



Regular Meeting Agenda

Pioneer Middle School 1750 Bob's Hollow Lane DuPont, Washington

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

10/25/2017 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 - Right at School Program at Chloe Clark Elementary (Information)

Presenter: Gary Yoho and Right at School Program Staff

IV. REPORTS (Information)

a. Steilacoom High AP Scores (Information)

Presenter: Krista Lallemand

[SHS AP 16-17 Data Presentation SB.pdf \(p. 4\)](#)

b. Transportation Safety Advisory Report (Information)

Presenter: Jim Brittain

[Transportation Safety Advisory Committee.pdf \(p. 16\)](#)

c. Long-Range Capital Facility Planning - Enrollment/Demographics (Information)

Presenter: Jim Brittain

[LRCFP_Enrollment_Demographics.pdf \(p. 17\)](#)

V. CONSENT AGENDA

(Action)

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

[Approval of September & October Accounts Payable and September 2017 Payroll.PDF \(p. 26\)](#)

[Approval of Financial Reports.pdf \(p. 27\)](#)

[Approval of 9.27.17 Regular Meeting Minutes.pdf \(p. 40\)](#)

[Approval of 10.11.17 Study Session Minutes.pdf \(p. 43\)](#)

[Approval of Classified Personnel Report.pdf \(p. 44\)](#)

[Approval of Co-Curricular Personnel Report.pdf \(p. 45\)](#)

[Approval of 2017-18 School Improvement Plans.pdf \(p. 46\)](#)

[Approval of SHS XC Team Trip to Pasco, WA.pdf \(p. 53\)](#)

[Approval of SHS Choir Trip to Ellensburg, WA.pdf \(p. 54\)](#)

VI. OLD BUSINESS

a. Renewal Levy for Educational Programs & Operations February 2018

(Discussion)

Presenter: Jim Brittain

[Levy Presentation October 25 2017.pdf \(p. 56\)](#)

b. Second Reading of Policy 3115 Homeless Students

(Action)

Presenter: Nancy McClure

[Second Reading of Policy 3115.pdf \(p. 60\)](#)

c. Second Reading of Policy 3116 Students in Foster Care

(Action)

Presenter: Nancy McClure

[Second Reading of Policy 3116.pdf \(p. 66\)](#)

VII. NEW BUSINESS

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

(Action)

Presenter: Paul Harvey

[First Reading of Policy 6700.pdf \(p. 71\)](#)

b. First Reading of Policy 3122 Excused and Unexcused Absences

(Action)

Presenter: Susanne Beauchaine

[First Reading of Policy 3122.pdf \(p. 85\)](#)

c. Draft Capital Facilities Plan 2017 - 2023

(Information)

Presenter: Kathi Weight

[Draft Capital Facilities Plan 2017-2023.pdf \(p. 89\)](#)

VIII. COMMENTS FROM THE AUDIENCE

(Information)

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IX. BOARD COMMUNICATION

(Information)

X. ANNOUNCEMENTS

(Information)

XI. ADJOURNMENT

(Action)



STEILACOOM HIGH SCHOOL AP DATA



2016-2017
School Year
October 25, 2017

OVERALL AP PICTURE

Total Students Tested: 200

Total Exams Taken: 354

Exam Subject	Number of Exams	Average Score	Scores of 4-5	Scores of 3 +
Biology	14	2.714	2 (14%)	9 (64%)
Calculus AB	39	3.385	22 (56%)	26 (67%)
Calculus BC	6	3.333	2 (33%)	5 (83%)
Chemistry	9	2.444	2 (22%)	6 (56%)
English Language and Composition	52	2.788	16 (31%)	28 (54%)
English Literature and Composition	37	2.514	5 (14%)	15 (41%)
European History	9	2.667	0 (0%)	3 (33%)
Psychology	34	2.206	9 (26%)	14 (41%)
US Government and Politics	36	3.028	10 (28%)	25 (69%)
US History	55	2.764	17 (30%)	33 (59%)
World History	58	2.931	20 (34%)	35 (60%)

OVERALL AP PICTURE

Total Students Tested: 200

Total Exams Taken: 354

Exam Subject	Number of Exams	Average Score	Scores of 4 or 5	Scores of 3 +
Macroeconomics	1	4	1 (100%)	1 (100%)
Microeconomics	1	3	0 (0%)	1 (100%)
Physics 1	1	4	1 (100%)	1 (100%)
Spanish Language and Culture	1	3.0	0 (0%)	1 (100%)

