



## Regular Meeting Agenda

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

Wednesday, October 19, 2022 06:00 PM

### I. CALL TO ORDER

(Action)

- A. Pledge of Allegiance
- B. Roll Call
- C. Approval of Agenda

### II. PRESENTATION - Community Partner Recognition - Mince Mercantile

(Information)

**Presenter:** Shawn Lewis

### III. COMMENTS FROM THE AUDIENCE

(Information)

Members of the audience wishing to comment on specific items on this agenda will be allowed to comment briefly during the Comments from the Audience portion of the agenda. Those wishing to speak will please sign the Speaker List in order to be recognized by the Board. **Please limit your comments to three (3) minutes.** The Board will not entertain comments during any other part of the meeting. Remarks of a negative nature singling out specific employees, other than the Board or Superintendent, will not be heard outside of Executive Session. The Board reserves the right to terminate presentations containing personal attacks on individuals.

### IV. REPORTS

#### A. Steilacoom High School Advanced Placement Scores

(Information)

**Presenter:** Jessica Soete

[Steilacoom High School 21-22 AP Data Presentation.pdf \(p. 4\)](#)

#### B. Legislative Update

(Information)

**Presenter:** Victor Hogan

## V. CONSENT AGENDA

(Action)

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

[Approval of Financial Reports.pdf \(p. 16\)](#)

[Approval of September and October 2022 Accounts Payable and September 2022 Payroll.pdf \(p. 27\)](#)

[Approval of September 21 2022 Regular Meeting Minutes.pdf \(p. 28\)](#)

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

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

[Approval of Maintenance Facility Change Order #4.pdf \(p. 36\)](#)

## VI. OLD BUSINESS

### A. Approval of Bond Resolution 901-10-19-22

(Action)

**Presenter:** Shawn Lewis

[Bond Resolution 901-10-19-22.pdf \(p. 70\)](#)

### B. IMC - Social Studies Curriculum Update

(Information)

**Presenter:** Paul Harvey

[IMC Social Studies Curriculum Update.pdf \(p. 84\)](#)

## VII. NEW BUSINESS

### A. First Reading of Policy 6700 Nutrition, Health, and Physical Education

(Action)

**Presenter:** Paul Harvey

[Policy 6700 Nutrition Health and Physical Education.pdf \(p. 112\)](#)

### B. Pioneer Advisory Pilot Update

(Information)

**Presenter:** Paul Harvey and JoAnne Fernandes

[Pioneer Advisory Pilot Update.pdf \(p. 118\)](#)

### C. District and School Improvement Plan Highlights

(Information)

**Presenter:** Paul Harvey, Laurie Vallieres, Jake Tyrrell

[District and School Improvement Plan Highlights.pdf \(p. 125\)](#)

### D. Capital Facilities Plan Draft

(Information)

**Presenter:** Shawn Lewis

[2023-2028 Capital Facilities Plan Draft.pdf \(p. 150\)](#)

**VIII. BOARD COMMUNICATION**

**(Information)**

**IX. ANNOUNCEMENTS**

**(Information)**

**X. ADJOURNMENT**

**(Action)**



# STEILACOOM HIGH SCHOOL AP DATA



2021-2022  
School Year  
October 19, 2022



# OVERALL AP PICTURE

Total Students Tested: 151

Total Exams Taken: 235

Exam Subject	Number of Exams	Average Score	Scores of 4-5	Scores of 3 +
2-D Art & Design	13	2.92	4	9 (69.2%)
Calculus AB	11	3.09	5	7 (63.6%)
Calculus BC	2	4.00	1	1 (100%)
Calculus BC: AB Subscore	2	4.50	2	2 (100%)
Computer Sci. Principles	17	3.47	10	15 (88.2%)
English Language and Composition	30	3.23	14	18 (60%)
English Literature and Composition	21	3.52	11	18 (85.7%)
Environmental Science	17	3.18	9	12 (70.6%)

# OVERALL AP PICTURE

Total Students Tested: 151

Total Exams Taken: 235

Exam Subject	Number of Exams	Average Score	Scores of 4 or 5	Scores of 3 +
Physics 1	1	2.00	0	0
Psychology	27	3.04	11	18 (66.7%)
Spanish Language Culture	6	3.67	3	6 (100%)
Statistics	10	2.50	0	5 (50%)
US Govern. & Politics	19	3.42	11	12 (63.2%)
US History	20	3.35	11	13 (65%)
World History : Modern	48	3.17	20	31 (64.6%)

# STUDENT RECOGNITION

**62% of AP students attempted AP courses & sat for AP Exams**

245 enrolled/151 tested

**72.97% Passed at least 1 exam**  
score of 3 or higher

**46% Students earned a score of 4 or 5**  
on at least 1 exam

**25% Students earned a score of 5**  
on at least 1 exam

**38% Students took multiple exams**

# STUDENT RECOGNITION

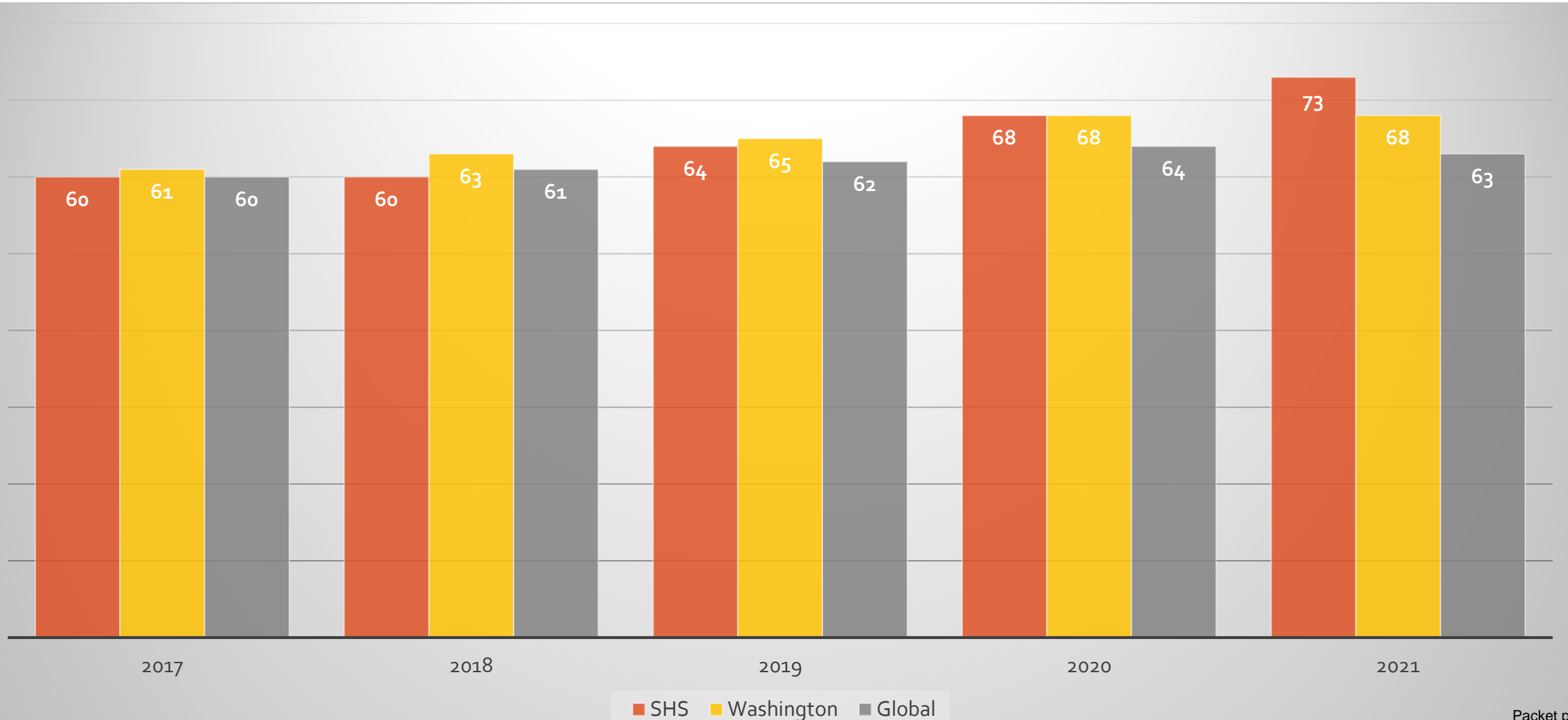
**9 students earned a score of 5  
on multiple exams**

**23 AP Scholars**  
3 or higher on 3 or more exams

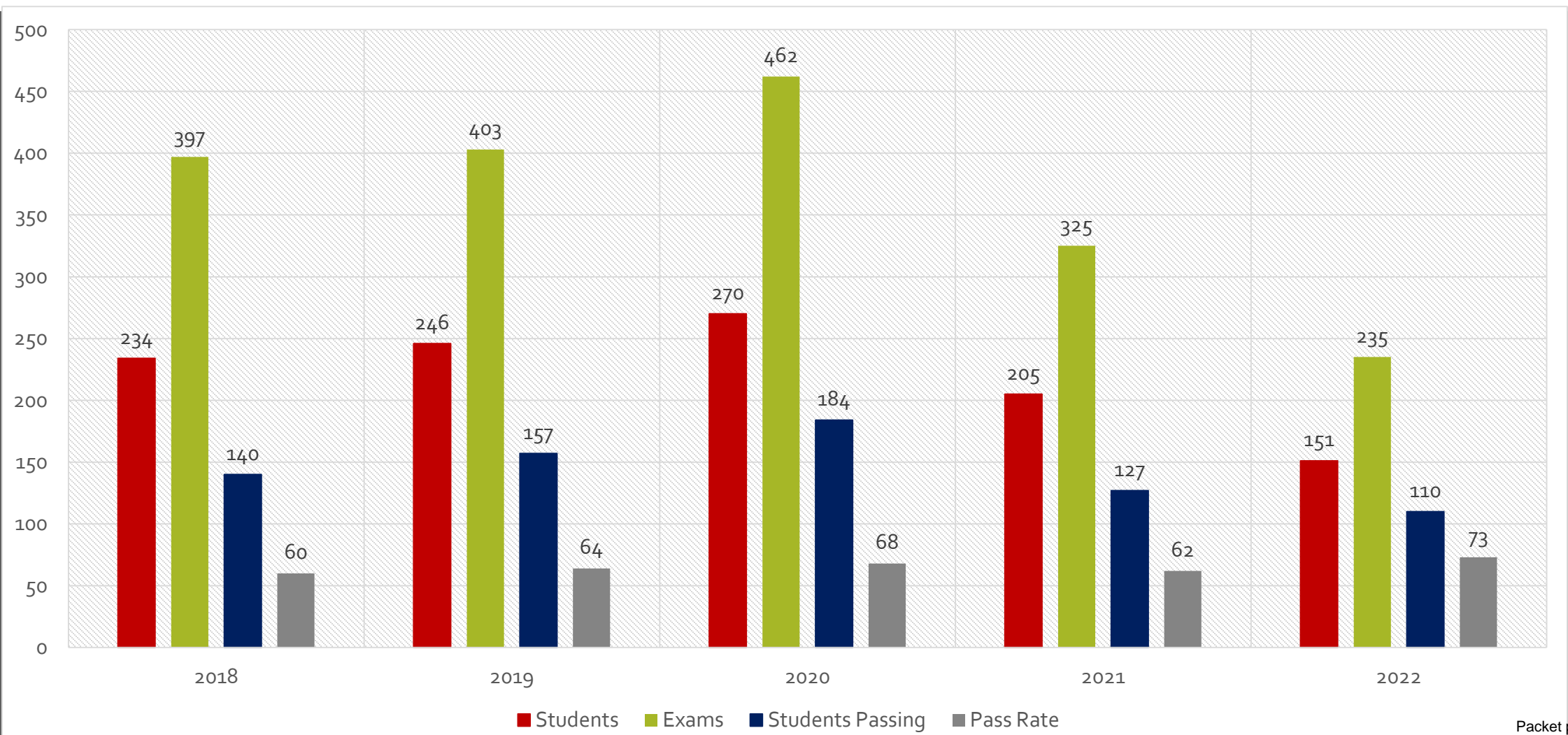
**5 AP Scholars with Honors**  
Average score of 3.25 on all exams attempted  
3 or higher on 4 or more exams

**10 AP Scholars with Distinction**  
Average score of 3.5 on all exams attempted  
3 or higher on 5 or more exams

# \*STEILACOOM SCORES OF 3+OVER THE PAST 5 YEARS

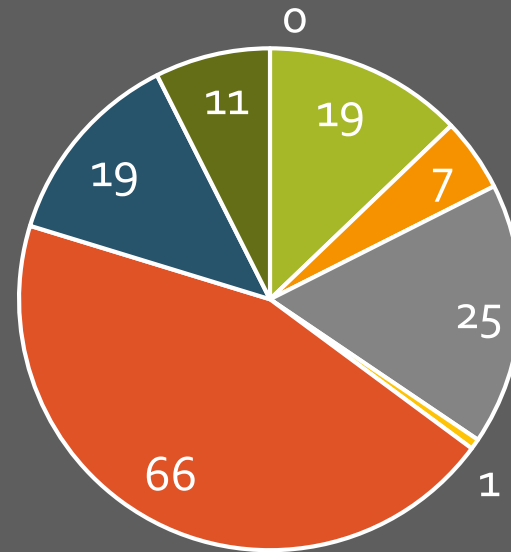


# PROGRAM GROWTH OVER THE PAST 5 YEARS



# ADVANCED PLACEMENT DEMOGRAPHICS

AP Students Demographics By Ethnicity



■ American Indian or Alaska Native: 0

■ Black or African American: 7

■ Native Hawaiian or Other Pacific Islander: 1

■ Two or More Races: 19

■ Asian: 19

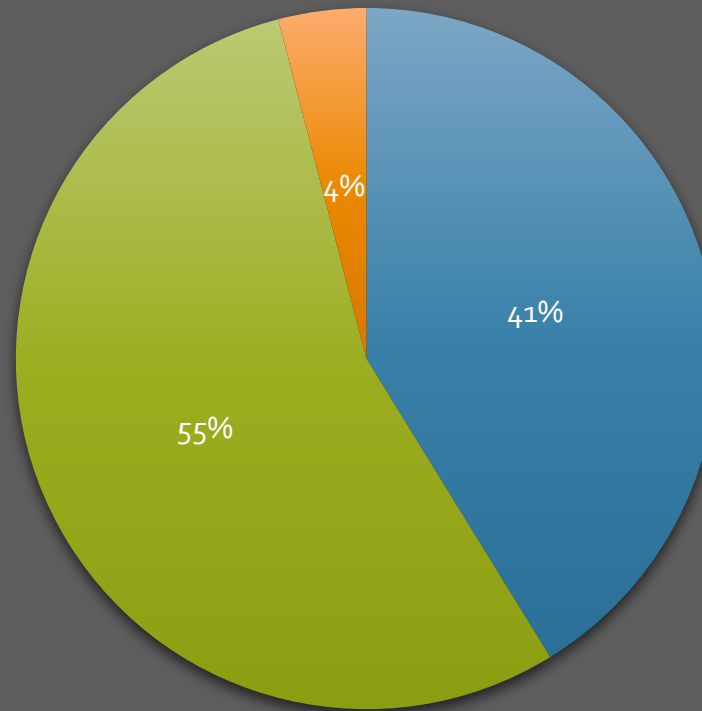
■ Hispanic or Latino: 25

■ White: 66

■ No Response: 11

# ADVANCED PLACEMENT DEMOGRAPHICS

AP Students By Gender

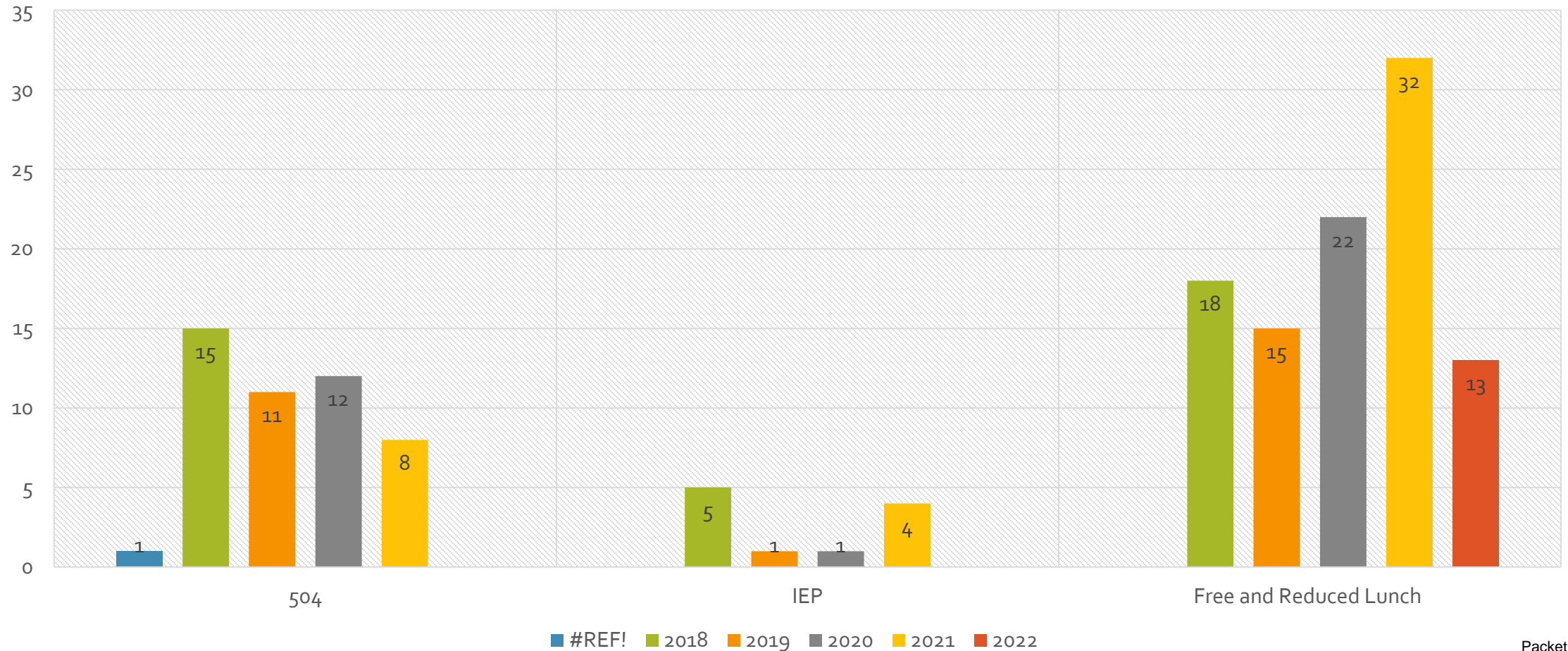


■ Male: 61   ■ Female: 81   ■ Another: 6



# STUDENT RECEIVING SPECIAL SERVICES

AP Demographics by Specialized Services



# PLANS FOR THE FUTURE

- Traditional testing will be offered to students in the 2022-2023 school year
- Continue to make “equitable access a guiding principle...by giving all willing and academically prepared students the opportunity to participate in AP. [Eliminate] barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved.”
- Earlier identification of AP potential using middle school and high school SBAC performance
- Communicating that benchmark tests are being used to determine potential and the availability of AP at 9<sup>th</sup> grade level to middle school students
- Increase communication of Running Start vs. Advanced Placement, the benefits and pitfalls of each (teachers, counselors, college & career guidance)
- AP Classroom – Online resource – take assessments designed by college board to help prep for exams (teacher tracking and aligned to skills/standards)

# QUESTIONS FROM THE BOARD OF DIRECTORS

**Steilacoom Historical School District No. 1**  
**Financial Report - September 30, 2022**  
**Budget/Year-End Projection/YTD Actual**

The following information is a summary of the financial position as of September 30, 2022 for the district's five operating funds. It provides the School Board fiscal information to evaluate the fiscal stability and operations of the district. The information is unaudited but supported by the attached monthly budget status reports.

**General Fund Budget/YTD Actual:**

	Annual Budget	YTD Actual	
Revenues & Other Financing Sources	49,026,864	3,742,027	7.63%
Expenditures & Other Financing Uses	50,132,164	5,299,990	10.57%

Excess Revenues/Other Financing Sources		
Over (under) Expend & Other Financing Uses	(1,105,300)	(1,557,963)

Transfer to Capital Projects	100,000
Net Change in Unassigned Fund Balance	(1,457,963)

Fund Balances	9/1/2022	9/30/2022	Variance
Committed to Other Purposes	(100,000)	(100,000)	
Unassigned Fund Balance	894,700	(1,069,725)	-1,964,425
Unassigned Minimum Fund Balance	3,000,000	3,000,000	0
Fund Balance	3,794,700	1,830,275	-1,964,425

**Capital Projects Fund:**

Fund Balance - Impact Fees \$935,395 - Turf Field Replacement \$600,000

Beginning Fund Balance	1,577,853	
GF Transfer to Capital Projects	0	
Revenues	0	
Expenses	205,087	
	(205,087)	
Ending Fund Balance 9/30/2022		1,372,766

	9/1/2022 Beginning Balance	9/30/2022 Ending Fund Balance	Variance
Debt Service Fund*:	5,517,203	6,382,866	865,662
ASB Fund:	331,791	380,259	48,468
Transportation Fund:	137,303	137,303	0

\*12/1/2022 Principal and Interest - \$8,387,250; 6/1/2023 Interest payment - \$217,375

10--General Fund-- FUND BALANCE -- SPI ACCOUNTS -- Original -- BUDGET-STATUS-REPORT  
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of September, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 LOCAL TAXES	6,835,703	.00	.00		6,835,703.00	0.00
2000 LOCAL SUPPORT NONTAX	791,400	124,741.62	124,741.62		666,658.38	15.76
3000 STATE, GENERAL PURPOSE	30,597,692	2,753,714.56	2,753,714.56		27,843,977.44	9.00
4000 STATE, SPECIAL PURPOSE	6,968,363	565,148.63	565,148.63		6,403,214.37	8.11
5000 FEDERAL, GENERAL PURPOSE	292,000	.00	.00		292,000.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	3,541,706	53,977.47	53,977.47		3,487,728.53	1.52
7000 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	0	.00	.00		.00	0.00
9000 OTHER FINANCING SOURCES	0	244,444.80	244,444.80		244,444.80-	0.00
<b>Total REVENUES/OTHER FIN. SOURCES</b>	<b>49,026,864</b>	<b>3,742,027.08</b>	<b>3,742,027.08</b>		<b>45,284,836.92</b>	<b>7.63</b>
<b>B. EXPENDITURES</b>						
00 Regular Instruction	28,188,298	2,928,781.15	2,928,781.15	23,820,439.44	1,439,077.41	94.89
10 Federal Stimulus	0	10,927.64	10,927.64	0.00	10,927.64-	0.00
20 Special Ed Instruction	7,460,271	650,705.73	650,705.73	7,214,230.60	404,665.33-	105.42
30 Voc. Ed Instruction	2,153,604	184,933.12	184,933.12	1,847,655.53	121,015.35	94.38
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,395,511	118,104.68	118,104.68	1,198,691.41	78,714.91	94.36
70 Other Instructional Pgms	211,449	25,432.86	25,432.86	193,612.44	7,596.30-	103.59
80 Community Services	0	.00	.00	0.00	.00	0.00
90 Support Services	10,723,031	1,381,104.48	1,381,104.48	8,145,113.41	1,196,813.11	88.84
<b>Total EXPENDITURES</b>	<b>50,132,164</b>	<b>5,299,989.66</b>	<b>5,299,989.66</b>	<b>42,419,742.83</b>	<b>2,412,431.51</b>	<b>95.19</b>
<b>C. OTHER FIN. USES TRANS. OUT (GL 536)</b>	<b>100,000</b>	<b>.00</b>	<b>.00</b>			
<b>D. OTHER FINANCING USES (GL 535)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</b>	<b>1,205,300-</b>	<b>1,557,962.58-</b>	<b>1,557,962.58-</b>		<b>352,662.58-</b>	<b>29.26</b>
<b>F. TOTAL BEGINNING FUND BALANCE</b>	<b>5,000,000</b>		<b>3,388,237.43</b>			
<b>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</b>	<b>XXXXXXXXXX</b>		<b>.00</b>			
<b>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</b>	<b>3,794,700</b>		<b>1,830,274.85</b>			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	100,000-	100,000.00-
G/L 872 Committd to Econmc Stabilizatn	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	0	.00
G/L 890 Unassigned Fund Balance	894,700	1,069,725.15-
G/L 891 Unassigned Min Fnd Bal Policy	3,000,000	3,000,000.00
<u>TOTAL</u>	3,794,700	1,830,274.85

20--CAPITAL PROJECT FUND-- FUND BALANCE -- SPI ACCOUNTS -- Original -- BUDGET-STATUS-REPORT  
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of September, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	170,000	.00	.00		170,000.00	0.00
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	9,700,000	.00	.00		9,700,000.00	0.00
<b>Total REVENUES/OTHER FIN. SOURCES</b>	<b>9,870,000</b>	<b>.00</b>	<b>.00</b>		<b>9,870,000.00</b>	<b>0.00</b>
<b>B. EXPENDITURES</b>						
10 Sites	5,721,000	.00	.00	0.00	5,721,000.00	0.00
20 Buildings	1,995,000	202,605.47	202,605.47	202,574.57-	1,994,969.10	0.00
30 Equipment	0	.00	.00	23,438.37	23,438.37-	0.00
40 Energy	400,000	2,481.78	2,481.78	2,005.47-	399,523.69	0.12
50 Sales & Lease Expenditure	50,000	.00	.00	0.00	50,000.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	4,084,841	.00	.00	0.00	4,084,841.00	0.00
<b>Total EXPENDITURES</b>	<b>12,250,841</b>	<b>205,087.25</b>	<b>205,087.25</b>	<b>181,141.67-</b>	<b>12,226,895.42</b>	<b>0.20</b>
<b>C. OTHER FIN. USES TRANS. OUT (GL 536)</b>	<b>4,200,000</b>	<b>.00</b>	<b>.00</b>			
<b>D. OTHER FINANCING USES (GL 535)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</b>	<b>6,580,841-</b>	<b>205,087.25-</b>	<b>205,087.25-</b>		<b>6,375,753.75</b>	<b>96.88-</b>
<b>F. TOTAL BEGINNING FUND BALANCE</b>	<b>9,585,395</b>		<b>1,577,853.07</b>			
<b>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>	<b>XXXXXXXX</b>		<b>.00</b>			
<b>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</b>	<b>3,004,554</b>		<b>1,372,765.82</b>			



I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	453,521.00
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	0	.00
G/L 864 Restricted from Fed Proceeds	0	441,812.45-
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restrictd from Impact Proceeds	935,395	841,799.54
G/L 867 Restricted from Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	600,000	500,000.00
G/L 889 Assigned to Fund Purposes	1,469,159	19,257.73
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	3,004,554	1,372,765.82

30--DEBT SERVICE FUND-- FUND BALANCE -- SPI ACCOUNTS -- Original -- BUDGET-STATUS-REPORT  
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of September, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES/OTHER FIN. SOURCES</b>						
1000 Local Taxes	8,714,126	.00	.00		8,714,126.00	0.00
2000 Local Support Nontax	2,000	.00	.00		2,000.00	0.00
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	4,199,999	.00	.00		4,199,999.00	0.00
<b>Total REVENUES/OTHER FIN. SOURCES</b>	<b>12,916,125</b>	<b>.00</b>	<b>.00</b>		<b>12,916,125.00</b>	<b>0.00</b>
<b>B. EXPENDITURES</b>						
Matured Bond Expenditures	12,340,000	.00	.00	0.00	12,340,000.00	0.00
Interest On Bonds	700,000	.00	.00	0.00	700,000.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	2,500	.00	.00	0.00	2,500.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<b>Total EXPENDITURES</b>	<b>13,042,500</b>	<b>.00</b>	<b>.00</b>	<b>0.00</b>	<b>13,042,500.00</b>	<b>0.00</b>
<b>C. OTHER FIN. USES TRANS. OUT (GL 536)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>D. OTHER FINANCING USES (GL 535)</b>	<b>0</b>	<b>.00</b>	<b>.00</b>			
<b>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXPENDITURES (A-B-C-D)</b>	<b>126,375-</b>	<b>.00</b>	<b>.00</b>		<b>126,375.00</b>	<b>100.00-</b>
<b>F. TOTAL BEGINNING FUND BALANCE</b>	<b>6,384,370</b>		<b>6,382,865.52</b>			
<b>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>	<b>XXXXXXXX</b>		<b>.00</b>			
<b>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</b>	<b>6,257,995</b>		<b>6,382,865.52</b>			
<b>I. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	6,257,995		6,382,865.52			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<b>TOTAL</b>	<b>6,257,995</b>		<b>6,382,865.52</b>			

40--ASB FUND-- FUND BALANCE -- SPI ACCOUNTS -- Original -- BUDGET-STATUS-REPORT  
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of September, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<b>A. REVENUES</b>						
1000 General Student Body	234,994	38,908.00	38,908.00		196,086.00	16.56
2000 Athletics	166,314	4,624.14	4,624.14		161,689.86	2.78
3000 Classes	69,014	4,083.00	4,083.00		64,931.00	5.92
4000 Clubs	593,640	12,357.20	12,357.20		581,282.80	2.08
6000 Private Moneys	19,380	331.02	331.02		19,048.98	1.71
<b>Total REVENUES</b>	<b>1,083,342</b>	<b>60,303.36</b>	<b>60,303.36</b>		<b>1,023,038.64</b>	<b>5.57</b>
<b>B. EXPENDITURES</b>						
1000 General Student Body	229,532	598.51	598.51	0.00	228,933.49	0.26
2000 Athletics	202,169	6,735.32	6,735.32	10,247.71	185,185.97	8.40
3000 Classes	76,500	1,400.00	1,400.00	0.00	75,100.00	1.83
4000 Clubs	654,761	3,101.91	3,101.91	4,282.52	647,376.57	1.13
6000 Private Moneys	21,680	.00	.00	0.00	21,680.00	0.00
<b>Total EXPENDITURES</b>	<b>1,184,642</b>	<b>11,835.74</b>	<b>11,835.74</b>	<b>14,530.23</b>	<b>1,158,276.03</b>	<b>2.23</b>
<b>C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)</b>	<b>101,300-</b>	<b>48,467.62</b>	<b>48,467.62</b>		<b>149,767.62</b>	<b>147.85-</b>
<b>D. TOTAL BEGINNING FUND BALANCE</b>	<b>324,270</b>		<b>331,790.97</b>			
<b>E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</b>	<b>XXXXXXXX</b>		<b>.00</b>			
<b>F. TOTAL ENDING FUND BALANCE (C+D + OR - E)</b>	<b>222,970</b>		<b>380,258.59</b>			
<b>G. ENDING FUND BALANCE ACCOUNTS:</b>						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	221,970		379,958.59			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<b>TOTAL</b>	<b>221,970</b>		<b>379,958.59</b>			
Differences	1,000		300.00-			

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

Exception s Found:

40 819 2022 G/L ACCOUNT MISSING  
40 819 2022 G/L ACCOUNT MISSING  
40 819 2022 G/L ACCOUNT MISSING  
40 889 2022 G/L ACCOUNT MISSING

90--TRANSPORTATION VEHICLE FUND-- FUND BALANCE -- SPI ACCOUNTS -- Original -- BUDGET-STATUS-REPORT  
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of September, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	500	.00	.00		500.00	0.00
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	6,500	.00	.00		6,500.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</u>	7,000	.00	.00		7,000.00	0.00
B. <u>9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	7,000	.00	.00		7,000.00	0.00
<u>D. EXPENDITURES</u>						
Type 30 Equipment	10,000	.00	.00	0.00	10,000.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	10,000	.00	.00	0.00	10,000.00	0.00
E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
F. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES</u> <u>OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	3,000-	.00	.00		3,000.00	100.00-
H. <u>TOTAL BEGINNING FUND BALANCE</u>	135,125		137,302.99			
I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
J. <u>TOTAL ENDING FUND BALANCE</u> <u>(G+H + OR - I)</u>	132,125		137,302.99			
K. <u>ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	132,125		137,302.99			
G/L 830 Restricted for Debt Service	0		.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	132,125		137,302.99			

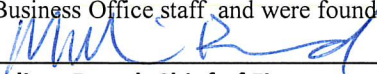
\*\*\*\*\* End of report \*\*\*\*\*

# Steilacoom Historical School District

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

DATE: **October 19, 2022**

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

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

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

FUND NAME		WARRANTS (INCLUSIVE)			AMOUNT
<b>GENERAL FUND:</b>					
September 16, 2022	Accounts Payable	132261	to	132261	\$ 1,977.56
September 20, 2022	Accounts Payable	132262	to	132288	\$ 117,045.08
	Payroll	800912	to	800912	\$ 1,175.72
	Payroll A/P	132289	to	132299	\$ 508,795.01
	Payrol ACH Payments				\$ 681,572.50
	Payroll Taxes				\$ 713,163.80
	Direct Deposit				\$ 1,959,230.21
September 29, 2022	Accounts Payable	132300	to	132332	\$ 142,397.71
October 5, 2022	Accounts Payable	132333	to	132335	\$ 54,230.63
October 6, 2022	Accounts Payable	132236	to	132372	\$ 109,748.43
October 7, 2022	Accounts Payable	132373	to	132374	\$ 10,824.56
October 13, 2022	Accounts Payable	132375	to	132412	\$ 217,974.10
TOTAL GENERAL FUND:					\$ 4,518,135.31
<b>CAPITAL PROJECTS FUND:</b>					
September 20, 2022	Accounts Payable	200509	to	200510	\$ 9,807.81
September 28, 2022	Accounts Payable	200511	to	200514	\$ 205,056.35
October 6, 2022	Accounts Payable	200515	to	200516	\$ 4,734.12
TOTAL CAPITAL PROJECTS FUND:					\$ 219,598.28
<b>ASSOCIATED STUDENT BODY FUND:</b>					
September 28, 2022	Accounts Payable	405053	to	405054	\$ 742.00
September 28, 2022	Accounts Payable	405055	to	405057	\$ 1,825.00
September 29, 2022	Accounts Payable	405058	to	405058	\$ 8,779.52
October 5, 2022	Accounts Payable	405059	to	405059	\$ 150.00
October 12, 2022	Accounts Payable	405060	to	405063	\$ 450.50
TOTAL ASSOCIATED STUDENT BODY FUND:					\$ 11,947.02
<b>TRANSPORTATION VEHICLE FUND:</b>					

Board of Directors of Steilacoom Historical School District No. 1

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

**Kathi Weight, Secretary to the Board**



## **Regular Meeting Minutes**

Anderson Island Elementary School · 13005 Camus Road · Anderson Island, WA  
September 21, 2022

### **I. CALL TO ORDER**

Chair Rohrer called the meeting to order at 5:42 pm.

