



Meeting Packet

Steilacoom Historical School District #1 Special Session Meeting Board of Directors

January 28, 2012

11:00 a.m.



Steilacoom Historical School District #1 Special Session Meeting Board of Directors

Pioneer Middle School-Steilacoom Professional Development Center Steilacoom, WA

1/28/2012 11:00 a.m.

I. CALL TO ORDER

1. Pledge of Allegiance
2. Roll Call
3. Approval of Agenda

II. REVIEW OF BOARD/SUPERINTENDENT ROLES

(Information)

III. BOARD OPERATING PROTOCOL

(Vote)

- Board Operating Protocol 1.28.12.doc
- Operating Protocol Summary.doc

(p. 4)
(p. 8)

IV. REVIEW OF BOARD LIAISONS

(Vote)

- Board Liaisons.xls

(p. 9)

V. REVIEW OF BOARD/DISTRICT/SUPERINTENDENT GOALS

(Information)

- Board and District Goals
- Superintendent Goals.docx

(p. 10)
(p. 12)

VI. LEGISLATIVE PRIORITIES

(Discussion)

- Legislative Fact Sheet 01282012.docx

(p. 17)

VII. ENROLLMENT HISTORY AND PROJECTIONS

(Information)

- Enrollment Projections Update Jan 2012.xlsx

(p. 19)

VIII. REVIEW OF CAPITAL FACILITIES PLAN AND PRIORITIES

(Information)

- 2011-2017 SHSD Cap Fac Plan.doc
- HS North Property Information.docx

(p. 21)
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IX. NEXT STEPS

(Information)

X. ADJOURNMENT

(Vote)

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

Steilacoom Historical School District No. 1
Board of Directors' Operating Protocol
Adopted January 28, 2012

The most effective way to operate and supervise a dynamic, growing school district is through close cooperation between the school board, the superintendent, and the administrative leadership team. Each group plays a different role, and each role is essential to the success of the entire system (staff and students). In order to allow each group to compliment and ensure the success of the others, there must be agreement on some philosophical ideas and practical ways of working together to achieve the common goal – quality education programs for each student. To achieve, within the legal and financial limits of the District, quality education programs for each student, the Board pledges to strive toward excellence in performance and expects the same from each individual who works in Steilacoom Historical School District.

Board directors and administrators have an obligation to provide educational leadership. The public expects the best in planning, decision-making, communication, and educational expertise. However, all decisions and policies of the Board-Administration Team must be gauged and tested against two fundamental beliefs: schools are for kids; and schools belong to the people.

For the purpose of enhancing teamwork among members of the Board and between the Board and the Administrative Team, we, the members of the Steilacoom School District Board of Directors, do hereby publicly commit ourselves collectively and individually to the following operating protocol:

PRINCIPLES FOR BOARD-ADMINISTRATION RELATIONS

The following philosophical ideas, operating principles, and behaviors, when adhered to by all, will create an open, productive environment for a team approach to school leadership:

- 1. Positive Approach**
Each member of the team is charged with the responsibility of working with the team to find the best way to meet the needs of the students and staff. An open, positive, and problem solving atmosphere toward designing, implementing, and assessing plans to achieve the goals of the organization is critical.

- 2. Judgment and Trust**
To develop an effective team process, each group must support and cooperate with team members, collectively and individually.

3. Loyalty and Disagreement

Cooperation, support, and loyalty do not mean there will be agreement on every issue. Dialogue, divergent thinking, and debate will encourage the best decisions. To clarify this principle, a few ground rules must be covered:

- Each team member has the responsibility for being loyal to the District, to each member of the team, and to the primary goal -- a quality education for every child.
- Board Directors should not be contacting employees of the District on operational issues. Questions about operations, direction, etc., should be directed to the Superintendent.
- Board Directors are encouraged to offer praise for employees, but criticism must be channeled through the Superintendent's office.
- Debate the issues, not one another. Avoid personal slurs and snide comments.
- Information about employees, negotiations, and other confidential areas discussed in executive session will remain completely confidential. Information given in confidence, particularly when planning and exploring alternatives must also remain confidential. Team members should state in advance whatever they consider to be confidential information.
- When Board Directors or the superintendent find themselves in disagreement with another team member, a one-to-one meeting with that person should be arranged to resolve the disagreement. Once resolved, the disagreement will remain a private matter.
- Discussion at meetings and debate over issues should be open and honest. Once a final team decision is reached, each member has the responsibility to support the decision.
- Agendas must be open and on the table for meaningful dialogue to occur. Information upon which decisions are to be made, with accompanying alternatives, will be given to the Board in a timely manner so that appropriate input and analysis can take place prior to the time of the decision. Surprises at meetings are counterproductive.

4. Accountability to Community

The School Board, Superintendent, and administrative team are accountable to the public for the decisions made and for the quality of their work. Responsibility to the community is demonstrated by listening to them and by using effective systems of gathering information as assessment.

5. Communication

Effective interpersonal communication requires a healthy communication climate with high levels of trust and respect for individuals and for the mission of providing a quality education for all students. To achieve this, messages must be open, straightforward, and honest.

- The Superintendent and the Board will make deliberate attempts to share information and data with all team members. Team members shall utilize the chain of command as outlined by District policy/procedures.
- When an individual Board Director is contacted by a staff or community member, each member has agreed to the following procedures:
 - a. Hear out the individual's concern.
 - b. Ask if the issue has been discussed with the person immediately responsible.
 - c. Express concern about the issue and a desire to assist in resolution, while reinforcing the need to resolve the issue at the immediate local level. If unsuccessful, proceed to the next level(s) of responsibility.
- Only the Superintendent, his/her designee, or a Board-designated representative may contact the District's negotiator, should one be used, on current negotiations. If a Board Director feels a need to talk to District counsel or the negotiator, he or she is to contact the Superintendent who will arrange for all meetings. The Board president may contact the District's legal counsel in reference to the Superintendent's contract.
- It is important to keep the Superintendent and other Board members informed of unusual happenings as quickly as they occur.
- The Superintendent is responsible for communicating official district operational positions to the media. There will also be occasions when the Board president communicates the official District position. Board members may certainly state personal positions; as long as they make it known they are not speaking for the Board or the District.
- The Board will emphasize planning, policy making, and public relations rather than becoming involved in the daily operations of the schools.
- After reviewing the agenda, Board members agree to ask questions when clarification is needed so that the Board meetings can proceed smoothly and efficiently. Board members can also contact the Superintendent to discuss issues prior to the meetings. Members may also request addition of items to the agenda prior to its adoption.
- Each Board member will become conversant with matters on which the Board acts, reviewing all materials prior to meetings. They will attend

essential Board training and inform themselves about important issues through individual readings.

- All personnel complaints and criticisms received by the Board or its individual members will be directed to the Superintendent.
- Members agree to operate as a team and employ appropriate group problem solving techniques. They agree to focus on issues rather than personalities, to propose viable alternatives to problems, to disagree constructively and communicate with each other in a respectful manner.

Signed this 28th day of January, 2012;

Mike Winkler, Board Chair

Sam Scott, Vice Chair

William Fritz, Superintendent

Don Denning, Legislative
Representative

Kevin Callanan, Board Director

Yoshie Wong, Board Director

Steilacoom Historical School District No. 1

A Summary of the Board of Directors’ Operating Protocol

All decisions and policies of the Board-Administration Team must be gauged and tested against two fundamental beliefs: schools are for kids; and schools belong to the people.

For the purpose of enhancing teamwork among members of the Board and between the Board and the Administrative Team, we, the members of the Steilacoom Historical School District Board of Directors, do hereby publicly commit ourselves collectively and individually to the following operating protocol:

POSITIVE APPROACH

Each board member is charged with the responsibility of working as a team to create and maintain an open, positive, problem-solving atmosphere toward designing, implementing and assessing plans to achieve Board and District goals.

JUDGMENT AND TRUST

The Board will lead by example. We agree to use words and actions that create a positive impression on an individual, the Board, and the District.

LOYALTY AND DISAGREEMENT

The Board will respect majority opinion and abide dissension with grace. Individual board members do not have authority. Differing points of view will be shared with mutual care and respect. Surprises at meetings are counterproductive.

ACCOUNTABILITY TO COMMUNITY

Annually, the Board will set clear goals for themselves and the superintendent. An annual evaluation of the superintendent will be completed. The board will complete a self-assessment annually. Close cooperation between the Board, the superintendent, and the administrative team fosters optimum effectiveness.

COMMUNICATION

Messages must be open, straightforward and honest. The Board will emphasize planning, policy-making, and public relations, rather than becoming involved in the management of school operations. Each Board member will become conversant with matters before the Board, reviewing all materials prior to meetings.

A full text of the operating protocol adopted on 2/27/2010 is available upon request.

January 28, 2012 Special Board Meeting

Board Liaisons			
1	Budget	Sam	Mike
2	Legislative	Don	Mike*
3	Transportation	Don	Kevin
4	Real Estate - S	Kevin	Mike*
5	Real Estate - D	Don	Mike*
6	Maintenance	Kevin	Don
7	Curriculum	Sam	Jeni
8	Bd Policies	Jeni	Don
9	Enrollment Proj	Mike	Sam
10	Mtgs/Retreats	Mike	Sam
11	WAVA	Mike	Sam
12	Technology	Sam	Don
13	CTE	Kevin	Jeni
14	Special Ed		

*In Mike's absence, Sam fills in.