STUDENT RECOGNITION

200/254 (79%) Students attempted AP courses and sat for AP Exams

161/200 (80%) Students passed at least 1 exam with a score of 3 or higher

66/200 (33%) Students earned a score of 4 or 5 on at least 1 exam

26/200 (13%) Students earned a score of 5 on at least 1 exam

111/200 Students took multiple exams, of which 51 passed multiple exams

5 students earned a score of 5 on multiple exams

STUDENT RECOGNITION

24 AP Scholars

3 or higher on 3 or more exams

14 AP Scholars with Honors

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

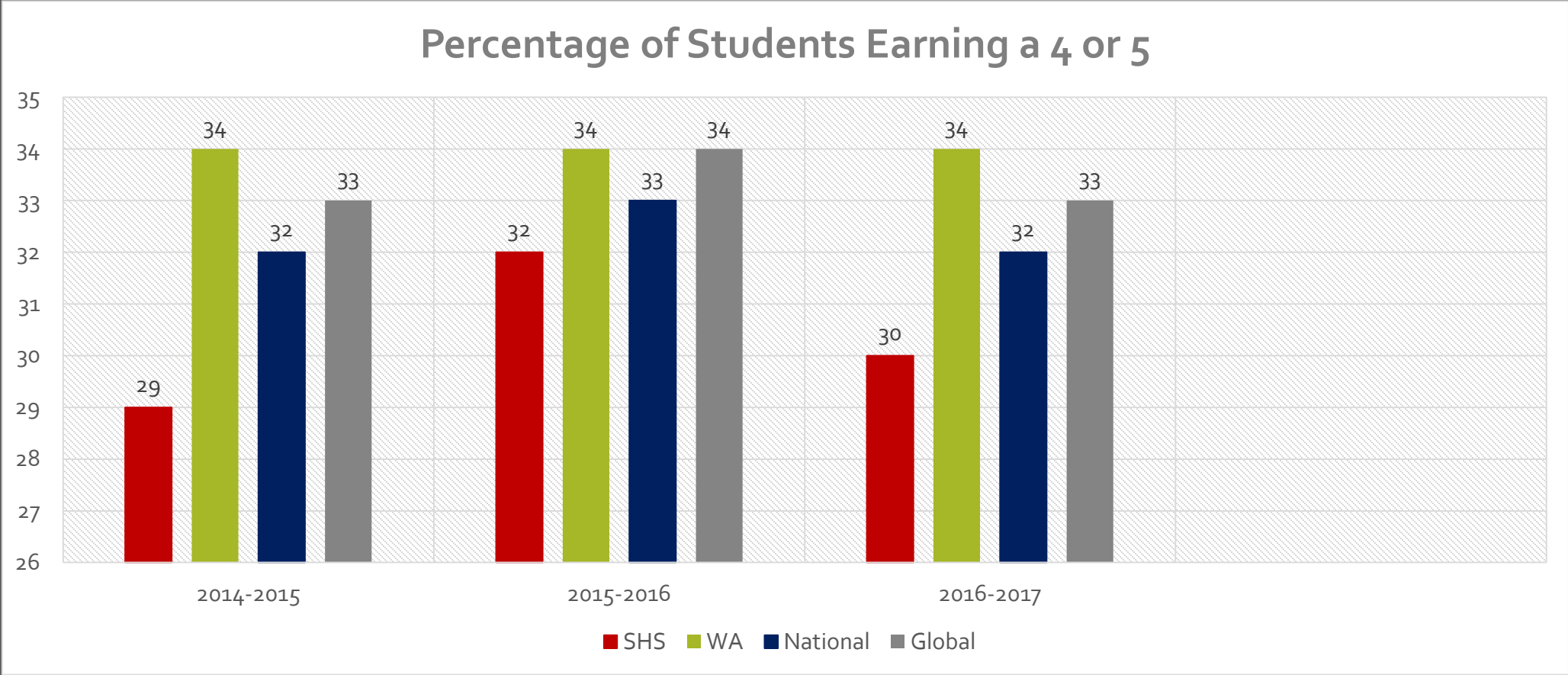
11 AP Scholars with Distinction

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

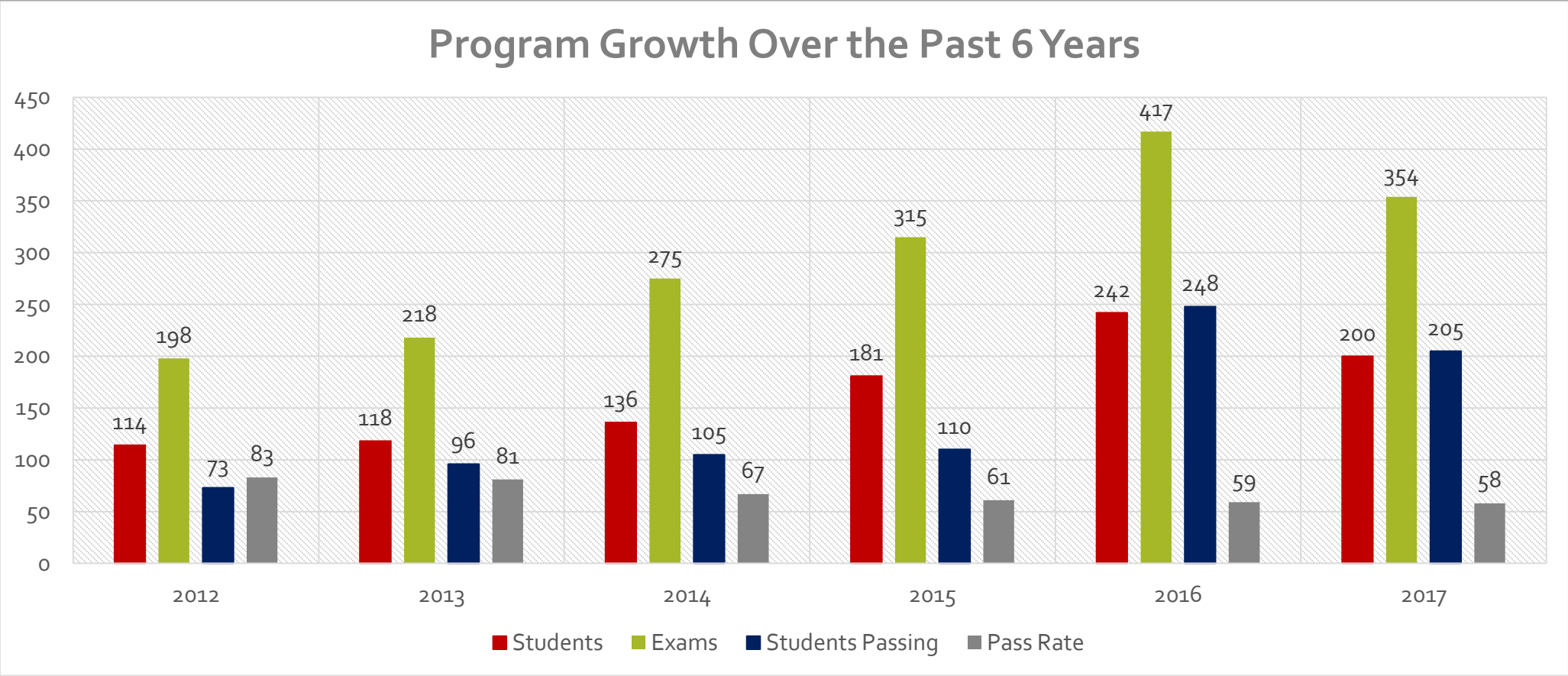
1 National AP Scholar

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

STEILACOOM STUDENTS SCORING A 4 OR 5 OVER THE PAST 2 YEARS

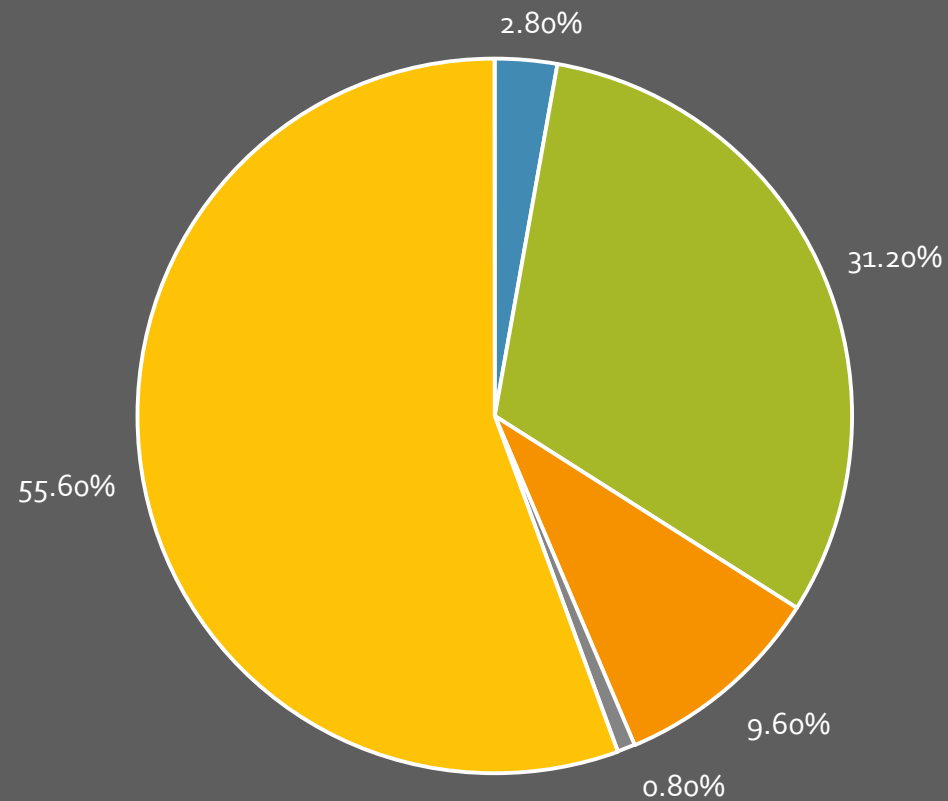


PROGRAM GROWTH OVER THE PAST 5 YEARS



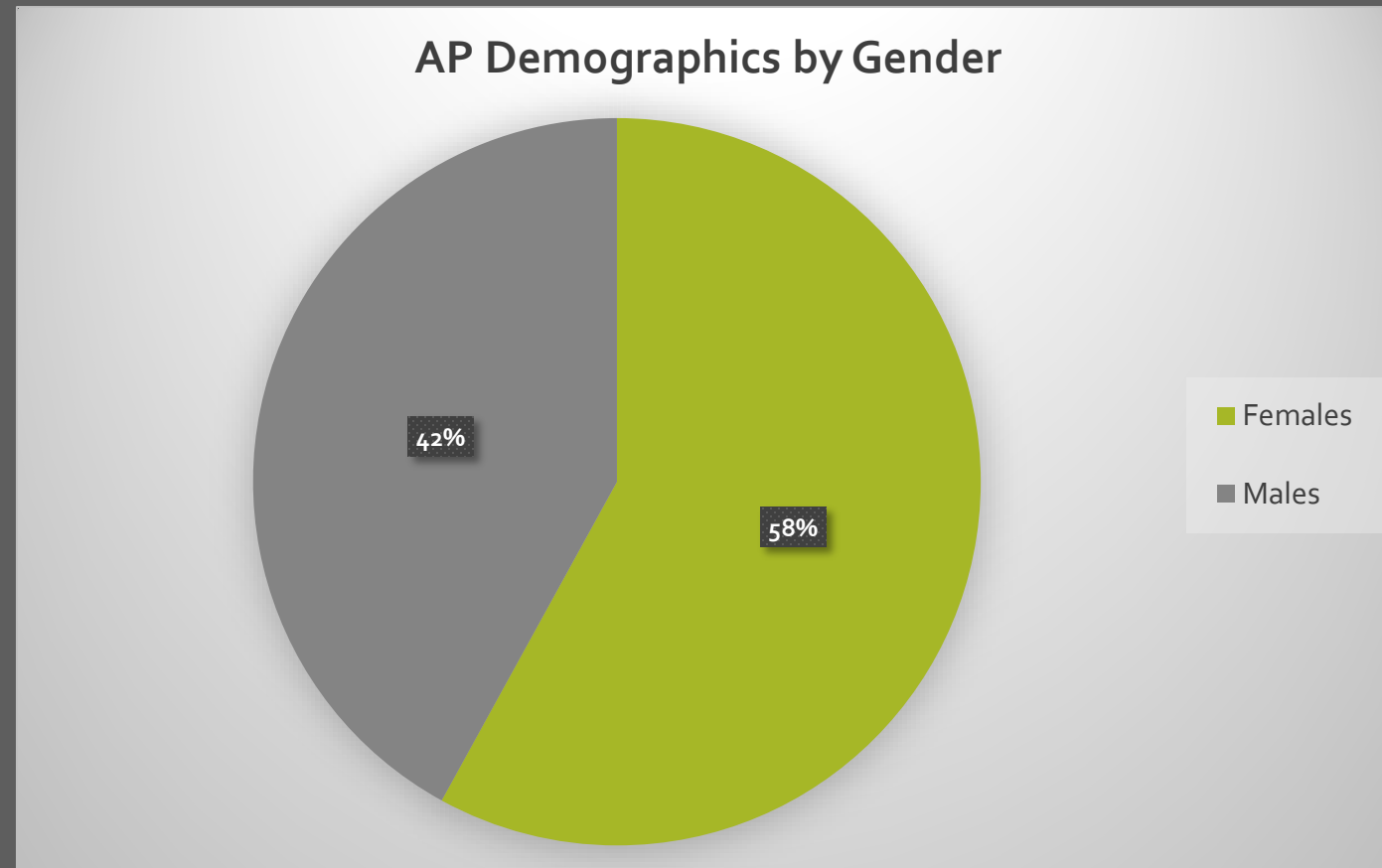
ADVANCED PLACEMENT DEMOGRAPHICS

AP Student Demographics by Ethnicity



■ American Indian or Alaskan Native ■ Asian ■ Black or African American ■ Native Hawaiian or Other Pacific Islander ■ White

ADVANCED PLACEMENT DEMOGRAPHICS



WHAT WE'VE CHANGED OVER THE PAST 5 YEARS

- AP IN 10TH GRADE: Students are now able to access AP courses earlier
- AP PLC: AP Teachers in the building meeting to learn from one another
- TRAINING: Increased training and communication opportunities for teachers
- AP NIGHT: Increase communication for students and parents
- AP CONTRACT REVISION: Revised AP contract signed by student, parent, teacher, and counselor

PLANS FOR THE FUTURE

- AP IN 9th GRADE
- CONTINUE AP PLC
- TRAINING
- EARLY IDENTIFICATION OF AP POTENTIAL

QUESTIONS?



To: Board of Directors
Kathi Weight, Superintendent
From: Jim Brittain, Chief of Finance and Operations
Date: October 25, 2017

Subject: Report on the Transportation Safety Advisory Committee

The committee presently consists of the following members:

Don Denning, Board Member
Alex Clausen, Saltar's Point Principal
Joanne Meeks, First Student Interim Local Manager
Jim Brittain, Chief of Finance and Operations

Committee Areas of Focus:

1. Transportation Policy and Procedure Review
2. Transportation Safety Plan
 - a. Posted on website and linked in Parent and Student Handbook
 - b. Continues development and enhancement
3. Walking Routes for Cherrydale, Chloe Clark, Anderson Island and Saltar's Point Elementary Schools.
 - a. Obtain volunteers to walk and analyze the walking routes to determine if safe, within mile radius and any significant issues.
4. Volunteer Bus Rider Program
 - a. Assist in student management
 - b. Assist in limiting bus driver distraction
5. Bus Routes and Bus Stop Requirements
 - a. Length of time of routes
 - b. Bus stop frequency and walking distance to bus stops
6. Bus Safety and Videos (K-4 and 6-12)
 - a. Work with high school to determine if a bus rider video on student expectations and bus etiquette could be developed
 - b. Additional training for students on bus safety
 - c. Enforcement of student rider expectations



The best education for every student.

STEILACOOM
Historical School District No. 1

Long Range Capital Facility Plan

Enrollment/Demographics Section

Section XX.X

Data Collection

During the course of the facility planning process members of the Committee will be provided information useful in forecasting future facility needs by looking at projected student enrollment, population demographic changes, and housing related to forecasting future student growth.

DATA COLLECTION

Student Enrollment – The enrollment projections completed by Calm River in September 2017 provides a forecast for future student enrollment based on the 2017-2018 current enrollment figures. The projections are for the next five years (2018/2019 to 2022/2023). By analyzing prior and current cohort data for the next five years only a “slight” increase is anticipated in the district’s overall enrollment.

In their current enrollment projects, they stated that enrollment projections significantly changed since the October 2014 projections due to:

- Switch to full day Kindergarten in 2016-2017 school year
- 2017-2018 Senior class increased in unanticipated enrollment
- Grades 9 through 12 are all record breaking years compared to last projections

Demographic – The demographic analysis found the district is generating more students per housing unit. The past two years show a moderate increase from the 2015-2016 school year in total number of students per household. The analysis also indicates total housing units have not increased significantly and there is a decrease in vacant house within the district.

The following tables provide demographic details for Pierce County and Steilacoom School District:

Housing – The district will continue to have only slight increases in housing availability. Both the Town of Steilacoom and City of DuPont have limited single and multi-housing parcels available. There is no indication land will become available within the next 10 years to have substantial housing increases.

The tables on the following pages provides Calm River’s enrollment projections, peak enrollment cohorts, and demographic analysis.

Steilacoom Historical School District #1
Demographic Analysis / Enrollment Projections
2018 through 2022
Executive Summary

Enrollment Projections																		
School Year	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23
District Total - FTE	2,208	2,265	2,368	2,579	2,720	2,740	2,800	2,873	2,826	2,804	2,901	3,063	3,276	3,252	3,285	3,287	3,326	3,279
Annual Net Change		+57	+103	+211	+141	+20	+60	+73	-47	-22	+97	+162	+213	-24	+33	+2	+40	-47
Annual Percentage Change		+2.6%	+4.6%	+8.9%	+5.5%	+0.7%	+2.2%	+2.6%	-1.6%	-0.8%	+3.5%	+5.6%	+7.0%	-0.9%	+1.0%	+0.0%	+1.2%	-1.4%
5 Year Net Change						532	535	505	247	84	161	263	403	512	485	414	501	476
5 Year Percentage Change						+24.1%	+23.6%	+21.3%	+9.6%	+3.1%	+5.9%	+9.4%	+14.0%	+18.7%	+17.3%	+14.4%	+17.7%	+17.0%
Elementary / Primary																		
K	91	84	110	102	125	106	110	119	133	107	119	231	251	249	251	253	253	254
1	169	199	192	235	234	231	222	227	228	256	223	263	242	255	252	252	253	256
2	191	187	211	199	242	237	242	238	221	229	270	214	259	245	259	254	254	254
3	198	208	196	231	212	247	253	251	210	207	243	267	222	263	248	261	255	256
4	167	202	226	216	223	219	248	268	242	195	206	219	267	224	264	251	263	257
5	184	171	206	236	218	218	233	252	264	252	207	216	230	271	228	266	253	265
Elementary Total	1,000	1,051	1,141	1,219	1,254	1,259	1,308	1,354	1,298	1,246	1,268	1,410	1,471	1,507	1,502	1,537	1,531	1,542
Annual Net Change		+51	+90	+78	+34	+5	+49	+46	-56	-52	+22	+143	+61	+36	-5	+35	-5	+11
Annual Percentage Change		+5.1%	+8.6%	+6.8%	+2.8%	+0.4%	+3.9%	+3.5%	-4.2%	-4.0%	+1.8%	+11.3%	+4.3%	+2.9%	-0.3%	+2.3%	-0.3%	+0.7%
5 Year Net Change						259	257	213	78	-8	9	102	117	209	256	269	121	71
5 Year Percentage Change						+25.9%	+24.4%	+18.6%	+6.4%	-0.6%	+0.7%	+7.8%	+8.6%	+16.1%	+20.6%	+21.2%	+8.6%	+4.9%
Middle																		
6	194	189	178	244	241	229	242	246	250	267	269	247	242	234	275	231	269	258
7	183	185	200	194	242	252	232	263	229	245	276	279	243	244	236	277	232	271
8	198	182	174	218	203	239	239	230	267	227	250	278	277	245	246	238	279	234
Middle Total	575	556	552	656	686	720	713	739	746	739	795	804	762	723	757	746	780	763
Annual Net Change		-19	-4	+104	+30	+34	-7	+25	+8	-7	+56	+9	-42	-39	+34	-11	+34	-17
Annual Percentage Change		-3.3%	-0.7%	+18.8%	+4.6%	+5.0%	-1.0%	+3.6%	+1.0%	-1.0%	+7.6%	+1.1%	-5.2%	-5.3%	+4.7%	-1.5%	+4.6%	-2.2%
5 Year Net Change						145	157	187	90	53	75	91	23	-23	18	-49	-24	1
5 Year Percentage Change						+25.2%	+28.3%	+33.8%	+13.8%	+7.7%	+10.4%	+12.8%	+3.2%	-3.1%	+2.4%	-6.2%	-3.0%	+0.1%
High																		
9	180	208	202	199	232	194	235	215	219	246	231	257	279	248	248	242	281	236
10	171	178	194	188	213	222	199	217	211	216	258	230	266	283	251	250	245	255
11	158	167	152	197	177	188	187	178	190	188	188	205	237	266	283	251	250	245
12	124	104	127	119	159	158	158	170	162	169	161	156	261	225	244	261	239	238
High Total	633	658	675	704	780	761	779	780	782	819	838	848	1,043	1,022	1,026	1,004	1,015	974
Annual Net Change		+25	+17	+29	+76	-19	+17	+1	+2	+37	+19	+10	+195	-21	+4	-22	+11	-41
Annual Percentage Change		+3.9%	+2.5%	+4.3%	+10.8%	-2.4%	+2.3%	+0.2%	+0.2%	+4.7%	+2.3%	+1.2%	+22.9%	-2.6%	+0.4%	-2.1%	+1.1%	-4.0%
5 Year Net Change						128	121	106	78	39	77	70	263	240	207	166	167	-69
5 Year Percentage Change						+20.3%	+18.4%	+15.7%	+11.1%	+5.0%	+10.1%	+8.9%	+33.7%	+30.7%	+25.3%	+19.8%	+19.6%	-6.6%

Steilacoom Historical School District #1
Demographic Analysis / Enrollment Projections
2018 through 2022
Executive Summary