Executive Director Susanne Beauchaine led the Pledge of Allegiance.

Chair Rohrer, Vice Chair McDonald, Director Hogan, Director Scott, and Director Tinsley all present.

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

### **II. PRESENTATIONS**

#### **A. Anderson Island Elementary Welcome/Introduction of New Staff**

Anderson Island Elementary Principal Susan Greer welcomed the school board to Anderson Island, and introduced new AIE staff for the 2022-23 school year. New staff include Cara Kamel (2nd/3rd grade teacher) and Ted Nussbaum (multi-grade teacher).

#### **B. Community Recognition American Legion Post 265**

Executive Director Shawn Lewis introduced Susan Greer, who recognized American Legion Post 265 for their continued support of Anderson Island Elementary students. Gabe Sachwitz was present to represent the Post. On the 100<sup>th</sup> day of school, together with Booster Club, the Post provides shoes each year for every student on the island. They also sponsor field trips, share their flag retirement ceremonies with students, donate books and time reading to the students, and participate in Veterans Day assemblies, where they bring memorabilia and share military experiences with the students.

### **III. COMMENTS FROM THE AUDIENCE**

- Mandrake Holmquist, Anderson Island resident, commented regarding her daughter's experiences in the district.
- Samantha Music-Siridakis, Anderson Island resident, shared her desire for Anderson Island Elementary to be expanded through fifth grade.
- Brayden Heitzman, an Anderson Island Elementary student, spoke regarding food service on the island.
- Toni Heitzman, Anderson Island resident, shared her concern regarding lack of full-time administration at Anderson Island Elementary and her desire for students who live on Anderson Island to have the same opportunities that mainland students have.
- Sara Mossman, Anderson Island resident, shared her appreciation for Principal Susan Greer, the district's emphasis on social emotional learning, and Anderson Island Elementary's learning programs. She also shared hopes the school extend to fifth grade.

Regularly scheduled meetings of the Board of Directors of the Steilacoom Historical School District No. 1 are digitally recorded.



- Chair Rohrer shared communication from Angela Kroll, which was emailed to the district, regarding concerns about the pickup situation at Steilacoom High School. This communication will be a part of the minutes of this meeting.

#### **IV. REPORTS**

##### **A. Bond Project Proposal**

Shawn Lewis, Executive Director of Community Relations and Planning, shared bond election data and a bond planning report. Chair Rohrer encouraged community members in attendance to participate in the community bond planning committee, and shared that a bond presentation will also take place on Anderson Island. Director Hogan also encouraged Anderson Island community members to share their voices on the community bond planning committee.

##### **B. Legislative Assembly Report**

Director Hogan shared a legislative assembly report. Specific areas of interest this session include improving health and safety, supporting special education programs, funding that reflects reality, and other important topics. Director Hogan will participate in the WSSDA General Assembly as SHSD's voting delegate on September 30 and October 1.

#### **V. CONSENT AGENDA**

Director McDonald made a motion to approve the Consent Agenda, Director Tinsley seconded the motion, and the motion passed (5/0). The Consent Agenda included Financial Reports; August and September 2022 Accounts Payable including August 2022 Payroll; August 24, 2022 Regular Board Meeting Minutes; Personnel Reports; and IT Surplus.

#### **VI. OLD BUSINESS**

##### **A. Second Reading of Policy 6970 Naming Schools and Facilities**

Executive Director Shawn Lewis presented the second reading of Policy 6970 Naming Schools and Facilities. There have been no changes since the first reading of Policy 6970 at the August 24, 2022 Regular Board Meeting.

Director Scott made a motion to adopt Policy 6970 Naming Schools and Facilities, Director Hogan seconded the motion, and the motion passed (5/0).

##### **B. Second Reading of Policy 4218 Language Access Plan**

Executive Director Shawn Lewis presented the second reading of Policy 4218 Language Access Plan. There have been no changes since the first reading of Policy 4218 at the August 24, 2022 Regular Board Meeting.

Director Tinsley made a motion to adopt Policy 4218 Language Access Plan, Director McDonald seconded the motion, and the motion passed (5/0).

## **VII. NEW BUSINESS**

### **A. First Reading of Policy 1410 Executive or Closed Sessions**

Executive Director Shawn Lewis presented Policy 1410 Executive or Closed Sessions. The revisions provided in this update provide minor clarifications to existing policy. Director Scott made a motion to approve Policy 1410 Executive or Closed Sessions, Director Hogan seconded the motion, and the motion passed (5/0).

### **B. First Reading of Policy 3122 Excused and Unexcused Absences**

Executive Director Gudrun Sullivan presented Policy 3122 Excused and Unexcused Absences. The policy has been revised to align with changes due to the passage of HB 1834, concerning student excused absences for mental health reasons. HB 1834 updated the definition of an excused absence to include mental health symptoms, illnesses, and conditions, as well as appointments for mental health care. Additional revisions to the policy provide additional details about absences from asynchronous and synchronous online instruction and remove language about marking unexcused absences from remote learning and "non-truancy remote learning" absences.

Director McDonald made a motion to adopt Policy 3122 Excused and Unexcused Absences, Director Tinsley seconded the motion, and the motion passed (5/0).

### **C. First Reading of Policy 5011 Sexual Harassment of District Staff Prohibited**

Executive Director Susanne Beauchaine presented Policy 5011 Sexual Harassment of District Staff Prohibited. The revision to this policy provides clarification and aligns with current practice, that the district follows the detailed investigation process in Policy and Procedure 3205 when responding to complaints involving staff.

Director Scott made a motion to adopt Policy 5011 Sexual Harassment of District Staff Prohibited, Director Hogan seconded the motion, and the motion passed (5/0).

### **D. Approval of Revised 2022-23 School Year Student Fee Schedule**

Melissa Beard, Chief of Finance and Operations, presented the board with a revised 2022-23 School Year Student Fee Schedule. Budgets for sports and clubs are created in the spring for the following school year. Part of this process includes setting fees for participation, and presenting the fees to the board for their approval. The fee schedule approved by the board in May did not include a fee for a dance club. A dance club has since been created and would now like to charge a fee to students to participate. This late addition to the previously approved and published Fee Schedule requires board action to amend the 2022-23 School Year Student Fee Schedule.

Director McDonald made a motion to approve the revised 2022-23 School Year Student Fee Schedule, Director Tinsley seconded the motion, and the motion passed (5/0).

### **E. Board Coffee Chat Update**

Director Scott shared he and Director Hogan received comments regarding having more Scout participation in our schools. Director Hogan shared that a JROTC new facility (included in the bond planning) would allow for partnership and collaboration with JROTC and Scouts in the future. Director Tinsley and Chair Rohrer had a discussion with a community member regarding more diversity in the district and school ratings online. They also enjoyed their quality time with

the residents on Anderson Island. Chair Rohrer thanked community members for taking the time to join the board for these chats, and sharing what is important to the community.

**VIII. BOARD COMMUNICATION**

- No board communication.

**IX. ANNOUNCEMENTS**

- Director Scott shared the SHS girls' swim & dive team has a wonderful turn-out again this year, and has started their season out great. They have another meet tomorrow.
- Director Tinsley shared her appreciation of the Success Conferences, and thanked all district staff for getting the school year off to a great start.

**X. ADJOURNMENT**

Director Scott made a motion to adjourn the meeting at 6:29 pm, Director Hogan seconded the motion, and the motion passed (5/0).

\_\_\_\_\_  
(Chair)

\_\_\_\_\_  
(Secretary/Superintendent)

School board committee members, parents, administrators, and parents,

I write to you today to beg you to address the pickup situation at Steilacoom High School. Between my emails on 9/1/22, 9/12/22, and 9/20/22, and a phone call to Mr. Miller on 9/8/22 where I addressed my concerns, there has been little done to remedy the chaos or provide any additional communication with parents. My concerns center around returning to what I have been told is the pre-covid process where all parent drop-offs and pickups occur through the first loop off of Sentinel Drive, while the second loop is utilized by the buses. My son is a sophomore, so I was only familiar with the system from last year where both loops were utilized for parents, and the buses used the student parking lot, and in my opinion that was the much better option for many reasons. The concerns I have expressed to the school administration include some of the following. I sent pictures to support my claims and am happy to forward those to you as well, should you need them.

- All students are being funneled through the front doors at the end of the day, resulting in huge clusters of students pushing past one another to get out. My understanding is that the first day there were even students pushed to the ground.
- Having all the parent vehicles using one loop instead of two creates a back up on Sentinel Drive that stretches to the intersection with Steilacoom Road. Because of this, parents have started to drive past the first loop and turn around to park in the exiting lane of Sentinel Drive as well. This creates a back up for students leaving the student parking lot as they wait until the parent vehicles ahead of them make their way into the loop, or they cross the center line and have to weave their way around all of the other parent vehicles.
- Parents also utilize the gas station down the street as well as the small parking area behind the fence on the other side of Sentinel Dr for pick up, which creates a larger cluster of students walking in the road and down the sidewalk. I have seen kids on multiple occasions walking in the street along Sentinel Dr to get into their parent's vehicle, but then the parents can't get out until they wait to go through the loop anyway.
- This extra foot traffic makes a dangerous situation for students and drivers, and only increases the possibility of a student getting hit, or cars colliding. Mr. Overguard is out there sometimes to help control the traffic so that students can make it safely across the street, but it is consistent or early enough to help control the traffic before school lets out.
- Parents have also started to park and wait for their student in the left drive through side of the loop, double parking so that they trap anyone parked behind them in the right pickup lane.
- There is not enough space for all the buses to fit into the second loop, and at first, they too were backed up along Sentinel Drive, making it impossible for students to board. They have since started to also park in the small parking lot behind the second loop which further prevents students or parents who park there from exiting.

I can appreciate wanting to get the buses out of there ASAP so that it doesn't create a back up for the rest of the schools utilizing those same buses; I have a child that takes the elementary bus so I know how it can impact the later schedules. However, need for getting buses out should not supersede safety. I didn't see a problem with the way the process worked last year, with the buses using the student lot, as they could all fit in there and bus students would then exit from the side doors of the school, reducing the flood of students coming from the main doors. I'm not sure if this is the solution or not, but it was much less chaotic. In any case, it seems clear that something must change. Thank you very much for your time.

Sincerely,

Angella Kroll

Hello, my name is Sara Mossman. My daughter Elsy just began 2<sup>nd</sup> grade here and we are new to Anderson Island, having just moved here from Seattle. So while we're just getting to know this school, we have been really happy with our experience so far. Elsy has bonded with Mrs. Greer and Mrs. Kamel and many of her schoolmates and is eager to get here each day and full of stories when she comes home.

We are big fans of this school's emphasis on neural education, outdoor learning and nature awareness for children, as we've seen these benefit our daughter so thoroughly in her seven and half years. The initiatives toward environmental sustainability at this school are also quite appealing.

The decision to move to Anderson Island was contingent upon knowing we had a good school on the island at least for a few years. (As we began to research it, Anderson Island elementary was still listed as K-5 on one Google review so we were excited thinking we had a few years before we needed to find another option.) As we're all aware, when children have a positive experience with school in the early years it provides such a great foundation for the future and a lifelong love of learning.

I came here tonight to support this school and our new community and with the hopes of hearing about even more positive initiatives in the years to come.

On a personal note, an important issue at hand for my family is whether the school decides to extend back to fifth grade, of which we are strongly in favor.

Many of us have chosen to move here to adopt a quieter daily life in a more natural setting and with a close-knit and safe community around us. Sending children off the island at 4<sup>th</sup> grade is counter to these goals and is a significant concern for families who live here, as well as families who may want to move here. My family has already decided we would prefer to return to homeschooling our daughter for a couple years after 3<sup>rd</sup> grade if she can no longer attend school here. I'm hearing that at least a few other families might want to do the same. For Elsy's father and I, sixth grade would be earliest we would want to send our daughter off island for school and to take on such a long commute each way. As adults, we all know how it feels to commute a long distance and how this effects our lives. For children, long commutes significantly eat into time spent running around outside, time with family, or on other constructive after school activities. For children as young as 4<sup>th</sup> and 5<sup>th</sup> grade, I also feel concerned for safety with them taking a long bus ride that includes a ferry trip as well, with only one adult being the driver and concerns of what influences will be absorbed, even around the most well-meaning middle school students.

Even as a new resident I feel very passionate about the future of this island and our community. It's wonderful that we now have a preschool for young children of families and hope you will do everything possible to extend this school back through 5<sup>th</sup> grade as soon as possible.

Thank you,  
Sara

PS. I heard reference to some data showing that children of AI Elementary performed better in 4th and 5th grade off island than they had in these same grades on island. I would very much like to know more about this study. How many children were analyzed and over what time period?

**STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1**  
**CERTIFICATED PERSONNEL REPORT - OCTOBER 19, 2022**

<b>Name</b>	<b>Position</b>	<b>FTE</b>	<b>Location</b>	<b>Effective Date</b>	<b>Action</b>	<b>Comment</b>
BROWN-JOLLY MYRANDA	TEACHER	1.00	PIONEER	12/16/2022	RESIGNATION	

**STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1**  
**CLASSIFIED PERSONNEL REPORT - OCTOBER 19, 2022**

<b>Name</b>	<b>Position</b>	<b>Hours</b>	<b>Location</b>	<b>Effective Date</b>	<b>Action</b>	<b>Comment</b>
DENTON DARLENE	PARAPROFESSIONAL	6.50	CHLOE CLARK	10/13/2022	RESIGNATION	
RICE LINDSAY	SUB COORDINATOR	3.00	DISTRICT OFFICE	10/17/2022	RESIGNATION	



# AIA® Document G701™ – 2017

## Change Order

<b>PROJECT:</b> <i>(Name and address)</i> District Maintenance Facility Improvements 1100 Diggs Street, Steilacoom, Washington 98388	<b>CONTRACT INFORMATION:</b> Contract For: General Construction  Date: November 29, 2021	<b>CHANGE ORDER INFORMATION:</b> Change Order Number: 004  Date: 09/21/2022
<b>OWNER:</b> <i>(Name and address)</i> Steilacoom Historical School District No. 1 511 Chambers Street Steilacoom, WA 98388	<b>ARCHITECT:</b> <i>(Name and address)</i> Erickson McGovern, PLLC  101 East 26th Street, Suite 300 Tacoma, WA 98421	<b>CONTRACTOR:</b> <i>(Name and address)</i> Pease & Sons, Inc.  PO Box 44100 Tacoma, WA 98448

### THE CONTRACT IS CHANGED AS FOLLOWS:

*(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)*

EMA Project #: 2021-3

Change Order #4 Items:

COP 003 PR 002 \$2,200.00; COP 006 CCD 002 \$121,696.69; COP 022 CCD 006 \$2,799.76

TOTAL VALUE FOR CHANGE ORDER #4: ADD \$126,696.45

The original Contract Sum was	\$ 1,617,837.00
The net change by previously authorized Change Orders	\$ 114,870.57
The Contract Sum prior to this Change Order was	\$ 1,732,707.57
The Contract Sum will be increased by this Change Order in the amount of	\$ 126,696.45
The new Contract Sum including this Change Order will be	\$ 1,859,404.02

The Contract Time will be unchanged by Zero (0) days.

The new date of Substantial Completion will be July 15, 2022 (unchanged).

**NOTE:** This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

### NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

Erickson McGovern, PLLC

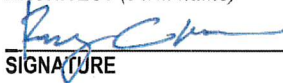
Pease & Sons, Inc.

Steilacoom Historical School District No. 1

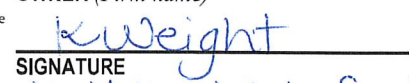
**ARCHITECT** *(Firm name)*

**CONTRACTOR** *(Firm name)*

**OWNER** *(Firm name)*

  
**SIGNATURE**

Darron C. Pease  
Digitally signed by Darron C. Pease  
 Date: 2022.09.26 13:18:16 -07'00'  
**SIGNATURE**

  
**SIGNATURE**

Raymond Mow, AIA, Principal  
**PRINTED NAME AND TITLE**

Darron C. Pease, President  
**PRINTED NAME AND TITLE**

Kathi Weight - Supt.  
**PRINTED NAME AND TITLE**

09/21/2022

9/26/22

9-26-22

**DATE**

**DATE**

**DATE**



**District Maintenance Facility Improvements**  
**Steilacoom Historical School District No. 1**

**Contractor: Pease & Sons, Inc.**

EMA Project #: 2021-3

**Change Order #: 4**  
**September 21, 2022**

Original Contract Sum	\$1,617,837.00
Net change by previously Change Order(s)	\$114,870.57
Contract Sum prior to this Change Order	\$1,732,707.57
This Change Order amount	\$126,696.45
<b>New Contract Sum including this Change Order</b>	<b>\$1,859,404.02</b>
The Contract Time will be unchanged by (0) days	
<b>The Substantial date of Completion will be unchanged to Friday, July 15, 2022</b>	

REF #	WORK COMPLETED	COSTS	DAYS
COP 003 PR 002	Gas Line Trenching Credit	\$2,200.00	0
COP 006 CCD 002	Contaminated Soil Removal	\$121,696.69	0
COP 022 CCD 006	Structural corrections at existing OH door per PCS field report	\$2,799.76	0
<b>TOTAL VALUE FOR CHANGE ORDER #4:</b>		<b>\$126,696.45</b>	<b>0</b>

Contractor: Pease and sons Construction  
Tacoma, WA

PR #: 002

---

**PR ITEM: CIVIL REVISIONS**

Reference  
drawing/specification: C3.0

**DESCRIPTION OF CHANGE:**

Provide a credit to delete the gas utility service in it's entirety.

**REASON FOR CHANGE: Gas not required.**

**PREPARED BY:** Raymond Mow

**FIRM:** EMA for AHBL

**DATE:** 4-11-22

Please submit an itemized proposal for changes in the Contract Sum and Contract Time for proposed modifications to the Contract Documents described herein. Within 14 days, the Contractor must submit this proposal or notify the Architect, in writing, of the date on which proposal submission is anticipated. The submitted proposal shall be in full compliance with Article 7 of the AIA 201 General Conditions of the Contract for Construction.

X



Architect

April 11, 2022

Date

**THIS IS NOT A CHANGE ORDER, A CONSTRUCTION CHANGE DIRECTIVE OR A DIRECTION TO PROCEED WITH THE WORK DESCRIBED IN THE PROPOSED MODIFICATIONS.**

Attachments: None



Pease & Sons, Inc.  
PO Box 44100  
Tacoma, WA 98448-0100  
(253) 531-7700

Change Order Proposal/Breakdown Summary

Project Name: Steilacoom Maintenance Facility Improvements

COP/Issue #: 003

Project No. 8049

Source/Ref. Documents: PR 002

Date: 7/26/2022

Contractor: Pease & Sons

Contract No.

Description: Credit for gas line trenching

1. DIRECT CRAFT LABOR COST (from attached cost breakdown form) \$ -

a. crew (apprentices, journeymen, & laborers)	\$ -
b. foreman	\$ -
c. lead foreman	\$ -
DIRECT LABOR SUBTOTAL	\$ -
Supervision	
d. direct supervision (0% of 1a)	\$ -
e. small tools/safety (0% of lines 1a, b, & c)	\$ -

2. MATERIAL COST (from attached cost breakdown form) \$ -

3. EQUIPMENT COST (from attached cost breakdown form) \$ 2,200.00

SUBTOTAL 1 thru 4 \$ 2,200.00

4. LOWER-TIER SUBCONTRACTORS \$ -

a.		
b.		
c.	\$ -	
d.	\$ -	
e.	\$ -	
f.	\$ -	

TOTAL COST \$ 2,200.00

Owner (Central Pierce Fire)

Architect (TCA)

Pease & Sons, Inc





## COP Wage Rates

Project Name: Stellacoom Maintenance Facility Improvements

Project No: 8049

Contractor: Pease & Sons, Inc.

Trade & Position		Carpenter Foreman	Carpenter	Laborer Foreman	Laborer	Plumber Foreman	Plumber			
Rate Schedule Date*		06/01/22	06/01/22	06/01/22	06/01/22	06/01/22	06/01/22	01/01/19	01/01/19	01/01/19
Prevailing Wage (incl. Benefits)										
1. Hourly Wage Rate		\$ 56.58	\$ 51.44	\$ 45.36	\$ 42.86	\$ 63.49	\$ 57.72			
2. Hourly Benefits		\$ 20.09	\$ 20.09	\$ 13.94	\$ 13.94	\$ 25.75	\$ 25.75			
Subtotal		\$ 76.67	\$ 71.53	\$ 59.30	\$ 56.80	\$ 89.24	\$ 83.47	\$ -	\$ -	\$ -
Rate										
3. FUI	0.60%	\$ 0.34	\$ 0.31	\$ 0.27	\$ 0.26	\$ 0.39	\$ 0.35	\$ -	\$ -	\$ -
4. FICA	6.20%	\$ 3.01	\$ 3.19	\$ 2.31	\$ 2.69	\$ 3.94	\$ 3.98	\$ -	\$ -	\$ -
5. MEDICARE	1.45%	\$ 0.92	\$ 0.75	\$ 0.63	\$ 0.72	\$ 0.92	\$ 0.84	\$ -	\$ -	\$ -
6. SUI	5.93%	\$ 3.95	\$ 3.05	\$ 2.62	\$ 2.54	\$ 3.78	\$ 3.42	\$ -	\$ -	\$ -
7. L&I W/C Premium		\$ 2.24	\$ 2.24	\$ 2.24	\$ 2.24	\$ 1.22	\$ 1.22	\$ 3.00	\$ 3.00	\$ 3.00
8. FMLA	0.16%	\$ 0.09	\$ 0.09	\$ 0.07	\$ 0.07	\$ 0.10	\$ 0.09	\$ -	\$ -	\$ -
9. WA ST PD SICK LEAVE	2.86%	\$ 1.92	\$ 1.47	\$ 1.26	\$ 1.23	\$ 1.82	\$ 1.65	\$ -	\$ -	\$ -
Total		\$ 88.64	\$ 82.62	\$ 69.34	\$ 66.41	\$ 101.38	\$ 94.62	\$ 3.00	\$ 3.00	\$ 3.00
Normal 1.5x Overtime Rates Calculate Automatically										
1.5x Wage Rate @ 1.5x		\$ 84.97	\$ 77.18	\$ 66.04	\$ 64.29	\$ 95.24	\$ 86.58	\$ -	\$ -	\$ -
Benefits		\$ 20.09	\$ 20.09	\$ 13.94	\$ 13.94	\$ 25.75	\$ 25.75	\$ -	\$ -	\$ -
Subtotal		\$ 104.96	\$ 97.25	\$ 81.98	\$ 78.23	\$ 120.99	\$ 112.33	\$ -	\$ -	\$ -
Taxes, Lines 3-6		\$ 14.92	\$ 13.27	\$ 11.76	\$ 9.12	\$ 12.55	\$ 12.28	\$ -	\$ -	\$ -
L&I W/C Premium		\$ 2.24	\$ 2.24	\$ 2.24	\$ 2.24	\$ 1.22	\$ 1.22	\$ 3.00	\$ 3.00	\$ 3.00
Total Overtime Rate		\$ 121.80	\$ 112.76	\$ 95.92	\$ 89.39	\$ 135.71	\$ 125.43	\$ 3.00	\$ 3.00	\$ 3.00
Premium Portion Only		\$ 33.18	\$ 30.14	\$ 25.58	\$ 23.17	\$ 34.13	\$ 31.21	\$ -	\$ -	\$ -

NOTES: \* Rate schedule date is the date of the Dept. of Labor & Industries Prevailing Wage Rate used or the Union Agreement.

Lines 1 & 2 are wages & fringe benefits

Line 3 (FUI) is Federal Unemployment Tax Act

Line 4 (FICA) is Federal Insurance Compensation Act/Social Security

Line 5 (Medicare) is FICA medical aid

Line 6 (SUI) is State Unemployment Insurance

Line 7 (L&I) is the Workers' Compensation premium

**Contractor:** Pease & Sons, Inc.

The Regional Adjustment used in this form = 0.986

[illegible]

Contractor: Pease and Sons Construction

CCD #: 002

**CCD ITEM: Contaminated Soils**

Reference  
drawing/specification:

In order to expedite the Work and/or avoid delays in the Work, the Contract Documents are hereby amended as described below and/or detailed in the attachments referred to. DESCRIPTION OF CHANGE:

Legally disposed of approximately 800 CY of contaminated soils. Provide truck tickets for verification.

REASON FOR CHANGE: Discover of petroleum products during excavations.

PREPARED BY: Raymond Mow

FIRM: EMA

X



Architect

5/11/22

Date

X

School District Representative

Date

When this CCD is Signed by the Owner and the Architect, and received by the Contractor, the Contractor shall promptly proceed with the change(s) described. Change(s) become effective immediately as a Construction Change Directive (CCD).

Submit costs for this Work to adjust Contract Sum and for inclusion in a Change Order as follows:

- ☐ Fixed Maximum Lump Sum
- ☒ Documented Actual Costs Per Article 7 of the General Conditions
- ☐ Documented Unit Price Costs
- ☐ No Cost Change
- ☐ Other:

This CCD is proposed to change the Contract Time as follows:

- ☐ No Time Change
- ☐ Additional \_\_\_\_ days
- ☐ Decrease by \_\_\_\_ days
- ☐ Other:

Contractor signature indicates agreement with the proposed change(s) in this CCD and the adjustments to the Contract Sum and Contract Time as set forth in Article 7.7 of the General Conditions.

X

Contractor's Representative

Date

Attachments: None  
Copies to:



Pease & Sons, Inc.  
PO Box 44100  
Tacoma, WA 98448-0100  
(253) 531-7700

Change Order Proposal/Breakdown Summary

Project Name: Stellacoom Maintenance Facility Improvements

COP/Issue #: 006

Project No. 8049

Source/Ref. Documents: CCD 002

Date: 7/11/2022

Contractor: Pease & Sons, Inc.

Contract No.

Description: Remove and dispose contaminated soil from site

1. DIRECT CRAFT LABOR COST (from attached cost breakdown form) \$ 3,008.09

a. crew (apprentices, journeymen, & laborers)	\$ -
b. foreman	\$ 3,008.09
c. lead foreman	\$ -
DIRECT LABOR SUBTOTAL	\$ 3,008.09
Supervision	
d. direct supervision (0% of 1a)	\$ -
e. small tools/safety (0% of lines 1a, b, & c)	\$ -

2. MATERIAL COST (from attached cost breakdown form) \$ 78,712.68

3. EQUIPMENT COST (from attached cost breakdown form) \$ -

SUBTOTAL 1 thru 4 \$ 81,720.77

5. OVERHEAD & PROFIT \$ 12,258.12

a. 15% portion of 1, 2, 3, & 4 \$ 12,258.12

6. LOWER-TIER SUBCONTRACTORS \$ 23,455.18

a. Spartan Construction	\$ 23,455.18
b.	\$ -
c.	\$ -
d.	\$ -
e.	\$ -
f.	\$ -

7. OVERHEAD & PROFIT ON SUB-TIER SUBCONTRACTORS \$ 1,876.41

a. 8% of Line 6 for each sub \$ 1,876.41

8. PERFORMANCE BOND \$ 2,386.21

a. 2% of Subtotal (Line 1-7) \$ 2,386.21

TOTAL COST \$ 121,696.69

Owner (Central Pierce Fire)

Architect (TCA)

Pease & Sons, Inc





## COP Wage Rates

Project Name: Stellacoom Maintenance Facility Improvements

Project No: 8049

Contractor: Pease & Sons, Inc.