2011-12 Board Goals

- Strengthen and refine the working relationship of the board and the board/superintendent team.
- Maintain effective communications with the community, focusing on the use of taxpayer funds entrusted to the district.
- Correlate the relationship and consistency of decisions to board goals and our district's vision, mission, and values statements.
- Review the 3000 (students) series policies and modify as needed.
- Maintain a minimum 6 percent unreserved ending fund balance in the general operations account.

2011-12 District Goals

- Continue the development of the district's capital facilities plan, to include the supporting maintenance plan.
- Continue to work with the State as it revises the procedures and funding formulas relevant to on-line learning.
- Resource the student learning environment to positively impact student achievement, as measured by district, state, and national standards.
- Focus time and energy on the continued implementation and fine tuning of recently established operational systems (e.g. data teaming, hiring procedures, fiscal procedures, staffing allocations, etc.).

PART II: Annual Goals List up to (5) significant annual goals and objectives with measurable outcomes to be accomplished by the superintendent during the next 12-months.

7.1 Improve academic achievement for the students of the Steilacoom Historical School District

Results:

- The District will have an assessment recording system whereby the educational staff, Board and parents can better identify progress toward learning goals and identify instructional improvement and intervention initiatives.
- Schools will meet goals as outlined in their school improvement plans
- Professional development and implementation of the K-5 mathematics adoption will be complete
- A short- and long-term curriculum analysis, adaptation, and implementation system will exist.
- A professional development plan will be developed and implemented during the 2010-11 school year
- Teachers will be engaged in ongoing and scheduled professional conversations about student performance, best practice, and tiered interventions
- Analysis of the Career and Technical Educational Program will be complete
- More high school students will graduate with a college-ready transcript
- The high school transition plan for special education students will be implemented and refined
- Analysis will exist related to ways to decrease the number of special education students who are served in out-of district programs (if they are less cost effective).

Action Plan:

- Select and initiate a data system capable of capturing and sorting student demographic, formative, and summative performance data.
- Train key staff (principals and teaching staff) regarding use of the data system
- Train staff regarding the structure and utilization of school improvement plans. All plans will possess SMART goals (Specific, Measureable, Achievable, Realistic, and Timely) and actions to be implemented which are in line with best practice
- Staff will continue to be trained regarding Professional Learning Community structures, protocols, actions, and documentation as part of the District's RtI initiative
- Work with OSPI and/or the ESD to conduct a thorough analysis of the District CTE Program (including middle school, high school, and post-secondary pathways for students). This analysis will include identification of the District's fiscal ability to support programs (through capital and general funding mechanisms), long term employability data, wage data, student interest, and cooperative relationships (for programs we cannot run ourselves).
- The high school staff will be provided with data related to college-ready transcripts and will work with the Executive Director for Teaching and Learning to identify methods to increase the rigor of student coursework.
- The student services director and special education team will continue to analyze cost effective means to build district programs for those who are in out-of-district

placements, and will identify whether all out-of-district placements are most cost effective while also meeting student IEP needs.

- The District Leadership Team (including central office and principals) will meet regularly to monitor student academic progress and program implementation

7.2 Improve District Human Resources functions.

Results:

- Reduced need to utilize outside legal assistance for routine HR investigations. Can be measured by reduced legal costs.
- Employee evaluations will more accurately reflect work conducted by employees and evaluations will include specific, measurable feedback as well as areas for growth
- S-275 reporting will be error free
- An enrollment projection and school staffing model will exist to ensure that fiscal resources remain stable
- Employee contracts will be fair, support academic goals of the District, and ensure fiscal responsibility

Action Plan.

- Train employees and develop in-house ability to investigate and take appropriate action regarding routine employee discipline situations.
- Train administrative employees regarding supervision and evaluation strategies.
- Train multiple district office employees regarding proper methods for credit, clock hour and experience recording to ensure compliance with S-275 state reporting procedures.
- Utilize WSPA training materials to ensure that all HR timelines and functions are in existence.

7.3 Ensure long-term District fiscal stability

Results:

- End of year unreserved ending fund balance will remain above 6% of annual expenditures
- By the end of the 2010-11 school year, the District will have a plan implemented whereby the district can fund brick-and-mortar expenses without use of WAVA funds
- The District will have an enrollment projection model and building staffing model. The staffing model will ensure that staffing adjusts in accordance with enrollment
- The District will have a Board policy regarding unreserved fund balance
- The District will have long-term plans for curriculum purchase, equipment replacement, and anticipated capital replacement expenditures
- A transportation plan will be developed that increases efficiency and ability to receive state transportation dollars

Action Plan:

- The District will develop a monthly cash-flow report to monitor projected ending fund balance
- The Superintendent will work with the Board to develop a policy regarding ending fund balance
- An enrollment projection plan, staffing model, curriculum purchase plan, equipment replacement plan, transportation plan, and capital replacement plan will exist.
- The District will maintain awareness of State and Federal funding plans and will conduct planning with regards to immediate and future decreases in stimulus funds
- The District will continue to work with community resources to assist with meeting student learning and program needs.

7.4 Refine District policies and procedures

Results:

- All policies with a “blank” due to adoption of WSSDA policies in 2008 will be complete
- 15 of the 30 policies that require that the Superintendent develop procedures will exist where none are currently published.
- Policies will continue to be reviewed and adjusted based on current district needs
- The Board of Directors and Superintendent will improve in their ability to conduct their respective roles while working as a team to refine and understand one another’s needs. This work will help Board members to continue to follow their passions and represent their constituents through their policy and goal setting, while also respecting the Superintendent’s role as the Chief Educational and Operations Officer of the District

Action plan:

- The District administrative team will identify all policies that are incomplete and will make recommendations for completion.
- The District administrative team will identify all missing procedures, will prioritize the order of importance, and will create and publish procedures for at least 15 of those requiring procedures for which they are currently missing
- District policy most in need of adjustment will be modified for Board consideration
- The Superintendent and Board will continue with training regarding their respective roles
- The Superintendent and Board will engage the community in dialogue regarding policy

7.5 Analyze and plan for capital improvements

Results:

- Immediate needed capital improvements will be identified and conducted

- A six-year plan will be designed and implemented related to elementary capacity, transportation infrastructure, use of district non-school properties, Anderson Island facilities, secondary-level capacity, and CTE needs.
- The community will be engaged in dialogue regarding the District's facility needs and directions

Action plan:

- Analysis will be conducted related to the existing enrollment projections for the district
- Immediate needs will be identified and initiated through work with Alliance
- The existing condition of Anderson Island and non-school properties will be investigated and a recommended plan of action will be developed
- Community visioning processes will occur
- The supervisor for facilities and maintenance will be oriented and will engage in a process of identifying a maintenance plan and efficiencies
- The Superintendent and Board will initiate action that supports the long term plan, including property acquisition and preliminary visioning, planning, and design



Steilacoom Historical School District #1 - Legislative Budget Fact Sheet

Spending/Program Reductions in 2009-2011

Reduction of school-based classified para-educator hours
Reduction of school-based office staffing days / hours
Salary reduction in overall central office administrative staffing model
Elimination of principal position on Anderson Island
Reduction of 32 teachers in online program due to ALE reductions
Elimination of Public Information Officer and Safety Officer position
Elimination of 6 bus routes
Elimination of middle school fall athletics (football and softball)
Reduction of extracurricular activities at middle and high school (50% reduction)
Reduction of one half-time secretary in district office
Increase in class size of approximately .5 student per class district-wide

Impacts of potential future state reductions (Note: this year, we made teachers “whole” by budgeting to spend fund-balance...with no fund balance, state cuts will be felt in schools and classrooms)

Average Daily Attendance – results in about a 3% reduction in revenue with no commensurate reduction in expenses (teachers, principals, secretaries, and custodians must still be provided when students are absent). *This option disproportionately affects poor districts.*

LEA Reduction or Elimination – Amounts to approximately 700K for Steilacoom, may result in RIF and class size increases. *This option disproportionately affects poor districts.*

Across the Board Reductions - (similar to last year) could result in RIF of teachers and a class size increase, given the inability to “extract” resources in the middle of the term of a Collective Bargaining Agreement. May also cause elimination of additional activities /athletics for students or personnel.

Reduction/Elimination of transportation funding – Transportation is already underfunded. Future reductions would cause elimination of routes, potentially causing vulnerable students to not be in attendance or compromising student safety (walking on 45 mph roads, for example).

Reduction of school days – Not educationally beneficial. Would need legislative assistance with regards to bargaining obligations. Fair to teachers – less pay is correlated with less work. Could be equitably instituted state-wide. Questionable with regards to Constitutionality. Could easily be restored later on.

Freeze Salary Schedule at 2011 level - Could be consistently implemented state-wide. This year, for example, many teachers got a “raise” due to increases in steps or credits. Could easily be restored later on. Less questionable regarding Constitutionality.

Increase class size formula - Larger classes. RIF of personnel. Many districts have contract language with costly penalties for larger classes (This language would have to be re-negotiated, if possible, unless legislative mandate to waive such language in the CBA).