Peak Enrollment Cohorts														
K	91	84	110	102	125	106	110	119	133	107	119	231	251	100.0%
1	169	199	192	235	234	231	222	227	228	256	223	263	242	92.0%
2	191	187	211	199	242	237	242	238	221	229	270	214	259	95.9%
3	198	208	196	231	212	247	253	251	210	207	243	267	222	83.1%
4	167	202	226	216	223	219	248	268	242	195	206	219	267	99.8%
5	184	171	206	236	218	218	233	252	264	252	207	216	230	87.3%
6	194	189	178	244	241	229	242	246	250	267	269	247	242	90.1%
7	183	185	200	194	242	252	232	263	229	245	276	279	243	87.1%
8	198	182	174	218	203	239	239	230	267	227	250	278	277	99.5%
9	180	208	202	199	232	194	235	215	219	246	231	257	279	100.0%
10	171	178	194	188	213	222	199	217	211	216	258	230	266	100.0%
11	158	167	152	197	177	188	187	178	190	188	188	205	237	100.0%
12	124	104	127	119	159	158	158	170	162	169	161	156	261	100.0%
Total District Enrollment	2,208	2,265	2,368	2,579	2,720	2,740	2,800	2,873	2,826	2,804	2,901	3,063	3,276	100.0%

Steilacoom Historical School District #1
Demographic Analysis / Enrollment Projections
2018 through 2022
Executive Summary

Specific School Projections																		
School Year	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23
Anderson Island Elementary																		
K - FTE					3.5	1.5	1.5	1.5	3.5									
K - Head Count					7	3	3	3	7	3	7	5	7	6	6	7	7	7
1					5	10	3	3	5	7	8	8	6	7	6	6	7	7
2					5	6	6	2	6	4	8	2	8	6	7	6	6	7
3					5	5	3	7	3	6	5	9	4	8	6	7	6	6
4					5	5	4	5	12	3	7	3	9	4	8	6	7	6
5					4	4	5	4	5	12	3	5	2	9	4	8	6	7
Total					31	33	24	24	38	35	38	32	36	40	37	40	39	40
Net Change						+2	-9	+0	+14	-3	+3	-6	+4	+4	-3	+3	-0	+1
Percent Change						6.45	-27.27	0.00	58.33	-7.89	8.57	-14.63	10.97	11.11	-7.50	6.96	-0.44	2.54
Chloe Clark Elementary																		
K - FTE					83.8	69.1	73.0	71.0	83.0									
K - Head Count					169	139	146	142	166	63	137	148	148	149	150	151	151	151
1					136	143	143	145	143	170	134	143	155	150	150	151	150	152
2					154	146	162	154	139	140	178	128	147	157	152	151	152	150
3					114	157	169	160	133	132	152	171	117	149	158	153	151	152
Total					573	585	620	601	581	505	601	590	567	605	610	606	604	605
Net Change						+12	+35	-19	-20	-77	+97	-11	-23	+38	+5	-4	-2	+1
Percent Change						2.09	5.98	-3.06	-3.33	-13.17	19.13	-1.83	-3.91	6.70	0.83	-0.66	-0.33	0.17
Cherrydale Primary																		
K - FTE					37.0	35.8	35.5	46.5	46.5									
K - Head Count					74	72	71	93	93	41	93	78	96	94	95	95	95	96
1					94	78	76	79	81	79	81	112	81	98	96	95	96	97
2					81	86	74	82	76	85	84	84	104	82	100	97	96	97
3					91	86	81	84	75	69	86	87	101	106	84	101	98	98
Total					340	322	302	338	325	274	344	361	382	380	375	388	385	388
Net Change						-18	-20	+36	-13	-51	+70	+17	+21	-2	-5	+13	-3	+3
Percent Change						-5.29	-6.21	11.92	-3.85	-15.69	25.55	4.94	5.82	-0.52	-1.32	3.47	-0.77	0.78
Salter's Point Elementary																		
4					218	214	244	264	230	192	199	216	258	220	256	245	256	251
5					214	213	228	249	258	240	204	211	228	262	224	258	247	258
Total					432	427	472	513	488	432	403	427	486	482	480	503	503	509
Net Change						-5	+45	+41	-25	-56	-29	+24	+59	-4	-2	+23	+0	+6
Percent Change						-1.16	10.54	8.69	-4.87	-11.43	-6.75	5.95	13.82	-0.82	-0.41	4.79	0.00	1.19

Steilacoom Historical School District #1
Demographic Analysis / Enrollment Projections
2018 through 2022
Executive Summary

Specific School Projections																		
School Year	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23
Middle School																		
Pioneer Middle School																		
6					241	229	241	246	251	267	269	247	242	234	275	231	269	258
7					244	252	231	263	230	245	276	279	243	244	236	277	232	271
8					203	237	238	230	268	227	250	278	277	245	246	238	279	234
Total					688	718	710	739	749	739	795	804	762	723	757	746	780	763
Net Change						+30	-8	+29	+10	-10	+56	+9	-42	-39	+34	-11	+34	-17
Percent Change						4.36	-1.11	4.08	1.35	-1.33	7.60	1.12	-5.23	-5.12	4.70	-1.45	4.56	-2.18
High School																		
Steilacoom High School																		
9					233	195	234	214	220	246	231	257	279	248	248	242	281	236
10					214	221	194	217	211	216	258	230	266	283	251	250	245	255
11					194	203	202	191	220	188	188	205	237	266	283	251	250	245
12					187	164	173	182	179	169	161	156	261	225	244	261	239	238
Total					828	783	803	804	830	819	838	848	1,043	1,022	1,026	1,004	1,015	974
Net Change						-45	+20	+1	+26	-11	+19	+10	+195	-21	+4	-22	+11	-41
Percent Change						-5.43	2.55	0.12	3.23	-1.35	2.34	1.24	22.95	-2.01	0.39	-2.14	1.10	-4.04

Steilacoom Historical School District #1
Demographic Analysis / Enrollment Projections
2018 through 2022
Executive Summary

Demographics													
Births - All													
WA State	82,625	86,845	88,921	90,270	89,242	86,480	86,929	87,417	86,566	88,561	89,000		
Rate - Statewide	13.2	13.6	13.7	13.7	13.4	12.9	12.8	12.8	12.6	12.7	12.6		
Pierce County	10,469	11,139	11,391	11,537	11,636	10,686	11,240	11,285	11,115	11,664	11,541		
Rate - Pierce County	13.8	14.4	14.4	14.3	14.3	13.4	14.0	14.0	13.6	14.2	13.9		
School Year	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18
Population - County													
Population - Pierce Co.	756,919	774,050	786,911	794,330	796,900	795,225	802,150	808,200	814,500	821,300	830,120	844,490	859,400
Percent Change	1.78	2.26	1.66	0.94	0.32	-0.21	0.87	0.75	0.78	0.83	1.07	1.73	1.77
Population - Municipalities													
City of DuPont	5,410	6,610	7,045	7,390	7,650	8,199	8,430	8,640	8,855	9,175	9,250	9,330	9,385
percent change	22.3%	22.2%	6.6%	4.9%	3.5%	7.2%	2.8%	2.5%	2.5%	3.6%	0.8%	0.9%	0.6%
City of Steilacoom	6,175	6,200	6,220	6,255	6,285	5,985	6,000	6,015	6,040	6,060	6,115	6,170	6,410
percent change	0.2%	0.4%	0.3%	0.6%	0.5%	-4.8%	0.3%	0.3%	0.4%	0.3%	0.9%	0.9%	3.9%
Steilacoom + DuPont	11,585	12,810	13,265	13,645	13,935	14,184	14,430	14,655	14,895	15,235	15,365	15,500	15,795
percent change	9.4%	10.6%	3.6%	2.9%	2.1%	1.8%	1.7%	1.6%	1.6%	2.3%	0.9%	0.9%	1.9%
Enrollment	2,208	2,265	2,368	2,579	2,720	2,740	2,800	2,873	2,826	2,804	2,901	3,063	3,276
percent change		2.6%	4.6%	8.9%	5.5%	0.7%	2.2%	2.6%	-1.6%	-0.8%	3.5%	5.6%	7.0%
Enrollment as a % of Population	19.1%	17.7%	17.9%	18.9%	19.5%	19.3%	19.4%	19.6%	19.0%	18.4%	18.9%	19.8%	20.7%
Population - District													
Steilacoom Hist. District	18,701	19,384	19,964	20,406	20,721	20,920	20,020	20,283	20,569	20,992	21,091	21,264	21,626
Enrollment	2,208	2,265	2,368	2,579	2,720	2,740	2,800	2,873	2,826	2,804	2,901	3,063	3,276
percent change		2.6%	4.6%	8.9%	5.5%	0.7%	2.2%	2.6%	-1.6%	-0.8%	3.5%	5.6%	7.0%
Enrollment as a % of Population	11.8%	11.7%	11.9%	12.6%	13.1%	13.1%	14.0%	14.2%	13.7%	13.4%	13.8%	14.4%	15.1%

Steilacoom Historical School District #1
Demographic Analysis / Enrollment Projections
2018 through 2022
Executive Summary

Demographics													
Housing Units - Municipalities													
City of DuPont													
One unit						2,391	2,493	2,513	2,528	2,528	2,527	2,527	2,527
Multi unit						850	859	905	1,008	1,207	1,208	1,217	1,223
Total Units	2,136	2,606	2,874	3,039	3,154	3,241	3,352	3,418	3,536	3,735	3,735	3,744	3,750
household size	2.53	2.54	2.45	2.43	2.43	2.53	2.51	2.53	2.50	2.46	2.48	2.49	2.50
City of Steilacoom													
One unit						1,986	1,994	1,998	2,005	2,015	2,023	2,038	2,061
Multi unit						807	807	807	811	811	811	811	811
Total Units	2,740	2,751	2,762	2,778	2,790	2,793	2,801	2,805	2,816	2,826	2,834	2,849	2,872
household size	2.25	2.25	2.25	2.25	2.25	2.14	2.14	2.14	2.14	2.14	2.16	2.17	2.23
Steilacoom + DuPont Housing Units	4,876	5,357	5,636	5,817	5,944	6,034	6,153	6,223	6,352	6,561	6,569	6,593	6,622
percent change	9.6%	9.9%	5.2%	3.2%	2.2%	1.5%	2.0%	1.1%	2.1%	3.3%	0.1%	0.4%	0.4%
Housing Units - District													
Steilacoom Hist. District	7,336	7,667	7,987	8,247	8,464	8,659	8,789	8,875	9,006	9,226	9,240	9,274	9,313
Enrollment	2,208	2,265	2,368	2,579	2,720	2,740	2,800	2,873	2,826	2,804	2,901	3,063	3,276
percent change		2.6%	4.6%	8.9%	5.5%	0.7%	2.2%	2.6%	-1.6%	-0.8%	3.5%	5.6%	7.0%
Enrollment as a % of HU's	30.1%	29.5%	29.6%	31.3%	32.1%	31.6%	31.9%	32.4%	31.4%	30.4%	31.4%	33.0%	35.2%
Students per Housing Unit	0.301	0.295	0.296	0.313	0.321	0.316	0.319	0.324	0.314	0.304	0.314	0.330	0.352

Steilacoom Historical School District

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

DATE: October 19, 2017

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


James E. Brittain, CPA, Executive Director of Finance & Operations

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

FUND NAME	WARRANTS (INCLUSIVE)				AMOUNT
GENERAL FUND:					
	Accounts Payable		to		
	Payroll	800780	to	800784	\$ 11,184.70
	Payroll A/P	122492	to	122520	\$ 746,467.59
	Payroll A/P	122523		122524	\$ 17,499.92
	Payroll Taxes				\$ 478,456.46
	Direct Deposit				\$ 1,251,140.56
September 29, 2017	Accounts Payable	122521	to	122521	\$ 7,825.29
September 29, 2017	Accounts Payable	122522	to	122522	\$ 12,669.20
September 29, 2017	Accounts Payable	122526	to	122537	\$ 33,136.14
September 29, 2017	Accounts Payable	122538	to	122580	\$ 117,001.48
October 3, 2017	Accounts Payable	122581	to	122588	\$ 357.03
October 4, 2017	Accounts Payable	122589	to	122593	\$ 105,393.98
October 5, 2017	Accounts Payable	122594	to	122594	\$ 26,873.36
October 5, 2017	Accounts Payable	122595	to	122619	\$ 54,623.50
October 6, 2017	Accounts Payable	122620	to	122620	\$ 2,650.94
October 10, 2017	Accounts Payable	122621	to	122621	\$ 7,230.57
October 12, 2017	Accounts Payable	122622	to	122674	\$ 399,656.59
October 13, 2017	Accounts Payable	122675	to	122679	\$ 52,635.75
October 17, 2017	Accounts Payable	122680	to	122685	\$ 419.00
October 19, 2017	Accounts Payable	122686	to	122719	\$ 98,175.94
	Accounts Payable		to		
TOTAL GENERAL FUND:					\$ 3,423,398.00

CAPITAL PROJECTS FUND:

Accounts Payable	to	
Accounts Payable	to	
TOTAL CAPITAL PROJECTS FUND:		\$ -

ASSOCIATED STUDENT BODY FUND:

September 29, 2017	Accounts Payable	403418 to 403422	\$ 15,104.82
September 29, 2017	Accounts Payable	403423 to 403423	\$ 7,183.80
October 3, 2017	Accounts Payable	403424 to 403427	\$ 166.00
October 10, 2017	Accounts Payable	403428 to 403428	\$ 120.00
October 12, 2017	Accounts Payable	403429 to 403438	\$ 5,543.28
October 17, 2017	Accounts Payable	403439 to 403440	\$ 65.00
	Accounts Payable	to	
TOTAL ASSOCIATED STUDENT BODY FUND:			