Trade & Position		Carpenter Foreman	Carpenter	Laborer Foreman	Laborer	Plumber Foreman	Plumber			
Rate Schedule Date*		06/01/21	06/01/21	06/01/21	06/01/21	01/01/22	01/01/22	01/01/19	01/01/19	01/01/19
Prevailing Wage (incl. Benefits)										
1. Hourly Wage Rate		\$ 54.10	\$ 49.18	\$ 43.79	\$ 41.29	\$ 63.49	\$ 57.72			
2. Hourly Benefits		\$ 19.01	\$ 19.01	\$ 13.33	\$ 11.63	\$ 24.50	\$ 24.50			
Subtotal		\$ 73.11	\$ 68.19	\$ 57.12	\$ 52.92	\$ 87.99	\$ 82.22	\$ -	\$ -	\$ -
	Rate									
3. FUI	0.60%	\$ 0.32	\$ 0.30	\$ 0.26	\$ 0.25	\$ 0.39	\$ 0.36	\$ -	\$ -	\$ -
4. FICA	6.20%	\$ 3.05	\$ 3.05	\$ 2.71	\$ 2.59	\$ 3.94	\$ 3.69	\$ -	\$ -	\$ -
5. MEDICARE	1.45%	\$ 0.75	\$ 0.71	\$ 0.53	\$ 0.50	\$ 0.92	\$ 0.84	\$ -	\$ -	\$ -
6. SUI	5.93%	\$ 3.31	\$ 2.92	\$ 2.50	\$ 2.45	\$ 3.79	\$ 3.45	\$ -	\$ -	\$ -
7 L&I WC Premium		\$ 2.24	\$ 2.24	\$ 2.24	\$ 2.24	\$ 1.22	\$ 1.22	\$ 3.00	\$ 3.00	\$ 3.00
8. FMLA	0.16%	\$ 0.25	\$ 0.23	\$ 0.21	\$ 0.21	\$ 0.33	\$ 0.30	\$ -	\$ -	\$ -
9. WA ST PD SICK LEAVE	2.86%	\$ 1.59	\$ 1.41	\$ 1.25	\$ 1.14	\$ 1.92	\$ 1.78	\$ -	\$ -	\$ -
Total		\$ 84.66	\$ 78.89	\$ 66.89	\$ 62.26	\$ 100.13	\$ 93.37	\$ 3.00	\$ 3.00	\$ 3.00
Normal 1.5x Overtime Rates Calculate Automatically										
OT Wage Rate @ 1.5x		\$ 81.15	\$ 73.77	\$ 65.84	\$ 61.94	\$ 95.21	\$ 86.55	\$ -	\$ -	\$ -
Benefits		\$ 19.01	\$ 19.01	\$ 13.33	\$ 11.63	\$ 24.50	\$ 24.50	\$ -	\$ -	\$ -
Subtotal		\$ 100.16	\$ 92.78	\$ 79.02	\$ 73.57	\$ 119.71	\$ 111.09	\$ -	\$ -	\$ -
Taxes Lines 3-6		\$ 12.56	\$ 12.52	\$ 11.30	\$ 8.78	\$ 12.50	\$ 12.23	\$ -	\$ -	\$ -
L&I WC Premium		\$ 2.24	\$ 2.24	\$ 2.24	\$ 2.24	\$ 1.22	\$ 1.22	\$ 3.00	\$ 3.00	\$ 3.00
Total Overtime Rate		\$ 116.36	\$ 107.71	\$ 92.55	\$ 84.59	\$ 134.46	\$ 124.58	\$ 3.00	\$ 3.00	\$ 3.00
Premium Portion Only		\$ 31.70	\$ 29.92	\$ 26.48	\$ 22.41	\$ 34.13	\$ 31.21	\$ -	\$ -	\$ -

NOTES: \* Rate schedule date is the date of the Dept. of Labor & Industries Prevailing Wage Rate used or the Union Agreement.

Lines 1 & 2 are wages & fringe benefits

Line 3 (FUI) is Federal Unemployment Tax Act

Line 4 (FICA) is Federal Insurance Compensation Act/Social Security

Line 5 (Medicare) is FICA medical aid

Line 6 (SUI) is State Unemployment Insurance

Line 7 (L&I) is the Workers' Compensation premium

# JC Detail

Jobs: 8049. - 8049. .  
Months: 01/01/50 - Last

Phases: First - zzzzz  
Dates: 01/01/50 - 12/31/50

Cost Types: First - 999  
All JC Transaction Types

Mth	Trans#	Posted Date	Actual Date	Trans Type	Source	Description	Hours	Cost
<b>8049. . STEILACOOM DISTRICT MAINTENANCE FACILITY IMPROVEMENTS</b>								
17006.	ISSUE 06 2nd CONTAMINATED SOIL CCD 1 LAB							
5/1/22	2183	5/26/22	5/22/22	PR	PR Entry	CARP 470/CARP FM Emp 45/	0.00	86.22
5/1/22	2184	5/26/22	5/22/22	PR	PR Entry	CARP 470/CARP FM Emp 45/	0.00	28.78
5/1/22	2185	5/26/22	5/22/22	PR	PR Entry	CARP 470/CARP FM Emp 45/	0.00	228.12
5/1/22	2186	5/26/22	5/22/22	PR	PR Entry	CARP 470/CARP FM Emp 45/	12.00	649.20
5/1/22	5336	6/2/22	5/29/22	PR	PR Entry	CARP 470/CARP FM Emp 45/	0.00	114.96
5/1/22	5337	6/2/22	5/29/22	PR	PR Entry	CARP 470/CARP FM Emp 45/	0.00	38.38
5/1/22	5338	6/2/22	5/29/22	PR	PR Entry	CARP 470/CARP FM Emp 45/	0.00	304.16
5/1/22	5339	6/2/22	5/29/22	PR	PR Entry	CARP 470/CARP FM Emp 45/	16.00	865.60
6/1/22	828	6/16/22	6/12/22	PR	PR Entry	CARP 470/CARP FM Emp 45/	0.00	60.10
6/1/22	829	6/16/22	6/12/22	PR	PR Entry	CARP 470/CARP FM Emp 45/	0.00	19.20
6/1/22	830	6/16/22	6/12/22	PR	PR Entry	CARP 470/CARP FM Emp 45/	0.00	160.72
6/1/22	831	6/16/22	6/12/22	PR	PR Entry	CARP 470/CARP FM Emp 45/	8.00	452.64
Total for Cost Type: 1							36.00	3,008.08
17006.	ISSUE 06 2nd CONTAMINATED SOIL CCD 3 MATL							
5/1/22	6252	6/16/22	5/31/22	AP	AP Entry	3162-PCRCD / TR# 431/1 / Ref# 10179	0.00	78,712.68
							0.00	78,712.68
							36.00	81,720.76





**REMIT TO:**  
 PCRCO, LLC dba LRI-304th St  
 A WASTE CONNECTIONS COMPANY  
 17925 MERIDIAN ST E  
 PUYALLUP, WA 98375  
 253-847-7555

Date	Account Number
05/31/2022	2190-355
Invoice Number	INVOICE TOTAL
10179	<b>\$78,712.68</b>
AMOUNT DUE	
<b>\$78,712.68</b>	

**BILL TO:**  
 PEASE AND SONS INC

PO BOX 44100  
 TACOMA, WA 98448

LATE PAYMENT MAY RESULT IN AN INTERRUPTION OF SERVICE.  
 PAST DUE INVOICES MAY BE SUBJECT TO A LATE CHARGE  
 FOR EACH MONTH OR PART THEREOF THAT THE INVOICE IS  
 PAST DUE.

DATE	TICKET	TRUCK ID	REFERENCE	TON/YARD	DESCRIPTION	DOLLARS
<b>Balance Forward:</b>						<b>\$0.00</b>
05/16/2022	733542		HARLOW 37	26.66	SPECIAL WASTE-IN CO	1380.99
05/16/2022	733543		HARLOW 38	27.51	SPECIAL WASTE-IN CO	1425.02
05/16/2022	733544		HARLOW 35	27.88	SPECIAL WASTE-IN CO	1444.18
05/16/2022	733545		HARLOW 25	27.19	SPECIAL WASTE-IN CO	1408.44
05/16/2022	733594		HARLOW 37	28.16	SPECIAL WASTE-IN CO	1458.69
05/16/2022	733595		HARLOW 38	25.27	SPECIAL WASTE-IN CO	1308.99
05/16/2022	733600		HARLOW 35	25.78	SPECIAL WASTE-IN CO	1335.40
05/16/2022	733603		HARLOW 25	28.31	SPECIAL WASTE-IN CO	1466.46
05/16/2022	733639		HARLOW 37	22.21	SPECIAL WASTE-IN CO	1150.48
05/16/2022	733641		HARLOW 38	25.07	SPECIAL WASTE-IN CO	1298.63
05/16/2022	733642		HARLOW 35	23.73	SPECIAL WASTE-IN CO	1229.21
05/16/2022	733645		HARLOW 25	26.79	SPECIAL WASTE-IN CO	1387.72
05/17/2022	733674	WDA2642	HARLOW 38	26.18	SPECIAL WASTE-IN CO	1356.12
05/17/2022	733676	WDA2642	HARLOW 25	25.44	SPECIAL WASTE-IN CO	1317.79
05/17/2022	733687	WDA2642	HARLOW 37	27.30	SPECIAL WASTE-IN CO	1414.14
05/17/2022	733728	WDA2642	HARLOW 38	23.83	SPECIAL WASTE-IN CO	1234.39
05/17/2022	733730	WDA2642	HARLOW 25	23.36	SPECIAL WASTE-IN CO	1210.05
05/17/2022	733737		HARLOW 37	24.55	SPECIAL WASTE-IN CO	1271.69
05/17/2022	733772		HARLOW 38	24.82	SPECIAL WASTE-IN CO	1285.68
05/17/2022	733774		HARLOW 25	26.08	SPECIAL WASTE-IN CO	1350.94
05/17/2022	733776		HARLOW 37	24.76	SPECIAL WASTE-IN CO	1282.57
05/17/2022	733807		HARLOW 38	26.55	SPECIAL WASTE-IN CO	1375.29
05/17/2022	733809		HARLOW 25	25.17	SPECIAL WASTE-IN CO	1303.81
05/17/2022	733815		HARLOW 37	25.62	SPECIAL WASTE-IN CO	1327.12
05/18/2022	733855	WDA2642	HARLOW 37	23.46	SPECIAL WASTE-IN CO	1215.23
05/18/2022	733862	WDA2642	HARLOW 38	24.24	SPECIAL WASTE-IN CO	1255.63
05/18/2022	733866	WDA2642	HARLOW 39	25.08	SPECIAL WASTE-IN CO	1299.14
05/18/2022	733869	WDA2642	HARLOW 25	22.67	SPECIAL WASTE-IN CO	1174.31
05/18/2022	733907	WDA2642	HARLOW 37	27.04	SPECIAL WASTE-IN CO	1400.67
05/18/2022	733916	WDA2642	HARLOW 38	25.21	SPECIAL WASTE-IN CO	1305.88
05/18/2022	733927	WDA2642	HARLOW 39	26.41	SPECIAL WASTE-IN CO	1368.04
05/18/2022	733933	WDA2642	HARLOW 25	25.84	SPECIAL WASTE-IN CO	1338.51

DATE	TICKET	TRUCK ID	REFERENCE	TON/YARD	DESCRIPTION	DOLLARS
05/18/2022	733967	WDA2642	HARLOW 37	25.54	SPECIAL WASTE-IN CO	1322.97
05/18/2022	733969	WDA2642	HARLOW 38	27.03	SPECIAL WASTE-IN CO	1400.15
05/18/2022	733972	WDA2642	HARLOW 39	25.58	SPECIAL WASTE-IN CO	1325.04
05/18/2022	733974	WDA2642	HARLOW 25	23.22	SPECIAL WASTE-IN CO	1202.80
05/18/2022	734019	WDA2642	HARLOW 37	25.64	SPECIAL WASTE-IN CO	1328.15
05/18/2022	734023	WDA2642	HARLOW 38	27.09	SPECIAL WASTE-IN CO	1403.26
05/18/2022	734027	WDA2642	HARLOW 39	25.30	SPECIAL WASTE-IN CO	1310.54
05/18/2022	734030	WDA2642	HARLOW 25	27.42	SPECIAL WASTE-IN CO	1420.36
05/19/2022	734067		HARLOW 37	23.88	SPECIAL WASTE-IN CO	1236.98
05/19/2022	734076		HARLOW 38	26.11	SPECIAL WASTE-IN CO	1352.50
05/19/2022	734080		HARLOW 39	25.69	SPECIAL WASTE-IN CO	1330.74
05/19/2022	734081		HARLOW 36	25.14	SPECIAL WASTE-IN CO	1302.25
05/19/2022	734121		HARLOW 37	27.49	SPECIAL WASTE-IN CO	1423.98
05/19/2022	734126		HARLOW 38	26.43	SPECIAL WASTE-IN CO	1369.07
05/19/2022	734134		HARLOW 39	25.98	SPECIAL WASTE-IN CO	1345.76
05/19/2022	734140		HARLOW 36	26.51	SPECIAL WASTE-IN CO	1373.22
05/19/2022	734176		HARLOW 37	25.93	SPECIAL WASTE-IN CO	1343.17
05/19/2022	734179		HARLOW 38	26.10	SPECIAL WASTE-IN CO	1351.98
05/19/2022	734186		HARLOW 39	26.87	SPECIAL WASTE-IN CO	1391.87
05/19/2022	734197		HARLOW 36	27.90	SPECIAL WASTE-IN CO	1445.22
05/19/2022	734221		HARLOW 37	26.92	SPECIAL WASTE-IN CO	1394.46
05/19/2022	734228		HARLOW 38	27.07	SPECIAL WASTE-IN CO	1402.23
05/19/2022	734229		HARLOW 39	23.94	SPECIAL WASTE-IN CO	1240.09
05/19/2022	734231		HARLOW 36	23.00	SPECIAL WASTE-IN CO	1191.40
05/20/2022	734273		36	25.72	SPECIAL WASTE-IN CO	1332.30
05/20/2022	734317		36	27.38	SPECIAL WASTE-IN CO	1418.28
05/20/2022	734371		36	26.50	SPECIAL WASTE-IN CO	1372.70

**Total Tons: 1519.55**

**Invoice Total: \$78,712.68**

**Total Balance Due: \$78,712.68**

#### INVOICE AGING

0 - 30 Days	31 - 60 Days	61 - 90 Days	Over 90 Days	Total
\$78,712.68	\$0.00	\$0.00	\$0.00	\$78,712.68



# INVOICE

Pease & Sons, Inc.  
PO Box 44100  
TACOMA WA 98448  
USA

Invoice Date  
Jul 8, 2022

Invoice Number  
INV0371

Reference  
Steilacoom Maintenance  
Facility - CCD 002 - Bill for  
Trucking Contaminated Soil  
- Phase 2

Spartan Construction  
Attention: AP / AR  
PO BOX 489  
SUMNER WA 98390  
UNITED STATES  
(253)-359-1962

Description	Quantity	Unit Price	Tax	Amount USD
Trucking Charges to haul off contaminated dirt from 5/16/22 thru 5/20/22 : \$27,890.35 (Harlow Construction)	1.00	27,890.35	Tax on Sales	27,890.35
Overhead & Profit on Sub-Tier Subcontractor	1.00	1,115.61	Tax on Sales	1,115.61
Credit Back - 1/2 Cost of Trucking	1.00	(13,945.18)	Tax on Sales	(13,945.18)
STOCK PILE ON-SITE SOILS				
Solo Dump Truck - 35 hrs	35.00	101.29	Tax on Sales	3,545.15
Solo Dump Truck Driver	35.00	63.71	Tax on Sales	2,229.85
(3) Rolls of Plastic	3.00	140.00	Tax on Sales	420.00
Covering and Uncovering stock-piled on site soils. Labor 10 hrs. - 2 Laborers @ 1 hr. per day each for (5) days	10.00	85.00	Tax on Sales	850.00
Parts Runner to get plastic - 3 hrs.	3.00	150.00	Tax on Sales	450.00
12% Mark up on Labor, Material & Equipment Costs \$7,495.00	1.00	899.40	Tax on Sales	899.40
Subtotal				23,455.18
TOTAL USD				23,455.18

**Due Date: Aug 30, 2022**

A monthly finance charge of 1.5% will be applied to all past due balances over 30 days.

✂

---

## PAYMENT ADVICE

To: Spartan Construction  
Attention: AP / AR  
PO BOX 489  
SUMNER WA 98390  
UNITED STATES  
(253)-359-1962

Customer	Pease & Sons, Inc.
Invoice Number	INV0371
Amount Due	23,455.18
Due Date	Aug 30, 2022
Amount Enclosed	

Enter the amount you are paying above

Spartan Construction LLC  
PO Box 489  
Sumner, WA 98390  
(253) 359-1962

Change Order Proposal/Breakdown Summary

Project Name: Stollacoom Maintenance Facility Improvements

COP/Issue #: 06

Project No. 8049

Source/Ref. Documents: CCD 002 Contaminated Soil

Date: 6/24/2022

Contractor: Spartan Construction

Contract No. 2021-3

Description: Phase 2 Contaminated Soils

1. DIRECT CRAFT LABOR COST (from attached cost breakdown form) \$ 3,529.85

a. crew (apprentices, journeymen, & laborers)

\$ 3,529.85

b. working foreman

\$ -

DIRECT LABOR SUBTOTAL \$ 3,529.85

2. MATERIAL COST (from attached cost breakdown form) \$ 420.00

3. EQUIPMENT COST (from attached cost breakdown form) \$ 3,545.15

SUBTOTAL 1 thru 3 \$ 7,495.00

4. OVERHEAD & PROFIT \$ 899.40

a. 12% of Line 4 for item 1 thru 3

\$ 899.40

5. LOWER-TIER SUBCONTRACTORS \$ 13,945.17

a. Harlow Construction Co, Inc

\$ 27,890.35

b. Credit Back for half of trucking cost

\$ (13,945.18)

c.

\$ -

d.

\$ -

e.

\$ -

f.

\$ -

6. OVERHEAD & PROFIT ON SUB-TIER SUBCONTRACTORS \$ 1,115.61

a. 8% of Line 6 for each sub

\$ 1,115.61

7. PERFORMANCE BOND

\$ -

a. 0% of Subtotal (Line 1-7)

\$ -

TOTAL COST \$ 23,455.18

Pease & Sons (General)

Spartan Construction



\_\_\_\_\_

<b>COP/Issue No.:</b>	<b>06</b>
<b>Date:</b>	<b>6/24/2022</b>
<b>Contract No.:</b>	<b>2021-3</b>

Date: 6/24/2022

Contract No.:	2021-3
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Page 1 of 1

Contractor: Pease and Sons Construction

CCD #: 006

**CCD ITEM: STRUCTURAL REPAIRS AT EX OVERHEAD DOOR**

Reference  
drawing/specification:

In order to expedite the Work and/or avoid delays in the Work, the Contract Documents are hereby amended as described below and/or detailed in the attachments referred to. DESCRIPTION OF CHANGE:

Provide structural corrections at existing OH door per the attached PCS field report.

REASON FOR CHANGE: Owner Request

PREPARED BY: Raymond Mow

FIRM: EMA

X



Architect

8/25/22

Date

X

School District Representative

Date

When this CCD is Signed by the Owner and the Architect, and received by the Contractor, the Contractor shall promptly proceed with the change(s) described. Change(s) become effective immediately as a Construction Change Directive (CCD).

Submit costs for this Work to adjust Contract Sum and for inclusion in a Change Order as follows:

- ☐ Fixed Maximum Lump Sum
- ☒ Documented Actual Costs Per Article 7 of the General Conditions
- ☐ Documented Unit Price Costs
- ☐ No Cost Change
- ☐ Other:

This CCD is proposed to change the Contract Time as follows:

- ☐ No Time Change
- ☐ Additional \_\_\_\_ days
- ☐ Decrease by \_\_\_\_ days
- ☐ Other:

Contractor signature indicates agreement with the proposed change(s) in this CCD and the adjustments to the Contract Sum and Contract Time as set forth in Article 7.7 of the General Conditions.

X

Contractor's Representative

Date

Attachments: Subcontractor Quote  
Copies to:



# FIELD REPORT



**TO:** Raymond Mow, AIA  
Erickson McGovern Architects

**FROM:** Trevor Lafontaine, PE  
Tacoma - (253) 383-2422

**DATE OF VISIT:** August 22, 2022

**PROJECT NO.:** 2200788.20

**PROJECT NAME:** Steilacoom HSD Maintenance Building

**LOCATION:** 1100 Diggs Street, Steilacoom, WA

**ARRIVE TIME:** 8:30 am **DEPART TIME:** 9:15 am

**TEMP:** 70 deg **WEATHER:** Clear

**PRESENT:** Brian Smith, Pease & Sons; Trevor Lafontaine, AHBL; various construction personnel

AHBL visited the project site on August 22, 2022 to perform structural observation of the current stage of construction as it relates to the Steilacoom HSD Maintenance Building project.

At the time of our visit, the observed phase of construction involved the following:

- Steel angle girts and channel columns had been installed to brace to the unreinforced masonry wall. Steel HSS blocking to tie this system to the existing trusses had not yet been installed and some anchor bolts still needed to be installed.
- Longitudinal wood bridging had been partially installed.
- The wood mezzanine appeared to be nearly structurally complete.
- The structural framing for the new shop addition was substantially complete.

During our field visit, the following items were noted and/or discussed on site:

- We discussed the middle garage door in the existing building which appears to have been altered previously to be taller than the other two doors. This process removed the masonry lintel above the opening leaving only ungrouted, unreinforced blocks above the door. These are currently only held in place by friction as the mortar at some of the blocks is visibly cracked. We recommend adding a steel header to support these blocks and prevent them from coming dislodged in the future. See SSK-03 for new header detail.
- The erection of steel elements was still in progress however we recommended that special attention be paid to ensuring that all the through bolts connecting the new steel elements to existing masonry were installed per structural drawings so that none of the remaining bolts are missed.

In general, the structural work observed on site appears to be in conformance with the contract documents and within industry standard. The omission of items noted on any previous reports from the preceding list does not indicate that deviations noted previously have been fixed to meet the requirements of the contract documents. The preceding items indicate specific items accessible to view in the areas observed at this visit to the site. No other deviations from the contract drawings were noted in these areas.



AHBL provides periodic construction observation in accordance with Chapter 17 of the International Building Code. The general contractor is responsible for providing quality control review of the in-place framing, and demonstrating compliance with the contract documents. As the structural engineer of record, AHBL does not perform structural inspection or testing of the project during construction.

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End of Field Report

TJL/

Q:\2020\2200788\20\_STR\WON\_CAD\CONST\Field Reports\2200788.20.20- AHBL Field Report 02.docx

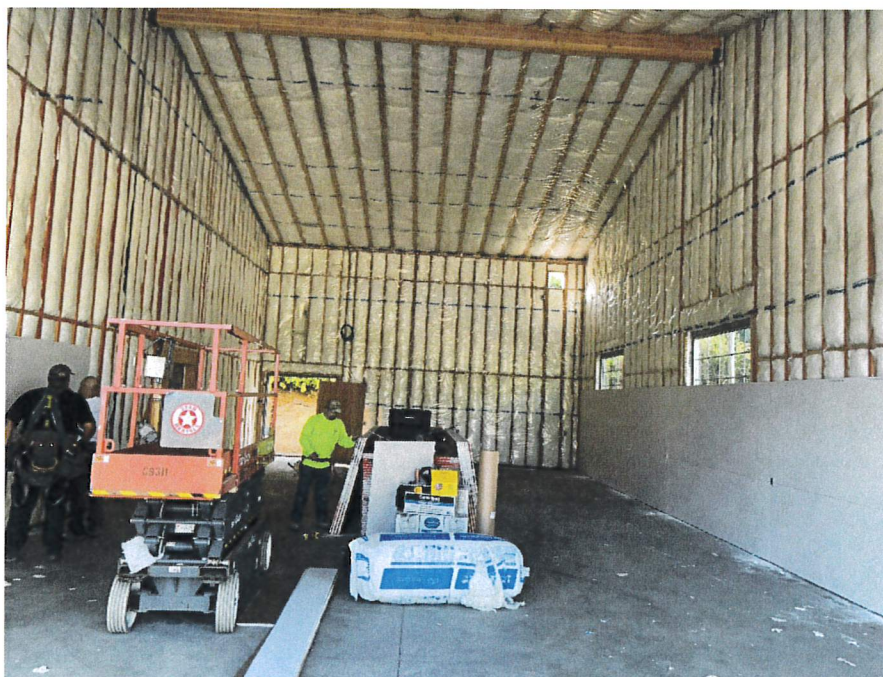


Front of Shop Addition



Side of Shop Addition





Shop Addition Interior



Mezzanine Interior



Mezzanine Exterior



Existing (Previously Modified) Garage Door



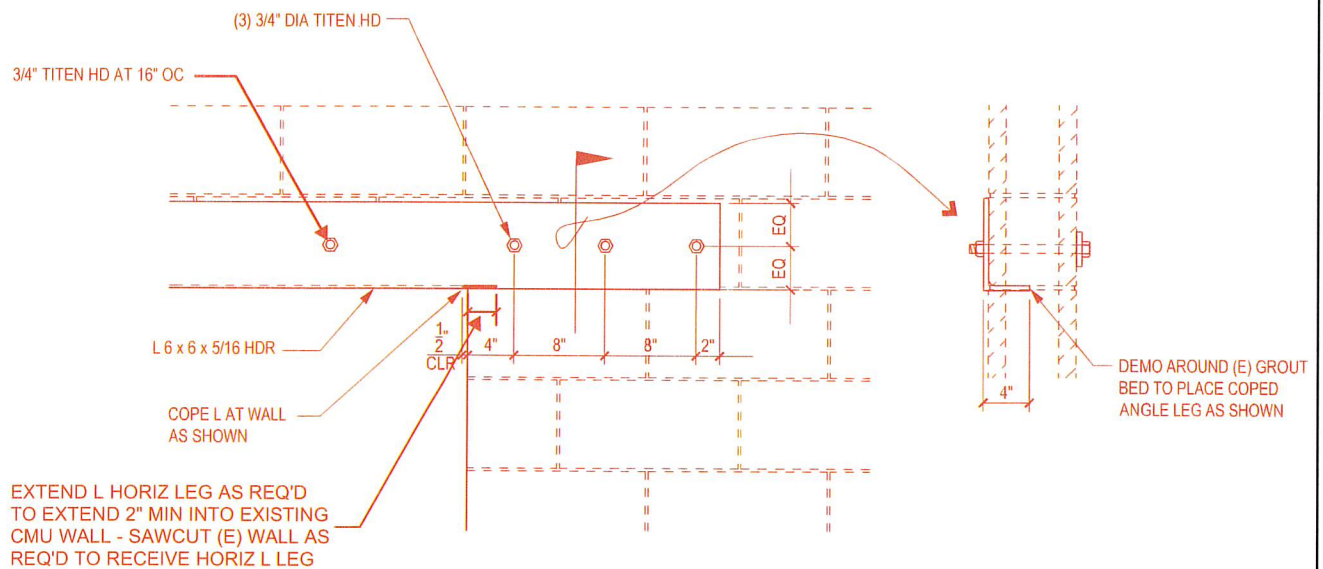


Cracking at Mortar above Modified Garage Door



Steel Channel Columns and Angle Girts





2215 North 30th Street, Suite 300  
Tacoma, WA 98403  
253.383.2422 TEL 253.383.2572 FAX

## STEILACOOM SD MAINTENANCE BLDG IMPROVEMENTS

### STEEL HEADER AT EXISTING PREVIOUSLY MODIFIED DOOR

DRAWN BY: TJL

DATE: 08/25/2022

JOB NO.: 2200788.20

**SSK-03**



Pease & Sons, Inc.  
PO Box 44100  
Tacoma, WA 98448-0100  
(253) 531-7700

Change Order Proposal/Breakdown Summary

Project Name: Stellacoom Maintenance Facility Improvements

COP/Issue #: 022

Project No. 8049

Source/Ref. Documents: CCD 006

Date: 9/20/2022

Contractor: Pease & Sons, Inc.

Contract No.

Description: Structural corrections at existing OH door per PCS field report

1. DIRECT CRAFT LABOR COST (from attached cost breakdown form) \$ 354.56

a. crew (apprentices, journeymen, & laborers)	\$ -
b. foreman	\$ 354.56
c. lead foreman	\$ -
DIRECT LABOR SUBTOTAL	\$ 354.56
Supervision	
d. direct supervision (0% of 1a)	\$ -
e. small tools/safety (0% of lines 1a, b, & c)	\$ -

2. MATERIAL COST (from attached cost breakdown form) \$ -

3. EQUIPMENT COST (from attached cost breakdown form) \$ -

SUBTOTAL 1 thru 4 \$ 354.56

5. OVERHEAD & PROFIT \$ 53.18

a. 15% portion of 1, 2, 3, & 4	\$ 53.18
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6. LOWER-TIER SUBCONTRACTORS \$ 2,164.00

a. Moe Welding & Erecting	\$ 2,164.00
b.	
c.	\$ -
d.	\$ -
e.	\$ -
f.	\$ -

7. OVERHEAD & PROFIT ON SUB-TIER SUBCONTRACTORS \$ 173.12

a. 8% of Line 6 for each sub	\$ 173.12
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8. PERFORMANCE BOND \$ 54.90

a. 2% of Subtotal (Line 1-7)	\$ 54.90
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TOTAL COST \$ 2,799.76

Owner (Central Pierce Fire)

Architect (TCA)

Pease & Sons, Inc

\_\_\_\_\_

COP/Issue No.:	022
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Date: 9/20/2022

Contract No.:	0
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Page 1 of 1



## COP Wage Rates

Project Name: Steilacoom Maintenance Facility Improvements  
 Project No: 8049  
 Contractor: Pease & Sons, Inc.

Trade & Position		Carpenter Foreman	Carpenter	Laborer Foreman	Laborer	Plumber Foreman	Plumber			
Rate Schedule Date*		06/01/22	06/01/22	06/01/22	06/01/22	06/01/22	06/01/22	01/01/19	01/01/19	01/01/19
Prevailing Wage (incl. Benefits)										
1. Hourly Wage Rate		\$ 56.58	\$ 51.44	\$ 45.36	\$ 42.86	\$ 63.49	\$ 57.72			
2. Hourly Benefits		\$ 20.09	\$ 20.09	\$ 13.94	\$ 13.94	\$ 25.75	\$ 25.75			
Subtotal		\$ 76.67	\$ 71.53	\$ 59.30	\$ 56.80	\$ 89.24	\$ 83.47	\$ -	\$ -	\$ -
Rate										
3. FUI	0.60%	\$ 0.34	\$ 0.31	\$ 0.27	\$ 0.25	\$ 0.33	\$ 0.30	\$ -	\$ -	\$ -
4. FICA	6.20%	\$ 3.67	\$ 3.73	\$ 2.81	\$ 2.65	\$ 3.94	\$ 3.58	\$ -	\$ -	\$ -
5. MEDICARE	1.45%	\$ 0.87	\$ 0.75	\$ 0.65	\$ 0.62	\$ 0.92	\$ 0.84	\$ -	\$ -	\$ -
6. SUI	5.93%	\$ 3.35	\$ 3.05	\$ 2.59	\$ 2.54	\$ 3.76	\$ 3.42	\$ -	\$ -	\$ -
7. L&I W/C Premium		\$ 2.24	\$ 2.24	\$ 2.24	\$ 2.24	\$ 1.22	\$ 1.22	\$ 3.00	\$ 3.00	\$ 3.00
8. FMLA	0.16%	\$ 0.25	\$ 0.23	\$ 0.27	\$ 0.27	\$ 0.10	\$ 0.09	\$ -	\$ -	\$ -
9. WA ST PD SICK LEAVE	2.86%	\$ 1.82	\$ 1.47	\$ 1.30	\$ 1.23	\$ 1.62	\$ 1.35	\$ -	\$ -	\$ -
Total		\$ 88.64	\$ 82.62	\$ 69.34	\$ 66.41	\$ 101.38	\$ 94.62	\$ 3.00	\$ 3.00	\$ 3.00
Normal 1.5x Overtime Rates Calculate Automatically										
OT Wage Rate @ 1.5x		\$ 84.97	\$ 77.16	\$ 68.04	\$ 64.29	\$ 95.24	\$ 86.59	\$ -	\$ -	\$ -
Benefits		\$ 20.09	\$ 20.09	\$ 13.94	\$ 13.94	\$ 25.75	\$ 25.75	\$ -	\$ -	\$ -
Subtotal		\$ 104.96	\$ 97.25	\$ 81.98	\$ 78.23	\$ 120.99	\$ 112.33	\$ -	\$ -	\$ -
Taxes Lines 3-6		\$ 14.09	\$ 13.27	\$ 11.70	\$ 11.12	\$ 13.00	\$ 12.28	\$ -	\$ -	\$ -
L&I W/C Premium		\$ 2.24	\$ 2.24	\$ 2.24	\$ 2.24	\$ 1.22	\$ 1.22	\$ 3.00	\$ 3.00	\$ 3.00
Total Overtime Rate		\$ 121.80	\$ 112.76	\$ 95.92	\$ 89.59	\$ 135.71	\$ 125.83	\$ 3.00	\$ 3.00	\$ 3.00
Premium Portion Only		\$ 33.10	\$ 30.14	\$ 26.58	\$ 23.17	\$ 34.33	\$ 31.21	\$ -	\$ -	\$ -

NOTES: \* Rate schedule date is the date of the Dept. of Labor & Industries Prevailing Wage Rate used or the Union Agreement.