Other Beliefs

Alternative Learning Environment (ALE) students are entitled to the same apportionment as other students and documenting of “synchronous instruction” is complicated in an online environment (This amounted to an “underfunded mandate” during the last session...an additional requirement and a reduction of ~15% in resource). Further reductions in this area must be prevented and the District reiterates the importance of ALE students receiving the same funding as “traditional” students.

School District Consolidation should not be considered. We are an extremely efficient system and consolidation would force us to merge with adjoining districts with higher labor costs and taxes.

If tax increases are considered...

Several tax proposals appear to be under consideration in Olympia. These include:

- “Soda tax”
- Taxing of non-tribal casino revenue
- .5% sales tax increase
- Elimination of corporate “loopholes”

If these are approved, they should be used in their entirety to support K-12 education allowing the Legislature to fulfill its Constitutional duty under Article IX, Section 1.

**ZIP CODE BY FTE
as of 1.13.12**

	STEILACOOM**			DUPONT			DISTRICT TOTAL			
GRADE	Projected December 2004	Actual	Difference	Projected December 2004	Actual	Difference	Projected Total	Actual FTE	Difference	Waived in (HC)
K	69	79	10	151	136	-15	220	215	-5	8
1	108	89	-19	172	138	-34	280	227	-53	4
2	115	90	-25	146	157	11	261	247	-14	6
3	93	90	-3	116	160	44	209	250	41	5
4	107	90	-17	139	154	15	246	244	-2	3
5	112	98	-14	109	135	26	221	233	12	4
6	115	94	-21	97	142.73	45.73	212	236.73	24.73	7
7	143	83	-60	118	146	28	261	229	-32	4
8	135	106	-29	106	131.7	25.7	241	237.7	-3.3	3
9	120	109	-11	104	126	22	224	235	11	5
10	151	88.6	-62.4	76	103.2	27.2	227	191.8	-35.2	11
11	130	97.2	-32.8	87	102.6	15.6	217	199.8	-17.2	9
12	107	95.6	-11.4	73	64	-9	180	159.6	-20.4	11
TOTAL	1505	1209.4	-295.6	1494	1696.23	202.23	2999	2905.63	-93.37	80
Percent	50.18%	41.62%		49.82%	58.38%			96.89%	3.11%	
** includes unincorporated Pierce County & Lakewood portion of the District										
Notes: DuPont did not build out in 2011 as projected. New projected build out date, prior to the gravel pit being completed, is 2014.										
Preschool		30 HC			37 HC					
Current Enrollment By Affected Schools										
School	DuPont	Steilacoom*	Total	FTE Capacity	Difference					
A.I.	0	21.5	21.5	46	24.5					
C.D.	0	334.5	334.5	374	39.5					
Chloe	591	0	591	656	65					
Saltar's	289	180	469	495	26					
Pioneer	420.43	283	703.43	850	146.57					
SHS	395.8	390.4	786.2	850	63.8					
Total	1696.23	1209.4	2905.63							

**ENROLLMENT PROJECTIONS FOR 2014
(DUPONT BUILD OUT PRIOR TO GRAVEL PIT DEVELOPMENT)
ZIP CODE BY FTE
PROJECTIONS DEVELOPED 1.17.12**

STEILACOOM**				DUPONT				DISTRICT TOTAL		
GRADE	Projected December 2004	Actual Jan 2012	Projection for 2014	Projected December 2004	Actual Jan 2012	Percent of DuPont Population	Projected for 2014	Projected 2004 Total	Actual FTE Jan 2012	Projected for 2014
K	69	79	79	151	136	1.61%	158.67	220	215	237.67
1	108	89	89	172	138	1.64%	161.00	280	227	250.00
2	115	90	90	146	157	1.86%	183.17	261	247	273.17
3	93	90	90	116	160	1.90%	186.67	209	250	276.67
4	107	90	90	139	154	1.83%	179.67	246	244	269.67
5	112	98	98	109	135	1.60%	157.50	221	233	255.50
6	115	94	94	97	142.73	1.69%	166.52	212	236.73	260.52
7	143	83	83	118	146	1.73%	170.33	261	229	253.33
8	135	106	106	106	131.7	1.56%	153.65	241	237.7	259.65
9	120	109	109	104	126	1.49%	147.00	224	235	256.00
10	151	88.6	88.6	76	103.2	1.22%	120.40	227	191.8	209.00
11	130	97.2	97.2	87	102.6	1.22%	119.70	217	199.8	216.90
12	107	95.6	95.6	73	64	0.76%	74.67	180	159.6	170.27
TOTAL	1505	1209.4	1209.4	1494	1696.23		1978.94	2999	2905.63	3188.34
	50.18%	41.62%	37.93%	49.82%	58.38%		62.07%			
** includes unincorporated Pierce County & Lakewood portion of the District										
Preschool		30 HC	30 HC		37 HC					
2014 Projected Enrollment By Schools										
School	DuPont	Steilacoom*	Total	FTE Capacity	Over Capacity					
A.I.	0	21.5	21.5							
C.D.	0	334.5	334.5	374						
Chloe	689.50	0	689.50	656	33.50					
Saltar's	337.17	180	517.17	495	22.17					
Pioneer	490.50	283	773.50	850						
SHS	461.77	390.4	852.17	850	2.17					
	1978.94	1209.4	3188.34							
Notes:										
1. DuPont did not build out in 2011 as projected; The new projected build out date is 2014.										
2. DuPont's June 2011 population was 8,430. DuPont's projected population in 2014 is 9,835										
3. Future development in DuPont is not expected to occur until after the Gravel Pit is finished, mid 2030s.										
Assumptions:										
1. The decrease in student enrollment in Steilacoom and other parts of the District other than DuPont will level off due to continued growth at JBLM.										
2. The percentage of DuPont's population that are students will remain consistent as the city continues to grow.										
Limitations:										
1. Will the type of remaining units in DuPont (Multi-family) result in fewer students?										
2. Will the number of children in Steilacoom** continue to decrease?										
Summary: FTE enrollment will likely be between 2,999 and 3,188 when DuPont builds out (prior to the gravel pit).										

Steilacoom Historical School District No. 1



CAPITAL FACILITIES PLAN

2011 - 2017

October 2011

Steilacoom Historical School District No. 1

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

Board of Directors

Mr. Mike Winkler

Mr. Samuel Scott

Mr. Donald Denning

Mr. Kevin Callanan

Ms. Jeni Martinez

Mr. Bill Fritz, Superintendent

Prepared by the
Steilacoom Historical School District No. 1

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STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
BUILDING SITE AND SCHEDULES
 ADMINISTRATIVE OFFICE
 510 CHAMBERS STREET
 STEILACOOM, WA 98388
 WEB SITE: www.steilacoom.12.wa.us

Office/Building Address	Phone Number	Points of Contact
DISTRICT OFFICE 510 Chambers Street Steilacoom, WA 98388	(253) 983-2200 (253) 584-7198 (fax)	Mr. Bill Fritz - Superintendent Ms. LeeRae Ball - Executive Director of Finance and Operations Ms. Beth Mills - Executive Director for Student Services Ms. Kathi Weight – Executive Director for Student Achievement
CHERRYDALE PRIMARY SCHOOL 1201 Galloway Steilacoom, WA 98388	(253) 983-2500 (253) 583-8478 (fax)	Ms. Nancy McClure - Principal Ms. Debbie Larsen – Office Manager Ms. Lanae Olson - Counselor
CHLOE CLARK ELEMENTARY SCHOOL 1700 Palisades Blvd DuPont, WA 98327	(253) 583-7100 (253) 964-0935 (fax)	Mr. Gary Yoho - Principal Ms. Julie Nauman - Office Manager Mr. Coley Fannin - Counselor
SALTAR'S POINT ELEMENTARY SCHOOL 908 Third Street Steilacoom, WA 98388	(253) 983-2600 (253) 581-9083 (fax)	Mr. Joel Lang - Principal Ms. Rita Gorman, Secretary
ANDERSON ISLAND ELEMENTARY SCHOOL 13005 Camus Road Anderson Island, WA 98303	(253) 884-4901 (253) 884-7835 (fax)	Ms. Kathi Weight - Administrator Ms. Meg Calquhuon – On-site Lead Teacher Ms. Dana Ballou, Secretary/Para Educator
PIONEER MIDDLE SCHOOL 1750 Bob's Hollow Lane DuPont, WA 98327	(253) 583-7200 (253) 583-7292 (fax)	Mr. Andre Stout - Principal Mr. John Nystrom - Assistant Principal Ms. Kathy Lech - Office Manager Ms. Rebecca Anderson - Attendance Secretary
STEILACOOM HIGH SCHOOL 54 Sentinel Drive Steilacoom, WA 98388	(253) 983-2300 (253) 983-2393 (fax)	Ms. Jan McCrimmon - Principal Mr. Sara Graves - Assistant Principal Mr. Michael Miller - Asst. Principal/ Athletic Director Ms. Karen Staples – Activities Office Secretary Ms. Sharon Schiller - Secretary/Accounts Payable Ms. Wanda Betancourt – Registrar/ Counseling Secretary
STUDENT SERVICES 511 Chambers Street Steilacoom, WA 98388	(253) 983-2570 (253) 583-8487 (fax)	Ms. Beth Mills - Director Ms. Jasmin Shinn, Secretary

TAB 1 INTRODUCTION

This Capital Facilities Plan (CFP) has been developed for Steilacoom Historical School District No. 1 in response to the provisions of the Growth Management Act (GMA). This report assesses the following:

- The anticipated growth within the District’s boundaries;
- The anticipated school enrollment growth through the **2011-2017** school year;
- Identifies the new school facilities required to meet the needs of this expanding student enrollment; and
- 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, plan and 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 for the educational facilities of 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 **2011-2017** 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;
- A plan that will finance the proposed construction projects within projected funding capacities and clearly identified sources of public money for such purposes. The CFP is designed to support school impact fees authorized by Pierce County, as implemented by Steilacoom Historical School District No. 1 and other municipalities that may collect school impact fees on behalf of the District.