Board of Directors of Steilacoom Historical School District No. 1

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

Kathi Weight, Secretary to the Board

Steilacoom Historical School District No. 1
Financial Report - September 30, 2017
Budget/Year-End Projection/YTD Actual

The following information is a summary of the financial position as of September 30, 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	39,338,126	0	0.00%	2,846,643
Expenditures & Other Financing Uses	40,509,700	40,509,700	0	0.00%	3,201,492
Excess Revenues/Other Financing Sources Over (under) Expend & Other Financing Uses	(1,171,574)	(1,171,574)			(354,849)
		Transfer to Capital Projects			-
		Net Change in Unassigned Fund Balance			(354,849)

Fund Balances	9/1/2017	9/30/2017	Variance
Committed for Other Purposes	25,369	25,369	0
Unassigned Fund Balance	2,576,518	2,221,668	-354,849
Unassigned Minimum Fund Balance	1,985,000	1,985,000	0
Fund Balance	4,586,887	4,232,037	-354,849

Capital Projects Fund:

Beginning Fund Balance 9/1/2017		1,881,516	
General Fund Transfer to Capital Projects	0		
Revenues	4,629		
Expenses	0		
		<u>4,629</u>	
Ending Fund Balance 9/30/2017			<u><u>1,886,145</u></u>

Fund Balance - Impact Fees \$249,029 - Turf Field Replacement \$100,000 - Unassigned Fund Balance \$1,537,116

	9/1/2017 Beginning Fund Balance	9/30/2017 Ending Fund Balance	Variance
Debt Service Fund:	3,210,446	3,350,473	140,027
Transportation Fund:	83,856	83,856	0
ASB Fund:	282,284	361,622	79,338
Anderson Island	575	575	0
Cherrydale	8,238	10,274	2,036
Chloe Clark	6,716	8,622	1,906
Saltar's Point	5,886	5,865	(21)
Pioneer Middle	69,438	77,518	8,080
Steilacoom High	191,431	258,768	67,337
Total Ending ASB Fund Balance	<u>282,284</u>	<u>361,622</u>	<u>79,338</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 September, 2017

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	7,292,600	142,970.79	142,970.79		7,149,629.21	1.96
2000 LOCAL SUPPORT NONTAX	1,007,751	251,269.48	251,269.48		756,481.52	24.93
3000 STATE, GENERAL PURPOSE	22,578,364	2,031,903.29	2,031,903.29		20,546,460.71	9.00
4000 STATE, SPECIAL PURPOSE	5,546,674	400,449.23	400,449.23		5,146,224.77	7.22
5000 FEDERAL, GENERAL PURPOSE	353,244	.00	.00		353,244.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	2,534,493	20,049.77	20,049.77		2,514,443.23	0.79
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
Total REVENUES/OTHER FIN. SOURCES	39,338,126	2,846,642.56	2,846,642.56		36,491,483.44	7.24
B. EXPENDITURES						
00 Regular Instruction	21,892,069	1,993,031.97	1,993,031.97	16,682,972.40	3,216,064.63	85.31
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	4,954,885	353,494.66	353,494.66	3,791,236.88	810,153.46	83.65
30 Voc. Ed Instruction	1,823,378	109,756.65	109,756.65	938,312.76	775,308.59	57.48
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,557,191	97,584.91	97,584.91	1,031,067.47	428,538.62	72.48
70 Other Instructional Pgms	1,243,381	17,103.46	17,103.46	121,291.09	1,104,986.45	11.13
80 Community Services	0	.00	.00	0.00	.00	0.00
90 Support Services	9,038,796	630,520.20	630,520.20	3,403,067.10	5,005,208.70	44.63
Total EXPENDITURES	40,509,700	3,201,491.85	3,201,491.85	25,967,947.70	11,340,260.45	72.01
C. OTHER FIN. USES TRANS. OUT (GL 536)	100,000	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER)EXP/OTH FIN USES (A-B-C-D)	1,271,574-	354,849.29-	354,849.29-		916,724.71	72.09-
F. TOTAL BEGINNING FUND BALANCE	4,440,500		4,586,886.77			
G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	3,168,926		4,232,037.48			

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	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 845 Restricted for Self 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	2,221,668.25
G/L 891 Unassigned Min Fnd Bal Policy	2,000,000	1,985,000.00
 <u>TOTAL</u>	 3,168,927	 4,232,037.48
 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 September, 2017

	ANNUAL	ACTUAL	ACTUAL			
<u>A. REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>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	4,628.90	4,628.90		100,371.10	4.41
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>	1,375,000	4,628.90	4,628.90		1,370,371.10	0.34
<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>	2,945,000	.00	.00	0.00	2,945,000.00	0.00
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER)EXP/OTH FIN USES (A-B-C-D)</u>	1,570,000-	4,628.90	4,628.90		1,574,628.90	100.29-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	2,145,000		1,881,516.15			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u>	575,000		1,886,145.05			
<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	249,029.00
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	1,886,145.05

30--DEBT SERVICE 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 September, 2017

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	7,223,757	137,733.89	137,733.89		7,086,023.11	1.91
2000 Local Support Nontax	6,500	2,593.06	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>	7,230,257	140,326.95	140,326.95		7,089,930.05	1.94
<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	300.00	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>	6,906,250	300.00	300.00	0.00	6,905,950.00	0.00
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER)EXPENDITURES (A-B-C-D)</u>	324,007	140,026.95	140,026.95		183,980.05-	56.78-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	3,180,000		3,210,445.93			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	3,504,007		3,350,472.88			

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 Restricted 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

TOTAL

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 September, 2017

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	160,380	67,834.91	67,834.91		92,545.09	42.30
2000 Athletics	135,750	6,394.78	6,394.78		129,355.22	4.71
3000 Classes	61,650	5,657.00	5,657.00		55,993.00	9.18
4000 Clubs	435,340	25,371.64	25,371.64		409,968.36	5.83
6000 Private Moneys	16,700	5,628.84	5,628.84		11,071.16	33.71
Total REVENUES	809,820	110,887.17	110,887.17		698,932.83	13.69
B. EXPENDITURES						
1000 General Student Body	158,286	891.07	891.07	0.00	157,394.93	0.56
2000 Athletics	154,860	11,200.18	11,200.18	12,122.78	131,537.04	15.06
3000 Classes	62,100	2,729.66	2,729.66	14,180.29	45,190.05	27.23
4000 Clubs	416,259	13,047.97	13,047.97	16,539.04	386,671.99	7.11
6000 Private Moneys	33,305	3,680.24	3,680.24	0.00	29,624.76	11.05
Total EXPENDITURES	824,810	31,549.12	31,549.12	42,842.11	750,418.77	9.02
C. EXCESS OF REVENUES OVER(UNDER)EXPENDITURES (A-B)	14,990-	79,338.05	79,338.05		94,328.05	629.27-
D. TOTAL BEGINNING FUND BALANCE	276,177		282,283.57			
E. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE C+D + OR - E)	261,187		361,621.62			

G. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted for Other Items	0	.00
G/L 819 Restricted for Fund Purposes	261,186	361,621.62
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	361,621.62
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.

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 September, 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	54.87	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
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</u>	8,000	54.87	54.87		7,945.13	0.69
B. <u>9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	8,000	54.87	54.87		7,945.13	0.69
<u>D. EXPENDITURES</u>						
Type 30 Equipment	10,000	.00	.00	0.00	10,000.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	10,000	.00	.00	0.00	10,000.00	0.00
E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
F. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER)EXP/OTH FIN USES (C-D-E-F)</u>	2,000-	54.87	54.87		2,054.87	102.74-
H. <u>TOTAL BEGINNING FUND BALANCE</u>	83,450		83,856.07			
I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
J. <u>TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	81,450		83,910.94			

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 Minutes
Anderson Island Elementary 13005 Camus Road Anderson Island, Washington
Wednesday, 9/27/2017

NO STUDY SESSION

I. CALL TO ORDER

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

Anderson Island Elementary students Trinity Tarter, Katie Priscoe and Yasmin Oloukun led the Pledge of Allegiance.

All Directors and Superintendent Weight present.

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

II. COMMENTS FROM THE AUDIENCE

- Martha Checketts, Anderson Island, impressed with Anderson Island Elementary
- Elizabeth Barber-Oluokun, Anderson Island, arts funding, mental health services at secondary schools and cultural sensitivity for students and staff
- Donny Oloukun, technology resources availability

III. INTRODUCTION - Anderson Island Elementary Staff

Principal Susan Greer introduced staff present – Ms. Ballou, Ms. Crossen, Ms. Cunningham, Ms. Hilton and Ms. Wood.

IV. PRESENTATION

Ms. Crossen's Grade 3 – 5 class presented their classroom preamble, created for Constitution Day studies. Ms. Cunningham led students (and a couple board directors) in a Mind-Full Morning routine.

V. REPORTS

a. Legislative Assembly

Director Denning and Schenk updated the Board on the WSSDA Legislative Assembly held last weekend. School board directors from across the state weigh in on priority legislative issues for school districts.

VI. CONSENT AGENDA

Director Denning made a motion to approve the Consent Agenda which included Accounts Payable & Payroll, financial reports, attached personnel reports as well as 8.24.17 and 9.13.17 board minutes; Director Pierce seconded the motion and the motion passed (5/0).

VII. OLD BUSINESS

a. Approval of 2017-18 District and Board Goals

Director Pierce made a motion to approve the 2017-18 school year District and Board goals; Director Forbes seconded the motion and the motion passed (5/0). Discussion to add a Wellness goal later in the year followed.

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

b. Second Reading of Policy 1410 Executive or Closed Sessions

Director Denning made a motion to approve Policy 1410; Director Schenk seconded the motion and the motion passed (5/0).

c. Second Reading of Policy 5005 Employment: Disclosures, Certification Requirements, Assurances and Approval

Director Schenk made a motion to approve Policy 5005; Director Pierce seconded the motion and the motion passed (5/0).

d. Second Reading of Policy 4040 Public Access to District Records

Director Pierce made a motion to approve Policy 4040; Director Forbes seconded the motion and the motion passed (5/0).

VIII. NEW BUSINESS

a. Approval of Steilacoom Classified Education Association Collective Bargaining Agreement 2017-2019

Director Forbes made a motion to approve the 2017-19 Steilacoom Classified Education Bargaining Agreement; Director Schenk seconded the motion and the motion passed (5/0).

b. First Reading of Policy 3115 Homeless Students: Enrollment Rights and Services

Director Denning made a motion to move Policy 3115 to a second reading; Director Pierce seconded the motion and the motion passed (5/0).

c. First Reading of Policy 3116 Students in Foster Care

Director Denning made a motion to move Policy 3116 to a second reading; Director Schenk seconded the motion and the motion passed (5/0).

IX. COMMENTS FROM THE AUDIENCE

- Kimberly Butler, Steilacoom High Freshman Class Vice President, announced the Thursday night football game (9/28/17) against Tumwater High School. Roots Sports is televising the game, all should wear red.

X. BOARD COMMUNICATION

- Director Denning received communication regarding a transportation decision in DuPont.
- Director Pierce received communication from the Youth Sentinel Football League, who are interested in practice one day a week with the high school team.
- Director Schenk communicated an 8/31/17 email regarding equal opportunity employment; communication regarding a potential land swap in DuPont for a school and communication from parents regarding Standards Based Grading at Steilacoom High.

XI. ANNOUNCEMENTS

- Director Forbes announced the continued wins for the SHS Girls Swim & Dive Team. Last week the girls broke the 200 medley relay school record.
- Director Schenk thanked Executive Director Harvey and team for the classified agreement and thanks to Anderson Island Elementary for hosting the board meeting.

XII. **ADJOURNMENT**

Director Forbes made a motion to adjourn the meeting at 7:14 pm; Director Denning seconded the motion and the motion passed (5/0).

(Chair)

(Secretary/Superintendent)



Study Session of the Board of Directors Minutes
Pioneer Middle School 1750 Bob's Hollow Lane DuPont, WA
Wednesday, 10/11/2017

1. CALL TO ORDER

Chair Scott called the meeting to order at 6:00 pm. Executive Director Beauchaine led the Pledge of Allegiance. Superintendent Weight and four directors present. Director Forbes delayed in traffic. Director Pierce made a motion to approve the agenda; Director Denning seconded the motion and the motion passed (4/0). Director Forbes arrived at 6:08 pm.

2. School Improvement Plans

a. General Information

Executive Director Harvey introduced annual School Improvement Plans; working action plans that are adjusted as data is collected through the school year. Academics and opportunity gap goals were presented by each administrative team. Questions and discussion followed.

- b. Steilacoom High School**
- c. Pioneer Middle School**
- d. Saltar's Point Elementary School**
- e. Chloe Clark Elementary School**
- f. Cherrydale Primary School**
- g. Anderson Island Elementary School**

3. ADJOURNMENT

Director Forbes made a motion to adjourn the meeting at 7:33 pm; Director Denning seconded the motion and the motion passed (5/0).

