> | requirement) | | |
|--|--|----------------|--|--------------------------------|
| Fine Art | 1-credit | 1-credit | 2-credits One credit may be personalized pathway | 1-credit |
| World Language | No requirement | No requirement | 2 credits Of the same language Both credits may be waived if High school and Beyond Plan supports a different pathway | 2 credits Of the same language |
| Electives | *6 credits | *5.5 credits | 3.5 credits | - |
| Total State and District Credits required to Graduate | 22 | 22 | 24 | See college guide |

Career and Technical Education equivalencies

The district has the discretion to determine which Career and Technical Education (CTE) courses to be equivalent to a non-CTE course. These courses may be used to meet two (2) graduation requirements.

ASSESSMENTS

| | <u>2015</u> | <u>2016</u> | <u>2017</u> | <u>2018</u> | <u>2019</u> |
|---|---|-------------|-----------------|-------------|-------------|
| <u>Class of:</u> RCW 28A.230.090 High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies | | | | | |
| <u>Legal References:</u> | | | | | |
| <u>Entering 9th grade after July 1 of:</u> | | | | | |
| <u>2011</u> RCW 28A.230.093 Social studies course credits – Civics coursework | <u>2012</u> | <u>2013</u> | <u>2014</u> | <u>2015</u> | |
| <u>Reading and Writing HSPE, or ELA SBAC, or 10th grade ELA Exit Exam</u> | <u>10th grade ELA SBAC ELA Exit Exam</u> | | <u>ELA SBAC</u> | | |
| <u>RCW 28A.230.097 Career and technical high school course equivalencies</u> | | | | | |
| <u>RCW 28A.230.120 High school diplomas — Issuance — Option to receive final transcripts — Notice</u> | | | | | |

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RCW 28A.230.122 International baccalaureate diplomas

RCW 28A.600.300-400 Running Start Program

One Math EOC Exam or Algebra I/Integrated math 1 EOC Exam or Geometry/Integrated Math 2 EOC Exit Exam or Math SBAC RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent or guardian —

Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected

RCW 28A.655.061 — Biology EOC examination High school assessment system — Certificate of academic achievement — Exemptions — Options to retake high school assessment — Objective alternative assessment — Student learning plans Biology Biology EOC EOC Exam Exam

WAC 180-51 High School Graduation Requirements

WAC 392-121-182 Alternative learning experience requirements

WAC 392-169 Special Service Programs – Running Start Program

WAC 392-348 Secondary Education

WAC 392-410 Courses of Study and Equivalencies

WAC 392-410-350 Seal of Biliteracy

WAC 392-415-070 Mandatory high school transcript contents – Items -- Timelines

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Additional assessment information

The Smarter Balanced Assessment Consortium (SBAC) refers to the Common Core State Standard assessments developed by the multi-state consortium. ELA SBAC refers to the English Language Arts assessment that will be administered to students in the 11th grade beginning in the Spring of 2015.

The 10th grade ELA Exit Exam refers to a Common Core State Standard assessment that will be developed by Washington using SBAC components. The Math SBAC will be administered beginning in the spring of 2015 and will be aligned with Common Core State Standards.

Next Generation Science Standards (NGSS) implementation and assessment development are underway as of December, 2014 and may be required for graduation for students graduating after 2015.

NON-CREDIT REQUIREMENTS

| | | | | | | | | |
|---|-------------|-------------|-------------|--|-------------|-------------|-------------|-------------|
| <u>Class of:</u> Management <u>Resources:</u> | | | | <u>2017 -</u> <u>October</u> <u>Issue</u> | <u>2016</u> | <u>2017</u> | <u>2018</u> | <u>2019</u> |
| | | | | <u>2015 -</u> <u>October</u> <u>Issue</u> | | | | |
| <u>Entering</u> <u>9th grade</u> <u>after July 1</u> <u>of:</u> | <u>2011</u> | <u>2012</u> | <u>2013</u> | <u>2014 -</u> <u>December</u> <u>Issue</u> | <u>2015</u> | | | |
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As of the Class of 2015, the Culminating Project is no longer a state requirement
2013 - September Issue
2012 - April Issue
2011 - October Issue
2010 - June Issue
2009 - April Issue
2009 - February Issue
Policy News, August 2007 Graduation Requirements Modified by Legislature

Policy News, October 2004 Graduation Requirements: High School and Beyond PlanPlans

Certificate of Academic Achievement or Individual Achievement awarded to student who pass the required assessmentsPolicy News, February 2004 High School Graduation Requirements

Washington State history and governmentPolicy News, December 2000 2004 High School Graduation Requirements Adopted

Policy News, April 1999 Variations Complicate College Credit Equivalencies

High School and Beyond Plan

Within the first year of high school enrollment, each student will develop a High School and Beyond Plan. The plan will be developed in collaboration with the student,

parents/guardians, and district staff and will include, at a minimum: 1) a career goal; 2) an educational goal; 3) a four year course plan for high school; and 4) identification of required assessments. Each student plan should be reviewed annually at the beginning of the school year to assess student progress, to adjust the plan if necessary and to advise the student on steps for successful completion of the plan. Whether the student has met requirements for the High School and Beyond Plan is determined by the district.

A student receiving special education services who has developed a transition plan as part of their Individualized Education Plan (IEP) may be considered by the district to have developed a High School and Beyond Plan.

Certificate of Academic Achievement

A student will receive a certificate of academic achievement (CAA) if they earn the appropriate number of credits required by the district, complete the High School and Beyond plan and meet the reading, writing, math, and science standards on the high school statewide assessment or an appropriate state-approved alternative ("CAA option").