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

TAB 1 STUDENT ACHIEVEMENT GOALS

STUDENT ACHIEVEMENT GOALS

- GOAL 1** *Read* with comprehension, *write* with skill, *listen, observe,* and *interpret* information and *communicate* clearly and effectively.
- GOAL 2** *Know* and apply the core concepts and principles of mathematics; social, physical, and life science; civics and history; geography; arts; and health and fitness.
- GOAL 3** *Think* analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems.
- GOAL 4** *Understand* the importance of work and how performance, effort, and decisions directly affect career and educational opportunities.
-

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

GOAL 1: To expand and modernize facilities.

Strategies:

- 1.1 We will implement a plan for financing a second elementary school in DuPont/Northwest Landing to accommodate the increase in student enrollment.
- 1.2 We will review options to gain square footage in the existing schools for future expansion of programs such as special education and other programs.
- 1.3 We will complete the construction for expansion and modernization of the current Steilacoom High School. (Completed 2009) We will review options to purchase adjacent property to the existing High School if it becomes available (Land purchase completed in 2011) for the eventual expansion for career and technical education additional classroom capacity and special education.
- 1.4 We will complete the construction of the new Pioneer Middle School to facilitate increases in student enrollment. (Completed August 2008)
- 1.5 We will prioritize needs for modernization of existing facilities.
- 1.6 We will review current needs in order to establish a preventative maintenance plan to secure building safety and put funds aside for ongoing maintenance needs.

GOAL 2: To raise expectations and maximize student achievement for all students.

Strategies:

- 2.1 We will develop a five-year plan and implement clearly articulated K-12 strategies.
- 2.2 We will align K-12 learning expectations with instruction and assessment strategies.
- 2.3 We will develop a goal setting process that focuses staff, students, and schools on continuous progress towards improved achievement and career opportunities.
- 2.4 We will implement a technology plan that will prepare our students to use technology as a learning tool.
- 2.5 We will develop a district-wide computer network to assist in communication and management of services.

GOAL 3: To develop and maintain an active partnership between schools, parents, businesses, and community.

Strategies:

- 3.1 We will promote shared responsibility between parents, community, and schools to maximize student achievement.
- 3.2 We will encourage parent and community volunteerism in schools.
- 3.3 We will identify and develop essential school-to-work skills through community partnerships.
- 3.4 We will increase parent and community involvement in school and district decision-making.

GOAL 4: To provide safe, secure, and caring educational environment for all learners.

Strategies:

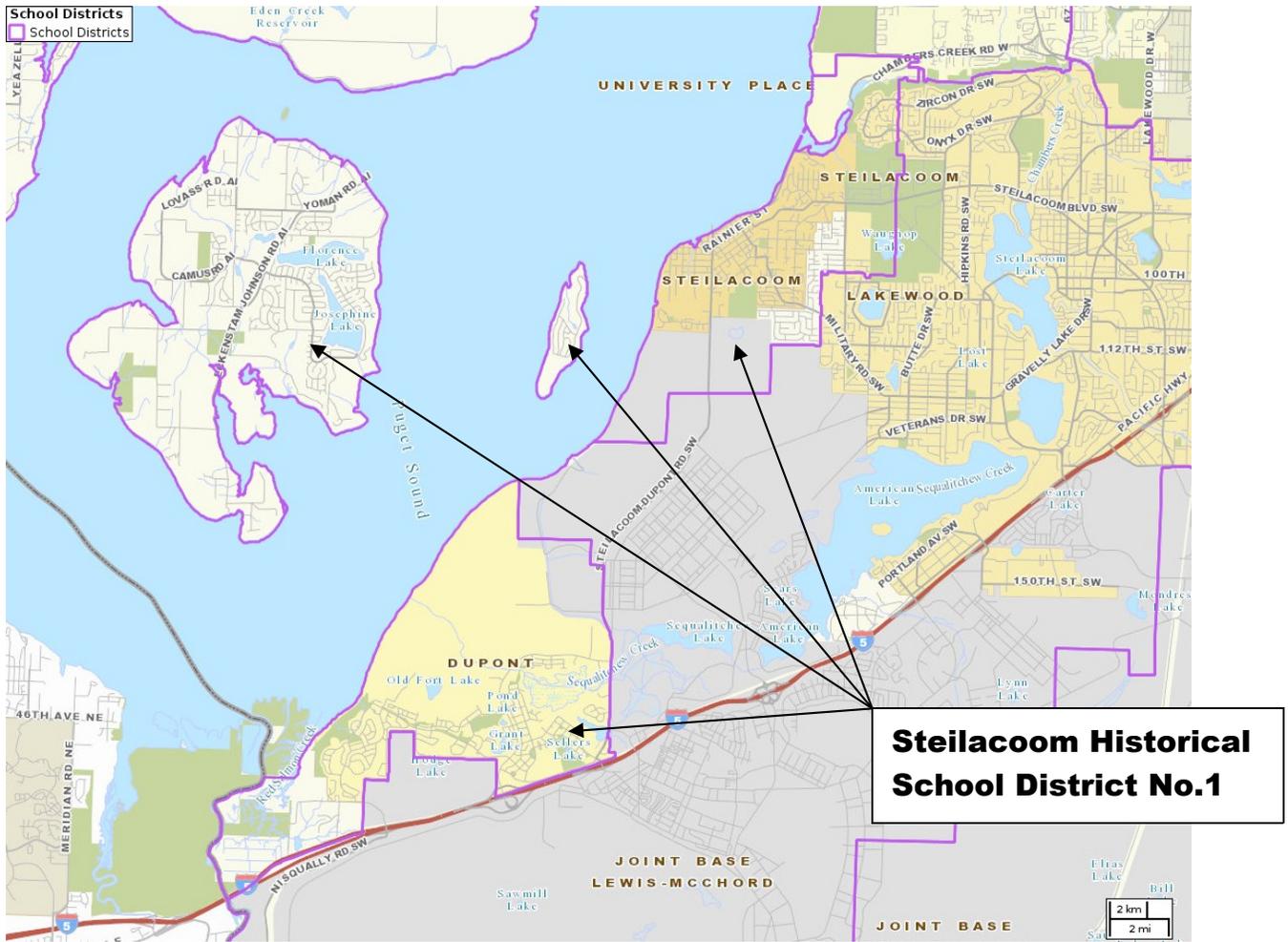
- 4.1 We will review procedures and develop consistency in K-12 student behavior expectations and discipline guidelines.
- 4.2 We will maintain a no tolerance policy for student possession of guns and other weapons.
- 4.3 We will review programs and instructional strategies to provide for the needs of diverse learners.
- 4.4 We will maintain a Zero Tolerance Policy for drug/alcohol and tobacco use.
- 4.5 We will maintain security of facilities and investigate the use of building security systems.

GOAL 5: To promote and support fiscal alignment with district goals.

Strategies:

- 5.1 We will allocate resources equitably to meet other needs.
- 5.2 We will conduct a management and operational review to establish district priorities for improvement.
- 5.3 We will review all fiscal expenditures and build a budget based on greatest need to improve student achievement (0 base).
- 5.4 We will develop a long-range financial plan to increase reserve funding and provide for facility needs and preventative maintenance.

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. The data comes from the Washington State Office of the Superintendent for Public Instruction's School Facility Inventory of Permanent School Facilities Report dated November 24, 2009 to be updated for 2010.

2010 Steilacoom Historical School District Facility Inventory						
School	Location	Grades	SF as of 2006	Added/New SF	Year SF added	2011 Total SF
Anderson Island ES	Anderson Island	K-5	1,680	2,865	2007	4,545
Cherrydale Primary	Steilacoom	K-3w/full day K and pre-K	40,487	0		40,487
Salter's Point ES	Steilacoom	4-5 all district	50,344	0		50,344
Chloe Clark ES	DuPont	K-3 w/full day K and pre-K	22,100	31,700	2006	53,800
Pioneer Middle School	DuPont	6-8		104,707	2008	104,707
Steilacoom High School	Steilacoom	9-12	94,217	23,091	2009	117,308

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 & Sequalish
1916-17	Third Public School	\$15,000.00	Chambers & Sequalish
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		

2. Land/Parcel holdings for future growth

The District owns a 30 acre parcel in the City of DuPont. This parcel is located on the intersection of DuPont-Steilacoom Road and Center and International Drives. The District has declared this parcel as surplus property. It is also looking for another similarly sized parcel for other school facilities in the DuPont area.