(Chair)

(Secretary/Superintendent)

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

Steilacoom Historical School District No. 1
Classified Personnel Report

Personnel Report 10-25-17						
Name	Position	Hours	Location	Effective Date	Action	Comment
MURRAY JOHN	PARAEDUCATOR	6.50	FUTURES	9/28/2017	RESIGNATION	
RADLIFF GARY	LEAD CUSTODIAN	8.00	CHERRYDALE	10/26/2017	NEW HIRE	
HOLMSTROM ANGELIQUE	PARAEDUCATOR	6.50	CHERRYDALE	10/26/2017	NEW HIRE	Temporary, for remainder of 2017-18

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

Personnel Report 10-25-17					
Name	Position	Location	Effective Date	Amount	Comment
BRADBURY THOMAS	BASEBALL ASSISTANT COACH	HIGH SCHOOL	2/26/2018	3,341.81	
GARRETT ERIC	BASEBALL HEAD COACH	HIGH SCHOOL	2/26/2018	4,841.50	
HAYES, BRUCE DELEKLI	BASKETBALL ASSISTANT BOYS COACH	HIGH SCHOOL	11/13/2017	4,549.88	
LAGO ELMER	BASKETBALL ASSISTANT BOYS COACH	HIGH SCHOOL	11/13/2017	4,549.88	
QUANTZ SARAH	BASKETBALL ASSISTANT GIRLS COACH	HIGH SCHOOL	11/13/2017	4,314.56	
WUSTERBARTH GARY	BASKETBALL HEAD BOYS COACH	HIGH SCHOOL	11/13/2017	6,066.50	
MONTGOMERY ALEXANDRIA	BASKETBALL HEAD GIRLS COACH	HIGH SCHOOL	11/13/2017	6,066.50	
LORD-WITTIG, APRIL	BOWLING HEAD COACH	HIGH SCHOOL	10/30/2017	3,738.50	
BLAKE JENNETTA	CHEER ADVISOR	HIGH SCHOOL	8/31/2017	5,353.36	
MORTON HAYLEY	CHEER ADVISOR ASSISTANT	HIGH SCHOOL	8/31/2017	2,500.00	
NORRIS MIKE	FASTPITCH HEAD COACH	HIGH SCHOOL	2/26/2018	4,841.50	
RENNER, NATHAN S	SOCCER ASSISTANT BOYS COACH	HIGH SCHOOL	2/26/2018	3,335.81	
HOFFMAN, CORY	SOCCER HEAD BOYS COACH	HIGH SCHOOL	2/19/2018	4,054.00	
CASEY, KATHRINE J	SWIM HEAD BOYS COACH	HIGH SCHOOL	11/13/2017	4,930.00	
BETHMAN, KURT VON	TENNIS ASSISTANT GIRL COACH	HIGH SCHOOL	2/26/2018	1,783.00	
MAGAWAY, ALAN	TENNIS ASSISTANT GIRL COACH	HIGH SCHOOL	2/26/2018	1,783.00	
MANNING, ERNEST W	TENNIS HEAD GIRL COACH	HIGH SCHOOL	2/26/2018	4,755.50	
ROBERTSON, DAVID H	TRACK HEAD COACH	HIGH SCHOOL	2/26/2018	4,927.50	
LANGE, JENNIFER DETZI	TRACK ASSISTANT COACH	HIGH SCHOOL	2/26/2018	3,695.63	
SURINA BLAKE	TRACK ASSISTANT COACH	HIGH SCHOOL	2/26/2018	3,695.63	
HOFFMAN, CORY	WRESTLING ASSISTANT COACH	HIGH SCHOOL	11/13/2017	4,196.63	
BARKHURST RANDY	WRESTLING ASSISTANT COACH	HIGH SCHOOL	11/13/2017	3,947.25	
KOUBELE, NICHOLAS ADDISON	WRESTLING HEAD COACH	HIGH SCHOOL	11/13/2017	5,928.00	

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 10/25/2017

Strategic Focus Area

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

BACKGROUND INFORMATION

School Improvement Plans (SIP)

School Improvement Plans (SIP) were reviewed by the board in study session on October 11th, 2017. Plans can be found in the [10.11.17 Study Session packet](#) found on the district website. The Steilacoom High School Goal 2 (attendance) was corrected to reflect the actual rate (96%) as established by the school and plan attached below.

Once approved, all plans can be found on the district website under the Teaching and Learning Department section and linked to each school website.

RECOMMENDED ACTION:

The Superintendent recommends approval of the SIP plans with mentioned amendments.

Report prepared by:
Paul Harvey, Executive Director of Student Achievement
Nancy McClure, Executive Director of Safety and Intervention
School Principals

Steilacoom High School SIP 2017-2018



Enrollment: 1041	Free/Reduced Lunch: 20%	ELL: 1%	Special Ed: 9%
Building Goal 1: Student Learning			
Goal: Increase the Smarter Balanced Assessment passing rate for first-time test-takers. ELA pass rate will increase from 82% to 85% and Math pass rate will increase from 89% to 92%.			
Rationale: Breaking down the goal, the work equates to helping one more student per teacher in ELA and Math meet standard.			
Assessment Tools: Classroom walkthrough data; PLC reports on classroom assessments; Smarter Balanced Assessment.			
Action Steps: <ul style="list-style-type: none"> • Reinforce with our teachers the concept that the focus for change is small scale (individual students). • Implement SBA intervention program the week prior to SBA testing for Tier II (failed one) and Tier III (failed both ELA and Math) students. • Collect classroom walkthrough data with the specific lens of learning targets, cognitive demand, student discourse, and opportunities to respond. 			

Building Goal 2: Student Management Focus

Goal: The daily student attendance rate will increase from 91% to 96% as defined by 'on-time daily attendance'.

Rationale: Increased attendance will benefit the whole student by increasing achievement in the classroom, as well as increasing involvement in school activities. Studies show that students who miss more school than their peers consistently score lower on standardized tests. Reducing absenteeism is also a state-wide initiative this school year.

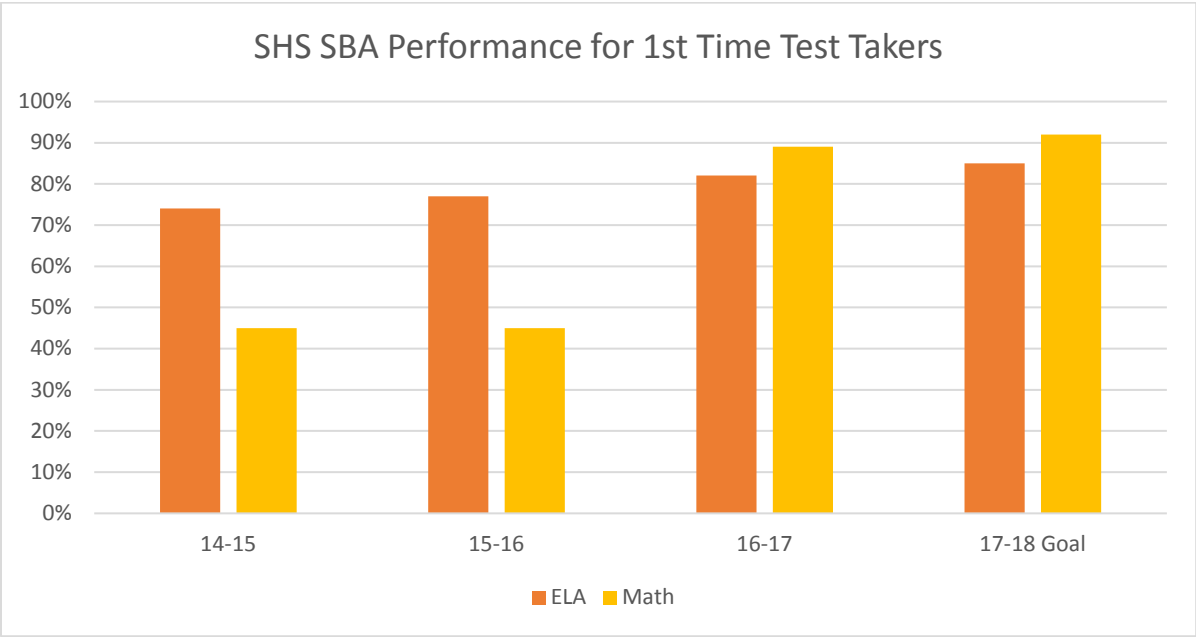
Assessment Tools: Monthly Response to Intervention (RTI) reports that include data on attendance, failure rates, credit deficiency, and discipline. Tracking count of students sent to Community Truancy Board.

Action Steps:

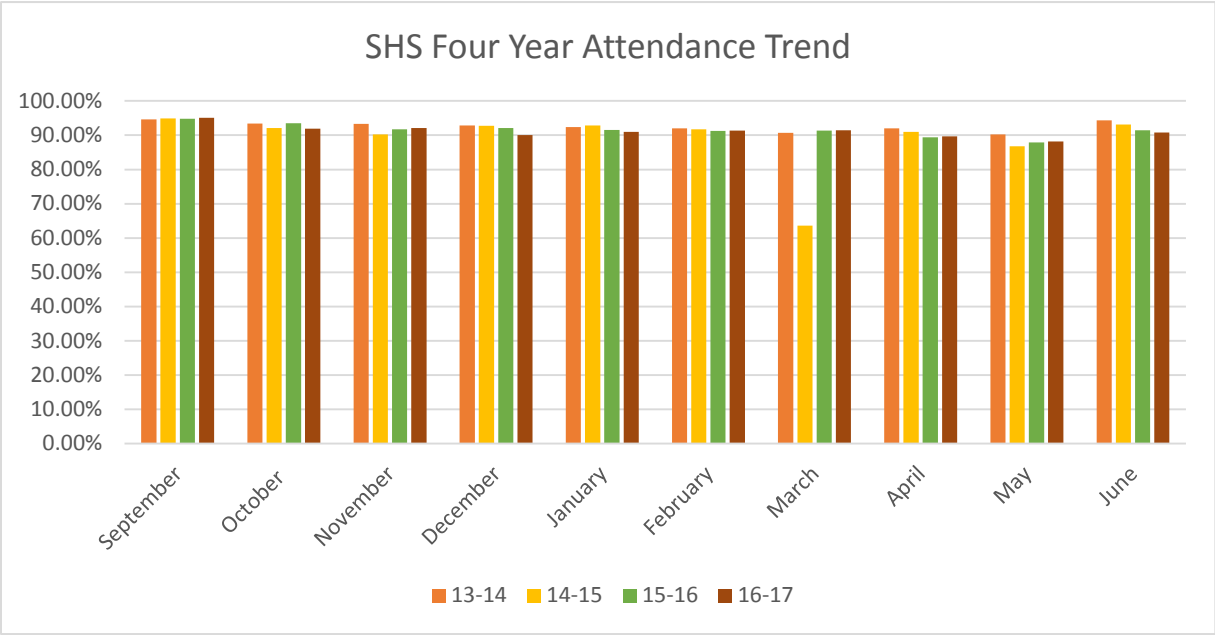
- Update the attendance page on website.
- Use the sandwich board at student drop-off to communicate the daily attendance rate to parents.
- Strengthen attendance management protocols.
- Install and use countdown clock to inform students how many minutes until school starts.
- Increase counselors' role in collecting and monitoring student data.

Opportunity Gap Goal
<p>Goal: Increase testing proficiency for targeted subgroups (black, Hispanic, students with disabilities, and low income students) on the Smarter Balanced Assessment from “Underperforming to Good” as measured by the Washington Achievement Index Report.</p>
<p>Rationale: Our desire is to be recognized as one of the highest achieving high schools in Washington State. These subgroups are tracked on the state index report.</p> <p>Assessment Tool: Washington Achievement Index Report.</p>
<p>Action Steps:</p> <ul style="list-style-type: none"> • Develop student growth goals as provided by teachers and departments with reference to targeted subgroups. • Increase the role of the counselors in the RTI process. • Add intervention system for second-time test takers. • Use i-Ready with students behind grade level (special education department). • Pilot the Edgenuity (credit recovery) program for students performing below standard.