Lines 1 & 2 are wages & fringe benefits

Line 3 (FUI) is Federal Unemployment Tax Act

Line 4 (FICA) is Federal Insurance Compensation Act/Social Security

Line 5 (Medicare) is FICA medical aid

Line 6 (SUI) is State Unemployment Insurance

Line 7 (L&I) is the Workers' Compensation premium

Project No: 8049

Pease &amp; Sons, Inc.

The Regional Adjustment used in this form = 0.986

[illegible]

**Moe Welding & Erecting, LLC**  
11012 Canyon Rd E ste 8 pmb 873 Puyallup, WA 98373  
253-212-0043 (office), 253-592-5250 (cell)  
Email: [moeweldingereciting@gmail.com](mailto:moeweldingereciting@gmail.com)  
[mwestimating@gmail.com](mailto:mwestimating@gmail.com)

ATTN: Josh

REF: Galv angle

This budgetary proposal is respectfully submitted for your review and consideration on the above referenced project. All work is to be accomplished in full compliance with W.I.S.H.A., OSHA erection rules per Subpart R-1926.752(e), safety regulations and Moe Welding & Erecting, Fall Protection Work Plan and Accident Prevention Program. All work to be completed in a timely manner in accordance with A.I.S.C. Industry Standards,

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**SPECIFIC SECTIONS: 051200 (Struc. Steel)**

**BASE BID: \$2,164.00 LUMP SUM**

**BASE BID SCOPE OF WORK AND BREAK DOWN**

We hereby propose to provide supervision, labor, and equipment to Supply and install only those specific items listed below. Any extra work other than owner change orders will per charged at out standard field rate of \$161.00 per man per hour.

1. Supply (1) Galv, 6x6x5/16 x 18'-0 angle per sketch supplied by GC
2. Supply bolts
3. Deliver materials
4. Install Galv angle

September 20, 2022

**BID QUALIFICATIONS:**

1. **Bid Acceptance:** Proposal offer is “conditional” on:
  - a. Contractor having an acceptable credit rating (D & B, A-1 or better)
  - b. Contractor issuing a change order (not subcontract) that is approved in thirty days or less
  - c. Contractor providing an acceptable change order /subcontract similar to standard AGC or AIA subcontracts that also incorporates all the terms, bid qualifications and exclusions noted herein to define and limit the scope of our work.
2. **Mobilization:** Pricing is based on one (2) mobilization; for equipment and crew to off-load and erect contractor’s material in one continuous operation until complete. Steel is to be delivered to the site in zone packages. Additional mobes if required it will be charged at \$ 600.00 per occurrence. This does not include heavy equipment (Cranes, forklift, scissor lifts, etc.) Moe welding & Erecting to be provided onsite parking for one utility /tool truck during erection phase.
3. **Work Schedule/Hours:** Pricing is based on performing our scope within a normal sequence and mutually agreeable schedule while working a standard 40-hour workweek, between the hours of 7:00 a.m. and 4:30 p.m., holidays and weekends excluded. Premium time and costs for working on an accelerated or fast track schedule are not included.
4. **Work Area Access:** Per A.I.S.C. Code of Standard Practice, section 7 most current edition. In addition all anchor bolts need to be pre cleaned, threads chased and have shim packs set to grade prior to erection start. Concrete needs to be removed from all embeds that receive field welding.
5. **Bid Documents:** Contractor to provide, at no cost three (3) complete sets of bid documents (2 full size and 1 half size) and at least three (3) sets of approved erection drawings.
6. **Site Survey:** Contractor to assure all preceding work has been accomplished per plans and specifications prior to Moe Welding & Erecting, being scheduled to commence work. Contractor to be responsible for providing marked grid lines each way and elevation marks per work level.
7. **Inspection/Testing Support:** Subcontractor will allow use of its scaffolding and ladders for inspection of Subcontractor’s work during normal working hours while we are performing work onsite. Any other equipment or labor necessary to facilitate inspection is excluded.
8. **Existing Conditions:** Contractor to be responsible for all demolition and removal of existing materials to provide clear, unobstructed access to work area including fireproofing. Any special shoring, ventilation, task lighting, barricades, protection of the public or existing materials, Hazmat removal, monitoring, testing, special physical exam or clothing, etc., shall also be the responsibly of the Contractor.
9. **Hot Work Protection:** Contractor to cover or protect any stored or in place material (glass, concrete, metal panels, etc.) In our work area that can be damaged by grinding residue or hot sparks/slag etc. From our welding or cutting operations.
10. **Sales Tax:** Paid by owner, our proposal excludes sales tax.
11. **Back Charges:** Contractor shall not perform any extra work or repair work on subcontractor’s behalf unless notified in writing prior to performing the work. Subcontractor shall be provided the opportunity to review and correct the work itself or authorize and monitor work performed “by others.”
12. **Power:** Contractor shall provide sufficient electrical power for our equipment and welders (if generators are supplied, contractor must supply generator fuel) welding will require 220volt 50 amp per machine. Assume (3) machines will be used.
13. **Hoisting:** GC to supply forklift and scissor lift.
14. **Bolts:** Contractor to supply twist off type bolts for steel erection and assembly in lieu of A325 hard bolts.

**SPECIFIC EXCLUSIONS:**

September 20, 2022

1. Lines/Grades/Elevations
2. Field measurements
3. Any materials not specifically listed under scope of work herein.
4. A.I.S.C. certification
5. Caulking, grouting, cutting, drilling, or sealing of any work.
6. Touch up or finish painting
7. As-built drawing responsibilities.
8. Quality assurance or quality control programs.
9. Street use permits, traffic control, barricades or flagmen.
10. Protection of existing structure(s) glass, pre-cast panels, roofing, finish materials, combustible materials, floor surfaces, etc., that can be damaged by hot sparks or equipment tire marks.
11. All work relating to fireproofing, including removal or patching.
12. Shoring.
13. Epoxy (supplied by others)
14. All work defined in project civil, landscape, architectural, mechanical or electrical drawings.
15. Provisions for payment or performance bond premiums, permits and taxes there on.
16. Builders All Risk Insurance or deductibles relating to same.
17. Snow and/or water removal.
18. All work customarily performed by trades other than Ironworkers.
19. Waiver of subrogation for Washington State Industrial Insurance.
20. Inventory of contractor provided materials and storage.
21. Any installation not listed in scope of work section of bid proposal.
22. Steel members that bolts to or through wood or gage metals
23. Hoisting and man lifts
24. All nonferrous metals, including aluminum ladders
25. Deck penetrations/roof openings that are not shown on structural drawings
26. All demolition including removal of Paint, fire proofing, concrete, or any other materials.
29. All welding, epoxy and any other inspection cost
30. Rebar or rebar welding
31. Fire watch
32. Storage and quality control cost for all material.
33. Disposal of debris, scrap material and garbage waste. (We will pick up and put in container provided by contractor)
34. Core drilling
35. Gage metal and all attachments other than metal decking and related edge form.
36. Special mobilization to off load any material that arrives prior to mutually agreed scheduled erection start.
37. Any proprietary /special manufacture tools (to be supplied by contractor or manufacturer)
38. Epoxy certification.
39. All dust control (other than vacuum attachments on our drills) for roto hammering and drilling of concrete or masonry.
40. Welding flash protection/partitions.

**PAYMENT TERMS:**



September 20, 2022

1. Net 10 days from Moe Welding & Erecting with a 1.5% discount for early payment will be accepted by general contractor
2. Maximum of 5% retention on monies due for erection portion of work
3. Retention to be paid within 45 days after Moe Welding Erecting's completion of its work. Not project completion
4. All MWE Inc. extra work orders that are signed by contractor representative will be considered an authorized change order and will be paid by contractor with or without owner change order

If not accepted within 30 days of project bid date, this proposal is subject to review, possible price escalation and/or withdrawal without further notification. If accepted, this entire proposal is to be incorporated within the purchase order/subcontract body or by reference and attachment and will take precedence over any conflicting language elsewhere in contract in regard to work scope definition.

Respectfully submitted,

**Moe Welding & Erecting, LLC**  
Moe Holland, Member

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: October 19, 2022

## **Strategic Focus Area**

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

## **BACKGROUND INFORMATION**

Resolution 901-10-19-22 authorizes a proposition for the issuance of general obligation bonds in the amount of \$116 million to be placed on the ballot on February 14, 2023.

The funds from the bonds would be used to refinance land and construct a new elementary school, a high school stadium, performing arts center, career technical education space and high school and middle school classrooms; and make safety, security and accessibility improvements districtwide and capital improvements to the District's elementary schools

After receiving preliminary information on property tax values from the county assessor, and projecting enrollment and estimating costs over the next six years, staff developed a draft schedule of projects to address the facility needs identified by the Long Term Capital Facilities Citizens Committee. This schedule meets the board's interests as communicated in previous board meeting:

- To ensure the highest priority items identified by the citizens committee are addressed based on student needs;
- To maintain a stable and predictable tax rate within the district;
- To ensure appropriate management oversight and control over the projects as they occur.

Staff has worked with BLRB Architects, Piper Sandler in developing the cost estimates and projected bond issuance and payment schedules. The resolution was drafted by Faith Pettis of Pacifica Law Group to meet all legal standards related to bond elections.

If approved the bond indebtedness would be limited to the amounts provided in the resolution. The district has used a conservative prediction of 3% annual assessed valuation growth. If assessed values increase more than predicted, the district would either lower rates or reduce the term of the loan – to ensure taxpayers pay the least amount of property taxes over the life of the bond.

## **RECOMMENDED ACTION:**

I move to approve Resolution 901-10-19-22, authorizing the superintendent to deliver a certified copy to the Pierce County Auditor and placing the bond proposition before voters on February 14, 2023.

**Report prepared by:**  
**Shawn Lewis, Community Relations and Planning**

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1  
PIERCE COUNTY, WASHINGTON

GENERAL OBLIGATION BONDS

RESOLUTION NO. 901-10-19-22

A RESOLUTION of the Board of Directors of the Steilacoom Historical School District No. 1, Pierce County, Washington, providing for the form of the ballot proposition and specifying certain other details concerning submission to the qualified electors of the District at a special election to be held therein on February 14, 2023, of a proposition for the issuance of its general obligation bonds in the aggregate principal amount of not to exceed \$116,000,000, or so much thereof as may be issued under the laws governing the indebtedness of school districts for the purpose of providing funds to construct, equip, renovate, expand and make certain capital improvements to the facilities of the District and authorizing the Superintendent or Chief of Finance and Operations to submit a request for eligibility for the Washington State School District Credit Enhancement Program.

ADOPTED OCTOBER 19, 2022

PREPARED BY:  
PACIFICA LAW GROUP LLP  
Seattle, Washington

RESOLUTION NO. 901-10-19-22

Table of Contents<sup>1</sup>

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Section 5. Bond Election.....	6
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<sup>1</sup> This Table of Contents is not a part of the following resolution.

RESOLUTION NO. 901-10-19-22

A RESOLUTION of the Board of Directors of the Steilacoom Historical School District No. 1, Pierce County, Washington, providing for the form of the ballot proposition and specifying certain other details concerning submission to the qualified electors of the District at a special election to be held therein on February 14, 2023, of a proposition for the issuance of its general obligation bonds in the aggregate principal amount of not to exceed \$116,000,000, or so much thereof as may be issued under the laws governing the indebtedness of school districts for the purpose of providing funds to construct, equip, renovate, expand and make certain capital improvements to the facilities of the District and authorizing the Superintendent or Chief of Finance and Operations to submit a request for eligibility for the Washington State School District Credit Enhancement Program.

WHEREAS, improvements to school facilities are needed in Steilacoom Historical School District No. 1, Pierce County, Washington (the “District”) in order to provide the students of the District with adequate, proper and safe educational facilities; and

WHEREAS, in order to provide part of the funds to enable the District to construct, equip, renovate, expand and make such necessary capital improvements to its facilities, it is deemed necessary and advisable that the District issue and sell its unlimited tax general obligation bonds in the principal amount of not to exceed \$116,000,000 (the “Bonds”); and

WHEREAS, the Constitution and laws of the State of Washington (including RCW 28A.530.010 and RCW 84.52.056) provide that the question of whether or not such Bonds may be issued and sold for such purposes and taxes levied to pay such Bonds must be submitted to the qualified electors of the District for their ratification or rejection; and

WHEREAS, in chapter 39.98 RCW (the “Credit Enhancement Act”), the State Legislature established a credit enhancement program (the “Program”) for voter-approved school district general obligation bonds; and

WHEREAS, Section 39.98.040 of the Credit Enhancement Act authorizes the State Treasurer to make a determination whether a school district is eligible for participation in the Program under rules adopted by the state finance committee; and

WHEREAS, if the proposition is approved, the District may elect to participate in the Program upon an administrative determination that it is cost-effective;

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

Section 1. Findings. The Board of Directors (the “Board”) hereby finds and declares that the best interest of the students and other inhabitants of the District require the District to carry out the plans hereinafter provided at the time or times and in the order deemed most necessary and advisable by the Board.

Section 2. Capital Improvements. The District shall undertake the following capital improvements to the District facilities (together, the “Improvements”):

- Construct a new elementary school on District owned property;
- Construct a new stadium at Steilacoom High School;
- Construct a new performing arts center at Steilacoom High School;
- Construct new career technical education program space at Steilacoom High School;
- Construct additional classroom space at Pioneer Middle School and Steilacoom High School;
- Make capital improvements to program space and building infrastructure at the District’s four elementary schools: Anderson Island, Chloe Clark, Saltar’s Point and Cherrydale

- Make District-wide safety and security improvements, asset preservation improvements and safety life cycle upgrades, including:
  - Secure entrances;
  - Critical systems, such as fire and communication systems;
  - Fencing;
  - Security lighting;
  - Parking and traffic safety improvements;
  - Accessibility in compliance with the Americans with Disabilities Act; and
  - Community-shared playground and athletic field reinvestments.
- Refinance non-voted debt used to purchase an elementary school site in DuPont, Washington.

The cost of all necessary architectural, engineering, and other consulting services, inspection and testing, administrative and relocation expenses, on and off-site utilities, site acquisition, related improvements and other costs incurred in connection with the making of the foregoing capital Improvements shall be deemed a part of the costs of such Improvements. Such Improvements shall be complete with all necessary furniture, equipment and appurtenances. In addition, capitalized interest as permitted by RCW 39.46.070 shall be deemed a part of the cost of such Improvements.

If available funds are sufficient from the proceeds of Bonds authorized for the above purposes, and state or local circumstances require, the District shall use such funds to pay the principal of or interest on the Bonds or acquire, construct, equip and make other capital improvements to the facilities of the District, all as the Board may determine, after holding a public hearing thereon pursuant to RCW 28A.530.020.

The District shall determine the application of available moneys as among the various Improvements set forth above so as to accomplish, as nearly as may be, all of the Improvements described or provided for in this section. The District shall determine the exact extent and specifications for construction of structures or other improvements.

If the Board shall determine that it has become impractical to accomplish any of such Improvements or portions thereof by reason of state or local circumstances, including changed conditions, incompatible development or costs substantially in excess of those estimated, the District shall not be required to accomplish such Improvements and may apply the Bond proceeds or any portion thereof to other portions of the Improvements, to other capital improvements, or to payment of principal of or interest on the Bonds, as the Board may determine after holding a public hearing thereon pursuant to RCW 28A.530.020.

In the event that the proceeds of the sale of the Bonds, plus any other moneys of the District legally available, are insufficient to accomplish all of the Improvements provided by this section, the District shall use the available funds for paying the cost of those Improvements for which the Bonds were approved deemed by the Board most necessary and in the best interest of the District.

It is anticipated that the District may receive funds from the State of Washington pursuant to chapter 28A.525 RCW in the estimated amount of up to \$2,500,000. The District intends to apply such state construction assistance funds to the Improvements described in Section 2. Should the Improvements described in Section 2 be funded from other sources, including but not limited to proceeds of the Bonds, or should the District receive more than the estimated amount of state construction assistance funds, state construction assistance funds may be used to make other capital improvements to the facilities of the District as the Board may determine after holding a public hearing thereon pursuant to RCW 28A.530.020.



Section 3. Authorization of Bonds. For the purpose of providing part of the funds necessary to pay the cost of the Improvements described in Section 2 hereof and/or to reimburse the District for such costs to the extent that District funds have been used for such purposes, together with incidental costs and costs related to the sale and issuance of the Bonds, the District shall issue and sell its unlimited tax levy general obligation bonds in the principal amount of not to exceed \$116,000,000. The balance of the cost of such Improvements shall be paid out of any moneys which the District now has or may later have on hand which are legally available for such purposes, including mitigation fees, impact fees, and out of possible state or federal grants of money. None of the Bond proceeds shall be used for the replacement of equipment or for other than a capital purpose. Such Bonds shall be issued in an amount not exceeding the amount approved by the qualified electors of the District as required by the Constitution and laws of the State of Washington or exceeding the amount permitted by the Constitution and laws of the State of Washington.

Section 4. Details of Bonds. The Bonds provided for in Section 3 hereof shall be sold in such amounts and at such time or times as deemed necessary and advisable by this Board and as permitted by law, shall bear interest at a rate or rates not to exceed the maximum rate permitted by law at the time the Bonds are sold, and shall mature in such amounts and at such times within a maximum term of twenty-one (21) years from date of issue, but may mature at an earlier date or dates, as authorized by this Board and as provided by law. Said Bonds shall be general obligations of the District and, unless paid from other sources, both principal thereof and interest thereon shall be payable out of annual tax levies to be made upon all the taxable property within the District without limitation as to rate or amount and in excess of any constitutional or statutory tax limitations. The exact date, form, terms and maturities of said Bonds shall be as hereafter fixed

by resolution of the Board. After voter approval of the bond proposition and in anticipation of the issuance of such Bonds, the District may issue short term obligations as authorized and provided by chapter 39.50 RCW. The proceeds of the Bonds may be used to redeem and retire such short term obligations or to reimburse the District for expenditures previously made for such Improvements.

Section 5. Bond Election. It is hereby found and declared that the best interests of the District requires the submission to the qualified electors of the District of the proposition of whether the District shall issue the Bonds at a special election to be held on February 14, 2023. The Pierce County Auditor as *ex officio* supervisor of elections in Pierce County, Washington is hereby requested also to call and conduct the special election to be held within the District and to submit to the qualified electors of the District the proposition set forth below. The Secretary of the Board is hereby authorized and directed to certify the proposition to said officials in the following form:

PROPOSITION NO. 1

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1  
GENERAL OBLIGATION BONDS - \$116,000,000

The Board of Directors approved Resolution #901-10-19-22 concerning this proposition for bonds. This proposition authorizes the District to refinance land and construct a new elementary school, a high school stadium, performing arts center, career technical education space and high school and middle school classrooms; and make safety, security and accessibility improvements districtwide and capital improvements to the District's elementary schools, by issuing \$116,000,000 of general obligation bonds maturing within 21 years; and to levy excess property taxes annually to repay the bonds, as described in Resolution #901-10-19-22.

Should this proposition be approved?

YES ..... ☐

NO ..... ☐

The Secretary of the Board is hereby authorized to (a) present a certified copy of this resolution to the Pierce County Auditor, (b) approve changes to the ballot title, if any, deemed necessary by the Pierce County Auditor or the Pierce County Prosecuting Attorney, and (c) perform such other duties as are necessary or required by law to submit the proposition to the voters. All actions of the District or its staff or officers taken prior to the effective date of this resolution and consistent with the objectives and terms of this resolution are ratified and confirmed.

Section 6. Request for Eligibility for the Credit Enhancement Program. In preparation for the issuance and sale of the Bonds after approval by the voters, the Board hereby requests that the State Treasurer issue a certificate of eligibility in favor of the District for participation by the District in the Program with respect to the Bonds. The Superintendent or Chief of Finance and Operations are hereby authorized, following voter approval, to submit such applications, resolutions and certifications as shall be required by the State Treasurer in reviewing the District's request for participation.

Section 7. Severability. In the event that any provision of this resolution shall be held to be invalid, such invalidity shall not affect or invalidate any other provision of this resolution or the Bonds, but they shall be construed and enforced as if such invalid provision had not been contained herein; provided, however, that any provision which shall for any reason be held to be invalid shall be deemed to be in effect to the extent permitted by law.

Section 8. Effective Date. This resolution shall become effective immediately upon its adoption.

ADOPTED by the Board of Directors of Steilacoom Historical School District No. 1, Pierce County, Washington, at a regular meeting held this 19th day of October, 2022.

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

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Chair and Director

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Director

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Director

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Director

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Director

ATTEST:

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Secretary, Board of Directors

## CERTIFICATE

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

1. That the attached resolution is a true and correct copy of Resolution No. 901-10-19-22 of the Board (the “Resolution”), duly adopted at a regular meeting thereof held on the 19th day of October, 2022.

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

IN WITNESS WHEREOF, I have hereunto set my hand this \_\_\_\_ day of \_\_\_\_\_, 2022.

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Secretary, Board of Directors

OFFICIAL BALLOT  
STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1  
PIERCE COUNTY, WASHINGTON  
February 14, 2023

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

PROPOSITION NO. 1

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1  
GENERAL OBLIGATION BONDS - \$116,000,000

The Board of Directors approved Resolution #901-10-19-22 concerning this proposition for bonds. This proposition authorizes the District to refinance land and construct a new elementary school, a high school stadium, performing arts center, career technical education space and high school and middle school classrooms; and make safety, security and accessibility improvements districtwide and capital improvements to the District's elementary schools, by issuing \$116,000,000 of general obligation bonds maturing within 21 years; and to levy excess property taxes annually to repay the bonds, as described in Resolution #901-10-19-22.

Should this proposition be approved?

YES ..... ☐

NO ..... ☐

NOTICE

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1  
PIERCE COUNTY, WASHINGTON

February 14, 2023

NOTICE IS HEREBY GIVEN that on February 14, 2023, a special election will be held by mail ballot in the above-named school district for the submission to the qualified electors of said school district of the following proposition:

PROPOSITION NO. 1

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1  
GENERAL OBLIGATION BONDS - \$116,000,000

The Board of Directors approved Resolution #901-10-19-22 concerning this proposition for bonds. This proposition authorizes the District to refinance land and construct a new elementary school, a high school stadium, performing arts center, career technical education space and high school and middle school classrooms; and make safety, security and accessibility improvements districtwide and capital improvements to the District's elementary schools, by issuing \$116,000,000 of general obligation bonds maturing within 21 years; and to levy excess property taxes annually to repay the bonds, as described in Resolution #901-10-19-22.

Should this proposition be approved?

YES ..... ☐

NO ..... ☐

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Pierce County Auditor

TO: Board of Directors  
FROM: Instructional Materials Committee; Paul Harvey-Chair  
RE: Social Studies Course and Content Review Update  
DATE: October 19, 2022

## **Introduction**

Per the policy and procedure 2020/2020P, the school district will engage in a regular cycle of curriculum reviews. This is a different process from curriculum adoption, in which we have frequently engaged over the past several years. The curriculum review process examines our existing courses with the focus on describing the current content taught and materials used. The objectives of the review are to:

1. Review relevance, rigor, and alignment to state standards
2. Assess the efficacy of core instructional materials
3. Review the processes and resources used to assess student progress and teacher professional learning

## **Process**

The re-adoption of the seven-year curriculum review cycle is a commitment to the board and the community made by the district at the start of 2022. Social studies was selected as the content area for a few reasons. One motivating factor was school board, community, and teacher interest in reviewing and clarifying the core social studies curriculum. Another factor was that mathematics, science, and reading had all recently completed adoptions, which provided an opportunity for social studies to undergo a needed review. The other main factor was the age of the core materials, which has been a recurring concern expressed by our teachers. Our process followed the prescribed steps and content outlined in policy and procedure. The IMC met in January of this year to overview the timeline and the responsibilities of the curriculum review. The committee met 14 times from February through September to review the collection of materials; to analyze the scope of the K-12 content; to complete a bias review; and to ask and answer questions specific to our social studies curriculum.

In late spring, the secondary social studies teachers and all K-5 teachers were updated on the project. During the review process, teachers and building administrators were consulted on the curriculum materials used and were asked to communicate needs and recommendations as to the future of social studies curriculum development in our district. Communication and involvement came in many forms including email exchanges, focus group interviews, and assignments of material-gathering and sense-making.



### **Bias review**

As part of the required board procedure, curriculum material will be screened for bias. To accomplish this step, we employed our district's Diversity, Equity, and Inclusion (DEI) committee members to perform the bias review. DEI members who participated were given training materials and the model rubric. Sample core curriculum materials were reviewed at each grade band against the OSPI equity and bias screener. The DEI committee members each selected at least one of the sample units and scored it accordingly during two workshop sessions held in May.

### **Core Material Review and Analysis**

After many weeks and months of collecting, organizing, and analyzing the existing core curriculum materials, a list of all core material was created. This list is in Appendix A and is listed by grade for K-8 and by course for high school.

To provide more detail to our stakeholders, Appendix A also includes a grade by grade and course by course overview of core material used and contents. This format was created by the IMC members after deliberation about what is useful course information for parents and the public. The recommendation from the IMC members was to make it clear what core text or material aligned with which grade, and also to keep the information succinct so that it is easy to understand and does not overwhelm people seeking information about the curricula. Each of our curricula incorporate the state social studies standards.

The following are comments and observations about the curricula, as it was reviewed by IMC members and our by our teachers.

### **Kindergarten to 5th Grade**

The Wonders reading curriculum provides cross-curricular content including social studies and science for grades K-3. Social studies lessons and content are embedded within our year-long core reading curriculum. This is a good model as it helps develop content-based vocabulary and is age-appropriate. Teachers who served on the priority standards committee expressed that there was a need for coherence and consistency with content and materials. Many teachers reported that they were developing and planning their content and materials independently to match material to learning standards, using a variety of supplemental materials to achieve this instructional objective. Lack of common awareness of what materials were being used across grade levels was a theme expressed by teachers. This perspective is in contrast to math and reading which have more recent adoptions of core materials, and staff have benefitted from collective training during the implementation of those new curricula.

## **Middle School**

The listed core texts in the middle grades were adopted several years ago and have been used for a long period of time. The current set of materials have been thoughtfully curated over several years and represent a focus on priority learning standards and teacher collaboration. Several years ago, the text inventory was not large enough to allow for checkout to each student. The texts for each grade level remained in the classroom and formed the basis of the course outlines. Over time, the staff collaborated and procured more topical, engaging, and rigorous material and incorporated those resources into the curriculum. The teachers reported the development of materials by staff was necessary to stay current with standards and relevant to the course objectives. These selected standards and curriculum materials used with students are easily accessible to students and parents through the teachers' websites. The teachers have made a point to emphasize research and project-based learning opportunities and assessments, all aligned to the grade level standards.

Middle school teachers expressed confidence in designing and organizing their curriculum, but found that time to do that work was challenging. The middle school teachers expressed interest and enthusiasm in engaging in the review work, as we have emerged from COVID-impacted school years and it is an opportune time to do a reflection and to update the curriculum as needed. Middle school teachers shared appreciation for the opportunity to design parts of their curriculum. Rigor is a priority for the middle school teachers as evidenced by the emphasis on writing and research-based projects and assessments.

## **High School**

The high school curriculum was found to be relevant and rigorous. The extensive offerings in high school provide our students with a wide variety of content to match interests and college and career pathways. The high school curriculum includes four AP courses which is more than any other department in the school. AP provides students with access to accelerated learning and college credit, saving students time and money if they earn qualifying scores on the annual examinations. Teachers shared that creation of common assessments occurs at the school.

## **Bias Screening**

The OSPI *Screening tool for biased content in instructional materials* was applied to samples from all grade spans. The tool is meant to support districts in the review and adoption processes and is a required component of our district procedure for curriculum materials. From the screener introduction:

“Representation in the instructional material should reflect the rich cultural

diversity and lived experiences of all students.” There are six evaluation tool criteria which include: Variety of roles and character traits; multiple perspectives and contributions; multicultural representations; imagery and language; family representation; and teacher guidance. The tool has a 0 to 2 point rating scale with ‘not met,’(0) ‘partially met,’(1); and ‘met’(2) options for scoring. The bias review conducted by members of our district DEI committee found that our current materials mostly score in the ‘partially meets’(1) score. The review team attributed this common rating mostly to the age of the materials. There were no recommendations to discontinue the curriculum reviewed, though the consensus was that the materials could be modernized for contemporary content and student interest level. Positive responses to our curriculum from district reviewers included: Our curriculum provides a good amount of useful graphic organizers to support understanding; there is a good amount of visual imagery of different gender, ethnicity, and persons with disabilities; and there are features that attempt to draw historical connections to student’s modern world.

### **Recommendations**

Recommendations for changes, continuation of practices, and exploration of new material are broken down by great span the same as in the findings section.

#### **Kindergarten to 5th Grade**

The recommendation for K-5 social studies curriculum is to use the Wonders curriculum as the core content and material for social studies instruction. This has many benefits. First, it saves the district from buying a separate curricula for which teachers would be hard-pressed to find specific time during the school day to learn new material and to plan new lessons. This also provides a cost savings to the district, and it is also a time savings for Teacher whereas they can teach literacy and social studies concepts and content simultaneously. The Wonders curricula is explicit in calling out social studies and science connections, which prevents creating extra work for the teachers in filtering and indexing those lessons and units themselves. Wonders is the adopted elementary reading curriculum, and is already accessible to all of our teachers.

In 4th and 5th grade, because of the age of the published textbooks, there are challenges with providing access to adopted materials. The teachers also expressed a need to have a curriculum that is aligned with current information text standards, which is an area on state and internal assessments where our students struggle. Teachers want to explore curriculum that has project based learning options, which has evidence-based support for increasing rigor and student engagement.