In its long range planning, the District has analyzed smaller parcels it owns that cannot support the size of facilities at any grade level and consider the sale of those parcels to fund its long range capital facility or future land acquisition funding strategies. The District completed the process necessary to declare the parcel at Saltar's Point Elementary School as surplus property. In October, 2008 the purchase of said property was completed with Pierce County Conservation

Futures Conservatory for permanent County green space/wetlands. The other parcel is located next to Cherrydale Primary School. The Board directed the Superintendent to have the Cherrydale Woods property surveyed and divided into three parcels in October 2008. The Board decided to pursue a Pierce County Conservation Futures Grant for Parcels A and B at Cherrydale Woods during the 2010 Futures Grant cycle. In 2011, the properties were sold as part of this grant cycle.

3. History of Capital Facility Planning and Construction

To meet increasing population, and provide a sturdier building, in 1913 the town approved building a new brick structure at the cost of \$15,000. Until the new building was erected, the old building was used.

During the early part of the 1990s, about a dozen portable classrooms were placed to accommodate the growing enrollment at Cherrydale, Saltar's Point, 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, Steilacoom voters rejected it. A second election, held in the following year, however, was approved.

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

Instead the old Steilacoom School underwent extensive retro-fitting to make the building earthquake safe. In addition, the cafeteria was remodeled and enlarged, while the gymnasium floor was replaced. The results of that retro-fitting 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 begun for work on Cherrydale, Saltar's Point, and Anderson Island schools. Arrangements were made to house Cherrydale students in vacant classrooms throughout the Clover Park School District, while Saltar's Point students were bused to Parkway Elementary School at Ft. Lewis. Cherrydale Primary students returned to their renovated school in February 1999, while Saltar's Point Elementary students returned to their new school in the fall of that year. To accommodate school-age students in the DuPont/Northwest Landing 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.

In April 2002, the board chartered a facilities committee to gather and analyze information, evaluate facilities options and conduct hearings about the district's facilities. A vision statement was prepared to guide the facilities planning and policy process.

The committee's recommendations were to:

1. Build a new high school at the district-owned DuPont, WA site.

2. Convert the current high school to a middle school.
3. Complete Chloe Clark Elementary school.

In May 2003, the Steilacoom Historical School District No. 1 Board of Directors unanimously approved Resolution 472-05-21-03. The resolution supports recommendations of the Facilities Committee and the Board's Long-Term Facilities Vision.

In 2004 and 2005, the Board reviewed the student enrollment projections against its 2005 State Study and Survey and studied the earlier recommendations by the Facilities Committee. The Board of Directors studied the long range facility plan further. Based on data County and District demographics, projected enrollment, near and long term financial plans, assessed valuations and District land capacities, the Board of Directors voted to amend the previously adopted resolution to permit the District to construct a replacement new middle school, expand and modernize the high school, increase the capacity of Chloe Clark Elementary School and replace the multi-purpose room on Anderson Island.

On May 17, 2005, District voters approved the Steilacoom Historical School District No. 1 to issue \$55.9 million dollars in general obligation bonds to finance a 6-year construction program. The Pierce County Auditor's Office validated the vote on May 27, 2005 with Approved 2,631 (62.57%); Rejected 1,547 (37.43%) votes. The District anticipated receiving approximately \$7.1 million dollars in state match dollars.

The 2005 bond projects included:

- Complete phase II of Chloe Clark Elementary School
- Build a new middle school
- Build a new addition to Steilacoom High School
- Modernize the existing portion of Steilacoom High School
- Build a new multipurpose room at Anderson Island Elementary School
- Complete 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 near completion.

The anticipated Washington State Office of Superintendent of Public Instruction 'state match' or area allocation allowance was approximately \$7.1 million dollars for this program. Due to prudent planning, a higher than anticipated state match cost per square foot factor, the District will receive in state match allocation for Pioneer Middle School \$5,087,870 and for Steilacoom High School \$12,078,446.36. This amount of state match will be realized if the District expends 100% of its local share of the projects.

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. Apart from the parcel of land that the school occupies, the District still owns an additional 1.64 acre parcel of land next to the school.

Also in 2011, air conditioning was added to the classrooms at Pioneer Middle School. Snow guards were added to the roofs as well.

Anderson Island Elementary School's administrative and cafeteria building received improvements to provide more functional cafeteria and kitchen spaces and well as more functional administrative staff and community areas. The campus wide fire alarm system was serviced and has been brought up to current code standards.

4. Future Capital Facility Plans

The district's projected enrollment growth will continue to be focused in the near term at the elementary grade levels and in particular the City of DuPont area where the population growth continues. The Board envisions the potential need for another elementary school in DuPont. Chloe Clark Elementary School's phases II & III are completed. The Board of Directors and District are exploring options for where to locate a new elementary school.

In addition, the district is reviewing 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.

The Board of Directors expressed the need to relocate and build a facility to house maintenance and transportation for the District.

The Board of Directors gave the Citizens Advisory Committee the task of exploring options regarding the Old Pioneer Middle School building. The Committee's recommendation included consolidation of all SHSD administrative offices in the 1918 Building since its current site is not adequate.

Speculation on the Anderson Island's growth may, in the long term, impact Steilacoom elementary school growth.

The District's 2005 capital improvement program and the approved conditional use permit for Steilacoom High School made provisions for the addition of four future classrooms onto the new design of Steilacoom High School. In addition, the District reviewed the option to purchase adjacent property to the High School to allow for future expansion. This 13.50 acre parcel was purchased by the District in late 2010.

At Pioneer Middle School, four additional classrooms could be added onto the new school but a separate conditional use permit would be required. These potential build outs could accommodate up to 125 additional students at the middle and high school levels.

TAB II PARCEL SUMMARY BY LOCATION

The following tab contains information on the District's parcels.

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 MS	511 Chamber Steilacoom	2305000600	3.26	Currently houses technology dept., student registration and SPED
Bus Barn and upper ball field	710 Chambers Steilacoom	6655200310 6655200160	1.61	
Saltar's Point Elementary School	908 3 rd St Steilacoom	7260000071	11.74	2008 New parcel numbers are: 0219063092 and 7260000072
Undeveloped property behind Saltar's Pt ES	Steilacoom	0219063073	15.13	Sold to Pierce County Futures Conservation Oct. 2008
Cherrydale ES, vacant parcel & playground	1201 Galloway Steilacoom	0219052048 0219052047	7.24 1.64	Parcels 0219052045 and 0219052046 were sold to Pierce County in 2011.
Vacant Lot Parcel	1201 D St Steilacoom	2995000190	2.49	
Chloe Clark ES	1700 Palisades Blvd DuPont	0119264010	10.01	
Anderson Island ES	13005 Anderson Island	0119052002		This parcel is owned by the AI Park Board leased to SHSD
District Office	510 Chambers St Steilacoom	2305000651	.20	
Vacant Home	1314 Nisqually Steilacoom	2305000640	.17	
Vacant Undeveloped Lot	Center/International Drive. DuPont	3000390060	30.84	30.84 acres have been declared as surplus

TAB III STUDENT ENROLLMENT TRENDS

1. DISTRICT GROWTH

The School District has reviewed historical demographic trends and actual enrollments. It is the belief of the School District that the continued residential growth within the School District will result in similar trends of growth for the future.

A portion of this growth is non-capacity based. Since 2002, the District has experienced significant student enrollment (actual and projected). In 2006, the Steilacoom Historical School District No. 1 entered into an agreement with K12.com to develop Washington State's first statewide Virtual Academy. This academy includes grades K-8 and saw an initial enrollment of 1,400 students in its first year of operation. The District anticipates enrollment of over 3,000 students within the first five years. This program was developed for the large number of home school students residing in Washington State. This program needs no facility planning because all staff and students work from their homes. As of October 2011, 1,692 students were enrolled in the WAVA. There has been a steady decrease in enrollment throughout 2010 and 2011.

The District's elementary school enrollment (Grades K-5) has grown from 966 students in 2003 to 2,815 students in 2009 (October enrollment). This explosive growth represents not only the build out of the Northwest Landing (DuPont) area but the online educational program.

During that same period, the Middle School (grades 6-8) has grown from 529 students to 1,816 students. Again these numbers include student in the online program. Student enrollment for grades 9-12 increased from 675 students to 838 students. A potential situation exists whereby, a portion of the Virtual Academy students could become students in the District's brick and mortar facilities.

The actual and projected growth at the elementary school age students in the district has led the District to develop and implement a three year, phased grade/school realignment plan that was implemented in School Year 2009-2010:

- a. Cherrydale Primary School: Grades K to 3rd
- b. Chloe Clark ES: Grades K to 3rd
- c. Saltar's Point ES: Grades 4th to 5th
- d. Pioneer Middle School: Grades 6th – 8th
- e. Steilacoom HS: Grades 9th – 12th

2. ENROLLMENT

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.

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. A variety of housing developments are anticipated within the District boundaries.

A second factor is Pierce County's compliance with the State Growth Management Act. The recent establishment of the Urban Growth Boundaries by the Pierce County Council will likely influence which geographic areas will grow and develop.

3. FUTURE GROWTH

The District has adopted a combination of cohort survival projection technique utilized by Washington State Office of Superintendent of Public Instruction and student enrollment general numbers resulting from construction and occupation of new residential construction. There is still some continuing growth in the District, including the build out of Northwest Landing and other potential development.

The following table utilizes Cohort Survival analysis developed by the Office of Superintendent of Public Instruction to determine funding eligibility. An analysis of this table shows significant growth in elementary, middle school and high school enrollments. A portion of this growth is related to the District's on-line learning program. This is the State's projected rate of growth for Steilacoom. The State's calculation is based on our online program growing at our current rate.