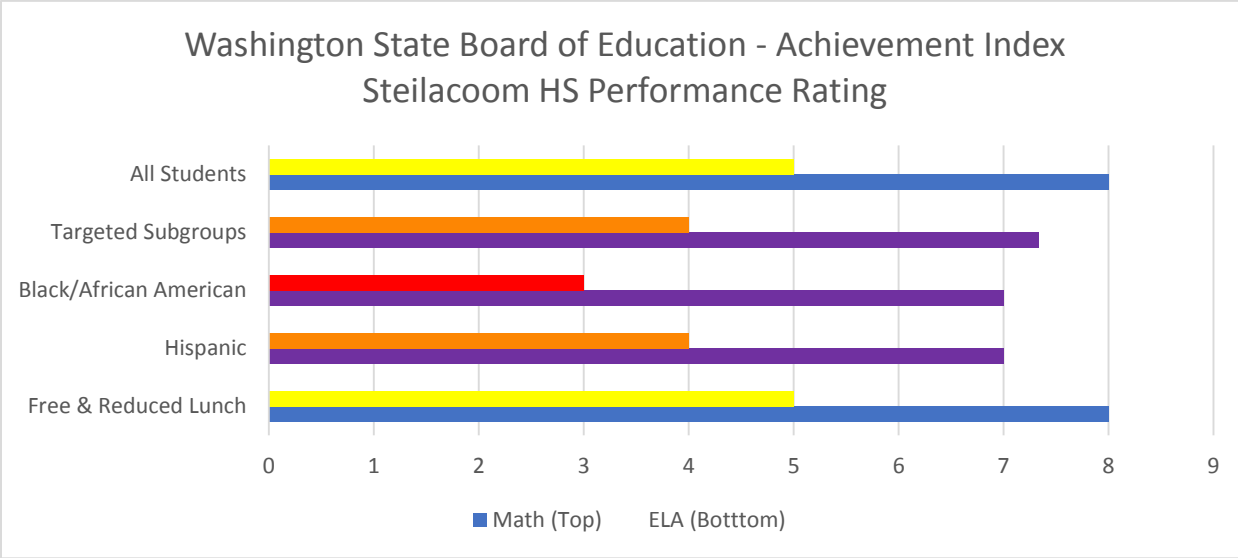
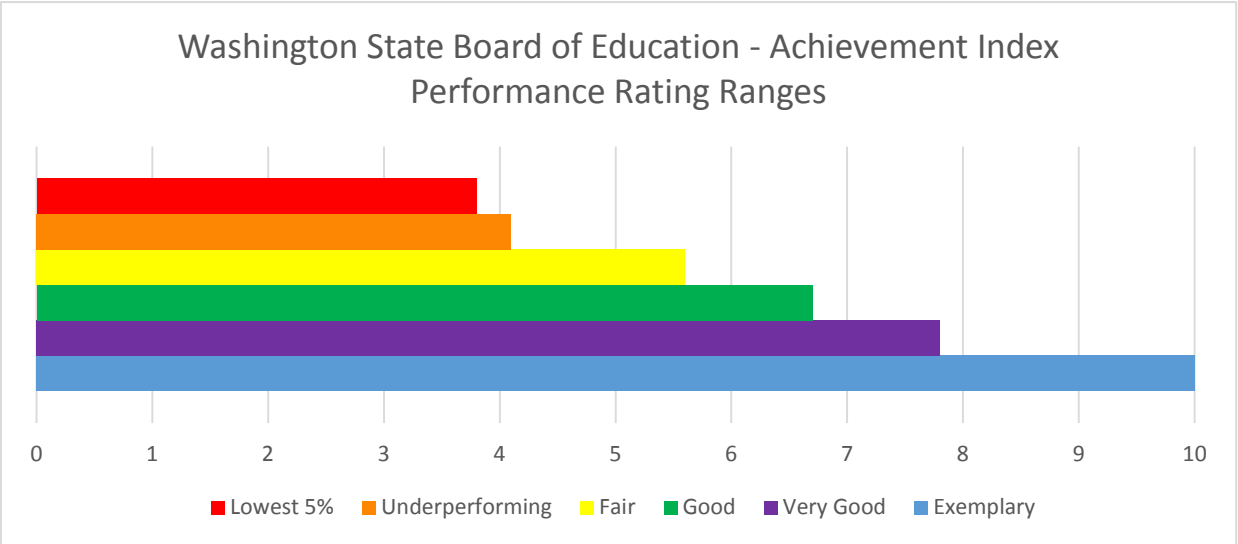
Goal: Smarter Balanced Assessment passing rate for first-time test-takers. ELA, from 82% to 85%. Math, from 89% to 92%.



Goal: The daily student attendance rate will increase from 91% to 96% as defined as 'on-time daily attendance'.



Goal: Increase testing proficiency for targeted subgroups (black, hispanic, students with disabilities, and low income students) on the Smarter Balanced Assessment from “Underperforming to Good” as measured by the Washington Achievement Index Report.



FIELD TRIP REQUEST FORM

Complete at least ONE MONTH before proposed date of Field Trip

Date of Request: 10/16/2017

School: Steilacoom High School

Name of teacher(s) requesting field trip:
Jacob Tyrrell, Jennie Lange

Proposed date(s) of field trip: 10/3/17-10/4/17

Proposed destination(s):
Sun Willows Golf Course in Pasco, WA

Departure time from School: 3:00 PM

Transportation by: ☐ Walking ☒ Bus ☐ Private Car

Return time to School: 9:00 PM

Will students need lunch: ☐ Yes ☒ No

Content area(s) addressed: Cross Country State Championships

Description of proposed field trip:
Competition in the 2017 WIAA Cross Country State Championships

Number of Students: 20

Number of Chaperones: 2

Learning Objectives (please attach itinerary):

Source of Funds:
Building Budget

District
Account # 0100-28-7000-431-0004

Cost \$ 758.70 (25.79 x 30)

ASB

Account # _____

Bus Travel-First Student
Cost \$ _____ Hourly Rate

Individual Students Cost \$ _____ to be used for:

Teacher Name: Jak Lange

Signature: Jak Lange

Teacher Name: _____

Signature: _____

Approve

Deny

Administrator Name: Jacob Tyrrell

Signature: JT

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

FIELD TRIP REQUEST FORM

Complete at least ONE MONTH before proposed date of Field Trip

Date of Request: 10/2/2017

School: SHS

Name of teacher(s) requesting field trip:
Kasey Eck

Proposed date(s) of field trip: Nov. 15th, 2017

Proposed destination(s):
Central Washington University

Departure time from School: 4:45am

Transportation by: ☐ Walking ☒ Bus ☐ Private Car

Return time to School: 10:00pm

Will students need lunch: ☒ Yes ☐ No

Content area(s) addressed: Performance, receiving critique, listening to other performances

Description of proposed field trip:

The SHS Chamber Choir has been invited to participate in the CWU Fall Choral Classic, a festival designed to give singers a place to perform and be critiqued in front of an audience. The festival is non-competitive, but will allow students the chance to work with renowned professors of choral music and receive suggestions on the improvement of their music. The students will also get to hear several other choirs from various schools throughout the day. It will conclude with a performance by the CWU choirs.

Number of Students: 16

Number of Chaperones: 4

Learning Objectives (please attach itinerary):

Source of Funds:

Building Budget Account # 016127800043104310000 Cost \$ 300.00

ASB Account # _____ Cost \$ _____

Individual Students Cost \$ 30.00 to be used for: Spending money for lunch and dinner at CWU

Teacher Name: Kasey Eck Signature: Kasey Eck

Teacher Name: _____ Signature: _____

Approve

Deny

Administrator Name: KRISTA LALLEMAND Signature: K. Lallemand

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

Central Washington University Fall Choral Classic Itinerary

Wednesday, Nov. 15th, 2017

4:45am - Load bus at Steilacoom High School

5:00am - Depart for Ellensburg, WA

8:00am - Arrive at CWU Music Building

8:15am - Group warm-up and first performance begin, listen to other choirs

TBD - Chamber Choir performs and receives a clinic

12:00pm - Lunch at the SURC cafeteria

1:00pm - Return to concert hall to listen to other choirs

5:00pm - CWU Choirs perform

6:00pm - Conclusion of festival

6:30pm - Dinner at “fast-food row” near gas stations

7:15pm - Depart Ellensburg

10:00pm - Arrive at SHS

What to bring:

- All components of formal uniform (black socks/tights, ties, pearls, ribbon, etc.)
- Black binder and pencil
- Money for lunch and dinner in Ellensburg (~\$30)
- Change of clothes for after the performance
- Warm jacket/clothing

Steilacoom Historical School District Renewal Levy for Educational Programs & Operations

Legislative Levy Changes

Beginning with levies collected in 2019, the maximum levy for school districts is the lesser amount generated by:

- \$1.50 per \$1,000 of assessed value of property (preliminary assessed valuation - \$4,975,000) ; or
- \$2,500 per pupil, calculated using the prior year's average student enrollment, increased by inflation. (16-17 Student FTE - \$7,625,000)

Difference in generated amounts - \$2,650,000

2018 Voter Approved Levy - \$7,380,250

Steilacoom Historical School District Renewal Levy for Educational Programs & Operations

Legal Recommendations:

- Do not use the “Enrichment Levy” in resolution or ballot
- Do not mention new law in resolution
- Use “Renewal” or “Replacement” Levy
- Do not use term “Maintenance” Levy
- Use language that is less restrictive such as for “educational programs and operations not funded by State”
- Do not list what levy will be used for – could create artificial restrictions that auditor may question

Steilacoom Historical School District Renewal Levy for Educational Programs & Operations

Proposed 2019 – 2022 Levy

Collection Years	Approximate Levy Rate/\$1,000 Assessed Valuation	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

Levy amount is based on a 10% assessed valuation increase

Steilacoom Historical School District Renewal Levy for Educational Programs & Operations

Levy Timeline

- October 23 and November 6, 2017 – Levy Committee Meetings
- November 8, 2017 – approval of board resolution on levy amount
- December 15, 2017 - file levy with Pierce County (resolution, resolution cover sheet, explanatory statement, for and against committee appointment form)
- December 19, 2017 - statement “For” and “Against” written by committees
- December 21, 2017 - rebuttal statement written by committees
- February 13, 2018 - ballot measure for SHSD levy

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 10/25/2017

Strategic Focus Area

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

BACKGROUND INFORMATION

Second Reading of Policy 3115 Homeless Students: Enrollment Rights and Services

No changes since First Reading.

RECOMMENDED ACTION:

It is the recommendation of the Superintendent to approve Policy 3115.

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

HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES

To the extent practical and as required by law, the district will work with homeless students and their families to provide them with equal access to the same free, appropriate education (including public preschool education) provided to other students. Special attention will be given to ensuring the identification, enrollment and attendance of homeless students not currently attending school, as well as mitigating educational barriers to their academic success. Additionally, the district will take reasonable steps to ensure that homeless students are not stigmatized or segregated in a separate school or in a separate program within a school on the basis of their homeless status.

Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including those students who are:

- A. Sharing the housing of other persons due to loss of housing or economic hardship, or a similar reason;
- B. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
- C. Living in emergency or transitional shelters;
- D. Abandoned in hospitals;
- E. Living in public or private places not designed for or ordinarily used as regular sleeping accommodation;
- F. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; or
- G. Migratory children living in conditions described in the previous examples.

The superintendent will designate an appropriate staff person to be the district's McKinney-Vento liaison for homeless students and their families. The liaison may simultaneously serve as a coordinator for other federal programs, provided that they are able to carry out the duties listed in the procedure that accompanies this policy.

If the district has identified more than ten unaccompanied youth, meaning youth not in the physical custody of a parent or guardian and including youth living on their own in any of the homeless situations described in the McKinney-Vento Homeless Education Act, the principal of each middle and high school building will establish a point of contact for such youth. The point of contact is responsible for identifying homeless and unaccompanied youth and connecting them with the district's homeless student liaison. The district's homeless student liaison is responsible for training the building points of contact.

Best interest determination

In making a determination as to which school is in the homeless student's best interest to attend, the district will presume that it is in the student's best interest to remain enrolled in their school

of origin unless such enrollment is against the wishes of a parent, guardian or unaccompanied youth.

Attendance options will be made available to homeless families on the same terms as families resident in the district, including attendance rights acquired by living in attendance areas, other student assignment policies, and intra and inter-district choice options.

If there is an enrollment dispute, the student will be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will be informed of the district's decision and the reasons therefor, (or informed if the student does not qualify for McKinney-Vento, if applicable) and their appeal rights in writing and in a language they can understand. The district's liaison will carry out dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school will immediately enroll the student, pursuant to district policies. However, enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including academic records, medical records, proof of residency, mailing address or other documentation, or denied or delayed due to missed application deadlines or fees, fines or absences at a previous school.

If the student does not have immediate access to immunization records, the student will be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school will be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, and in compliance with the state's Address Confidentiality Program when necessary. However, the district cannot demand emergency contact information in a form or manner that creates a barrier to enrollment and/or attendance at school.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for homeless students and their families will coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters and soup kitchens. The notice must be disseminated in a manner and form that parents, guardians and unaccompanied youth receiving such services can understand, including, if necessary and to the extent feasible, in their native language. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students and will participate in professional development and other technical assistance activities, as determined by the state-level (OSPI) coordinator for homeless children and youth programs.

The superintendent will:

- Strongly encourage district staff, including substitute and regular bus drivers to annually review the video posted on the OSPI website on identification of student homelessness;
- Strongly encourage every district-designated homeless student liaison to attend trainings provided by the state on identification and serving homeless youth. Ensure that the district includes in materials provided to all students at the beginning of the school year or at enrollment, information about services and support for homeless students (i.e., the brochure posted on the OSPI website).
- Use a variety of communications each year to notify students and families about services and support available to them if they experience homelessness (e.g., distributing and collecting a universal annual housing intake survey, providing parent brochures directly to students and families, announcing the information at school-wide assemblies, posting information on the district's website).

Facilitating on-time grade level progression

The district will: 1) waive specific courses required for graduation for students experiencing homelessness if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable justification for denial of the waiver. In the event the district denies a waiver and the student would have qualified to graduate from their sending school district, the district will provide an alternative process of obtaining required coursework so that the student may graduate on time.

The district will consolidate partial credit, unresolved, or incomplete coursework and will provide students experiencing homelessness with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the student.

For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, the district will grant partial credit for coursework completed before the date of the withdrawal or transfer. When the district receives a transfer student in these circumstances, it will accept the student's partial credits, apply them to the student's academic progress or graduation or both, and allow the student to earn credits regardless of the student's date of enrollment in the district.

In the event a student is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, the district will work with the sending district to ensure the awarding of a diploma from the sending district if the student meets the graduation requirements of the sending district.

In the event a student enrolled in three or more school districts as a high school student, has met state requirements, has transferred to the district, but is ineligible to graduate from the district after all alternatives have been considered, the district will waive its local requirements and ensure that the student receives a diploma.

Informed consent for healthcare

Informed consent for healthcare on behalf of a student experiencing homelessness may be obtained from a school nurse, school counselor, or homeless student liaison when:

a. Consent is necessary for non-emergency, outpatient, primary care services, including physical examinations, vision examinations and eyeglasses, dental examinations, hearing examinations and hearing aids, immunizations, treatments for illnesses and conditions, and routine follow-up care customarily provided by a health care provider in an outpatient setting, excluding elective surgeries;

b. The student meets the definition of a “homeless child or youth” under the federal McKinney-Vento homeless education assistance improvements act of 2001; and

c. The student is not under the supervision or control of a parent, custodian, or legal guardian, and is not in the care and custody of the department of social and health services.