Certificate of Individual Achievement

~~Beginning in 2014-2015, a student qualifying for special education services will earn a Certificate of Individual Achievement after passing assessments determined by the student's Individualized Education Plan (IEP) team to be appropriate for the student based on their learner characteristics, post-secondary goals and previous testing history.~~

~~High school credit will be awarded for successful completion of a specified unit of study. In this district, successful completion of a specified unit of study means:~~

- ~~1. Earning a passing grade according to the district's grading policy or~~
- ~~2. Demonstrating proficiency/mastery of content standards as determined by the district; or~~
- ~~3. Successfully completing an established number of hours of planned instructional activities to be determined by the district.~~

~~The district will establish a process for determining proficiency/mastery for credit-bearing courses of study.~~

~~The superintendent will develop procedures for implementing this policy which include:~~

- ~~1. The education plan process for identifying competencies;~~
- ~~2. Establishing the process for completion of the High School and Beyond Plan;~~
- ~~3. Recommending course and credit requirements which satisfy the State Board of Education requirements and recognize the expectations of the citizens of the district;~~
- ~~4. Determining which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement, including a process for determining the credits the district will recognize for courses taken through another program recognized by the state (e.g. another public school district or an approved private school) or those courses taken by students moving into the state from another state or country. Decisions regarding the recognition of credits earned before enrolling in the district will be based on the professional judgment of the high school principal or designee based on an evaluation of the student's former program and demonstrated knowledge and skills in the discipline for which credit is sought. The decision of the principal may be appealed to the superintendent within fifteen school days;~~
- ~~5. Making graduation requirements available in writing to students, parents and members of the public;~~

- ~~6. Providing for a waiver of graduation requirements for an individual student when permitted. All state graduation requirements must be satisfied unless a waiver is permitted by law;~~
- ~~7. Granting credit for learning experiences conducted away from school, including National Guard high school career training;~~
- ~~8. Granting credit for correspondence, vocational technical institutes and/or college courses for college or university course work the district has agreed to accept for high school credit. State law requires that the district award one high school credit for every five quarter hour credit or three semester hour credit successfully earned through a college or university, except for community college high school completion programs where the district awards the diploma. Tenth and eleventh grade students and their parents will be notified annually of the Running Start Program;~~
- ~~9. Granting credit for work experience;~~
- ~~10. Granting credit based upon competence testing, in lieu of enrollment;~~
- ~~11. Granting credit for high school courses completed before a student attended high school, to the extent that the course work exceeded the requirements for seventh or eighth grade, upon parent request, The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at the high school in the District;~~
- ~~12. Counseling of students to know what is expected of them in order to graduate;~~
- ~~13. Preparing a list of all graduating students for the information of the board and release to the public;~~
- ~~14. Preparing suitable diplomas and final transcripts for graduating seniors;~~
- ~~15. Planning and executing graduation ceremonies; and~~

~~In the event minimum test requirements are adopted by the board, a student who possesses a disability will satisfy those competency requirements which are incorporated into the Individualized Education Plan (IEP). Satisfactory completion of the objectives incorporated into the IEP will serve as the basis for determining completion of a course.~~

~~A student will be issued a diploma after completing the district's requirements for graduation. In lieu of the certificate of academic achievement, special education students may earn a certificate of individual achievement. A student will also be advised that he/she may receive a final transcript.~~

~~However, a student's diploma or official transcript may be withheld until the student pays for any school property that has been lost or willfully damaged. Upon~~

payment for damages, or the equivalency through voluntary work, the diploma or transcript will be released. When the damages or fines do not exceed \$100, the student or his/her parents will have the right to an appeal using the same process as used for short term suspension as defined in Policy 3241, Classroom Management, Discipline and Corrective Action. When damages are in excess of \$100, the appeal process for long term suspension as defined in Policy 3241, Classroom Management, Discipline and Corrective Action, will apply.

In the event that other forms of corrective actions are imposed for violations of school rules, the student may be denied participation in graduation ceremonies. Such exclusion will be regarded as a school suspension. In such instances, the diploma will be granted.

Cross References: 3412 Automated External Defibrillators
 3520 Student Fees, Fines, or Charges
 3241 Classroom Management, Discipline and Corrective
 Action
 3110 Qualification of Attendance and Placement

Legal References: RCW 28A.230.090 High school graduation requirements or
 equivalencies — Reevaluation of graduation requirements
 — Review and authorization of proposed changes — Credit
 for courses taken before attending high school —
 Postsecondary credit equivalencies
 RCW 28A.230.093 Social studies course credits — Civics
 coursework
 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
 RCW 28A.230.122 International baccalaureate diplomas
 RCW 28A.600.300-400 Running start program — Definition
 RCW 28A.635.060 Defacing or injuring school property —
 Liability of pupil, parent or guardian — Withholding grades,
 diploma, or transcripts — Suspension and restitution —
 Voluntary work program as alternative — Rights protected
 WAC 180-51 High school graduation requirements

WAC 392-121-182 Alternative learning experience requirements

WAC 392-169 Special service programs—Running start program

WAC 392-348 Secondary education

WAC 392-410 Courses of study and equivalencies

Management Resources:

2014—December Issue

2013—September Issue

2012—April Issue

2011—October Issue

2010—June Issue

2009—April Issue

2009—February Issue

Policy News, August 2007 Graduation Requirements Modified by Legislature

Policy News, October 2004 Graduation Requirements: High School and Beyond Plans

Policy News, February 2004 High School Graduation Requirements

Policy News, December 2000-2004 High School Graduation Requirements Adopted

Policy News, April 1999 Variations Complicate College Credit Equivalencies

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Steilacoom Historical School District No. 1

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