DETERMINATION OF PROJECTED ENROLLMENTS
 BY COHORT SURVIVAL KK LINEAR PROJECTION

STEILACOOM HIST.	DISTRICT NO.	PIERCE	COUNTY NO.	PROJECTED ENROLLMENTS											
				2005	2006	2007	2008	2009	2010	AVER. % SURVIVAL	2011	2012	2013	2014	2015
KINDERGARTEN	182	253	428	403	401	315			439	470	501	532	563	594	
GRADE 1	168	324	382	461	446	383	128.58		405	564	604	644	684	724	
GRADE 2	196	300	447	442	471	411	125.31		480	508	707	757	807	857	
GRADE 3	199	320	448	510	462	426	124.33		511	597	632	879	941	1,003	
GRADE 4	170	293	471	500	501	410	118.60		505	606	708	750	1,042	1,116	
GRADE 5	187	286	452	529	534	436	125.72		515	635	762	890	943	1,310	
GRADE 6	193	295	430	569	576	472	126.25		550	650	802	962	1,124	1,191	
K-6 HEADCOUNT	1,295	2,071	3,058	3,414	3,391	2,853			3,405	4,030	4,716	5,414	6,104	6,795	
K-6 W/K @ 1/2	1,204	1,945	2,844	3,213	3,191	2,696			3,186	3,795	4,466	5,148	5,823	6,498	
GRADE 7	185	298	494	576	583	520	129.71		612	713	843	1,040	1,248	1,458	
GRADE 8	200	327	495	704	657	544	138.55		720	848	988	1,168	1,441	1,729	
7-8 HEADCOUNT	385	625	989	1,280	1,240	1,064			1,332	1,561	1,831	2,208	2,689	3,187	
GRADE 9	179	209	205	196	236	205	54.30		295	391	460	536	634	782	
GRADE 10	170	187	195	194	212	223	99.01		203	292	387	455	531	628	
GRADE 11	166	184	168	210	210	219	103.46		231	210	302	400	471	549	
GRADE 12	139	119	144	140	180	159	78.94		173	182	166	238	316	372	
9-12 HEADCOUNT	654	699	712	740	838	806			902	1,075	1,315	1,629	1,952	2,331	
K-12 HEADCOUNT	2,334	3,395	4,759	5,434	5,469	4,723			5,639	6,666	7,862	9,251	10,745	12,313	

**OCTOBER 2011
ENROLLMENT**

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	GRADE	A. I.	C.C.	C.P.S.	S.P.	SPED	P.M.S.	S.H.S.	Brick & Mortar HC Total	Mortar FTE Total	WAVA TOTAL	TOTAL HC	TOTAL FTE	GRADE
2	K/GARTEN	3.00	144.00	67.00					214.00		124.00	338.00		K/GARTEN
3	FTE	1.50	72.00	33.50						107.00	61.36		168.36	FTE
4	GR 1	2.00	137.00	80.00					219.00		128.00	347.00		GR 1
5	FTE	2.00	137.00	80.00						219.00	121.92		340.92	FTE
6	GR 2	5.00	158.00	81.00					244.00		154.00	398.00		GR 2
7	FTE	5.00	158.00	81.00					244.00	244.00	145.12		389.12	FTE
8	GR 3	3.00	165.00	80.00					248.00		156.00	404.00		GR 3
9	FTE	3.00	165.00	80.00					248.00	248.00	146.86		394.86	FTE
10	GR 4	4.00			235.00				239.00		201.00	440.00		GR 4
11	FTE	4.00			235.00				239.00	239.00	191.55		430.55	FTE
12	GR 5	5.00			227.00	0.00			232.00		181.00	413.00		GR 5
13	FTE	5.00			227.00	0.00			232.00	232.00	169.92		401.92	FTE
14	GR 6					1.00	239.00		240.00		200.00	440.00		GR 6
15	FTE					1.00	239.04		240.04	240.04	187.65		427.69	FTE
16	GR 7					1.00	228.00		229.00		259.00	488.00		GR 7
17	FTE					1.00	228.00		229.00	229.00	237.40		466.40	FTE
18	GR 8					0.00	241.00		241.00		289.00	530.00		GR 8
19	FTE					0.00	240.68		240.68	240.68	266.24		506.92	FTE
20	GR 9					2.00	240.00	240.00	242.00			242.00		GR 9
21	FTE					2.00	240.00	240.00	242.00	242.00			242.00	FTE
22	GR 10					5.00	198.00	201.00				201.00		GR 10
23	FTE					5.00	195.30	200.30		200.30			200.30	FTE
24	GR 11					1.00	222.00	223.00				223.00		GR 11
25	FTE					1.00	206.40	207.40		207.40			207.40	FTE
26	GR 12					0.00	179.00	179.00				179.00		GR 12
27	FTE					0.00	162.40	162.40		162.40			162.40	FTE
28	TOTAL ENROLLMENT	22	604	308	462	10	708	837	2951.00		1692.00	4643.00		TOTAL ENROLLMENT
29	TOTAL FTE	20.50	532.00	274.50	462.00	10.00	707.72	804.10		2810.82	1528.02	4338.84		TOTAL FTE
30	K-4 ENROLLMENT	1927		Bilingual Headcount				R. Start Students	R. Start Students Full Time		7-8 Vocational FTE	9-12 Vocational FTE		
31	K-4 FTE	1723.81		41?				65	15		29.23	145.2		
32														

created 10/21/2011

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 that public services, including schools, necessary to support development shall 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

In a generic sense, the “level of service” is an indicator of the extent or degree of service provided by each type of capital facility. Level of service is quantifiable and objective measures, such as gallons of water per customer or acres of park per capita.

With respect to public schools, the “level of service” is a measure of the school buildings provided for the purpose of supporting the instruction of students. Most often, this measure of service is reported as the number of students a school is designed to accommodate (i.e., the Practical Capacity). However, the number of square feet each student is afforded (i.e., Space Allocation) is also used as a measure of service.

School facility and student capacity needs are dictated by the types and amount of space required to accommodate the District’s adopted educational program. The educational program standards that typically drive facility space needs include grade configuration, optimum facility size, class size, educational program offerings, classroom utilization and scheduling requirements, and the use of portable classroom facilities.

In addition to factors that affect the amount of space required, government mandates and community expectations may affect how classroom space is used. Traditional educational programs offered by school districts are often supplemented by non-traditional or special programs such as special education, bilingual education, remediation, alcohol and drug education, AIDS education, preschool programs, computer labs, music programs, etc. These special or non-traditional educational programs can have a significant impact on the available student capacity of school facilities. Currently, Steilacoom Historical School District No. 1 has 417 (9.6 %) of its total student population students in Special Education Programs.

Variations in student capacity between schools are often a result of 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 (CFP).

3. THE SPACE ALLOCATION MODEL

Steilacoom Historical School District's "level of service" has been defined in terms of the amount of permanent and portable space that is provided for the instruction of each elementary, middle school, and senior high school student. In other words, the "level of service" is described in terms of each student's proportionate share of the District's permanent and portable school facilities.

The Space Allocation Model (SAM) was selected over the Practical Capacity Model (PCM) for several reasons. Those reasons are as follows:

1. The SAM is a well-established and familiar model. WAC 392-343-035 sets forth four (4) factors that govern the level of state assistance provided to school districts for the funding of new school facilities. One of those factors is a square foot per student space allocation (i.e., 90 square feet per student in grades K-6, 117 square feet per student in grades 7 and 8, and 130 square feet per student in grades 9-12 and 144 square feet for students with disabilities. (Effective July 1, 2006).

As discussed above, the space allocation figures set forth in WAC are square feet used for the purpose of determining a school district's eligibility for state matching funds. Clearly, those space allowances do not reflect an accurate total of the true space needed to carry out the instructional programs of any particular school district. However, the state's square footage figures are very familiar to anyone associated with new school construction in the State of Washington.

2. The SAM is an easier model to calculate. Establishing the practical enrollment capacity of an elementary school is not particularly troublesome. However, trying to accurately assess the practical capacity of a junior or senior high school is extremely difficult. Teacher planning periods, specialty areas like food laboratories, music rooms, shop classrooms, etc., late arrival and early dismissal are just a few examples of the complexities of a secondary school's instructional program.
3. The SAM is also a much easier model to explain. The straightforward calculations of the SAM are not difficult to understand, especially to someone who is not totally familiar with the complexities of the instructional programs of secondary schools.

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.

4. SUMMARY

The Growth Management Act (GMA) requires that school districts provide “level of service” or “school capacity” data in order for them to justify requesting mitigation or impact fees from residential developers. With respect to public schools, the “level of service” is a quantifiable measure of the school buildings provided for the purpose of supporting the instruction of students.

A school district’s “level of service” is usually reported as the Practical Capacity of its school buildings or as a “square foot per student” Space Allocation. 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.

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

Steilacoom Historical School has adopted a traditional calendar beginning in early September and completing in mid June.

Steilacoom Historical School District No. 1 has adopted a traditional daily schedule with academic classes beginning between 7:25 a.m. and 9:15 a.m. and completing mid afternoon.