The District and District employee authorized to consent to care under this policy are not subject to administrative sanctions or civil damages resulting from the consent or non-consent for care or payment for care.

Cross References:	Board Policy 3116	Students in Foster Care
	Board Policy 3120	Enrollment
	Board Policy 3231	Student Records
	Board Policy 3413	Student Immunization and Life
		Threatening Conditions
	Board Policy 4218	Language Access Plan
Legal References:	RCW 28A.225.215	Enrollment of children without legal residences
	RCW 28A.320.145	Support for homeless students.
	20 U.S.C. 6301 et seq.	Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA]
	42 U.S.C. 11431 et seq.	McKinney-Vento Homeless Assistance Act
	Chapter 28A.320 RCW	Provisions applicable to all districts (new section created by 3SHB 1682, 2016 legislative session)

Management Resources: *Policy News*, July 2017
 Policy News, November 2016
 Policy News, December 2014
 Policy News, October 2004
 Policy News, October 2002

Adoption Date: 2.27.08
Steilacoom Historical School District
Revised: 10.23.13; 2.25.15; 12.14.16; 10.25.17

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 10/25/2017

Strategic Focus Area

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

BACKGROUND INFORMATION

Second Reading of Policy 3116 Students in Foster Care

No changes since First Reading.

RECOMMENDED ACTION:

It is the recommendation of the Superintendent to approve Policy 3116.

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

STUDENTS IN FOSTER CARE

The board recognizes that students in foster care experience mobility in and out of the foster care system and from one home placement to another that disrupts their education, thereby creating barriers to academic success and on-time graduation. Through collaboration with state, local and/or tribal child welfare agencies, the district will strive to minimize or eliminate educational barriers for students in foster care, particularly with regard to enrollment, transfer of student records, and transportation to their school of origin. The superintendent or designee is authorized to establish procedures and/or practices for implementing this policy.

Point of Contact

The superintendent or designee will designate an appropriate staff member to serve as the district's point of contact for local child welfare agencies if such agencies notify the District in writing that they have designated a point of contact for the District. The point of contact will work with appropriate state, local and/or tribal child welfare agencies to receive notifications and share information regarding the status and progress of students in foster care. The point of contact will also work collaboratively with the district's Title I coordinator to provide supports for students in foster care that are enrolled or seeking to enroll in the district.

Enrollment

Whenever practical and in the best interest of the child, children placed into foster care will remain enrolled in the school they were attending upon entering foster care. When a determination of the student's best interest is necessary, it will take into account a number of factors as described in the procedures that accompany this policy, including concern for the student's safety as well as the availability of supports for the student's educational success. Such a determination should involve a district representative, a representative of the appropriate child welfare agency, the student, and the student's biological and foster families, if reasonably feasible.

If remaining in the school of origin is determined not to be in the student's best interest, the district will immediately enroll that student in their new school. Enrollment may not be denied or delayed based on the fact that documents normally required for enrollment have not been provided.

A school may not prevent a student in foster care from enrolling based on incomplete information of any history of placement in special education, any past, current, or pending disciplinary action, any history of violent behavior, or behavior listed in RCW 13.04.155, any unpaid fines or fees imposed by other schools, or any health conditions affecting the student's educational needs during the ten (10) day period that the Department of Social and Health Services has to obtain that information. Upon enrollment, the district will make reasonable efforts to obtain and assess the child's educational history in order to meet the child's unique needs within two (2) school business days.

Records Transfer

When a student in foster care transfers schools, whether within the district or to another school district, the enrolling school will immediately contact the sending school to obtain academic and other records. The sending school will respond as soon as possible to requests it receives for records of students in foster care.

Additionally, upon receipt of a request for education records of a student in foster care from the Department of Social and Health Services, the district will provide the records to the agency within two (2) school days.

Transportation

By December 10, 2016, the district will collaborate with state, local or tribal child welfare agencies, as appropriate, to implement a written transportation procedure by which prompt, cost-effective transportation will be provided, arranged and funded for students to remain in their school of origin when in their best interest for the duration of their time in foster care.

The written procedure will ensure that if additional costs are incurred in providing transportation, the district will provide transportation to the school of origin if: 1) the child welfare agency agrees to reimburse the transportation; (2) the district agrees to pay for the cost of the transportation; or 3) the district and the child welfare agency agree to share transportation costs.

Dispute resolution

In the event that a caregiver or education decision-maker disputes a district decision regarding the best interest of the student in foster care with regard to enrollment or the provision of any other education-related service, including transportation, the caregiver or education decision-maker may use the three-tiered appeals process outlined in the procedure that accompanies this policy. The district will make all reasonable efforts to collaborate with appropriate agencies and aggrieved parties to resolve the dispute at the local level.

In the event that a dispute occurs between the district and a child welfare agency with regard to issues that do not involve educational placement or the provision of educational services (e.g., transportation reimbursements, failure to collaborate), such disputes may be forwarded to the office of the superintendent of public instruction for resolution.

Review of unexpected or excessive absences

A district representative or school employee will review unexpected or excessive absences of students in foster care and those awaiting placement with the student and adults involved with the student, including their caseworker, educational liaison, attorney if one is appointed, parent, guardian and foster parents. The purpose of the review is to determine the cause of the absences, taking into account: unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues and unavoidable appointments during the school day. The representative or employee will take proactive steps to support the student's school work so the student does not fall behind and to avoid suspension or expulsion based on truancy.

Facilitating on-time grade level progression

The district will: 1) waive specific courses required for graduation for students in foster care if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable justification for denial of the waiver. In the event the district denies a waiver and the student would have qualified to graduate from their sending school district, the district will provide an alternative process of obtaining required coursework so that the student may graduate on time.

The district will consolidate partial credit, unresolved or incomplete coursework and will provide students in foster care with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the student.

For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, the district will grant partial credit for coursework completed before the date of the withdrawal or transfer. When the district receives a transfer student in these circumstances, it will accept the student's partial credits, apply them to the student's academic progress or graduation or both, and allow the student to earn credits regardless of the student's date of enrollment in the district.

In the event a student is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, the district will work with the sending district to ensure the awarding of a diploma from the sending district if the student meets the graduation requirements of the sending district.

In the event a student enrolled in three or more school districts as a high school student, has met state requirements, has transferred to the district, but is ineligible to graduate from the district after all alternatives have been considered, the district will waive its local requirements and ensure that the student receives a diploma.

Legal References:

RCW 28A.150.510 Transmittal of education records to department of social and health services – Disclosure of educational records – Data-sharing agreements – Comprehensive needs requirement document – Report

RCW 28A.225.023 Youth dependent pursuant to Chapter 13.34 RCW - Review of unexpected or excessive absences – Support for youth's school work

RCW 28A.225.215 Enrollment of children without legal residences

RCW 28A.225.330 Enrolling students from other districts—Requests for information and

permanently records—Withheld transcripts-
Immunity from liability—Notification to teachers
and security personnel—Rules

RCW 28A.320.192 On-time grade level progression
and graduation of students who are dependent youth

RCW 74.13.550 Child placement – Policy of
educational continuity

Cross References:

20 U.S.C. 6301 et seq. Elementary and Secondary
Education Act of 1965 as amended by the Every
Student Succeeds Act [ESSA]

2418 - Waiver of High School Graduation Credits

3115 - Homeless Students- Enrollment Rights and
Services

3120 - Enrollment

3122 - Excused and Unexcused Absences

3231 - Student Records

6100 - Revenues From Local, State and Federal
Sources

Management Resources:

2017 – July Issue

2016 - November Issue

OSPI list of Foster Care Liaisons/DSHS Contacts

Adoption Date: 1.25.17

Revised: 10.25.17

Steilacoom Historical School District No. 1

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

BOARD OF DIRECTORS

Board Meeting Date: 10/25/2017

Strategic Focus Area

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

BACKGROUND INFORMATION

Policy 6700 Nutrition, Health, and Physical Fitness

Changes to Policy 6700 are noted below. Two versions are included in the board background. The first is cleaned with all changes accepted. The second is the marked-up version for you to see all the changes in location. Most of the changes move the policy language into the Procedure 6700P.

- Adds language about a healthy school environment in the theme of the school wellness movement.
- Adds language tying to College and Career Readiness and future success of students.
- Eliminates extended explanation about risks of childhood obesity and emphasize.
- Adds reference and emphasis to role of health and physical education.
- References the districts' Local School Wellness Policy (LSWP)
- Replaces inserted LSWP with assurance that a wellness committee will convene and implement the LSWP.
- Removes requirement of meal pattern and restrictions to what is sold to students via machines and student store and combines Nutrition Standards with Food Services Program.
- Outlines all of the responsibilities of the superintendent's designee.
- Eliminates language about food donations.
- Removes Food Services Procurement language.
- Changes from Health and Physical Education "Curriculum" to "Program."
- References standards towards the goal of physical activity, to eat nutritious, and goal setting.
- References requirements for minimum instructional time and credit requirements.
- Eliminates extra words regarding curriculum components.
- Includes language referencing CBAs.
- Replaces reference to recess with district practices around health and physical education program.

- Amends Physical Activity section with references to the Comprehensive School Physical Activity Program (CSPAP), which the district has had in place for the past four years.
- Eliminates section: Waivers for Physical Education

RECOMMENDED ACTION:

The Superintendent recommends moving Policy 6700 to a second reading.

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; 2.25.11;

Steilacoom Historical School District No. 1

NUTRITION, HEALTH, AND PHYSICAL FITNESS

The board recognizes that a healthy school environment prepares students for college, careers, and successful futures. Students childhood obesity has reached epidemic levels in Washington and throughout the country. Overweight children are at a higher risk for developing severe long-term health problems, and overweight children are affected by discrimination, psychological stress, and low self-esteem. However, research indicates that obesity and subsequent diseases are largely preventable through diet and regular physical activity. Research also indicates that becoming physically active and maintaining a regular physical activity program significantly reduces the risk of some obesity and some cancers, diabetes and other chronic diseases. Children who eat well-balanced meals and engage in regular exercise are healthy are more likely to learn in the classroom. The board supports the District's increased emphasis on nutrition, health and physical education, and as well as physical activity at all grade levels to enhance the well-being of our the dDistrict's youth students. Therefore, it is the policy of the bBoard of Directors to provide students with :

- Access to nutritious food; emphasize health education and physical education; and provide students with
- Opportunities for physical activity, and developmentally appropriate exercise; and
- Accurate information related to these topics.

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.

Insert here the Local School Wellness Policy (LSWP) developed with the appropriate stakeholders in accordance with the United States Department of Agriculture (USDA) regulations. The local school wellness policy must include the following provisions:

- Goals for nutrition education, physical activity, and other school-based activities that are designed to promote school wellness in a manner that the district determines is appropriate;
- Nutrition guidelines for all foods available on school campus in accordance with USDA Smart Snacks standards for competitive foods rules with the objectives of promoting student health and reducing childhood obesity;
- Assurances that guidelines for reimbursable school meals are not less restrictive than the regulations and guidance issued by the USDA on the National School Lunch Program and School Breakfast Program;
- A plan for periodically measuring and making available to the public, including students, parents and the community (e.g., as part of the district's Annual Report) an

assessment on the implementation of the LSWP, including: 1) the extent to which schools are compliant with the Policy; 2) the extent to which the LSWP compares to the model Wellness School Assessment Tool; and 3) to describe the progress made in attaining goals of the LSWP;

- Involvement of parents, students, representatives of the school food authority, the school board and school administrators, teachers of physical education, school health professionals and the public in developing, implementing, periodically reviewing and updating the LSWP; and
- Designation of one or more district officials to ensure that each school complies with the LSWP and the Smart Snacks standards.

The superintendent will develop and implement a comprehensive district-wide nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program and the School Breakfast Program. To implement the program, the superintendent will adopt and implement a comprehensive curriculum on health, physical education, and nutrition consistent with Washington State Learning Standards. The curriculum will provide opportunities for developmentally appropriate instruction for grades K-12. The input of staff, students, parents and public health professions in the development of the curriculum is encouraged.

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Nutrition, health, and physical education topics will be integrated within the sequential, comprehensive health and physical education curriculum taught at every grade level, kindergarten through grade 12, and coordinated with the district's nutrition and food services operation.

Nutrition Standards

The district will provide meals for students that meet the meal pattern requirements for the National School Lunch Program and School Breakfast Program.

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[District note: If the district sponsors the National School Lunch Program, it must comply with the following Smart Snacks in Schools nutritional guidelines:]

-
All foods and beverages sold to students on campus during the school day (e.g., vending machines, DECA school stores, bake sales, and other school fundraisers) must meet USDA Smart Snacks standards. No food or drink items will be sold unless they have been approved by the principal or school official responsible for oversight as designated in the LSWP.]

Nutrition and Food Services Program

The district 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 priate food service management company will require the approval of the board. Expenditures for food supplies shall not exceed the estimated revenues.

The Superintendent 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.