Teachers who served on the priority standards committee expressed the desire for clarity on the standards and having common materials and content throughout the school.

### **Middle School**

An interview with the social studies teachers grades 6 through 8 highlighted the good and ongoing work the social studies teachers at Pioneer Middle School are doing. They have curated an effective and coherent scope and sequence that is aligned to state learning standards. Their curriculum design incorporates the elements of Universal Design for Learning (UDL). This is in alignment with the district's vision around Enriched Core Instruction (ECI). The staff at Pioneer have made a recommendation to explore new and different resources including History Alive and Open Educational Resources (OER), following this report through the end of the 2022- 2023 school year. At that time a recommendation can be made to explore the adoption of new material or to continue use of the current curriculum material with per procedure 2020P.

With the need for updated materials for 4th and 5th grade, there is an opportunity for a 4-8 grade alignment of standards and materials, which would enable greater clarity about the curriculum materials and collaboration across grade levels. The middle school teachers also expressed interest in developing a stronger relationship with local organizations such as the tribes and local cultural centers. The middle school teachers expressed a commitment to develop a legacy curriculum that could be easily transferred to new staff.

### **High School**

The high school teachers have requested online access to print textbooks, which is a challenge with older copyright dates. They want to ensure that assessment materials align to curriculum materials. For the Current World Affairs class, updated materials were also named as a need. Finally, the AP World History text was named as needing an update due to changes in the College Board curriculum. Mr. Terrell has engaged with the High School staff to increase efficacy around the selection of standards

Recommendations that emerged from the bias screen included: Make sure our district selects material with more representations of families, high levels of student interest and engagement, and even more representation of persons with disabilities.

In all grade levels from 4th to 12th, the age of the materials is cause for review and consideration of updating materials. With the long-time use of technology in and outside of the classroom, teachers expressed an interest in curriculum materials that have online access. Standards are referenced and clearly stated in much of the material used by teachers. Teachers appreciate clarity around what standards are priority. This interest coincides with ongoing review within the district of all K-5 standards as they relate to instruction and grade reporting. It is an opportune time for a review and clarification of priority standards at the elementary level.

For all grade levels, a comprehensive curriculum outline and implementation plan using the Since Time Immemorial (STI) curriculum is recommended for this school year. Teachers have varying degrees of awareness and use of the curriculum. Taking a deliberate and inclusive path to mapping out our use of STI is an excellent opportunity for our school district staff to collaborate and develop a vertically-aligned core curriculum.

### **Next Steps**

Following this update and with the board approval of the recommendations within this report, the IMC and the Teaching & Learning department will:

- Review board feedback and plan out implementation of the recommendations within this report
- Present new questions and gather remaining details on courses that need clarification
- Provide a timeline and guidelines for grade levels to explore available resources for possible replacement of core materials, particularly in grades 4-8 and AP World History
- Teaching & Learning will present the recommendations and board feedback to principals and teachers for clarity and to plan for implementation of the action steps
- Teaching & Learning will review policy and procedure 2020/2020P to ensure that schools are aware of and comply with curriculum adoption and new course request requirements
- Begin planning the professional learning and implementation of the STI curriculum

These steps will begin after this update to the school board. The IMC will report to the school board during progress on these steps at the January board meeting.

### **Acknowledgements**

The committee chair would like to recognize the hard work and persistence that the

instructional materials committee put in over several months. The members of this committee were always positive and communicated well and are committed to providing the very best materials for our students and for our staff.

The IMC would like to thank the board for their ongoing support of our schools and their interest in this process of curriculum review. We appreciate the opportunity to do this work and we look forward to receiving your feedback and direction.

There are 14 members of the board-approved IMC team. Members are listed with their representative roles noted in parentheses:

Paul Harvey (Executive Director of Student Achievement, Chair)

Jessica Soete (Assistant Principal, SHS)

Susan Greer (Principal, Anderson Island)

Stefani James (Librarian, SHS)

Nuno Castro (Teacher-math, Pioneer)

Mary Hilton (Librarian, Pioneer)

Sean Wood (Teacher-Spanish, SHS)

Sue Cabigting (Office Specialist, District)

Tina Ridge (Librarian, Cherrydale)

Trina McJunkins (Teacher, Pioneer)

Mark Martinez (Technology)

Kenya Brown (Parent)

Daisy Ashford (Parent)

Makenzi Cook (Parent)

Future IMC Meetings: 10/24; 11/28; 12/12; 2023: 1/9; 1/23; 2/27; 3/27; 4/24; 5/22; 6/26

IMC meeting dates in 2022: 1/12; 1/24; 2/16; 4/13; 5/11; 6/6; 6/29; 7/20; 8/8; 8/22; 9/12; 9/19; 10/5

Presented to the school board on 10/19/22 by Paul Harvey, Executive Director of Student Achievement.

APPENDIX A: STEILACOOM HISTORICAL SCHOOL DISTRICT  
SOCIAL STUDIES COURSE CURRICULUM LIST and COURSE OUTLINES (OCT 2022)

Grade	Course Title/Theme	Core Curriculum Material
K	Kindergarten	Wonders (McGraw-Hill, 2018)
1	1st Grade	Wonders (McGraw-Hill, 2018)
2	2nd Grade	Wonders (McGraw-Hill, 2018)
3	3rd Grade	Wonders (McGraw-Hill, 2018)
4	4th Grade	Washington Adventure (2004, 2010)
5	5th Grade	America Will Be (Houghton Mifflin)
6	6th Grade Social Studies	World History: Journey Across Time by (Glencoe/McGraw Hill, 2006) Teacher Developed
7	7th Grade Social Studies	World History Journey Across Time by (Glencoe/McGraw-Hill, 2006) Washington in the Pacific Northwest by (Gibbs Smith, 2002) Teacher Developed
8	US History	The American Journey (Glencoe/McGraw-Hill, 2012) Teacher Developed
9	AP Human Geography	The Cultural Landscape: An introduction to Human Geography (Pearson, 2017)
9-10	World History	World History: Modern Times (Glencoe, 2010)
9-10	Geography and Economics	World History and Culture (McGraw-Hill/Glencoe, 2007) Economics: Principles and Practices (McGraw- Hill/Glencoe, 1998)
10	AP World History	AP World Civilizations (2015)
10-11	US History	The American Vision: Modern Times (McGraw-Hill, 2009)
10-12	Sociology	Sociology and You (McGraw-Hill, 2000)
11	AP US History	American Pageant 14th Edition (Wadsworth/Cengage, 2010)
11-12	Contemporary World Affairs	Teacher Developed
11-12	Civics	US Government Democracy In Action (2009)
12	AP US Government and Politics	Government in America: People, Politics, and Policy (2014)
9-12	History of Sports and Leisure	Teacher Curated



APPENDIX A: STEILACOOM HISTORICAL SCHOOL DISTRICT  
SOCIAL STUDIES COURSE CURRICULUM LIST and COURSE OUTLINES (OCT 2022)

Course	Kindergarten
Grade	K
Theme	Geographic literacy; Economic literacy; Sociopolitical literacy; National identity; Constitutional Heritage; Civic values, rights, and responsibilities; Historical literacy, Ethical literacy, Cultural Literacy
7 units / 14 named themes and lessons	Places we go Time for work My USA Rules to go by Pitch in Good Citizens Protect our Earth Going Places On the move Make new friends Growing up Problem Solvers Sort it out Meet your neighbors
Core Curriculum	Wonders/McGraw-Hill (2018)
Other notes	Wonders (reading curriculum) has social studies themes embedded into each unit with 1-2 lessons/readings per unit
STANDARDS LIST/SOURCE	CCSS/Social Studies - Named in unit outline/Curriculum
ASSESSMENT OF MAIN STANDARDS	End of unit assessment; paper-pencil; options within units to do short answer assessments, creation of models

APPENDIX A: STEILACOOM HISTORICAL SCHOOL DISTRICT  
SOCIAL STUDIES COURSE CURRICULUM LIST and COURSE OUTLINES (OCT 2022)

Course	Grade 1
Grade	1
Themes	Geographic literacy; Economic literacy; National identity; Civic values, rights, and responsibilities; Historical literacy; Ethical literacy, Cultural Literacy
6 units / 12 named themes and lessons	Where I live Follow the Map Jobs Around Town Celebrate America! Let's Help Taking Action Now and then Great Inventions Let's be friends My Team Tales Over Time Sharing Traditions
Core Curriculum	Wonders/McGraw-Hill (2018)
Other notes	Stories Literature Anthology; Reading/Writing Workshop aligned Units Stories, vocabulary, activities/crafts, assessments Teachers have also used Teacher-developed materials curated from various sources to teach 5 Regions of the United States (CD): Midwest; West; Northeast; Southeast; Southwest.
STANDARDS LIST/SOURCE	CCSS/Social Studies -Named in unit outline/Curriculum
ASSESSMENT OF MAIN STANDARDS	End of unit assessment; paper-pencil; options within units to do short answer assessments, creation of models

APPENDIX A: STEILACOOM HISTORICAL SCHOOL DISTRICT  
SOCIAL STUDIES COURSE CURRICULUM LIST and COURSE OUTLINES (OCT 2022)

Course	Grade 2
Grade	2
Theme	Geographic literacy; Economic literacy; Sociopolitical literacy; Civic values, rights, and responsibilities; Historical literacy, Ethical literacy, Cultural Literacy
5 units / 13 named themes and lessons	<p>Different Places</p> <p>Families Working Together</p> <p>Money Matters</p> <p>Rights and Rules</p> <p>Ways People Help</p> <p>Being a Good Citizen</p> <p>Our Heroes</p> <p>Friends help friends</p> <p>Cooperation Works!</p> <p>Families Around the World</p> <p>Animals in Stories</p> <p>Our Culture Makes Us Special</p> <p>Folktales About Nature</p>
Core Curriculum	Wonders (McGraw-Hill, 2018)
Other notes	<p>Stories Literature Anthology; Reading/Writing Workshop aligned Units</p> <p>Stories, vocabulary, activities/crafts, assessments</p> <p>Teachers have also used Teacher-developed materials curated from various sources to teach 5 Regions of the United States: Midwest; West; Northeast; Southeast; Southwest.</p>
STANDARDS LIST/SOURCE	CCSS/Social Studies -Named in unit outline/Curriculum
ASSESSMENT OF MAIN STANDARDS	End of unit assessment; paper-pencil; options within units to do short answer assessments, creation of models

APPENDIX A: STEILACOOM HISTORICAL SCHOOL DISTRICT  
SOCIAL STUDIES COURSE CURRICULUM LIST and COURSE OUTLINES (OCT 2022)

Course	Grade 3
Grade	3
Themes	Economic literacy; Sociopolitical literacy; National identity; Constitutional Heritage; Civic values, rights, and responsibilities; Historical literacy, Ethical literacy, Cultural Literacy
5 units / 11 named themes and lessons	Let's Trade Government Landmarks Teaming Up Good Citizens Leadership Value the Past Learning to Succeed Traditions Communities Immigration
Core Curriculum	Wonders (McGraw-Hill, 2018)
Other notes	Stories Literature Anthology; Reading/Writing Workshop aligned Units Stories, vocabulary, activities/crafts, assessments Teachers have also used Teacher-developed materials curated from various sources to teach Native American Culture
STANDARDS LIST/SOURCE	CCSS/Social Studies -Named in unit outline/Curriculum
ASSESSMENT OF MAIN STANDARDS	End of unit assessment; paper-pencil; options within units to do short answer assessments, creation of models

APPENDIX A: STEILACOOM HISTORICAL SCHOOL DISTRICT  
SOCIAL STUDIES COURSE CURRICULUM LIST and COURSE OUTLINES (OCT 2022)

Course	Grade 4
Grade	4
Theme	Washington State
9 units / 8 chapters	Year-long curriculum with 2-3 lessons per chapter
Core Curriculum	Washington Adventure (2004, 2010)
Other notes	Teachers also develop their own material to supplement the aged text including sources:, Newsela, Readworks, novels, Picture Books
STANDARDS LIST/SOURCE	<a href="#">Washington State Social Studies Standards</a>
ASSESSMENT OF MAIN STANDARDS	Text-based assessments; supplemental material tools; and teacher-developed projects and demonstrations of student comprehension

APPENDIX A: STEILACOOM HISTORICAL SCHOOL DISTRICT  
SOCIAL STUDIES COURSE CURRICULUM LIST and COURSE OUTLINES (OCT 2022)

Course	Grade 5
Grade	5
Theme	America
7 units / 20 chapters	<p>Year-long curriculum with 3-4 lessons per chapter</p> <p>US past and present</p> <p>Exploring and Settling America</p> <p>Life in the English Colonies</p> <p>Struggle for Independence</p> <p>Life in a Growing Nation</p> <p>A Nation in Conflict</p> <p>Toward the Modern Age</p>
Core Curriculum	America Will Be (Houghton Mifflin, 1999)
Other notes	Teachers also develop their own material to supplement the aged text including sources:, Newsela, Readworks, novels, Picture Books
STANDARDS LIST/SOURCE	<a href="#">Washington State Social Studies Standards</a>
ASSESSMENT OF MAIN STANDARDS	Text-based assessments; supplemental material tools; and teacher-developed projects and demonstrations of student comprehension

APPENDIX A: STEILACOOM HISTORICAL SCHOOL DISTRICT  
SOCIAL STUDIES COURSE CURRICULUM LIST and COURSE OUTLINES (OCT 2022)

Course	6th Grade Social Studies
Grade	6
Theme	World History/Ancient World
3 units / named	1 Semester Course: Ancient Greece, Ancient Rome, Ancient Egypt
Core Curriculum	World History: Journey Across Time (Glencoe/McGraw Hill, 2006)
Other notes	Teachers have used standards to develop a comprehensive curriculum using curated materials from several sources including: Newsela and Biography.com
STANDARDS LIST/SOURCE	6th Grade Social Studies Priority Standards <a href="#">Washington State Social Studies Standards</a>
ASSESSMENT OF MAIN STANDARDS	OSPI Classroom Based Assessments; “Digging Deep” assessments



APPENDIX A: STEILACOOM HISTORICAL SCHOOL DISTRICT  
SOCIAL STUDIES COURSE CURRICULUM LIST and COURSE OUTLINES (OCT 2022)

Course	Grade 7
Grade	7
Theme	1st Semester: World History (Medieval Times) 2nd Semester: Washington State History (Territory to present)
12 units / named	Semester 1 Intro to history & Geography (map skills) Medieval History (Europe) Medieval History (Asia) Medieval History (Middle/South America) Medieval History (Africa)  Semester 2 Government Geography Westward Expansion & its impact on Indigenous People (1854-1889) Railroads, immigration, reform, labor (1889-1930) Turmoil and triumph (1930-1974) New technologies and industries in contemporary Washington (1975-present)
Core Curriculum	World History Journey Across Time by Glencoe/McGraw-Hill (2006) Washington in the Pacific Northwest by Gibbs Smith (2002)
Other notes	Teachers have used standards to develop a comprehensive curriculum using curated materials from several sources including: iCivics Washington Government Lessons and Newsela
STANDARDS LIST/SOURCE	7th Grade Social Studies Priority Standards <a href="#">Washington State Social Studies Standards</a>
ASSESSMENT OF MAIN STANDARDS	OSPI Classroom Based Assessments-Causes of Conflict; A.C.E. and inquiry assessments

APPENDIX A: STEILACOOM HISTORICAL SCHOOL DISTRICT  
SOCIAL STUDIES COURSE CURRICULUM LIST and COURSE OUTLINES (OCT 2022)

Course	US History
Grade	8
Theme	Pre-European Contact to 1870 in America
6 units / named	Pre-Contact to Colonization Road to Revolution American Revolution Constitution Westward Expansion Civil War
Core Curriculum	The American Journey (Glencoe/McGraw-Hill, 2012) Teacher Developed
Other notes	iCivics US Government Lessons <a href="https://www.icivics.org/">https://www.icivics.org/</a> Newsela: <a href="https://newsela.com/">https://newsela.com/</a>
STANDARDS LIST/SOURCE	7th Grade Social Studies Priority Standards <a href="#">Washington State Social Studies Standards</a>
ASSESSMENT OF MAIN STANDARDS	OSPI Classroom Based Assessment - Constitutional Issues; Inquiry-based Assessments:

APPENDIX A: STEILACOOM HISTORICAL SCHOOL DISTRICT  
SOCIAL STUDIES COURSE CURRICULUM LIST and COURSE OUTLINES (OCT 2022)

Course	AP Human Geography
Grade	9
Theme	Human Geography
13 units / named	<p>This is Geography</p> <p>Population and Health</p> <p>Migration</p> <p>Folk and Popular Culture</p> <p>Languages</p> <p>Religions</p> <p>Ethnicities</p> <p>Political Geography</p> <p>Food and Agriculture</p> <p>Development</p> <p>Industry and Energy</p> <p>Services and Settlements</p> <p>Urban Patterns</p>
Core Curriculum	<p>The Cultural Landscape: An Introduction to Human Geography - 12th Edition (Pearson, 2017)</p> <p>ISBN: 0 13 427019-3</p>
Other notes	
STANDARDS LIST/SOURCE	<a href="#">Washington State Social Studies Standards</a>
ASSESSMENT OF MAIN STANDARDS	Text-based assessments; Teacher developed

APPENDIX A: STEILACOOM HISTORICAL SCHOOL DISTRICT  
SOCIAL STUDIES COURSE CURRICULUM LIST and COURSE OUTLINES (OCT 2022)

Course	World History
Grade	9-10
Theme	World History
6 units / named	Valley Civilizations Greece And Rome Regional Civilizations Middle Ages & Early American Civilizations Renaissance & Reformation European Exploration European Monarchies Enlightenment French Revolution Industrial Revolution Mass Society Imperialism World War I Between War Period World War II Communism & Cold War Contemporary Issues
Core Curriculum	World Civilizations: The Global Experience - 7th Edition (Pearson, 2015) ISBN 0 13 344770-7
Other notes	
STANDARDS LIST/SOURCE	<a href="#">Washington State Social Studies Standards</a>
ASSESSMENT OF MAIN STANDARDS	Unit tests and quizzes; Teacher developed

APPENDIX A: STEILACOOM HISTORICAL SCHOOL DISTRICT  
SOCIAL STUDIES COURSE CURRICULUM LIST and COURSE OUTLINES (OCT 2022)

Course	Geography and Economics
Grade	9-10
Theme	Geography and Economics
units / named	
Core Curriculum	World History and Culture (McGraw-Hill/Glencoe, 2007) Economics: Principles and Practices (McGraw-Hill/Glencoe, 1998) ISBN: 978-0-07-874529-4/978-0-07-874764-9
Other notes	
STANDARDS LIST/SOURCE	<a href="#">Washington State Social Studies Standards</a>
ASSESSMENT OF MAIN STANDARDS	Unit tests and quizzes; Teacher developed

APPENDIX A: STEILACOOM HISTORICAL SCHOOL DISTRICT  
SOCIAL STUDIES COURSE CURRICULUM LIST and COURSE OUTLINES (OCT 2022)

Course	AP World History
Grade	10
Theme	World History
6 units / named	Founding the New Nation Building the New Nation Testing the New Nation Forging an Industrial Society Struggling for Justice at Home and Abroad Making Modern America
Core Curriculum	American Pageant - 14th Edition (Wadsworth/Cengage, 2010) ISBN: 0 547 16654-0
Other notes	
STANDARDS LIST/SOURCE	<a href="#">Washington State Social Studies Standards</a>
ASSESSMENT OF MAIN STANDARDS	AP practice exams and DBQ assessments; Text-based assessments; Teacher developed

APPENDIX A: STEILACOOM HISTORICAL SCHOOL DISTRICT  
SOCIAL STUDIES COURSE CURRICULUM LIST and COURSE OUTLINES (OCT 2022)

Course	US History
Grade	10-11
Theme	American History
6 units / named	Colonial America The Young Republic Civil War and Reconstruction Settling the West Industrialization and Urbanization Becoming a World Power The Progressive Era World War I
Core Curriculum	The American Vision: Modern Times (McGraw-Hill, 2009) ISBN: 978-0-07-877514-7
Other notes	
STANDARDS LIST/SOURCE	<a href="#">Washington State Social Studies Standards</a>
ASSESSMENT OF MAIN STANDARDS	Text-based assessments; Teacher developed



APPENDIX A: STEILACOOM HISTORICAL SCHOOL DISTRICT  
SOCIAL STUDIES COURSE CURRICULUM LIST and COURSE OUTLINES (OCT 2022)

Course	Sociology
Grade	10-11
Theme	Sociology/Social Science
16 units / named	An Invitation To Sociology Sociological Research Methods Culture Socialization Social Structure and Society Groups and Formal Organizations Deviance and Social Control Social Stratification Inequalities of Race and Ethnicity Inequalities of Gender and Age The Family Education Political and Economic Institutions Religion Chapter Population and Urbanization Social Change and Collective Behavior
Core Curriculum	Sociology and You (McGraw-Hill, 2000) ISBN:978-0-07-664060-7
Other notes	
STANDARDS LIST/SOURCE	<a href="#">Washington State Social Studies Standards</a>
ASSESSMENT OF MAIN STANDARDS	Text-based assessments; Teacher developed

APPENDIX A: STEILACOOM HISTORICAL SCHOOL DISTRICT  
SOCIAL STUDIES COURSE CURRICULUM LIST and COURSE OUTLINES (OCT 2022)

Course	AP US History
Grade	11
Theme	American History
6 units / named	Founding the New Nation Building the New Nation Testing the New Nation Forging an Industrial Society Struggling for Justice at Home and Abroad Making Modern America
Core Curriculum	American Pageant - 14th Edition (Wadsworth/Cengage, 2010) ISBN: 0 547 16654-0
Other notes	
STANDARDS LIST/SOURCE	<a href="#">Washington State Social Studies Standards</a>
ASSESSMENT OF MAIN STANDARDS	AP practice exams and DBQ assessments; Text-based assessments; Teacher Developed

APPENDIX A: STEILACOOM HISTORICAL SCHOOL DISTRICT  
SOCIAL STUDIES COURSE CURRICULUM LIST and COURSE OUTLINES (OCT 2022)

Course	Contemporary World Affairs
Grade	11-12
Theme	Modern History/Current Events
units / named	
Core Curriculum	Teacher Developed
Other notes	
STANDARDS LIST/SOURCE	<a href="#">Washington State Social Studies Standards</a>
ASSESSMENT OF MAIN STANDARDS	Reading-based assessments; Teacher Developed

APPENDIX A: STEILACOOM HISTORICAL SCHOOL DISTRICT  
SOCIAL STUDIES COURSE CURRICULUM LIST and COURSE OUTLINES (OCT 2022)

Course	Civics
Grade	11-12
Theme	Modern History/Current Events
units / named	<p>The Constitution and Federal System</p> <p>Congress</p> <p>The Executive Branch</p> <p>The Judicial Branch</p> <p>Civil Rights</p> <p>Political Parties</p> <p>Voting Rights</p> <p>State and Local Government</p> <p>Political &amp; Economic Systems</p>
Core Curriculum	<p>US Government Democracy In Action</p> <p>ISBN: 978-0-07-8799-82-2</p>
Other notes	
STANDARDS LIST/SOURCE	<a href="#">Washington State Social Studies Standards</a>
ASSESSMENT OF MAIN STANDARDS	CBA; Reading-based assessments; Teacher developed

APPENDIX A: STEILACOOM HISTORICAL SCHOOL DISTRICT  
SOCIAL STUDIES COURSE CURRICULUM LIST and COURSE OUTLINES (OCT 2022)

Course	AP US Government and Politics
Grade	12
Theme	US Government and Politics
6 units / named	
Core Curriculum	Government in America: People, Politics, and Policy (2014) ISBN: 978-0-205-86561-1
Other notes	
STANDARDS LIST/SOURCE	<a href="#">Washington State Social Studies Standards</a>
ASSESSMENT OF MAIN STANDARDS	AP practice exams and DBQ assessments; Text-based assessments; Teacher Developed

APPENDIX A: STEILACOOM HISTORICAL SCHOOL DISTRICT  
SOCIAL STUDIES COURSE CURRICULUM LIST and COURSE OUTLINES (OCT 2022)

Course	History of Sports and Leisure
Grade	9-12
Theme	Sports and Leisure
units / named	Teacher Developed
Core Curriculum	Teacher Developed
Other notes	
STANDARDS LIST/SOURCE	<a href="#">Washington State Social Studies Standards</a>
ASSESSMENT OF MAIN STANDARDS	Reading-based assessments; Teacher Developed

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

## BOARD OF DIRECTORS

Board Meeting Date: 10/19/22

### **Strategic Focus Area**

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

### **BACKGROUND INFORMATION**

POLICY 6700 Nutrition, Health, and Physical Education

The policy addresses our wellness plan and promotes best practices for healthy schools. Updates applied from the revised WSSDA policy:

- Inserts language regarding support for best practice of seated meal time and recess before lunch and addressing barriers
- Adds affirmation of meal prices being sent to board for approval (current practice)
- Adds language to clarify meal charge policy
- Adds requirement that excused (waiver) student from PE – must demonstrate competency in the knowledge portion of the fitness requirement (current practice)
- Changes language from 'have access to' to 'participate' regarding requirement for classroom-based assessments (current practice)
- Adds detail to definition on PE waivers
- Adds two components to the list of the multi-component approach for physical activity: active transportation and school district facilities

### **RECOMMENDED ACTION:**

It is recommended that the board approve the policy as revised.

**Report prepared by: Paul Harvey, Executive Director for Teaching and Learning**

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## NUTRITION, HEALTH, AND PHYSICAL FITNESS

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

The board recognizes the benefits of scheduling at least 20 minutes of seat time for lunch for every student and scheduling recess before lunch for elementary students. Therefore, to the extent appropriate and feasible, the Superintendent will strive to identify and remove barriers to these practices and periodically report back to the board.

### Wellness Policy

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

### Nutrition and Food Services Program

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

The Superintendent or designee is responsible for:

- Annually, distributing meal applications and determining eligibility for school meals;
- Protecting the identity of students eligible for free and reduced-price meals;
- Ensuring meals meet USDA meal pattern requirements;
- Ensuring meal periods are in compliance with USDA regulations;
- Establishing a Food Safety Plan;
- Determining meal prices and submitting them to the board for approval annually;
- Using the full entitlement of USDA Foods;
- Maintaining a nonprofit school food service account;
- Ensuring all revenues are used solely for the school meal program;
- Establishing a meal charge policy if not serving meals at no cost to students;
- Accommodating children with special dietary needs;
- Ensuring compliance with USDA nondiscrimination policies;



- Following proper procurement procedures; and
- Ensuring compliance with the Smart Snacks in School standards.

### **Health and Physical Education Program**

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

The district will ensure that the following requirements are met:

- All students in grades one through eight receive an average of one hundred instructional minutes per week of physical education per year.
- All high school students are required to complete a minimum of three semesters (1.5 credits) of physical education and one semester (.5 credit) of health education.
- Any student who is excused from participation on account of physical disability, employment, religious belief, participation in directed athletics or military science and tactics, or for other good cause will be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with District policy.
- The district will offer a one-credit course or its equivalent in physical education for each grade in the high school program (grades 9-12).
- All students have equal and equitable opportunities for health and physical education.
- All students, from kindergarten through grade 12, will ~~have access to~~ participate in a quality, standards-based health and physical education program.
- OSPI- developed assessments or other strategies will be used in health and physical education, formerly known as classroom-based assessments (CBAs).

Additionally, school districts must conduct an annual review of their PE programs. The review must consist of numerous provisions, including:

- The number of individual students completing a PE class during the school year;
- The average number of minutes per week of PE received by students in grades 1 through 8, expressed in appropriate reporting ranges;
- The number of students granted waivers (excused from participation) from PE requirements;
- An indication of whether all PE classes are taught by instructors who possess a valid health and fitness endorsement;
- The PE class sizes, expressed in appropriate reporting ranges;
- An indication of whether, as a matter of policy or procedure, the district routinely modifies and adapts its PE curriculum for students with disabilities; and
- An indication of whether the district routinely excludes students from PE classes for disciplinary reasons.

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

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

### **Physical Activity**

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

- Quality physical education;
- Physical activity during the school day (brain boosters/energizers);
- Physical activity before and after school;
- Recess (which will not be used or withheld as punishment for any reason);
- Family and community engagement; ~~and~~
- Staff wellness and health promotion;
- Active transportation; and
- School district facilities.

### **Cross References:**

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

Legal References:

[RCW 28A.210.365](#) Food choice, physical activity, childhood fitness — Minimum standards — District waiver or exemption policy.

[RCW 28A.230.040](#) Physical Education – Grades 1-8

[RCW 28A.230.050](#) Physical Education in High Schools

[RCW 28A.230.095](#) Essential academic learning requirements and assessments — Verification reports.

[RCW 28A.235.120](#) Meal Programs — Establishment and Operation — Personnel — Agreements

[RCW 28A.235.130](#) Milk for children at school expense

[RCW 28A.235.140](#) School breakfast programs

[RCW 28A. 235.145](#) School breakfast and lunch programs –Use of state funds

[RCW 28A. 235.150](#) School breakfast and lunch programs – Grants to increase participation – Increased state support

[RCW 28A.235.160](#) Requirements to implement school breakfast, lunch and summer food service programs – Exemptions

[RCW 28A.235.170](#) Washington grown fresh fruit and vegetable grant program

[RCW 28A.623.020](#) Nonprofit program for elderly — Authorized — Restrictions

[RCW 69.04](#) Intrastate Commerce in Food, Drugs and Cosmetics

[RCW 69.06.010](#) Food and beverage service worker's permit — Filing, duration — Minimum training requirements

[RCW 69.06.020](#) Permit exclusive and valid throughout state — Fee

[RCW 69.06.030](#) Diseased persons — May not work — Employer may not hire

[RCW 69.06.050](#) Permit to be secured within fourteen days from time of employment

[RCW 69.06.070](#) Limited duty permit

[WAC 180-51-068](#) State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015

[WAC 392-157-125](#) Time for meals

[WAC 392-410-135](#) Physical Education – Grade school and high school requirement

[WAC 392-410-136](#) Physical Education Requirement-Excuse

[2 CFR Part 200 - Procurement](#)

[7 CFR, Parts 210 and 220](#)

[7 CFR, Part 245.5](#)

Management Resources: [2022 - June](#)  
2018 – May Issue  
2017 – April Policy Issue  
[Comprehensive School Physical Activity Program](#)  
2015 - June Policy Issue  
Recommendations for Waivers in High School Physical  
Education/Fitness Education, OSPI (September 2013)  
2014 - February Issue  
Wellness Policy Best Practices, OSPI (January 2013)  
Policy News, February 2005 Nutrition and Physical Fitness  
Policy  
Policy News, December 2004 Nutrition and Physical Fitness  
Update  
Alliance for a Healthier Generation Wellness Policies  
OSPI Child Nutrition School Wellness Policy Best Practices for  
Policy Development, Implementation and Evaluation

**Adoption Date: 2.27.08**  
**Steilacoom School District No. 1**  
**Revised Dates: 2.23.11; 2.25.15; 11.8.17; 7.25.18; XX.XX.XX**

# Student Advisory

Pioneer Middle School



# The 'Why'

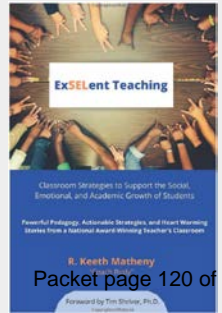
Motivating factors for increasing  
student support

- SIP Aligned - "Increase student response to the Supportive Adult Relationship metric in the Panorama survey."
- Staff Requested - Coherent, Structured Resources
- Secondary Alignment - HS Advisory in Place
- College and Career Focus- 21st Century Skills

# The Structure

Schedule  
Assignment

- Wednesdays for 25 minutes at the start of the day
- Intensive, Daily Advisory in September for three weeks
- Use of School-Connect, ExSELeT Teaching book, CASEL Framework
- First Semester Focus is Foundations; Second Semester is Communication



# The Content

Two resources being used this  
year

## Module 1: School-Connect Foundations

- 1.1 - Getting to Know You
- 1.2 - Appreciating the Power of a Name
- 1.3 - Introducing Social & Emotional Learning (SEL)
- 1.4 - Understanding Your Brain
- 1.5 - Growing and Improving
- 1.6 - Setting up for School Success
- 1.7 - Checking in on Ourselves and Others
- 1.8 - Finding Calm
- 1.9 - Agreeing on a Class Contract
- 1.10 - Module 1 Reflection & Assessment

## Module 2 - Communication Skills

- 2.1 - Creating First Impressions
- 2.2 - Reviving Digital Zombies
- 2.3 - Tuning In to Others
- 2.4 - Using Active Listening
- 2.5 - Connecting with Peers
- 2.6 - Communicating with Adults
- 2.7 - Giving and Receiving Feedback
- 2.8 - Preparing for Presentations
- 2.9 - Demonstrating Effective Communication Skills
- 2.10 - Module 2 Reflection & Assessment



# The Intended Outcomes

Objectives and Measures  
Connection to our SIP plan

- We will continue to meet to discuss the resources to find out what's working well and what needs refinement.
- We will continue to ask for student feedback.
- Principal and Teacher Leadership Team will guide plans for next year.
- Principal Evaluation is connected, by choice.
- Panorama and Academic Feedback.