Although Steilacoom Historical School District No. 1 continues to study alternate organizations, calendars, and schedules, the District believes the adopted organization is educationally sound and reflects community values.

The educational program taught by Steilacoom Historical School District No. 1 includes individual and small group work as well as full class activities. Portable classrooms do not allow the full range of educational activities envisioned by Steilacoom School District, and are, therefore, considered unacceptable as permanent classroom space and are excluded from our level of service calculation. Portables are considered adequate only for supplemental programs. The capacity for each facility is established by multiplying the permanent classrooms available by the contractual limitations on average students per class. Core facilities and special use facilities are compared to classroom capacity to confirm that facility capacity is not limited by limitations in core facilities. If types of facilities are not balanced with program requirements, capacity is optimized by assuming the capacity constraint is mitigated by constructing new facilities to balance facility with the program prior to establishing a level of service for new students.

Washington State’s Office Superintendent of Public Instruction (OSPI) space allocation model (#SF/Student) is found below. These are the minimum levels of service that the District uses as a guide for planning its CFP. The SF/student figures were adopted by OSPI in July 2006.

Facility	WA State OSPI Space Allocation Model
High School	130 SF/Student
Middle School	117 SF/Student
Elementary	90 SF/Student
Students with disabilities	144 SF/Student

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 - LEVEL OF SERVICE

Steilacoom Historical School District No. 1 adopts a level of service based on maximizing enrollment in current facilities with modifications to minimize the SF/Student. The District’s level of service, as adopted, reflects the area SF of each type of facility based on capacity. The amount of SF reflected below is up to date following the completion of the District’s most recent Capital Improvement Program.

Facility	Area (sf)	Capacity (actual or projected)	Level of Service based on Practical Capacity Model
Steilacoom High School	117,308	850	138.01
New Pioneer Middle School	104,707	850	123.18
Elementary (Cherrydale, Saltar’s Point, Chloe Clark, Anderson Island)	149,176	1,530	97.50

The level of service is presented as an indicator of the extent or degree of service provided by each type capital facility. It is presented in a square foot per student format for convenience. 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.

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 projected to be completed by the end of 2010.

School Facility	Building Costs	Equipment Costs	Total Costs
Anderson Island ES	\$ 946,000	\$ 50,000	\$ 996,000
Cherrydale ES	\$ 9,457,000	\$ 400,000	\$ 9,857,000
Chloe Clark ES	\$ 9,727,000	\$ 450,000	\$10,177,000
Saltar’s Point ES	\$ 6,765,000	\$ 350,000	\$ 7,115,000
New Pioneer MS	\$34,244,000	\$1,800,000	\$36,044,000
Steilacoom HS	\$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
- Senior High School Student \$36,738

These costs reflect the projected enrollment and projected costs of the above chart.

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.

Future projected facilities could be developed by a facility planning committee comprised of the following:

- School Board Members
- Superintendent of School District
- Staff and Community Members
- Town of Steilacoom and City of DuPont Officials
- Design professionals (Architect/Engineers)
- Project/Construction Management professionals

In addition, future updates of this report will identify the District's need for new construction of support facilities, the modernization of school and support facilities and the new construction-in-lieu-of modernization of school and support facilities.

2. THE NEW CONSTRUCTION PROGRAM

The ability to move forward on the construction of any new school facility in the Steilacoom Historical School District No. 1 hinges on three (3) 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.

Third, and 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.

3. SUMMARY

To accommodate enrollment growth, the Steilacoom Historical School District No. 1 has completed the 2005 capital improvement program. The Capital Improvement Program completed phases II and III to Chloe Clark Elementary School, which increased student capacity from 175 to 660 students and the 2,865 square foot multipurpose building at Anderson Island Elementary to accommodate up to 50 students. The replacement new Pioneer Middle School, which can house 850 students, opened in August 2008. The addition and modernization of the existing Steilacoom High School was completed in 2009. Steilacoom High School can now house 850 students.

Due to potential future growth in the district, particularly in the elementary grade levels, developing a new elementary school in DuPont will remain in the near term plan. In addition, near term planning will include development options of the recently purchased property at the high school sight, District administrative space requirements, a new transportation facility, and a new maintenance facility.

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 development.

The District's long-planned modernization of its older facilities (Cherrydale, Saltar's Point, and Anderson Island Elementary Schools) and construction of a new elementary school is dependent on a means of financing modernization or new construction. The costs associated with new construction and modernization and identified in the District's Construction Plan and anticipated state and local funding representation are presented in Tab 5. Steilacoom Historical School District No. 1 has developed an Impact Fee methodology, based upon the Pierce County school impact fee ordinance, which includes a "local funds" financing plan with anticipated residential development. The District relies on Pierce County to ensure that the amount of impact fees collected meets the impact of the growth within the District boundaries.

In conclusion, 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. As mentioned earlier, 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 vise-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.

- 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.

- 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 2011 funding assistance ratio is 63.68% percent for those expenses that are defined as eligible for state funding assistance. However, it is unclear whether the District’s planned capacity project included in this six-year plan, a new elementary school, will 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 1, 2010 was \$180.17 per square foot, July 2011 was \$183.78 per square foot and for July 2012, \$188.55 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 calculated on the basis of "un-housed student need" as determined by applying the district's level of service to projected new residential development. A determination of insufficient existing permanent space allows a district to seek imposition of mitigation or impact fees. 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" means 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.

The District, with the assistance of a consultant, prepared a District-specific student factor in this year's fee calculations. See Enclosure 4. The District's student factors are as follows:

Single Family Dwelling Units:

Elementary – K through 5:	.317
Middle School – 6 through 8:	.142
High School – 9 through 12:	.138
Total:	.597

Multi-Family Dwelling Units:

Elementary – K through 5:	.131
Middle School – 6 through 8:	.079
High School – 9 through 12:	.047
Total:	.257

In future updates to this plan, the District will update the student factor accordingly.

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 in with the District is located must then adopt a school impact fee ordinance and adopt or update the District's recommended fee. In Steilacoom School District, those general government jurisdictions include the Town of Steilacoom 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.

An impact fee ordinance was passed in Pierce County effective January 1, 2003. The applicable school impact fees are updated each year. In 2011, Steilacoom Historical School District No. 1 will \$2,305 for each single-family unit \$0 for each multi-family dwelling unit. The Pierce County school impact fee ordinance artificially caps fees and updates the capped fee each year based upon an escalation factor.

Enclosures 1 through 3 to this tab is the District's 2011 impact fee planning estimates and fee calculations. These fee calculations will be presented to Pierce County for adoption.

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. Specifically, the District's Funding Plan delineates the state and local monies needed to accomplish the new school construction projects planned for Steilacoom School District over the next six years. With future updates of this report, a Funding Plan will also be established for the modernization and new construction-in-lieu-of modernization projects planned for Steilacoom Historical School District No. 1 over a six-year time period.

6. NEW CONSTRUCTION FUNDING

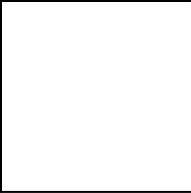
As stated previously, the District long range immediate needs will be for the potential site acquisition and construction of a new elementary school in DuPont to accommodate enrollment growth in that area. In addition, near term planning will include developing options for; the recently purchased property at the high school site, the District administrative staff space requirements, a new transportation facility, and a new maintenance facility to handle enrollment projections with increased transportation and maintenance needs. Funding of these facilities will be subject to a future bond measure and impact fee collections. New Construction Funding”

The following “estimated debt capacity” spreadsheet denotes the available bonding capacity of the Steilacoom Historical School District. Three debt capacities have been evaluated. The evaluations are for assessed value growth for 3%, 5%, and 8%. See the next page for these valuations.

Steilacoom Historical School District No. 1										
Debt Capacity Analysis (2007 through 2017)										
						Voted Debt	Non-Voted Debt			Voted Debt
		Excess	100% Timber	Bond	Total	Outstanding	Outstanding	Remaining		Payments
		Assessed	Assessed	Assessed	Debt	as of	as of	Debt		Due on
Tax Year		Value	Value	Value	Capacity (5%)	January 1	January 1	Capacity		December 1
Certified	2007	1,938,042,294	469,836	1,938,512,130	96,925,607	72,145,000	78,312	24,702,295	2007	1,150,000
Certified	2008	2,278,478,124	589,120	2,279,067,244	113,953,362	70,995,000	79,878	42,878,484	2008	1,260,000
Certified	2009	2,303,812,731	394,628	2,304,207,359	115,210,368	69,735,000	81,476	45,393,892	2009	1,760,000
Certified	2010	2,699,943,515	307,591	2,700,251,106	135,012,555	67,975,000	98,483	66,939,072	2010	2,010,000
Certified	2011	2,559,009,332	239,977	2,559,249,309	127,962,465	65,965,000	146,540	61,850,925	2011	2,245,000
Preliminary	2012	2,418,982,185	239,977	2,419,222,162	120,961,108	63,720,000	153,867	57,087,241	2012	2,545,000
Assumes	2013	2,612,500,760	239,977	2,612,740,737	130,637,037	61,175,000	161,560	69,300,476	2013	2,870,000
Annual	2014	2,821,500,821	239,977	2,821,740,798	141,087,040	58,305,000	169,638	82,612,402	2014	3,215,000
Excess AV	2015	3,047,220,886	239,977	3,047,460,863	152,373,043	55,090,000	178,120	97,104,923	2015	3,615,000
Growth of	2016	3,290,998,557	239,977	3,291,238,534	164,561,927	51,475,000	187,025	112,899,902	2016	4,050,000
8%	2017	3,554,278,442	239,977	3,554,518,419	177,725,921	47,425,000	196,378	130,104,543	2017	4,935,000