~~Because of the potential liability of the district, the food services program will not accept donations of food other than as provided in this policy without the expressed approval of the board. Should the board approve a food donation, the superintendent shall establish inspection and handling procedures for the food and determine that the provisions of all state and local laws have been met before selling the food as part of the school lunch menu.~~

~~As a sponsor of the National School Lunch Program and School Breakfast Program, the district will provide free and reduced-price breakfasts and lunches to students who qualify in accordance with the program. The district will distribute the Letter to Households and Free and Reduced-price Meal Applications to all households at the beginning of each school year. The district will protect the identity of students eligible for free and reduced-price meals in accordance with USDA guidelines for confidentiality and disclosure of student eligibility for such meals.~~

~~On Test days the district may provide free, nutritious meals to all students, including those who do not qualify for free or reduced priced federal school meal benefits. However, the district must use non-Federal funds to cover the cost of providing such meals.~~

~~The board of directors may set an adult meal price to allow teachers, administrators, and parents to demonstrate their support for school meal programs by occasionally eating with students. The price must be the price charged to students paying the full meal price plus the value of federal reimbursement for paid meals and the USDA Food Value.~~

~~The district will use USDA Foods made available under the Federal Food Distribution Program for school meal programs.~~

Food Services Procurement

Open bid process

~~In all applicable cases, food, food products, supplies, and equipment purchased with school food service funds shall be procured in accordance with the process and procedures established in Policy 6220 in a manner that provides full and open competition consistent with the standards in applicable federal regulations.~~

Conflict of Interest

The following conduct will be expected of all persons who are engaged in the award and administration of contracts supported by School Food Services Program Funds:

-
- 1. ~~No employee, officer, or agent of the district shall participate in selection or in the award or administration of a contract supported by Program funds if a conflict of interest, real or apparent, would be involved. Conflicts of interest arise when one of the following has a financial or other interest in the firm selected for the award:~~
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- a. ~~District employee, officer, or agent;~~
-
- b. ~~Any member of his/her immediate family;~~
-
- c. ~~His/her partner;~~
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- d. ~~An organization that employs or is about to employ one of the above.~~
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- 2. ~~District employees, officers, or agents shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to sub-agreements.~~
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- 3. ~~The purchase during the school day of any food or service from a contractor for individual use is prohibited.~~
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- 4. ~~The removal of any food, supplies, equipment, or school property such as records, recipe books, and the like is prohibited.~~
-
- 5. ~~The outside sale of such items as used oil, empty cans, and the like will be sold by contract between the district and the outside agency. Individual sales by any school person to an outside agency or other school person is prohibited.~~
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- ~~Failure of any employee to abide by the above-stated code may result in disciplinary action, including but not limited to, a fine, suspension, or dismissal.~~
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Physical Education and Physical Activity

Health and Physical Education Curriculum 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 superintendent shall adopt and implement a comprehensive health and physical education curriculum consistent with the Washington State K-12 Health and Fitness Learning Standards. The health and physical education curriculum will promote the benefits of a physically active~~

~~lifestyle and help students develop skills to engage in lifelong healthy habits. The curriculum will provide opportunities for developmentally appropriate instruction for grades K-12.~~

The District will ensure that the following requirements are met:

- All students in grades one through eight ~~shall be required to~~ 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~~ ~~.5 credits of health and 1.5 credits of physical education.~~
- The district ~~shall will~~ offer a one-credit course or its equivalent in physical education for each grade in the high school program (grades 9-12).

~~A physical education curriculum includes instruction and practice in a variety of motor skills and movement patterns; knowledge of concepts related to movement and performance; knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness; responsible personal and social behavior; and values physical activity for health and enjoyment.~~

- All students ~~will be provided~~ have equal and equitable opportunities ~~to participate in for health and physical education classes.~~
- All students, from kindergarten through grade 12, will participate 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).

~~The district will make appropriate accommodations to allow opportunity for equitable participation by all students and will reasonably adapt physical education classes and equipment as necessary. The district will ensure that any student eligible for special education will be provided appropriate physical education services.~~

Recess

~~In addition to required physical education, the district will provide students with physically active daily recess opportunities. Recess will complement, not substitute, for physical education class.~~

-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;
- staff wellness and health promotion;
- active transportation; and
- school district facilities.

~~The district will attempt to provide physical activity before, during, and after school. This includes a variety of school-based physical activities to enable all students to participate in 60 minutes of physical activity each day. District teachers will provide short (2-3 minute) physical activity breaks/brain boosters to students during classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods. Physical activity during the day (including but not limited to recess, physical activity breaks, or physical education) will not be withheld as punishment for any reason.~~

~~Active transport will be encouraged in schools to promote alternative transport methods for children, such as pedestrian and bicycle safety programs (See Policy 6605, Student Safety Walking, Biking and Riding Buses).~~

~~The district is encouraged to promote the use of school facilities for physical activity programs offered by the school and/or community-based organizations outside of school hours.~~

Waivers for Physical Education

~~[District note: Insert policy language only if school board chooses to exercise the district's option under state law to grant waivers in physical education].~~

~~Two health and fitness credits are required (.5 credit health education; 1.5 credits fitness/physical education). Students may be excused from the fitness requirement under RCW 28A.230.050. Such excused students will be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with written district policy.~~

- ~~A physical education waiver is defined as:~~
- ~~Released from physical education class (not taking physical education at all);~~
- ~~Not receiving credit; and~~
- ~~Accountable for the knowledge portion of physical education, per statute.~~

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

~~7 CFR 3016.36—Procurement~~

~~Healthy, Hunger-Free Kids Act of 2010~~

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: ~~2.06~~2.27.08

Revised Dates: 2.23.11; 2.25.15; 2.08; 02.11; 02.15; 10.17

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

BOARD OF DIRECTORS

Board Meeting Date: October 25, 2017

Strategic Focus Area

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

BACKGROUND INFORMATION

Policy 3122 Excused and Unexcused Absences

This policy is revised to meet the updates to the law based on 2SHB 1170 from the 2016 legislative session.

Conference requirements are revised from two unexcused absences to three; and the first conference can be conducted with the school and student should the parent not be able to attend.

RECOMMENDED ACTION:

It is the recommendation of the Superintendent move Policy 3122 to a second reading.

Report prepared by:
Susanne Beauchaine, Executive Director of Student Services

EXCUSED AND UNEXCUSED ABSENCES

Excused and Unexcused Absences

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

Excused Absences

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

The following are valid excuses for absences:

1. Participation in a district or school approved activity or instructional program;
2. Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental or optometry);
3. Family emergency, including, but not limited to, a death or illness in the family;
4. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
5. Court, judicial proceeding or serving on a jury;
6. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
7. State-recognized search and rescue activities consistent with RCW 28A.225.055;
8. Absence directly related to the student's homeless status;
9. Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion); and
10. Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.

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

- A. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; except that in participation-type classes, a student's grade may be affected because of the student's inability to make up the activities conducted during a class period.
- B. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

Unexcused Absences

- A. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.
- B. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.
- C. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absence.
- D. A conference with the parent or guardian will be held after ~~two~~three unexcused absences within any month during the current school year. A student may be suspended or expelled for habitual truancy. Prior to suspension or expulsion, the parent will be notified in writing in his/her primary language that the student has unexcused absences. A conference will be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school. If the parent does not attend the conference, the conference may be conducted with the student and a school official. However, the parent will be notified of the steps the district has decided to take to eliminate or reduce the student's absences.
- E. Not later than the student's fifth unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.
- F. If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year.
- G. All suspensions and/or expulsions will be reported in writing to the superintendent or de-
signee within 24 hours after imposition.

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

Students dependent pursuant to Chapter 13.34, RCW

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

Cross References:	Board Policy 3230 Board Policy 3241	Student Privacy Classroom Management, Corrective Actions or Punishment
Legal References:	RCW 13.34.300 RCW 28A.225 RCW 28A.705.010 WAC 392-400-532 WAC 392-400-235 WAC 392-400-260 WAC 392-400-275	Relevance of failure to cause juvenile to attend school to neglect petition Compulsory school attendance and admission Interstate Compact on Educational Opportunity for Military Children Statewide definition of excused and unexcused daily absences. Discipline — Conditions and limitations Long-term suspension — Conditions and limitations Expulsion – Conditions and limitations
Management Resources:	<u><i>Policy News, July 2017</i></u> <i>Policy News</i> , December 2011 <i>Policy News</i> , June 2001 OSPI Memorandum No. 052-11M	Revision of Excused/Unexcused Definitions More Tweaking of Becca Petitions Unexcused Absence Definition

Adoption Date: 2.27.08

School District Name: Steilacoom Historical School District

Revised: 7.15.10, 1.25.12, 4.10.13; 9.28.16;

Steilacoom Historical School District Board of Directors

REGULAR BOARD MEETING

Date: October 25, 2017

TO: Members, Steilacoom Historical School District Board of Directors

ISSUE: ___ ACTION
 X INFORMATION

2017-2023 SHSD Capital Facilities Plan DRAFT

BACKGROUND INFORMATION:

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

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

4A.30.010 School District Capital Facilities Plan

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

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

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

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

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

FISCAL IMPLICATIONS: Future school impact fee collection.
RECOMMENDED DECISION: None at this time.
TIMELINE: The CFP will come to the Board in final draft format at the November 8 th Board meeting. After this final draft version, we will publish the SEPA Environmental Checklist (which requires 14 days of notification) by November 13 th . Final action cannot be taken on the CFP until after 4:00 p.m. on the 14 th day. The board will vote for approval at our December 13 th Board meeting.



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.

DRAFT

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.

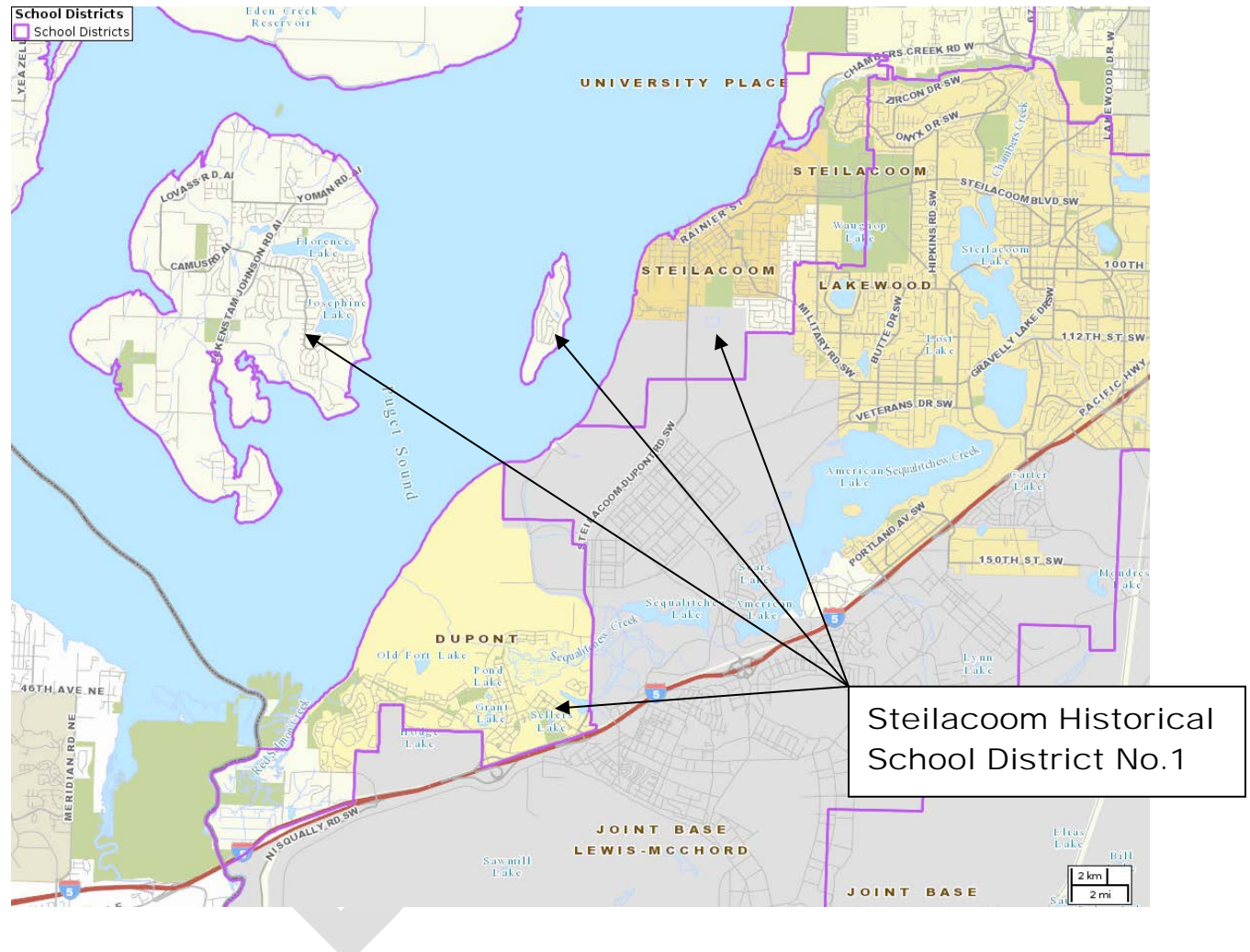
Family and Community Involvement

- 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 I DISTRICT MAP



TAB II LOCATION AND DESCRIPTION OF SCHOOL FACILITIES

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

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

TAB II HISTORY OF FACILITIES

1. School District Building Data

<u>Date</u>	<u>Building</u>	<u>Cost</u>	<u>Location</u>
1851	Log Building	Unknown	Main & Commercial
1858	First Public School	\$450	Starling & Frederick
		Contributions/Partial Payment	
1892	Second Public School	\$10,000.00	Chambers & Sequash
1916-17	Third Public School	\$15,000.00	Chambers & Sequash
1952	All Purpose School	\$133,953.00	Chambers & Nisqually
1962	Cherrydale School	\$183,597.00	Galloway and C
1966	Cherrydale Addition	\$175,646.00	Galloway and C
1968	Pioneer Addition	\$405,422.00	Chambers & Nisqually
1969	Silver Beach Site	\$42,000.00	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
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.

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	\$2.522032810720	\$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:									
((AcrexCost 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				