# Early Reports

September Experience  
Next Steps  
Student Led Conferences

- T - “Great time to connect and listen!”
- “S - Learning about the brain more and how to be calm. Not just one more period; it’s not stressing me out.”
- T - “I”’m learning strategies to help myself, not just the students.”
- S - “September seemed like a lot of time; I like it just once a week now.”
- T - “This will be a great place for hosting Conferences.”
- S - “When can we talk about [school-wide] problems?”

# Questions

From the Board of Directors



# 2021-2022 District and School Improvement Plan Highlights and 2022-2023 School Year Plans



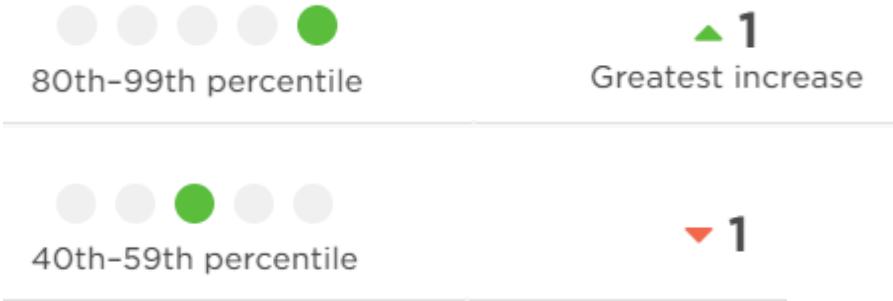
# District Improvement Plan



# Panorama Results

Highlights: SEL

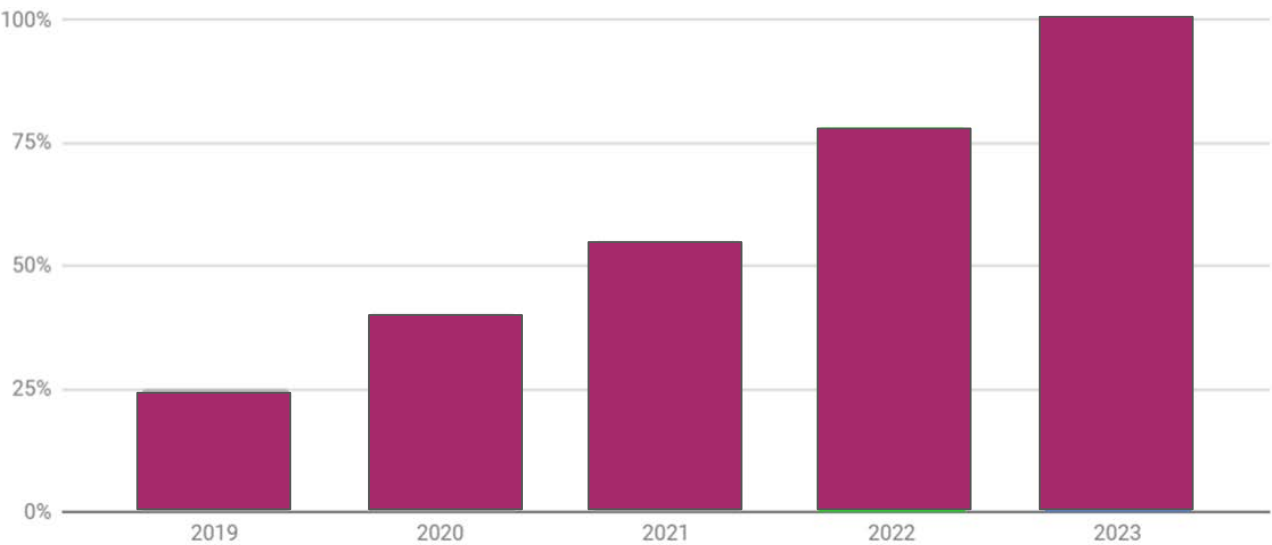
Lower frequency of challenging emotions - Elementary and Secondary



# Neural Education Certification

## Highlights: Staff Certification

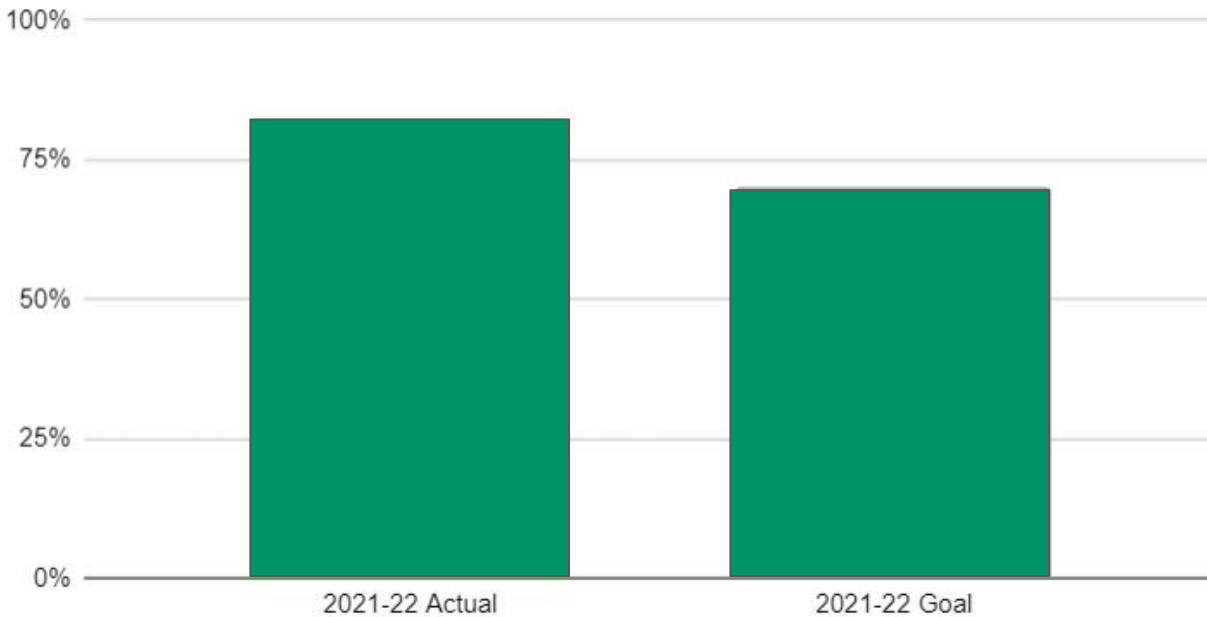
Percent staff Neural Ed Certified



# Grade Level Proficiency

Highlights: Academic Rigor

Percent of all students meeting school priority standards in reading and mathematics





# Reducing learning gaps - Math

Highlights: Academic Rigor; Equity

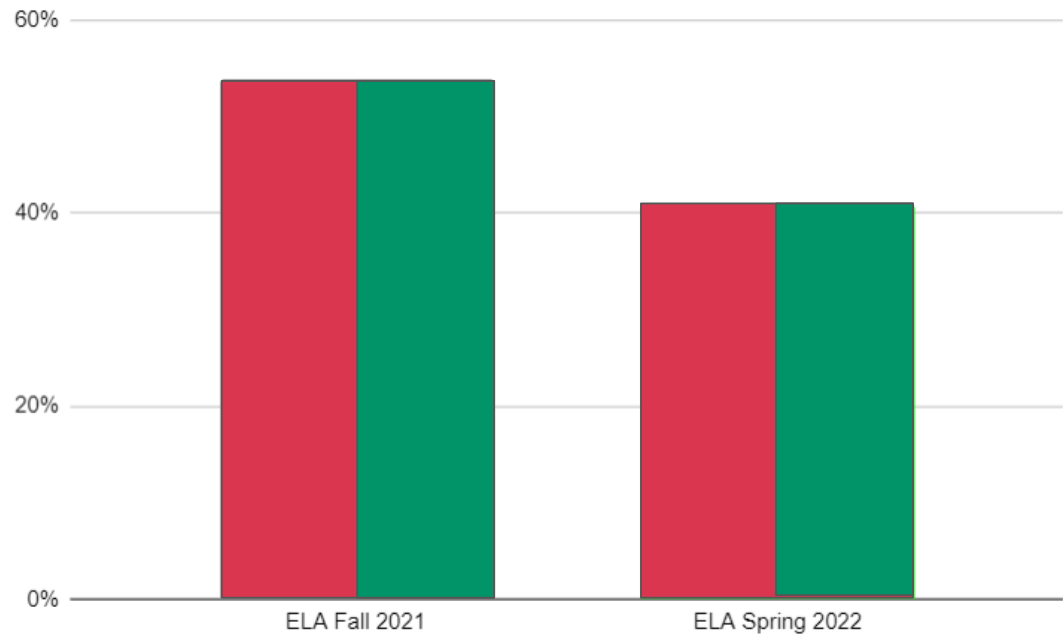
Performance Gaps Between SWD and non-SWD



# Reducing learning gaps - ELA

Highlights: Academic Rigor; Equity

Performance Gaps Between SWD and non-SWD



# Elementary Schools



# Anderson Island Elementary

Highlights: Academic  
Rigor - Reading

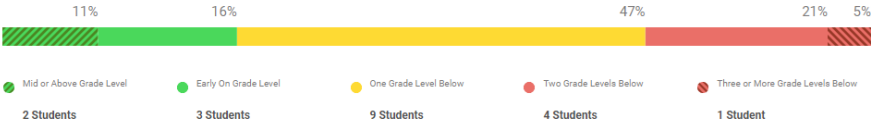


▼ Placement by Domain

FALL

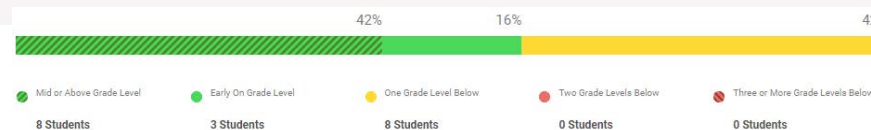
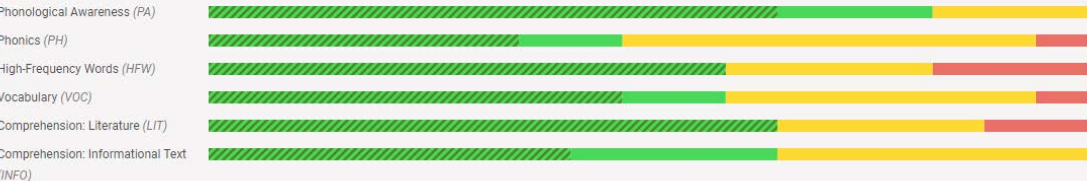


Overall Student Placement Fall



▼ Placement by Domain

SPRING



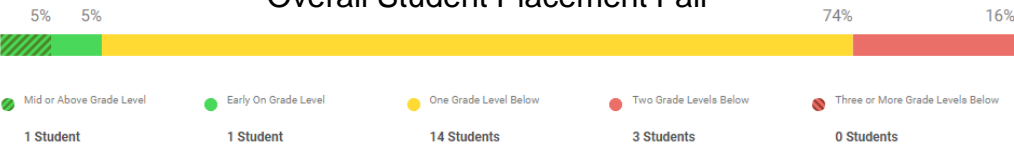
# Highlights: Academic Rigor - Math

Placement by Domain

FALL

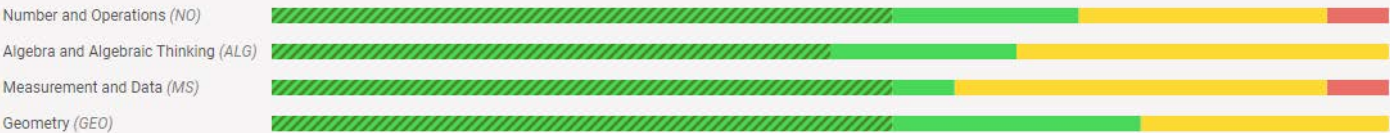


Overall Student Placement Fall

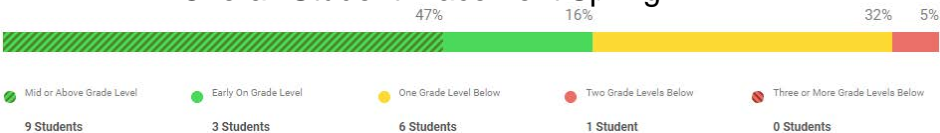


Placement by Domain

SPRING



Overall Student Placement Spring



# Chloe Clark Elementary

Highlights: Academic  
Rigor - Reading

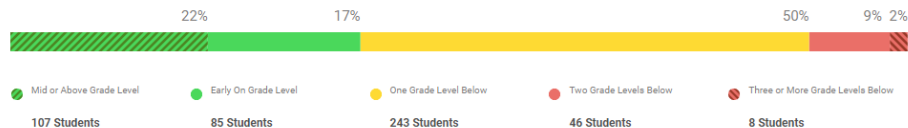


## Placement by Domain

FALL



Overall Student Placement Fall

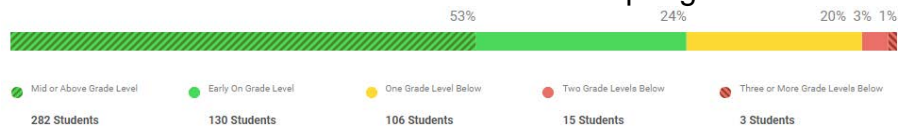


## Placement by Domain

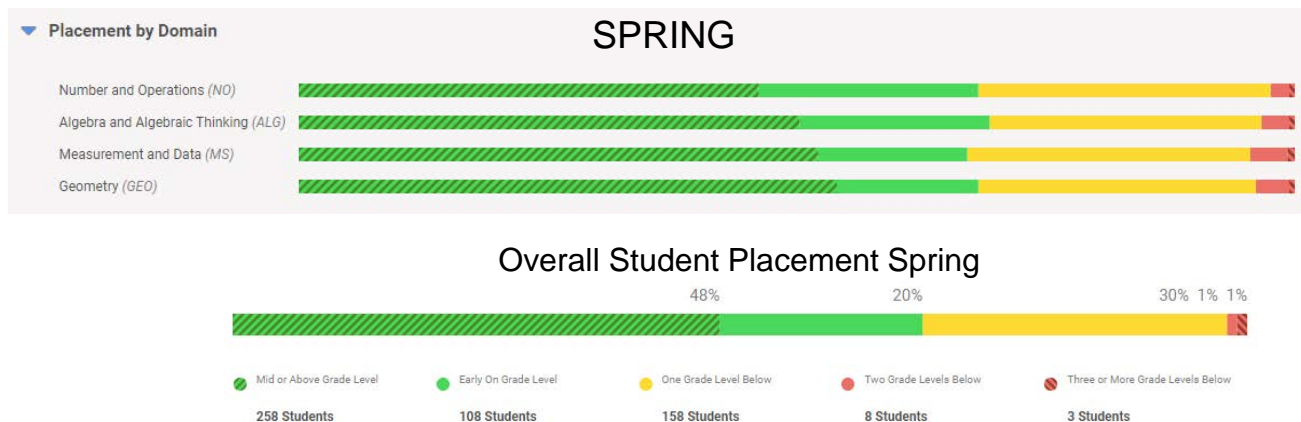
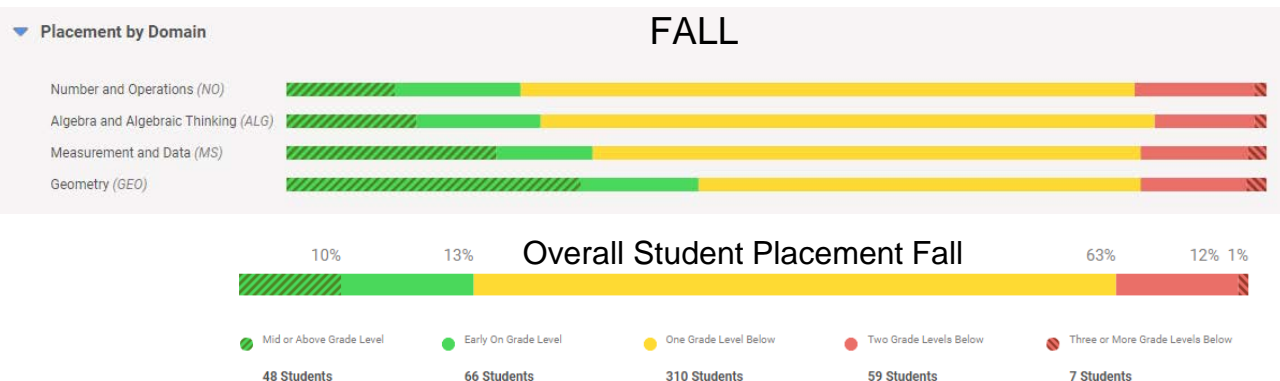
SPRING



Overall Student Placement Spring



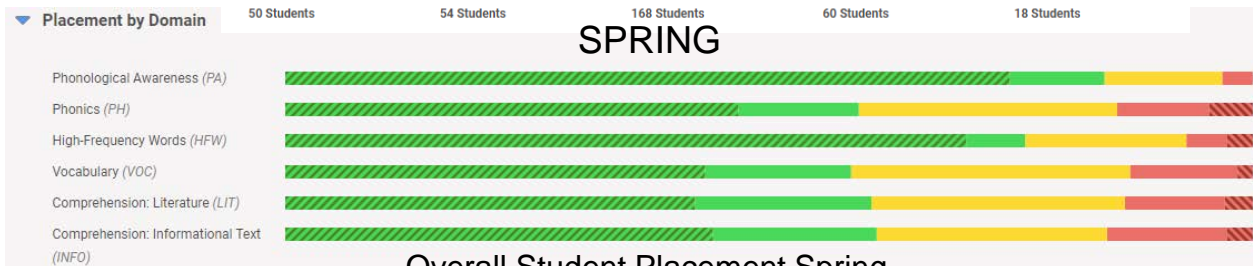
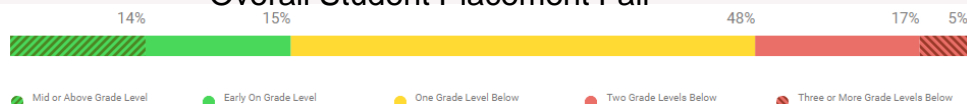
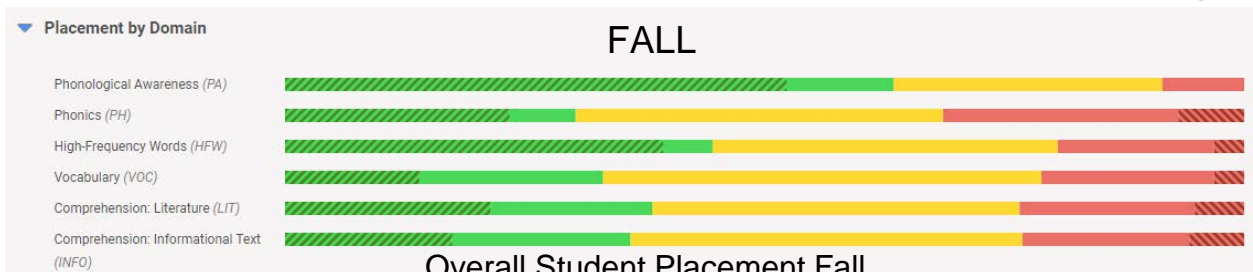
## Highlights: Academic Rigor - Math





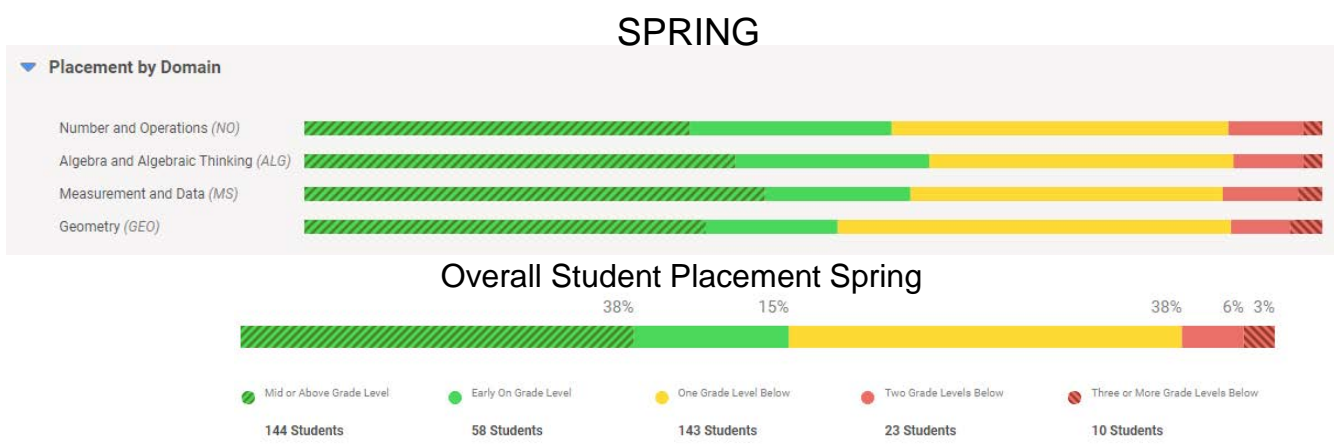
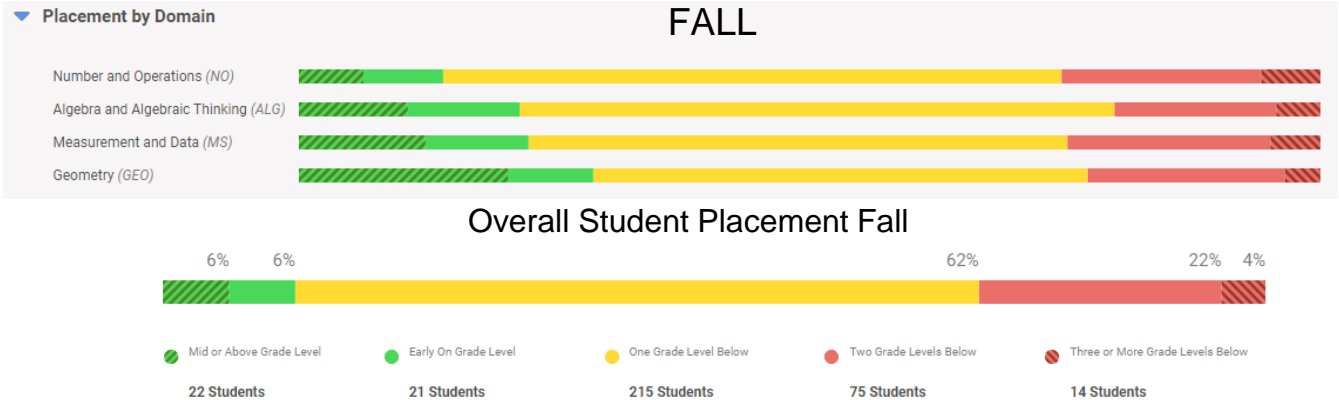
# Cherrydale Primary

## Highlights: Academic Rigor - Reading



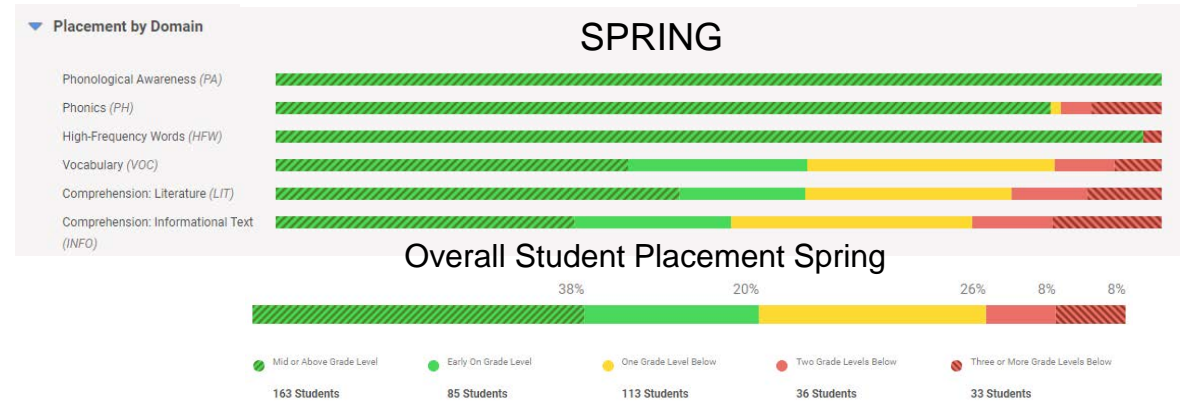
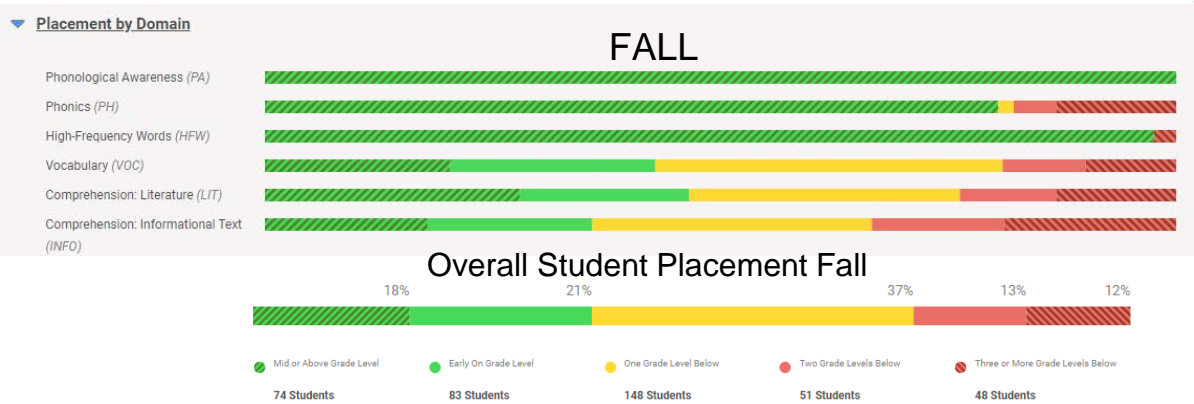


## Highlights: Academic Rigor - Math

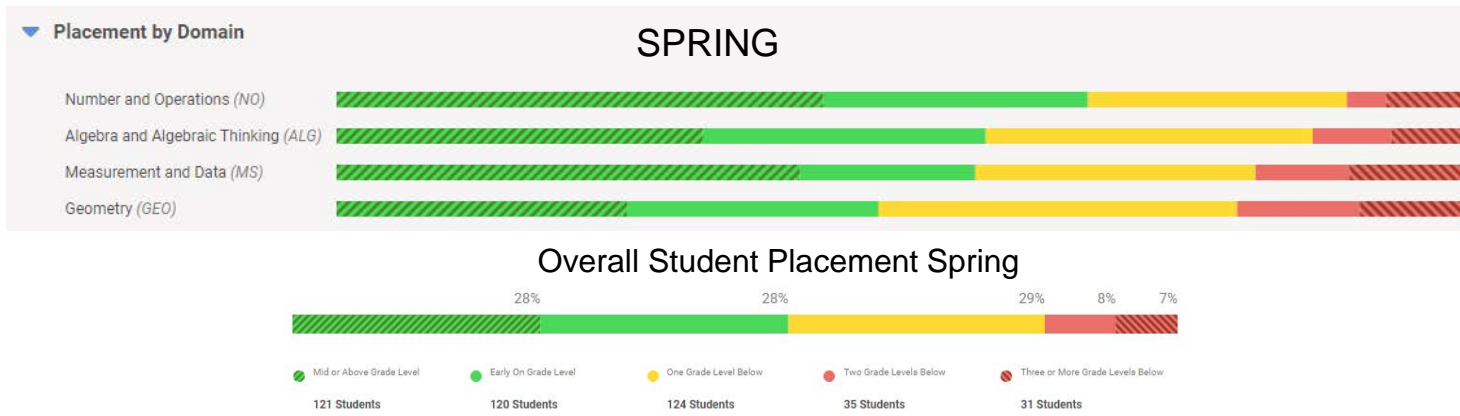
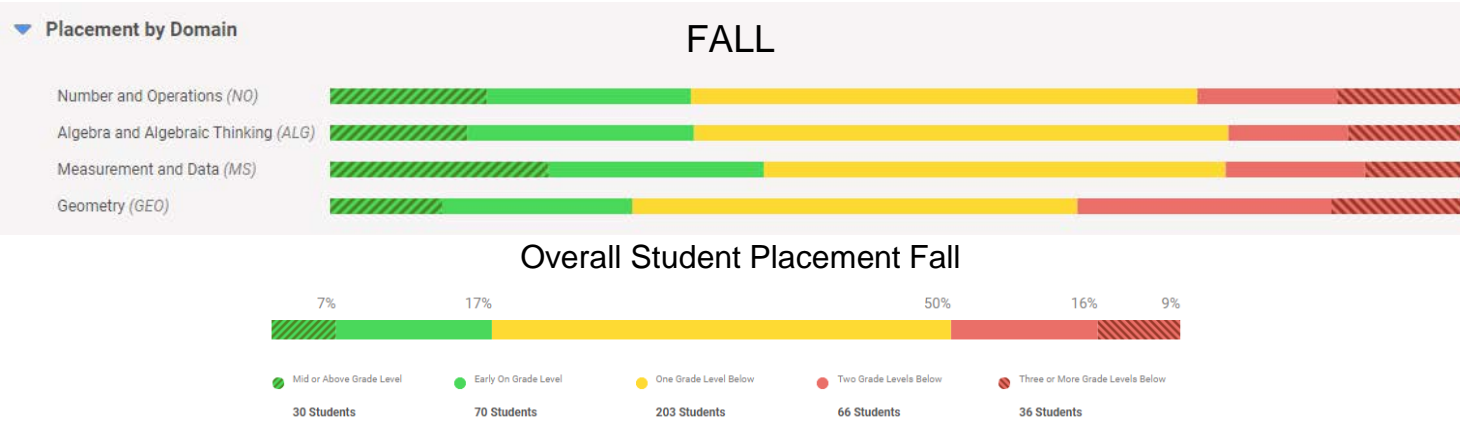


# Saltar's Point

## Highlights: Academic Rigor - Reading



# Highlights: Academic Rigor - Math



# 2022-2023 Plans

- All elementary schools are revising current SIP goals with staff during the month of October
  - Research indicates that including staff in the creation of School Improvement Plan goals positively impacts student outcomes on the goals.
  - Principals are focusing on “small wins” with staff and an understanding of what types of data can measure specific goals - both long term and short term goals.
  - Principals have rebooted the Professional Learning Communities using the TACA model with a heavy focus on data and student learning outcomes connected to new SIP goals.