		Excess	100% Timber	Bond	Total	Outstanding	Outstanding	Remaining		Payments
		Assessed	Assessed	Assessed	Debt	as of	as of	Debt		Due on
Tax Year		Value	Value	Value	Capacity (5%)	January 1	January 1	Capacity		December 1
Certified	2007	1,938,042,294	469,836	1,938,512,130	96,925,607	72,145,000	78,312	24,702,295	2007	1,150,000
Certified	2008	2,278,478,124	589,120	2,279,067,244	113,953,362	70,995,000	79,878	42,878,484	2008	1,260,000
Certified	2009	2,303,812,731	394,628	2,304,207,359	115,210,368	69,735,000	81,476	45,393,892	2009	1,760,000
Certified	2010	2,699,943,515	307,591	2,700,251,106	135,012,555	67,975,000	98,483	66,939,072	2010	2,010,000
Certified	2011	2,559,009,332	239,977	2,559,249,309	127,962,465	65,965,000	146,540	61,850,925	2011	2,245,000
Preliminary	2012	2,418,982,185	239,977	2,419,222,162	120,961,108	63,720,000	153,867	57,087,241	2012	2,545,000
Assumes	2013	2,612,500,760	239,977	2,612,740,737	130,637,037	61,175,000	161,560	69,300,476	2013	2,870,000
Annual	2014	2,821,500,821	239,977	2,821,740,798	141,087,040	58,305,000	169,638	82,612,402	2014	3,215,000
Excess AV	2015	3,047,220,886	239,977	3,047,460,863	152,373,043	55,090,000	178,120	97,104,923	2015	3,615,000
Growth of	2016	3,290,998,557	239,977	3,291,238,534	164,561,927	51,475,000	187,025	112,899,902	2016	4,050,000
5%	2017	3,554,278,442	239,977	3,554,518,419	177,725,921	47,425,000	196,378	130,104,543	2017	4,935,000

		Excess	100% Timber	Bond	Total	Voted Debt	Non-Voted Debt			Voted Debt
		Assessed	Assessed	Assessed	Debt	Outstanding	Outstanding	Remaining		Payments
Tax Year		Value	Value	Value	Capacity (5%)	as of	as of	Debt		Due on
		Value	Value	Value	Capacity (5%)	January 1	January 1	Capacity		December 1
Certified	2007	1,938,042,294	469,836	1,938,512,130	96,925,607	72,145,000	78,312	24,702,295	2007	1,150,000
Certified	2008	2,278,478,124	589,120	2,279,067,244	113,953,362	70,995,000	79,878	42,878,484	2008	1,260,000
Certified	2009	2,303,812,731	394,628	2,304,207,359	115,210,368	69,735,000	81,476	45,393,892	2009	1,760,000
Certified	2010	2,699,943,515	307,591	2,700,251,106	135,012,555	67,975,000	98,483	66,939,072	2010	2,010,000
Certified	2011	2,559,009,332	239,977	2,559,249,309	127,962,465	65,965,000	146,540	61,850,925	2011	2,245,000
Preliminary	2012	2,418,982,185	239,977	2,419,222,162	120,961,108	63,720,000	153,867	57,087,241	2012	2,545,000
Assumes	2013	2,612,500,760	239,977	2,612,740,737	130,637,037	61,175,000	161,560	69,300,476	2013	2,870,000
Annual	2014	2,821,500,821	239,977	2,821,740,798	141,087,040	58,305,000	169,638	82,612,402	2014	3,215,000
Excess AV	2015	3,047,220,886	239,977	3,047,460,863	152,373,043	55,090,000	178,120	97,104,923	2015	3,615,000
Growth of	2016	3,290,998,557	239,977	3,291,238,534	164,561,927	51,475,000	187,025	112,899,902	2016	4,050,000
3%	2017	3,554,278,442	239,977	3,554,518,419	177,725,921	47,425,000	196,378	130,104,543	2017	4,935,000



MISCELLANEOUS SOURCES

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.

SURPLUS FUNDS FROM EXISTING BONDS

The District projects a \$2.3 million dollar surplus after completion of its current 2005 Capital Improvement Program bond. This figure is still preliminary and is dependent upon not utilizing this surplus to fund other capital improvement projects.

2 Enclosures

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

Student Factors-Single/Multi-Family
 Elementary .317/.131
 Middle School .142/.079
 High School .158/.047

Temporary Facilities Costs
 Elementary
 Middle School
 High School

Student Capacity Per Facility
 Elementary 300-500
 Middle School 500-600
 High School 1,300

Permanent Square Footage
 Elementary 149,176
 Middle School 104,707
 High School 117,308
 Total 371,191

Site Acreage Site
 Elementary 15 acres
 Middle School 25 acres
 High School 40 acres

State Funding Assistance
 Rate: 63.68% (potentially not eligible)

Construction Cost Allocation
 \$183.78

Site Cost per Acre
 Elementary \$90,000
 Middle School
 High School

Gen. Obligation Bond Interest Rate
 Current Bond Buyer Index 4.08%

New Facility Construction Cost
 Elementary (300) \$ 16,017,626

District Debt Service Tax Rate
 Current \$/1,000 \$2.33

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
 2011 Single Fam. Res. \$240,340
 2011 Multi-Family Res. \$239,186
 P.C. Assessor-Treasurer

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

SCHOOL IMPACT FEE CALCULATIONS							
DISTRICT	Steilacoom Historical School District						
YEAR	2011						
School Site Acquisition Cost:							
((AcresxCost per Acre)/Facility Capacity)xStudent Generation Factor							
	Facility	Cost/	Facility	Student	Student	Cost/	Cost/
	Acreage	Acre	Capacity	Factor	Factor	SFR	MFR
Elementary	12.00	\$0.00	300	0.317	0.131	\$0	\$0
Middle	25.00	\$0.00	300	0.142	0.079	\$0	\$0
High	40.00	\$0.00	1,200	0.158	0.047	\$0	\$0
				TOTAL		\$0	\$0
School Construction Cost:							
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(permanent/Total Sq Ft)							
	%Perm/	Facility	Facility	Student	Student	Cost/	Cost/
	Total Sq.Ft.	Cost	Capacity	Factor	Factor	SFR	MFR
Elementary	100.00%	16,017,626	300	0.317	0.131	\$16,925	\$6,994
Middle	100.00%	\$	300	0.142	0.079	\$0	\$0
High	100.00%	\$	1,200	0.158	0.047	\$0	\$0
				TOTAL		\$16,925	\$6,994
Temporary Facility Cost:							
((Facility Cost/Facility Capacity)xStudent Generation Factor)x(Temporary/Total Square Feet)							
	%Temp/	Facility	Facility	Student	Student	Cost/	Cost/
	Total Sq.Ft.	Cost	Size	Factor	Factor	SFR	MFR
Elementary	0.00%	\$	22	0.317	0.131	\$0	\$0
Middle	0.00%	\$	22	0.142	0.079	\$0	\$0
High	0.00%	\$	22	0.158	0.047	\$0	\$0
				TOTAL		\$0	\$0
State Matching Credit:							
Boeckh Index X SPI Square Footage X District Match % X Student Factor							
	Boeckh	SPI	District	Student	Student	Cost/	Cost/
	Index	Footage	Match %	Factor	Factor	SFR	MFR
Elementary	\$ 180.17	90	0.00%	0.317	0.131	\$0	\$0
Junior	\$ 180.17	117	0.00%	0.142	0.079	\$0	\$0
Sr. High	\$ 180.17	130	0.00%	0.158	0.047	\$0	\$0
				TOTAL		\$0	\$0
Tax Payment Credit:							
						SFR	MFR
Average Assessed Value						\$240,340	\$239,186
Capital Bond Interest Rate						4.08%	4.08%
Net Present Value of Average Dwelling						\$1,941,632	\$1,932,310
Years Amortized						10	10
Property Tax Levy Rate						\$2,330	\$2,330
Present Value of Revenue Stream						\$4,524	\$4,502
Fee Summary:							
				Single	Multi-		
				Family	Family		
Site Acquisition Costs				\$0	\$0		
Permanent Facility Cost				\$16,925	\$6,994		
Temporary Facility Cost				\$0	\$0		
State Match Credit				\$0	\$0		
Tax Payment Credit				(\$4,524)	(\$4,502)		
FEE (AS CALCULATED)				\$12,401	\$2,492		
FINAL FEE (50% discount)				\$6,201	\$1,246		

1.28.12 Special Board Meeting

High School North: (General Funds)

- Cost Estimates
 - Demo concrete tower in NW of pond - \$3,510.00
 - Remove steel cat walk to holding tank - \$7,874.00
 - Demo CMU building (old power station) - \$8,627.00
 - Remove debris in pond, sort and stockpile for removal or burial - \$34,005.00
- Permit would not be required for cleaning the site.
- Rough Grading design documents and survey from AHBL at about \$35,000, Geotech services roughly \$5,000. Permitting and other soft costs unknown at this time.