# Secondary Schools





# 2022-2023 Pioneer MS SIP Goal

On the iReady  
Spring  
Diagnostic

- Pioneer's Math goal in 21-22 was to decrease the proficiency gap between students with disabilities and students without disabilities to 50% (en route to 25%).
    - *Their actual goal for 21-22 was 28%!*
  - The ELA goal of the same nature was 35% (en route to 15%) and they were very close, finishing with a gap of 38%.
- 
- Plans to improve in 22-23 include actions steps like introducing the [TACA model in PLC](#) to dial into delivery and achievement on 6-8 essential standards.
  - Using SBA performance data to isolate priority standards (within the essential standards) wherein the biggest opportunities for improvement lie.





# Pioneer Middle School

## Highlights: Academic Rigor - Math

	H	I	J	K	L	M
	Ratios & Proportions	The Number System	Expressions & Equations	Geometry	Statistics & Probability	Functions
6	x	x	x	x	x	
7	x	x	x	x	x	
8		x	x	x	x	x

**Target F** Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Near

7.G.4  
7.G.5  
7.G.6

**7.G.6.** Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.



This is an example of how we can use our 21-22 SBA data to inform our instruction.



# 2022-2023 Pioneer MS & DIP Goal

On the Spring  
Panorama  
survey

- Pioneer sought to increase favorable student responses on the “Supportive Adult Relationships” metrics to 85% (en route to 95%).
- They started the year at 73% on this data point and finished the year at 80%.
  - *In each quarter this metric trended up.*

- PIO has started a weekly advisory program this year to provide intentional SEL support for all students.
- They are also blending their work in Neural Education with advisory *and classroom instruction* to incorporate these skills year-round.
- PIO was also awarded a grant which provides a teacher-leaders with an opportunity to work with the author of [Culturally Responsive Education in the Classroom](#), Dr. Yemi Stenbridge.







# 2022-2023 Steilacoom HS SIP Goal

- Steilacoom's ELA goal in 21-22 was to decrease the proficiency gap between students with disabilities and students without disabilities to 40% (en route to 25%).
  - *Their actual goal for 21-22 was 34%!*
- The Math goal of the same nature was 30% (en route to 25%) and they were not close, finishing with a gap of 49%.

On the SBA

- Plans to improve in 22-23 include actions steps like introducing the [TACA model in PLC](#) to dial into their delivery and achievement metrics.
- The administrators are working with the Math department to review its essential standards to ensure there are no gaps.
- We also know that Cedarcrest HS in the Riverview School District (Duvall) has similar statistics to SHS and experienced very high math growth, so we will make contact with them.





# Steilacoom High School

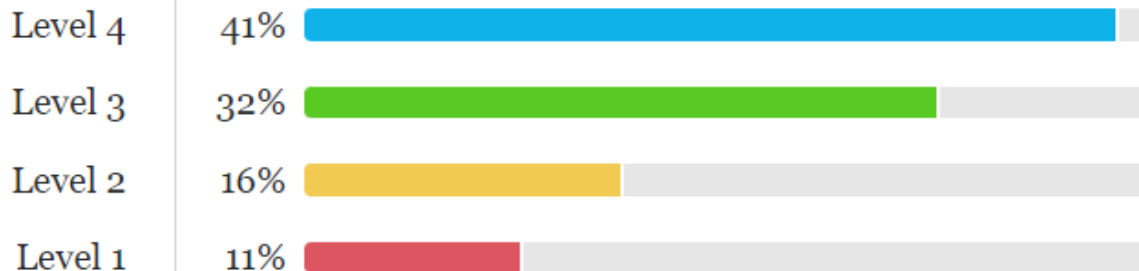
Highlights: Academic Rigor - ELA

## G10 Grade 10 ELA Summative

Average Scale Score  
for **248** results

**2641**  $\pm 7$  <sup>i</sup>

### Student Score Distribution





# Steilacoom High School

Highlights: Academic Rigor - ELA

Organization	Assessment Grade	Level 1 Level	Level 2 Level	Level 3 Level	Level 4 Level
State WASHINGTON	10	16%	19%	33%	30%
School Steilacoom High	10	10%	15%	32%	41%



# 2022-2023 Steilacoom HS SIP Goal

- Steilacoom's graduation goal in 21-22 was to ensure that 92% of all 10th grade students classified as "academically on-track" meaning they have earned 18 credits through three semesters.
    - *Their actual performance in 21-22 was 89%.*
- 
- SHS incorporated more independent study into their schedule to provide time for students to connect with their advisor, their counselor, and/or get assistance from teachers during the school day.
  - They are creating a Care Team to create support plans for students like the 11% of sophomores off track.
  - Switching to grade-level counselors for 22-23 created the ability for counselors to individually meet with all of their students within the first two months of the school year to engage in conversations about their academic status.



# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

## BOARD OF DIRECTORS

Board Meeting Date: October 19, 2022

### **Strategic Focus Area**

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

### **BACKGROUND INFORMATION**

The Growth Management Act identifies schools as a part of the public infrastructure needed to serve growth. One of the primary uses of the Capital Facilities Plan is to establish a basis for school impact fee eligibility.

District staff has prepared a draft of the 2022 Capital Facilities Plan for community review following the October 19, 2022 board meeting. The Capital Facilities Plan requires a 14-day SEPA notice requirement, starting on or about October 24 and ending on November 7. This will allow the board to consider comments received at the board meeting on November 16.

The draft and final Capital Facilities Plan is shared with the Town of Steilacoom, the City of DuPont, Pierce County and the greater SHSD community. Once adopted by the school board, this plan is adopted by reference as a part of each local jurisdiction's Comprehensive Plan for purposes of identifying whether school facilities are adequate to serve existing and proposed new development.

As part of the presentation, staff will:

- Update the board regarding significant changes of the six-year plan, which reflects the projects identified in the bond proposal also being considered by the school board on October 19.
- Discuss other possible projects and funding sources
- Provide an overview of the impact fee calculation in the capital facilities plan based on current data.

### **RECOMMENDED ACTION:**

This is an information only item – no action is recommended.

**Report prepared by:**  
**Shawn Lewis, Director of Community Relations and Planning**

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*The best education for every student.*

# STEILACOOM

Historical School District No. 1

## CAPITAL FACILITIES PLAN

### 2023 - 2028

*October 2022*

**Steilacoom Historical School  
District No. 1**  
511 Chambers Street  
Steilacoom, WA 98388  
(253) 983-2200

**Board of Directors**

Victor Hogan  
Jennifer McDonald  
Loujanna Rohrer  
Samuel Scott  
Melanie Tinsley

Dr. Kathi Weight, Superintendent

Prepared by the  
Steilacoom Historical School District No. 1

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## STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

### BUILDING SITES

ADMINISTRATIVE OFFICE

511 CHAMBERS STREET

STEILACOOM, WA 98388

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

#### DISTRICT OFFICE

511 Chambers Street  
Steilacoom, WA 98388

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

**Kathi Weight – Superintendent**  
**Gwen Miller – Executive Asst. to Superintendent**

#### CHERRYDALE PRIMARY SCHOOL

1201 Galloway  
Steilacoom, WA 98388

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

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

#### CHLOE CLARK ELEMENTARY SCHOOL

1700 Palisades Blvd  
DuPont, WA 98327

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

**Loretta Duncan - Principal**  
**DeAnn Thysens- Office Coordinator**

#### SALTAR'S POINT ELEMENTARY SCHOOL

908 Third Street  
Steilacoom, WA 98388

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

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

#### ANDERSON ISLAND ELEMENTARY SCHOOL

13005 Camus Road  
Anderson Island, WA 98303

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

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

#### PIONEER MIDDLE SCHOOL

1750 Bob's Hollow Lane  
DuPont, WA 98327

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

**JoAnne Fernandes- Principal**  
**Claudia Duenas - Office Coordinator**

#### STEILACOOM HIGH SCHOOL

54 Sentinel Drive  
Steilacoom, WA 98388

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

**Michael Miller - Principal**  
**Sharon Larson - Office Coordinator**

#### Maintenance Center

1117 Diggs Street  
Steilacoom, WA 98388

(253) 584-7241  
(253) 582-5826 (fax)

**Shae Emery, Maintenance and Facilities Manager**  
**Sheila Murphy, Department Specialist**

## **TAB 1 INTRODUCTION**

The Steilacoom Historical School District No. 1 (SHSD) has prepared this Capital Facilities Plan (CFP) to assess the facilities needed to accommodate projected student enrollment at acceptable levels of service, as well as a more detailed schedule and financing program for capital improvements, over the next six years (2023-2028). The CFP is intended to be shared with the Town of Steilacoom, the City of DuPont, Pierce County and the greater SHSD community. This report assesses the following:

- The anticipated growth within the District's boundaries;
- The anticipated school enrollment growth through the 2023-2028 planning period;
- The new school facilities required to meet the needs of this expanding student enrollment; and
- As applicable, the school impact fee calculations based on the capacity projects necessary to address growth needs.

Residential development has historically preceded any school construction and has never progressed in an orderly and coordinated manner. Selection of school sites and the construction of schools have generally followed the construction of new homes. This historic process of school construction following residential growth has left a gap between available space and the student population. As a result, schools have commonly become overcrowded. Compounding the situation is the state's historic and consistent underfunding of the State Construction Assistance Program by using construction cost allocations and eligible area estimates that are far below normal and reasonable levels. In addition, the required time to acquire property, design facilities, acquire all necessary permits, and to construct facilities also contributes to overcrowded schools.

Relief for overcrowded schools has primarily come from local residents who have supported tax levies and bond issues. Voter approval of school levies and bond issues is becoming more difficult as other interests vie for property tax dollars. In addition, many existing residents are questioning the equity of having to pay the full costs of the educational facilities needed to serve new residents. In an effort to overcome the perceived inequity of property tax supported levies and bond issues, school districts have sought conditions upon development activity to provide a share of the local financial support needed for the construction of school facilities.

This Capital Facilities Plan is designed to support the use of school impact fees as provided for under the 1990 Growth Management Act. Therefore, this Plan consists of:

- An inventory of the existing schools, support facilities and properties owned by Steilacoom Historical School District No.1;
- An enrollment history and projection for the 2023-2028 time frame;
- An identification of the District's current "level of service" with respect to capital facilities;
- A forecast of the District's need for new construction, modernization, and new construction-in-lieu-of modernization; and

- A plan that will finance the proposed construction projects within projected funding capacities and clearly identify sources of public money for such purposes. The CFP is designed to support school impact fees authorized by Pierce County, as implemented by Steilacoom Historical School District No. 1 and other municipalities that may collect school impact fees on behalf of the District.

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

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

### **DISTRICT VISION STATEMENT**

“The best education for every student.”

### **DISTRICT MISSION STATEMENT**

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

### **DISTRICT CORE VALUES**

#### **Academics**

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

#### **Collaboration**

We practice purposeful, professional, student-centered collaboration.

#### **Climate**

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

#### **Integrity**

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

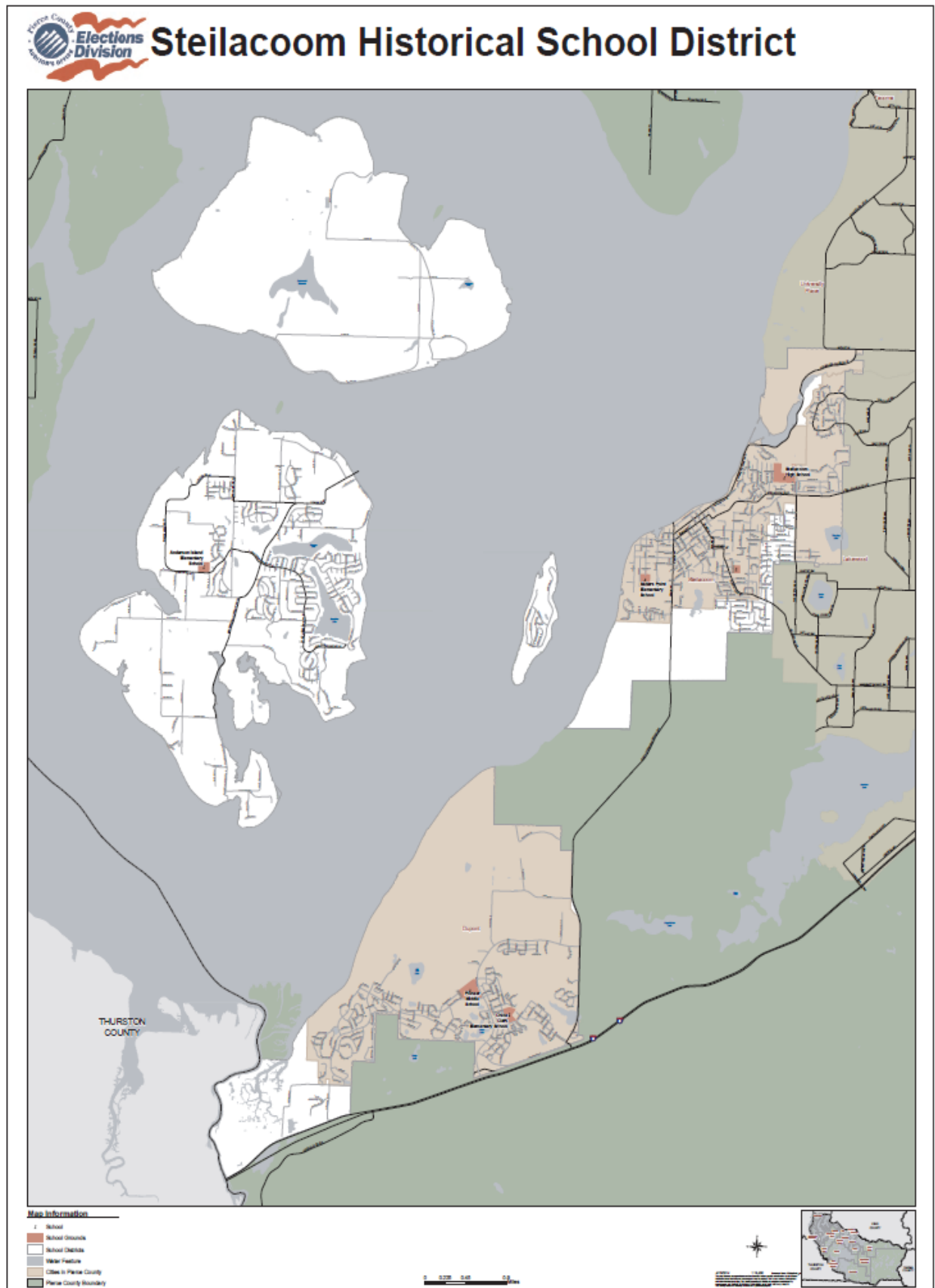
#### **Community**

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

#### **Accountability**

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

**TAB 1 DISTRICT MAP**



## TAB II LOCATION AND DESCRIPTION OF SCHOOL FACILITIES

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

2022 Steilacoom Historical School District Facility Inventory			
School	Location	Grades	Square Footage
Anderson Island ES	Anderson Island	K-3 and pre-K	5,144
Cherrydale Primary	Steilacoom	K-3 and pre-K	42,083
Saltar's Point ES	Steilacoom	4-5 (all district)	55,235
Chloe Clark ES	DuPont	K-3 and pre-K	59,333
Pioneer Middle School	DuPont	6-8 (all district)	103,128
Steilacoom High School	Steilacoom	9-12 (all district)	133,374
Total Sites - 6		Total Square Footage	398,297

## TAB II HISTORY OF FACILITIES

### 1. School District Building Data

<u>Date</u>	<u>Building</u>	<u>Cost</u>	<u>Location</u>
1851	Log Building	Unknown	Main & Commercial
1858	First Public School	\$450	Starling & Frederick
		Contributions/Partial Payment	
1892	Second Public School	\$10,000.00	Chambers & Sequash
1916-17	Third Public School	\$15,000.00	Chambers & Sequash
1952	All Purpose School	\$133,953.00	Chambers & Nisqually
1962	Cherrydale School	\$183,597.00	Galloway and C
1966	Cherrydale Addition	\$175,646.00	Galloway and C
1968	Pioneer Addition	\$405,422.00	Chambers & Nisqually
1972	Saltar's Point School	\$605,860.00	Third & Beech
	Consolidation with Anderson Island and DuPont School Districts		
1979	Acquisition of Laughon Jr./Sr. High School; Anderson Island and Harriet Taylor schools		
1981	Steilacoom High School	\$12 million	Sentinel Drive
1986	District Office	\$100,000	Steilacoom, WA
2000	Chloe Clark Elementary	\$1.7 million	Palisade Boulevard
2006	Chloe Clark Elementary	\$6.0 million	DuPont, WA
	School Addition/Modernization		
2007	Anderson Island Elementary	\$951,460	Anderson Island, WA
	New Multipurpose Room		
2008	New Pioneer Middle School	\$34.0 million	DuPont, WA
2008-2009	Steilacoom HS Addition	\$27.0 million	Steilacoom, WA
	/Modernization		
2012	Saltar's Point Modular	\$724,000	Steilacoom, WA
	Classrooms		
2015	Remodel of SHS Classrooms	\$710,972	Steilacoom, WA
2021	Maintenance Site Acquisition	\$700,000	Steilacoom, WA
2022	Maintenance Center Addition	\$2.2 million	Steilacoom, WA
2022	Elementary #5 Site Acquisition	\$4.8 million	DuPont, WA

### 2. Land/Parcel Holdings and Disposition

Until 2012, the District owned a 30 acre parcel located in the City of DuPont at the intersection of Center Drive and International Place. The District sold this property and used a portion of the sale proceeds to acquire a 14.71 acre site located on Manchester Place within the City of DuPont and a 5.3 acre site located on International Place within the City of DuPont.

The Board surplused and sold the 5.3 acre site in 2020.

The remaining 14.71 acre site in DuPont was intended to serve as the location for a planned new school. The Board declared this property surplus and entered into a purchase and sale agreement to sell this property contingent on acquisition of a suitable elementary school site in DuPont. The District purchased a suitable elementary school site in DuPont as described below.

In its long range planning, the District's Board of Directors regularly analyzes smaller parcels owned by the District that cannot support the size of facilities at any grade level and considers the sale of those parcels to fund the District's long range capital facility or future land acquisition funding strategies.

In 2010, the District purchased tax parcel identification No. 761500022 located immediately directly north of Steilacoom High School - a 13.5 acre parcel. In November 2013, the board passed Resolution 810-11-13-13 to approve the surplus of 3.77 acre portion of that site, and it remains for sale. It is the intent of the District to utilize a portion of this site for additional parking and athletic fields. The timing of this expansion is subject to the successful passage of a bond proposition. The board intends to place a proposition before voters in February 2023.

In 2014, the Board surplused 2.76 acres of property located on Chambers Street, in Steilacoom, commonly known as "Chambers Field" (Tax Parcel Identification No. 66555200311). Chambers Field is located directly behind the District's existing bus garage at Sequalish Street. In October 2021, the Board surplused 0.7 acres on Sequalish Street, where the District's bus garage and parking lot is located. The District sold both properties in October 2022.

In July 2022, the Board approved the purchase of a 10 acre elementary school site in the City of DuPont located on McNeil Street adjacent to Marshall Circle. The District intends to construct the next elementary school on this site.

### **3. History of Capital Facility Planning and Construction**

To meet increasing population and provide a sturdier building, the Town of Steilacoom approved in 1913 the construction of a new brick structure at the cost of \$15,000.

During the early part of the 1990's, about a dozen portable classrooms were placed to accommodate the growing enrollment at Cherrydale Primary School, Saltar's Point Elementary, and Pioneer Middle School. After the Town of Steilacoom placed a moratorium on the number of portables that could be sited, the District held public information meetings designed to inform residents about the critical situation. When the bond election was held in 1996 to approve general obligation bonds of \$38,000,000, voters rejected it. A second election, held in the following year was approved.

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



Instead, the old Steilacoom School serving as Pioneer Middle School underwent an extensive retro-fit to make the building earthquake safe. In addition, the cafeteria was remodeled and enlarged and the gymnasium floor was replaced. The results of that retro-fit were demonstrated during the February 28, 2001 earthquake. A portion of Proposition #1, or \$2,003,000, was designated for technology—computers, software and related equipment.

Following approval of the 1997 Capital Facilities Bond, plans were started for work on Cherrydale Primary School, Saltar's Point Elementary School, and Anderson Island Elementary School. To accommodate school-age students in the DuPont community, ground was broken in fall 2000 for a new elementary school. Chloe Clark Elementary School was dedicated in August 2001 and 180 students were enrolled for the following school year.

On May 17, 2005, District voters approved Steilacoom Historical School District No. 1 to issue \$55.9 million dollars in general obligation bonds to finance a 6-year construction program. The District received approximately \$17.1 million dollars in state match dollars to assist in funding.

The 2005 bond projects included:

- Completing Phase II of Chloe Clark Elementary School
- Building a new middle school
- Building an addition to Steilacoom High School
- Modernizing the existing portion of Steilacoom High School
- Building a new multi-purpose room at Anderson Island Elementary School
- Completing other priority renovations/modernization projects

Bond sales were executed in two phases: June 2005, \$22 million dollars and July 2006, \$33.9 million dollars. The 2005 bond projects are complete.

The board passed in November 2012 Resolution 787-10-24-12 to approve the addition of a modular building containing two classrooms to be placed at Saltar's Point Elementary to accommodate enrollment growth. The two classrooms are now in place.

In 2008, the Board of Directors gave the Citizens Advisory Committee the task of exploring options regarding the buildings that make up the old Pioneer Middle School site. The Committee's recommendation included consolidation of all SHSD administrative offices into the 1918 building. The District converted the 1918 Building into an administrative building in August of 2014 which has enabled all of the District's administrative staff to be housed in one building.

In the fall of 2016, the Board of Directors discussed the development of a comprehensive facility improvement plan for the District. It adopted a community based process that included board presentations, listening sessions, and a community based committee. The committee provided a set of recommendations to the Board of Directors in October 2018 and finalized their recommendations in November of 2018. The committee recommendations included:

- Increasing facility capacity at each school level,
- Construction of a maintenance/transportation facility, and
- Special program spaces to meet the needs of students and the community.

In October 2022, the Board of Directors resolved to place a bond measure before voters in February 2023 that will:

- Build an elementary school in DuPont, addressing capacity issues at all elementary schools within the district;
- Construct an expanded performing arts center at the high school;
- Provide an additional athletic field and a covered stadium at the high school;
- Increase facility capacity at the middle and high school;
- Improve traffic safety and flow at all schools; and
- Address ongoing facility safety and security needs for students.

#### **4. Future Capital Facility Plans**

The District's projected enrollment growth will continue to be focused at the elementary level but also with some growth at the secondary level. The District began implementation of class size reduction, as reflected in the standard of service in this Capital Facilities Plan, and expects to make further adjustments in future updates to the Capital Facilities Plans. Elementary schools are also impacted by increased special education needs, increases in other programs such as ELL classes, and potential development on Anderson Island.

To meet these capacity needs, the Board envisions the need for another school for K-5 students in DuPont. If a new elementary school is not constructed, the District would need to add additional classrooms at Chloe Clark as an interim planning measure. In July 2022, the Board approved the purchase of a 10 acre elementary school site in the City of DuPont located on McNeil Street adjacent to Marshall Circle. The District intends to construct the next elementary school on this site.

Subject to voter approval, the District intends to construct this school during the six year planning period of this Capital Facilities Plan.

To address planned facility needs, the District may add additional capacity at Pioneer Middle School and Steilacoom High School. This additional capacity may be general classrooms or special program space to address career and technical education program needs or other program enhancements determined by the district.

It is the intent of the District to use a portion of the 13.50 acre parcel directly north of Steilacoom High School for additional parking and for curricular and extracurricular athletic fields. At Pioneer Middle School and Steilacoom High School, four additional classrooms can be added, but a separate conditional use permit will be required before any construction. These classrooms could accommodate up to 125 additional students at both the middle and high school levels.

The District will also consider other alternatives to address enrollment growth, including but not limited to adding modular classrooms at existing schools within the District.

## TAB II PARCEL SUMMARY BY LOCATION

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

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

School/Facility/Parcel Description	Address City	Pierce County Tax ID parcel #	Approximate acreage	Notes
Steilacoom High School	54 Sentinel Steilacoom	7615000681	32.50	With two easements from DSHS. 13.50 acres were purchased north of the HS in late 2010
Pioneer Middle School	1750 Bob's Hollow Lane DuPont	0119263011	20.00	
Old Pioneer Middle School Site	511 Chambers Steilacoom	2305000600	3.26	Converted into administrative building in 2014
Saltar's Point Elementary School	908 3 <sup>rd</sup> St Steilacoom	7260000072	7.69	2008 New parcel number 7260000072
Cherrydale Primary School	1201 Galloway Steilacoom	0219052048	7.24	Parcels 0219052045 and 0219052046 were sold to Pierce County in 2011; parcel 0219052047 was sold in 2012
Chloe Clark Elementary School	1700 Palisades Blvd DuPont	0119264010	10.01	
Anderson Island Elementary School	13005 Camas Rd Anderson Island	0119052002	N/A	Parcel is owned by the AI Park Board and is leased to SHSD
District Office Annex	510 Chambers St Steilacoom	2305000651	0.20	
Vacant Undeveloped Parcel	Sentinel Drive Steilacoom	7615000022	13.5	Purchased in 2010
Vacant Undeveloped Parcel	Williamson Place DuPont	3001000010-3001000050	14.71	Purchased in 2012 Surplused and under contract
Vacant Undeveloped Parcel	McNeil Street Dupont	0119341006	10.0	Purchased in 2022
Maintenance Facility	Diggs St, Steilacoom		3.7	Purchased in 2021

## **TAB III STUDENT ENROLLMENT TRENDS**

### **1. DISTRICT GROWTH**

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

Using in-school building enrollment figures, the District's elementary school enrollment (grades K-5) grew from 966 students in 2003 to 1,406 students in 2022. During that same period, the Middle School (grades 6-8) student enrollment grew from 529 students to 719 students. Overall student enrollment for grades 9-12 increased from 675 students in 2003 to 820 FTE (headcount of 908 students) in 2022. Fall 2022 enrollment figures show continued long-term growth at the elementary and secondary levels, though the most current years have been impacted by COVID-19.

The District implemented the following grade configuration model to address actual and projected growth of the elementary school student population:

- |                                       |  |
|---------------------------------------|--|
| a. Anderson Island Elementary School: | Grades Pre-K-3 <sup>rd</sup>               |
| b. Cherrydale Primary School:         | Grades Pre-K to 3 <sup>rd</sup>            |
| c. Chloe Clark Elementary School:     | Grades Pre-K to 3 <sup>rd</sup>            |
| d. Saltar's Point Elementary School:  | Grades 4 <sup>th</sup> to 5 <sup>th</sup>  |
| e. Pioneer Middle School:             | Grades 6 <sup>th</sup> to 8 <sup>th</sup>  |
| f. Steilacoom High School:            | Grades 9 <sup>th</sup> to 12 <sup>th</sup> |

This grade configuration model may change once a new elementary school is operational to allow elementary students in DuPont to be served within DuPont.

### **2. ENROLLMENT AND PROJECTIONS**

The Washington State Superintendent of Public Instruction (OSPI) provides enrollment projections based on the "Cohort Survival" method. This method of enrollment projection uses historic patterns of student progression by grade level to measure the portion of students moving from one grade level up to the next cohort or grade. This ratio or survival rate is used in conjunction with current birth rates as a base for statewide enrollment projections. The OSPI system is useful, but has obvious inadequacies in representing the unique growth conditions of individual school districts. Historically, OSPI projections in growing school districts tend to underestimate the actual student enrollment growth. Furthermore, the OSPI projections do not wholly anticipate new students from new development within the District. As such, the OSPI projections are considered conservative. In addition, recent enrollment anomalies due to the COVID-19 pandemic make the OSPI projections fairly unreliable for predicting near-term future enrollment growth.

School enrollment growth and distribution over the next six years in Steilacoom Historical School District will be influenced by several factors. A primary factor will be overall population growth in the District.

The District is using a modified cohort survival projection for purposes of this Capital Facilities Plan. The cohort projection was prepared by a consultant and considers historic growth trends, future building plans and availability, birth rates, as well as economic and various other factors that contribute to overall population growth. The modified cohort survival rates provide projections that balance between achieving recency and stability.

The cohort projection does not factor in the COVID 19 related enrollment decrease that the Steilacoom Historical School District experienced for the 2020-21 school year and fall of the 2021-22 school year. Most school districts in the Puget Sound area and across the state experienced enrollment decreases recently with remote learning and uncertainties related to school instruction. The SHSD enrollment decrease in 2020-21 was larger on a percentage basis than many other local school districts. While the District does not expect this to be an ongoing enrollment trend, and expects enrollments to rebound to historical trend levels once the COVID 19 event is behind us. However, it may take an additional year for enrollment and the associated increases in student population to return to the prior trend. Because the District updates this CFP on an annual basis, adjustments will be made annually as needed if COVID 19 assumptions are incorrect.

The following tables provide the District's historical enrollment data and the projections by grade level through the 2027-28 school year.

**HISTORICAL STUDENT ENROLLMENT 2006-2020**  
**ACTUAL HEADCOUNT ENROLLMENTS ON OCTOBER 1st\***

GRADES		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
K**		204	224	206	217	244	255	212	237	233	247	238	248	199	233	216
1 <sup>st</sup> Grade		235	232	224	223	231	234	256	223	263	242	245	269	238	226	248
2 <sup>nd</sup> Grade		199	238	240	255	234	214	229	271	215	256	237	261	253	244	226
3 <sup>rd</sup> Grade		231	211	241	242	249	227	207	243	267	220	258	248	236	258	230
4 <sup>th</sup> Grade		216	226	214	257	263	238	196	206	219	264	226	248	228	232	252
5 <sup>th</sup> Grade		236	219	234	244	246	264	252	208	216	228	262	223	221	232	233
6 <sup>th</sup> Grade		244	240	221	253	241	265	268	269	247	239	239	299	230	239	225
7 <sup>th</sup> Grade		194	242	227	238	261	236	247	277	280	242	249	247	273	236	255
8 <sup>th</sup> Grade		218	203	227	248	230	266	228	253	280	277	231	261	242	272	240
9 <sup>th</sup> Grade		199	232	205	242	226	224	247	231	255	278	291	232	240	240	263
10 <sup>th</sup> Grade		188	210	223	201	225	221	217	258	231	262	268	298	222	245	236
11 <sup>th</sup> Grade		197	187	219	223	204	226	212	215	238	173	231	251	245	194	231
12 <sup>th</sup> Grade		119	160	159	179	189	190	208	200	196	190	162	193	218	219	178
<b>Total Enrollment</b>		<b>2,680</b>	<b>2,824</b>	<b>2,840</b>	<b>3,022</b>	<b>3,043</b>	<b>3,060</b>	<b>2,979</b>	<b>3,091</b>	<b>3,140</b>	<b>3,118</b>	<b>3,137</b>	<b>3,278</b>	<b>3,045</b>	<b>3,068</b>	<b>3,033</b>

\*Reflects in-person instruction only except for 2020 COVID 19 Remote Learning enrollment.

\*\*Earlier years converted to full-day K for purposes of comparison with enrollment projections.

### ENROLLMENT HEADCOUNT BY GRADE SPAN

Enrollment by Grade Span	Oct. 2021	Oct. 2022	Projected Enrollment 2022-23	Projected Enrollment 2023-24	Projected Enrollment 2024-25	Projected Enrollment 2025-26	Projected Enrollment 2026-27	Projected Enrollment 2027-28
Primary Elementary (K-3)	961	920	1,143	1,135	1,139	1,112	1,109	1,106
Intermediate Elementary (4-5)	464	485	553	555	535	553	572	545
Middle School (6-8)	745	720	862	894	905	926	913	927
High School (9-12)	898	908	1,120	1,148	1,179	1,205	1,194	1,237
<b>TOTAL</b>	<b>3,068</b>	<b>3,033</b>	<b>3,678</b>	<b>3,732</b>	<b>3,758</b>	<b>3,796</b>	<b>3,788</b>	<b>3,815</b>

Source: BERK 2020 Demographic Report (complete report on file with District)



## **TAB IV LEVEL OF SERVICE**

### **1. INTRODUCTION**

The Growth Management Act (GMA) requires that school districts provide “level of service” or “school capacity” data as a component of their Capital Facilities Plan (CFP). The GMA was developed, in part, to help ensure public services, including schools, necessary to support development will be adequate to serve said development at the time the development is available for occupancy and use, without decreasing current service levels below locally established minimum standards. In other words, each public service needs to clearly define their service level so that service level can be maintained in the face of new development.

### **2. DEFINITION**

The “level of service” is based on the number of classrooms available at each school and the desired average class load. Inherent in the level of service are the types and amounts of space required to accommodate the District’s adopted educational program. The educational program standards which typically drive facility space needs include grade configuration, optimal facility size, class size, educational program offerings, as well as classroom utilization and scheduling requirements.

In addition to factors that affect the amount of space required, government mandates and community expectations may affect how classroom space is used. For example, State requirements related to full day kindergarten and reduced class sizes impact the level of service. In addition, traditional educational programs offered by school districts are often supplemented by non-traditional or special programs such as special education – resource and self-contained, special education 18-21 year old transitional program, Multilingual Language Learner (MLL), Title I, Learning Assistance Program (LAP), music education, highly capable, special education preschool, computer labs, career and technical education, etc. These special or non-traditional educational programs can have a significant impact on the available student capacity of school facilities. For example, the District currently has approximately 425 students (approximately 12.9% of its total student population) participating in Special Education Programs.

Variations in student capacity between schools often result in special or non-traditional programs offered at specific schools. These special programs require classroom space, which can reduce the permanent capacity of some of the buildings housing these programs. Some students, for example, leave their regular classroom for a short period of time to receive instruction in these special programs. Newer schools within the District have been designed to accommodate many of these programs. However, older schools often require space modifications to accommodate special programs, and in some circumstances, these modifications may reduce the overall classroom capacities of the buildings.

District educational program standards will undoubtedly change in the future as a result of changes in special programs, class sizes, grade span configurations, use of new technology, and other physical aspects of the school facilities. The school space inventory will be reviewed

periodically and adjusted for any changes to the educational program standards. These changes will also be reflected in future updates of this Capital Facilities Plan.

The District does not consider 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 may exceed the optimal size of the "core" facilities of the permanent building(s); such spaces as the gymnasium, the library, the restrooms, the main office, and the food service facilities.

### **3. SUMMARY**

The Growth Management Act (GMA) requires that school districts provide "level of service" or "school capacity" data to support requests for impact fees from residential developers. With respect to public schools, the "level of service" is a quantifiable measure of the capacity available to support the instruction of students.

Steilacoom Historical School District No. 1 has elected to define its "level of service" in terms of each student's share of the District's permanent school facilities, with reference to the District's standard for average class load and identification of classrooms available for regular instruction. The level of service (LOS) is dictated by the amount of space required to accommodate the District's adopted educational program. The LOS will change as the District changes its educational program and it must be reviewed and modified periodically.

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

The District has adopted a traditional calendar beginning in late August or early September (prior to Labor Day) and ending in mid-June, and a traditional daily schedule with academic classes beginning in the early morning (between 7:35 a.m. and 9:05 a.m.) and ending 6.5 hours after the start time. Although the District continues to study alternate organizations, calendars, and schedules, the District believes the adopted organization is educationally sound and reflects community values.

The District's educational program includes individual and small group work, as well as full class activities. Portable classrooms, which are neither intended for nor function as long term educational space, are excluded from the level of service calculation. Portables are considered adequate only for supplemental programs and interim housing.

The capacity for each facility is established by multiplying the regular classrooms available by the District's standard for average class load (the "Standard of Service"). Spaces used for special program needs are excluded from the definition of regular classrooms. Core facilities and special use facilities are compared to classroom capacity to confirm that facility capacity is not limited by limitations in core facilities.

The District's adopted Standard of Service is as follows:

	<b>Standard of Service</b>
High School	25 students/classroom
Middle School	25 students/classroom
Elementary	20 students/classroom

Using the Standard of Service and updated information regarding classroom utilization, the District's current facility capacity, current enrollment, and projected facility need, is as follows:

<b>Facility</b>	<b>Area (SF)</b>	<b>Teaching Stations**</b>	<b>Existing Capacity (Based on Service Standards)</b>	<b>Actual October 2022 Enrollment</b>	<b>Projected 2027/28 Enrollment</b>
Steilacoom High School	133,374	41	1,025	908	1,237
Pioneer Middle School	103,128	31	775	719	927
Saltar's Point Elementary*	55,235	17	340	486	545
Anderson Island Elementary	11,366	2	40	21	13
Cherrydale Primary	42,083	17	340	369	453
Chloe Clark Elementary	59,333	26	520	530	649
Total Elementary			1,220		1,660
Total Secondary			1,800		2,164

\*Does not include modular classroom capacity.

\*\*Regular classroom use only.

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

Each year, Steilacoom Historical School District provides to Pierce County the costs expended per student as an update to the Capital Facilities Plan. Building and equipment costs at each educational facility are rounded up and reflect the District's capital improvement campaign costs as completed in 2010.

<b>School Facility</b>	<b>Building Costs</b>	<b>Equipment Costs</b>	<b>Total Costs</b>
Anderson Island Elementary School	\$ 946,000	\$ 50,000	\$ 996,000
Cherrydale Primary School	\$ 9,457,000	\$ 400,000	\$ 9,857,000
Chloe Clark Elementary School	\$ 9,727,000	\$ 450,000	\$10,177,000
Saltar's Point Elementary School	\$ 6,765,000	\$ 350,000	\$ 7,115,000
Pioneer Middle School	\$34,244,000	\$1,800,000	\$36,044,000
Steilacoom High School	\$30,597,000	\$ 630,000	\$31,227,000

The current cost per student based upon capacity enrollment figures is as follows:

Elementary Student	\$23,070
Middle School Student	\$46,508
High School Student	\$30,465

\*Information as required by Pierce County. Reflects cost per student based on project costs and capacity identified at the time of construction of the relevant facilities. Does not reflect cost per student based upon updated facility construction costs and use.

## **TAB V THE DISTRICT'S CONSTRUCTION PLAN**

### **1. INTRODUCTION**

From district to district, it is common to find variations in the grade level configurations, class size requirements and instructional programs depending upon a local community's educational philosophy and the needs of the students to be served. Such variations between districts do impact the design and the cost of newly constructed school facilities.

In late 2016, the district began a planning process with a Capital Facilities Advisory Committee made up of community members, staff, district officials, students, Town of Steilacoom and City of DuPont representatives. The Committee began their work in 2018. The purpose of the Steilacoom Historical School District's Facilities Advisory Committee (FAC) was:

- Establish a long-term Capital Projects Plan
- Recommend short- and long-term solutions related to the District's deferred maintenance, educational adequacy of schools, safety and security, future plans and use of district property; and
- Consider a future capital bond proposition.

The Capital Facilities Advisory Committee was presented data to study and evaluate the overall condition of district facilities to identify and prioritize potential facility modifications, replacements, additions and/or closures to best enhance student achievement opportunities, and support the ongoing economic development and a healthy community. This data included:

- Facility Condition Assessment - Deferred Maintenance;
- Educational Standards;
- Safety and Security Standards;
- Technology;
- School Capacity;
- Enrollment;
- Demographics; and
- Financial Data.

### **2. THE NEW CONSTRUCTION PROGRAM**

The ability to move forward on the construction of any new school facility in the Steilacoom Historical School District is dependent on many factors. First, the District needs to have local funding available to pay for the cost of new school facilities. Normally, school districts secure the majority of their local funds through the sale of general obligation bonds, as approved by the qualified voters of their districts. The authority to issue and sell such bonds rests in the Constitution and laws of the State of Washington, including RCW 28A.530.010 and RCW 84.52.056.

The State of Washington has set forth recommended site size standards, as defined in WAC 392-342-020. Specifically, for an elementary school, the minimum standard is five (5) acres plus

an additional one (1) acre for each one hundred (100) pupils of a school's maximum enrollment. For junior and senior high schools, the minimum standard is ten (10) acres plus an additional one (1) acre for each one hundred (100) pupils of a school's maximum enrollment. These recommended acreages provide space for the school building(s) and the appropriate support facilities such as play fields, athletic facilities and parking.

Of particular importance to Steilacoom Historical School District No. 1, is the eligibility for State School Construction Assistance. Such State assistance is used along with local funds to pay for the cost of new school facilities. However, State monies cannot be used to purchase school sites, to make off-site improvements and/or fund those specific items spoken to in WAC 392-343-120. The formula for determining the exact amount of State funding assistance a district can receive is set forth in WAC 392-343-020.

To address capacity needs, the District plans to construct a new elementary school in the City of DuPont. The District has completed the conceptual design stage for this school but expects that it will be available for occupancy by 2025. The District's voters will need to approve a bond measure to fund the construction of this school. The District may also consider adding capacity at Pioneer Middle School to address long term enrollment growth. In addition, the District plans to address enrollment capacity, make field improvements, and enhance other district facilities for curricular and co-curricular programs at Steilacoom High School.

### **3. SUMMARY**

To accommodate enrollment growth, Steilacoom Historical School District No. 1 completed the 2005 Capital Improvement Program which benefitted four schools. The completion of Phases II and III to Chloe Clark Elementary School resulted in a student capacity increase from the original 175 student capacity. The 2,865 square foot multipurpose building at Anderson Island Elementary was added to accommodate up to 40 students. Pioneer Middle School, which can hold 775 students, opened in August 2008. The addition and modernization of the existing Steilacoom High School was completed in 2009. Steilacoom High School can now hold 1,025 students.

Currently, Saltar's Point Elementary, Chloe Clark Elementary and Cherrydale Primary are all over capacity based on Service Standards (see page 22).

To address projected long term growth in the District, the District plans to construct a new elementary school in DuPont and may add capacity at Pioneer Middle School, and Steilacoom High School, all within the six year planning period of this Capital Facilities Plan. The District may also add portable facilities as needed to provide interim capacity at all grade levels.

## **TAB VI THE DISTRICT'S FINANCE PLAN**

### **1. INTRODUCTION**

The Steilacoom Historical School District No. 1 clearly recognizes the long-term value of capital facilities planning. The execution of the 2005 Capital Improvement Program, discussed earlier in this report, helped address the District's need for permanent facilities to accommodate students from new housing developments.

The District's long-planned modernization of its older facilities (Cherrydale, Saltar's Point, and Anderson Island Elementary Schools), construction of a future elementary school in DuPont, and the addition of modular classrooms is dependent on a means of financing modernization or new construction. The costs associated with new construction and modernization identified in the District's Construction Plan and anticipated state and local funding are presented in Tab 5. The District uses an impact fee methodology that is based upon the Pierce County school impact fee ordinance.

In this CFP, based on current enrollment projections and the need to construct a new school to meet capacity needs related to growth, the District is requesting school impact fees.

The District's Funding Plan identifies the specific funding sources, amounts of funding, and the unique relationships that exist between funding sources for the projects spelled out in the District's Comprehensive Plan.

### **2. COST FACTORS**

**Factors:** A number of factors influence the total cost and, specifically, the local share of any new school construction project. The major factors that impact the cost of new school construction are as follows:

1. The per acre cost of school sites will vary considerably from district to district. In general, the more urban the district tends to be, the more costly the school sites.
2. The acreage of available property and the use ability of acreage will not always match the preferred school site sizes.
3. The proximity of needed utilities (i.e., water, sewer, electricity, etc.) and roadways to a new school site are oftentimes a significant cost variable.
4. The nature of the instructional programs housed in school facilities drastically impact the cost of those facilities. The square foot cost of senior high schools is almost always higher than elementary and middle schools. The square footage costs of middle schools are usually higher than elementary schools. Specialized facilities for Vocational and Special Education programs can also increase construction costs.

5. The posture of the local governmental planning agencies (i.e., City or County) will affect such items as off-site street improvements, landscaping, street signaling, and signage, etc.
6. The “bidding climate” at the time a new school project comes on line is terribly important. Normally, the less construction work available the more competitive the general contractors become and 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.

1. The Capital Projects fund is used for purposes such as: (a) to finance the purchase and development of school sites; (b) the construction of new facilities and the modernization of existing facilities; and (c) the purchase of initial equipment, library books and textbooks for new facilities. Revenues accruing to the Capital Project Fund come primarily from bond sale proceeds, capital levy collections, and state matching funds. However, Revenues from the General Fund, the sale of property and contributions can also be accrued to the Capital Projects Fund. School impact fees and mitigation fees are maintained in segregated accounts.
2. The Debt Service Fund is used as a mechanism to pay for bonds. When a bond issue passes, a school district sells bonds that have a face value and an interest rate. Local property taxes are adjusted to provide the funds necessary to meet the approved periodic payments on sold bonds. The proceeds from the taxes collected for this purpose are deposited in the Debt Service Fund and drawn out for payments at the appropriate times.

As noted earlier, school districts receive funds for capital program purposes from a variety of sources. Those sources are described as follows:

**Bonds:** Bonds are financial instruments having a face value and an interest rate, which is determined at the time and by the conditions of their sale. Bonds are backed by the “full faith and credit” of the issuing school district and may be paid from proceeds derived from a specific increase in the property taxes for that purpose. The increase in the taxes results in an “excess levy” of taxes beyond the constitutional limit, so the bonds must be approved by a vote of the people in the jurisdiction may not exceed five (5) percent of the assessed value of the property within that jurisdiction at the time of issuance. Bonds are multi-year financial instruments, generally issued for 10-20 years. Because of their long-lasting impact, they require both an extraordinary plurality of votes and a specific minimum number of voters for validation. The positive votes must equal or exceed 60 percent of the total number of voters in the school district who cast ballots in the last general election.

Proceeds from bond sales are limited by bond covenants and must be used for the purpose(s) for which the bonds are issued. They cannot be converted to a non-capital or operating purpose. The life of the improvement resulting from the bonds must meet or exceed the term of the bonds themselves.

**Capital Levies:** Capital Levies differ from bonds in that they do not result in the issuance of a financial instrument and, therefore, do not affect the “bonded indebtedness” of a school district. This method of financing is a straight increase in property tax rates to produce a voter-approved dollar amount. The amount generated from the capital levy is then available to a

district in the approved year. The actual levy rate itself is determined by dividing the number of dollars approved by the assessed valuation of the total district at the time the taxes are set by the County Council. While a typical period for capital levies is one or two years, they can be approved for up to a six-year period at one election. The amounts to be collected are identified for each year separately and the tax rates set for each individual year. Like bond issues, capital levies must be used for the specific capital purpose(s) that they were passed. They cannot be converted to a non-capital or operating purpose.

**State Funding Assistance:** The State of Washington has a Common School Construction Fund. The State Board of Education is responsible for administration of the funds and the establishment of matching ratios. The Office of the Superintendent of Public Instruction (OSPI), , has determined that Steilacoom School District's 2021 funding assistance ratio is 53.48% for those expenses that are defined as eligible for state funding assistance. However, the District's planned capacity project included in this six-year plan, a new elementary school, will not qualify for state funding.

The base to which the percent is applied is the cost of construction, as determined by the Construction Cost Allocation. 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 2021 was \$238.22 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. In addition, state statute provides that modernization of new-in-lieu-of replacement projects are eligible for state reimbursement at 100% of the Construction Cost Allocation.

Funds for the state match come from the Common School Construction Fund using revenues accruing predominately from the sale of renewable resources, primarily timber, from state school lands being set aside by the Enabling Act of 1889. If these sources are insufficient to meet current needs, the legislature can appropriate additional funds or the Superintendent of Public Instruction can prioritize projects for funding.

As noted in WAC 392-343-057, in the event that state matching monies are not available to fund a specific school project, then school districts may proceed at their own financial risk. At such time state monies do become available, reimbursement will be made to the district for the state's share of said project.

The District is currently not eligible for state reimbursement for new construction.

**Impact Fees:** According to RCW 82.02.050, the definition of an impact fee is “... a payment of money imposed upon development as a condition of development approval to pay for public facilities needed to serve new growth and development, and that is reasonably related to the new development that creates additional demand and need for public facilities, that is a proportionate share of the cost of the public facilities, and that is used for facilities that reasonably benefit the new development. “Impact fee” does not include a reasonable permit or application fee.”

Impact Fees can be collected where a District demonstrates an “un-housed student need” as determined by applying the district’s level of service to projected growth from new residential development. The amounts to be charged are calculated based on the costs for providing the space for the projected number of students in each residential unit.

The District determines the cost per unit by using a student generation rate. The Pierce County School Impact Fee Ordinance, Table 4A-1 of Chapter 4A.30 of the Pierce County Code, identifies the school impact fee formula and defines the “Student Factor” as follows:

**"Student Factor"** is the number derived by a School District to describe how many students of each grade span are expected to be generated by development activity. Student factors shall be based on District records of average actual student generated rates for new developments constructed over a period of not more than five years prior to the date of the fee calculation; provided that, if such information is not available in the District or if there are no developments in the District similar to that being proposed, the District may use data from districts with similar demographics, or, if no other data sources are reasonably available, county-wide averages.

For purposes of this year’s CFP, the District is relying on a 2021 student generation rate study prepared by an independent consultant. The District has, in previous updates to its Capital Facilities Plan, used student factors from nearby school districts where the sample size of development within the District has not been adequate to produce a reliable District-specific student factor. The District will revisit student generation rates in future updates to the Capital Facilities Plan.

The Student Factors are as follows:

**Single Family Dwelling Units:**

Elementary – K through 5:	.147
Middle School – 6 through 8:	.052
High School – 9 through 12:	.108

**Total: .307**

**Multi-Family Dwelling Units:**

Elementary – K through 5:	.060
Middle School – 6 through 8:	.017
High School – 9 through 12:	.023

**Total: .100**

Source: BERK (2021 study on file with District).

For impact fees, the District’s Board of Directors must first adopt a Capital Facilities Plan with recommended fees and then, the towns, cities, and counties located within the District boundaries must then adopt a school impact fee ordinance and adopt or update the District’s recommended fee. Within the Steilacoom Historical School District, those general government jurisdictions include the Town of Steilacoom, the City of DuPont and Pierce County.

Furthermore, developers may contribute properties which will have value to a district. In such cases, the developer is entitled to a credit for the actual cost of the provided property. This credit can reduce or eliminate the mitigation or impact fee that would be chargeable under the mitigation/impact fee calculation.

The District collects school impact fees from new residential development in unincorporated Pierce County and the Town of Steilacoom. The City of DuPont must adopt a school impact fee ordinance for the City to collect school impact fees on behalf of the District. The Pierce County school impact fee ordinance requires that the calculated fee be discounted by 50% and, in addition, artificially caps fees and updates the capped fee each year based upon an escalation factor. The Town of Steilacoom generally uses the District’s recommended fee as a basis for the fee amount.

As noted above, the District utilized an independent consultant to research the student generation rate specific to the District in 2021. The District plans to update the student generation study going forward. The District will make decisions regarding any future adjustment to the impact fee as the CFP is updated annually.

Enclosures 1 through 2 to this tab include the District’s 2022 impact fee calculations and data.

## 5. THE DISTRICT FUNDING PLAN

The District's Funding Plan is designed to identify the specific funding resources, the amounts of funding needed and the unique relationships that exist between funding sources for each of the capital projects set forth in the District's Construction Plan. The District does not expect to receive state matching funds for construction of the new elementary school. The District anticipates that the new elementary school will cost approximately \$27,000,000 (hard construction costs only). The District's voters will need to approve a bond measure to fund construction of the new school. Impact fee revenue will also be used to fund the planning and construction of any new school or additions to existing schools identified as growth related projects. Impact fees may also be used to fund portable facilities needed for interim growth-related capacity.

The District's excess assessed value used to calculate the bond rate is \$4,537,636 for the 2022 levy year. For the 2023 levy year, it increased to \$5,395,857

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.

Steilacoom Historical School District Six Year Capital Facilities Plan						
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Maintenance Facility	\$ 500,000					
Small Works Projects	\$ 1,995,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 600,000	\$ 600,000
District Safety and Security	\$ 200,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000
Asset Preservation	\$ 4,271,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000
Technology System	\$ 200,000	\$ 750,000	\$ 750,000	\$ 750,000	\$ 750,000	\$ 750,000
Community Enhancement Projects		\$ 200,000	\$ 225,000	\$ 250,000	\$ 250,000	\$ 250,000
New Elementary School	\$ 500,000	\$ 30,000,000	\$ 20,000,000	\$ 5,000,000	\$ -	\$ -
Elementary Upgrades	\$ 500,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000		
High School Program Project		\$ 5,000,000	\$ 5,000,000	\$ 10,000,000	\$ 10,000,000	\$ 1,000,000
High School Capacity/Facility Projects				\$ 2,500,000	\$ 2,500,000	
Middle School Capacity /Program				\$ 2,500,000	\$ 2,500,000	
<b>Total Costs</b>	<b>\$ 8,166,000</b>	<b>\$ 38,150,000</b>	<b>\$ 28,175,000</b>	<b>\$ 23,200,000</b>	<b>\$ 17,600,000</b>	<b>\$ 3,600,000</b>
Beginning Balance	\$ 9,585,395	\$ 7,204,554	\$ 29,174,554	\$ 1,119,554	\$ 33,939,554	\$ 16,359,554
Fund Balance						
Property Sale	\$ 9,600,000					
GF Transfer	\$ 100,000	\$ 100,000	\$ 100,000			
Impact Fees	\$ 170,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Bond Proceeds	\$ (4,084,841)	\$ 60,000,000		\$ 56,000,000		
<b>Total Resources</b>	<b>\$ 5,785,159</b>	<b>\$ 60,120,000</b>	<b>\$ 120,000</b>	<b>\$ 56,020,000</b>	<b>\$ 20,000</b>	<b>\$ 20,000</b>
<b>Ending Balance</b>	<b>\$ 7,204,554</b>	<b>\$ 29,174,554</b>	<b>\$ 1,119,554</b>	<b>\$ 33,939,554</b>	<b>\$ 16,359,554</b>	<b>\$ 12,779,554</b>

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

Student Factors-Single/Multi-Family	
Elementary	.147/.060
Middle School	.052/.017
High School	.108/.023

Temporary Facilities Costs	
Elementary	
Middle School	
High School	

Student Capacity Per Facility	
Elementary	475
Middle School	600
High School	1,200

Permanent/Temporary Square Footage	
Elementary	168,017/1,927
Middle School	103,128
High School	133,374
Total	398,553/1,927

Site Acreage Site	
Elementary	10 acres
Middle School	25 acres
High School	40 acres

State Funding Assistance	
Rate:	53.28% (currently not eligible)

Construction Cost Allocation \$246.83

Site Cost per Acre	
Elementary	\$480,000
Middle School	\$480,000
High School	\$480,000

Gen. Obligation Bond Interest Rate	
Current Bond Buyer Index	3.86%

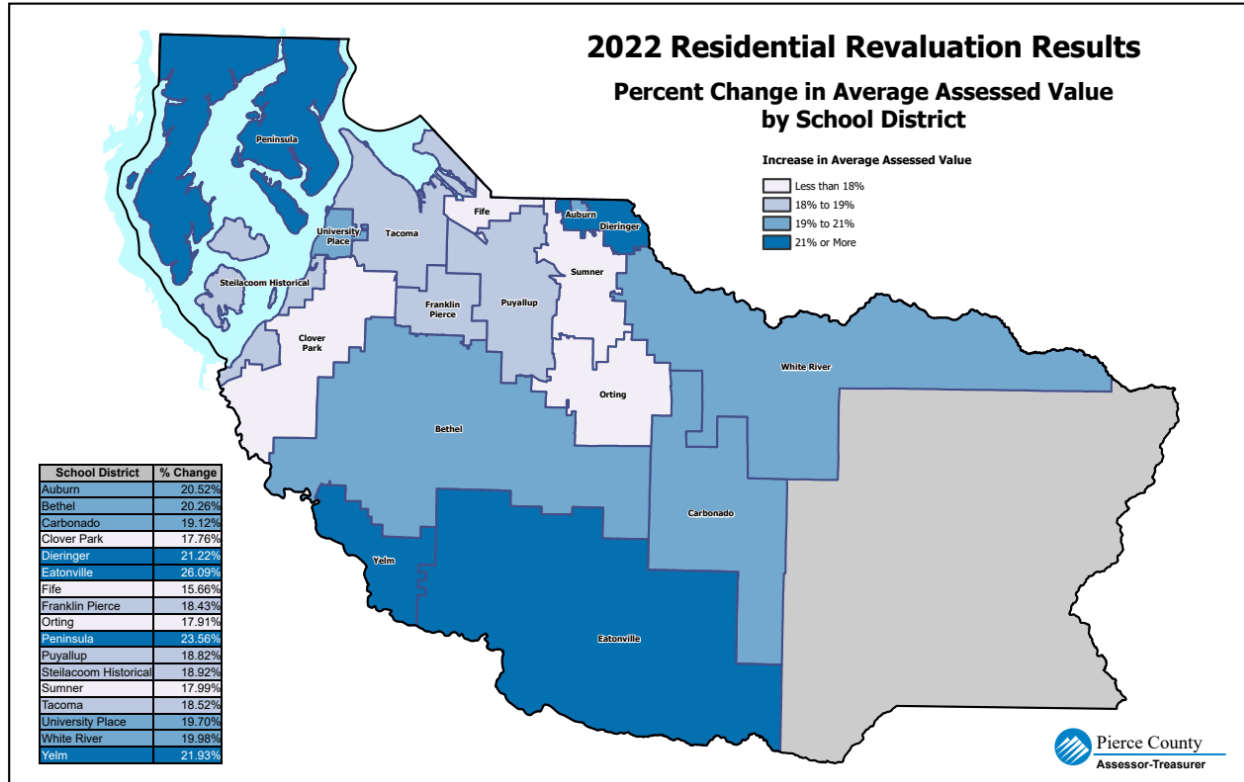
New Facility Construction Cost	
Elementary (475)	\$54,000,000

District Debt Service Tax Rate	
Current \$/1,000	\$1.69

SPI Square Footage per Student	
Elementary (K-5)	90
Middle School (6-8)	108
High School (9-12)	130
Special Education	144

Average Assessed Value	
Single Fam. Res.	\$545,248
Multi-Family Res.	\$224,118
P.C. Assessor-Treasurer	

## Average Assessed Value Percentage Changes by School District



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

STEILACOOM HISTORICAL SCHOOL DISTRICT							
SCHOOL IMPACT FEE CALCULATION							
2023-2028							
School Site Acquisition Cost:							
((Acres x Cost per Acre) / Facility Capacity) x Student Factor							
	Facility	Cost/	Facility	Student	Student		
	Acreage	Acre	Capacity	SFR	MFR	Cost/	Cost/
						SFR	MFR
Elementary	10.00	\$ 480,000	475	0.147	0.060	\$1,485	\$606
Middle	25.00	\$ -	600	0.052	0.017	\$0	\$0
High	40.00		1,200	0.108	0.023	\$0	\$0
					TOTAL	\$1,485	\$606
School Construction Cost:							
((Facility Cost / Facility Capacity) x Student Factor) x (Permanent / Total Sq Ft)							
	%Perm/	Facility	Facility	Student	Student		
	Total Sq.Ft.	Cost	Capacity	SFR	MFR	Cost/	Cost/
						SFR	MFR
Elementary	99.99%	\$ 54,000,000	475	0.147	0.060	\$16,710	\$6,820
Middle	99.99%	\$ 5,000,000	600	0.052	0.017	\$433	\$142
High	99.99%	\$ 5,000,000	1,200	0.108	0.023	\$450	\$96
					TOTAL	\$17,593	\$7,058
Temporary Facility Cost:							
((Facility Cost / Facility Capacity) x Student Factor) x (Temporary / Total Square Feet)							
	%Temp/	Facility	Facility	Student	Student	Cost/	Cost/
	Total Sq.Ft.	Cost	Size	SFR	MFR	SFR	MFR
Elementary	0.01%	\$ -	20	0.147	0.060	\$0	\$0
Middle	0.01%	\$ -	25	0.052	0.017	\$0	\$0
High	0.01%	\$ -	25	0.108	0.023	\$0	\$0
					TOTAL	\$0	\$0
State Funding Assistance Credit:							
CCA x OSPI Square Footage % x Funding Assistance % x Student Factor							
	Current	OSPI Square	District	Student	Student		
	CCA	Footage	Funding %	SFR	MFR	Cost/	Cost/
						SFR	MFR
Elementary	\$ 238.22	90	0.00%	0.147	0.060	\$0	\$0
Junior	\$ 238.22	108	0.00%	0.052	0.017	\$0	\$0
Sr. High	\$ 238.22	130	0.00%	0.108	0.023	\$0	\$0
					TOTAL	\$0	\$0
Tax Payment Credit:							
Average Assessed Value						SFR	MFR
Capital Bond Interest Rate						\$545,248	\$224,119
Net Present Value of Average Dwelling						3.86%	3.86%
Years Amortized						\$4,453,433	\$1,830,537
Property Tax Levy Rate						10	10
Present Value of Revenue Stream						\$1.69	\$1.69
						\$7,526	\$3,094
Fee Summary:							
				Single	Multi-		
				Family	Family		
Site Acquisition Costs				\$1,485	\$606		
Permanent Facility Cost				\$17,593	\$7,058		
Temporary Facility Cost				\$0	\$0		
State Funding Credit				\$0	\$0		
Tax Payment Credit				(\$7,526)	(\$3,094)		
FEE (AS CALCULATED)				\$11,552	\$4,571		
REQUIRED LOCAL SHARE ADJUSTMENT				\$5,776	\$2,285		
(PER ORDINANCE)							
FINAL FEE				\$5,776	\$0		