STEILACOOM Historical School District No. 1

The best education for every student.

Est. 1854

Study Session of the Board of Directors

Steilacoom High School, 54 Sentinel Drive, Steilacoom, WA

Wednesday, July 13, 2022 06:00 PM

I. CALL TO ORDER (Action)

a. Pledge of Allegiance
b. Roll Call
c. Approval of Agenda

II. TOPIC FOR BOARD DISCUSSION

A. Budget and 4-Year Budget Forecast (Discussion)

Presenter: Melissa Beard

SHSD 2022-23 Budget Presentation.pdf (p. 2)

B. Board Self-Assessment Results (Discussion)

Presenter: Superintendent Weight

Board Self-Assessment Results.pdf (p. 17)

C. District Goals (Discussion)

Presenter: Shawn Lewis

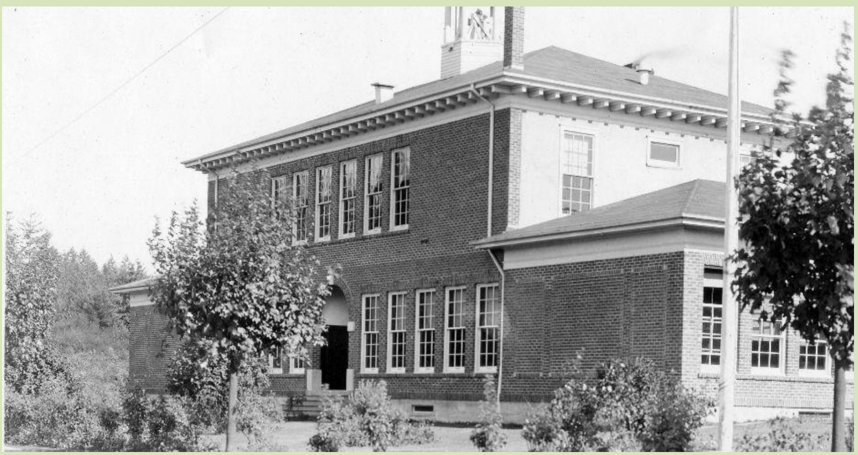
District Goals Presentation.pdf (p. 18)

D. Board Coffee Chat Update (Discussion)

Presenter: Loujanna Rohrer

III. ADJOURNMENT (Action)

Steilacoom Historical School District



Work Session for

22-23 Budget and

21-22 Budget Extension

July 13, 2022

General Fund, Debt Service Fund, Capital Projects Fund, ASB Fund, Transportation Vehicle Fund

2021-22 Budget Extension

- Originally budgeted for 2,884 FTE
  - Actually averaged 2,948 FTE
- Original budget: $48,571,407
  - Requesting to increase to $53,571,407
- Additional revenues
  - Apportionment and Enrollment Stabilization-$2,170,603
  - Food Service-$1,292,164
  - Elementary and Secondary School Emergency Relief (ESSER)-$2,000,000

Budget Timeline

- ~~July 8th – Budget Draft due to PSESD~~
- **July 13th – Budget Work Session**
- July 27th – Public Hearing for Budget
- August 24th – Board adopts Budget
- September 2nd – District files adopted Budget with PSESD

Summary of Legislative Changes 2022-2023

- Physical, Social, and Emotional Support (PSES) Staff allocation
  - Additional 2.931 FTE over 3 years, compliance required
  - Current staffing 8.553 FTE

Summary of Legislative Changes 2022-2023

- Compensation and Materials, Supplies and Operating Costs (MSOCs) allocations increased by inflation (5.5%)

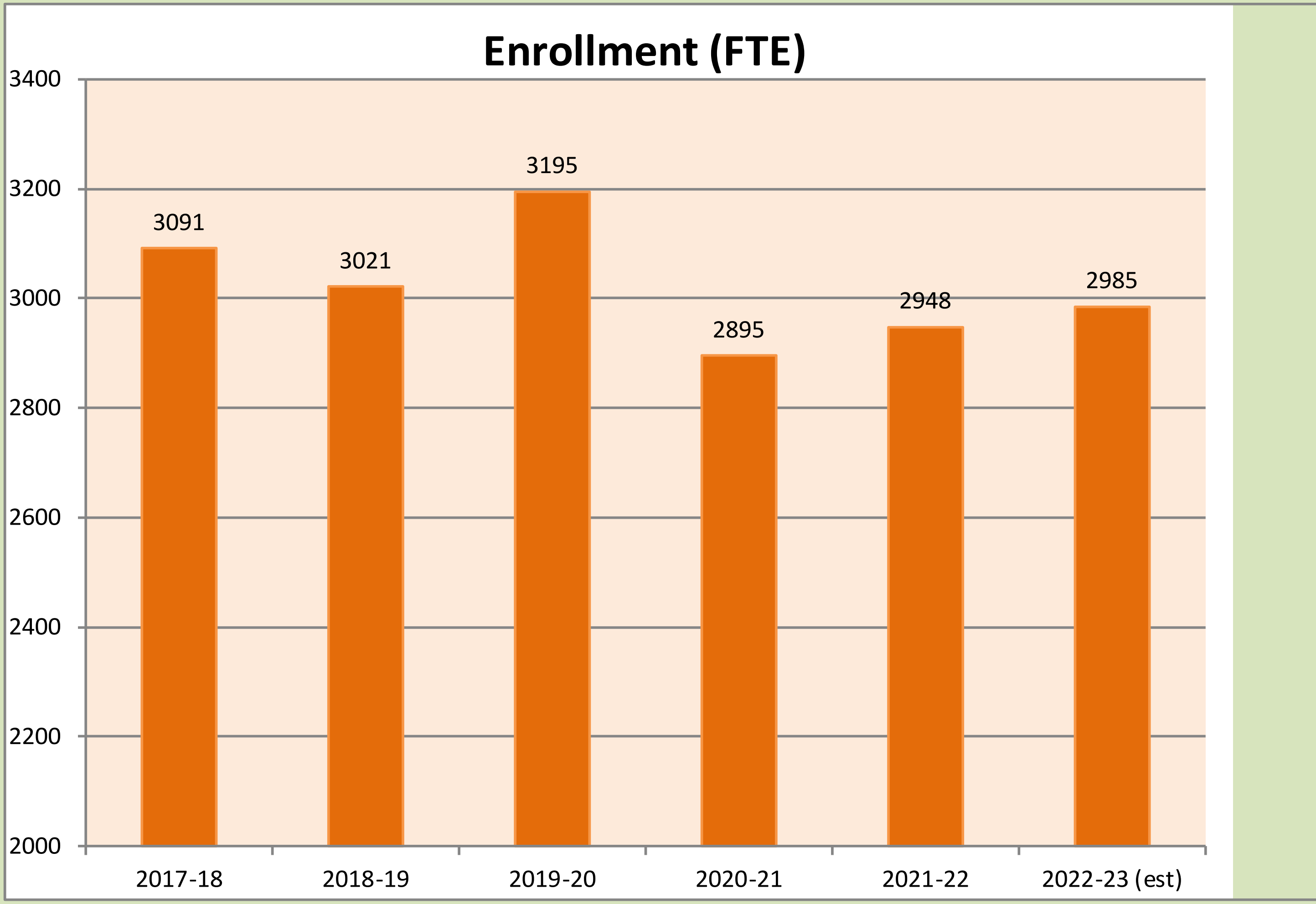
Staff Type	2022-23 SY Salary Allocation
Certificated Instructional	$72,733
Classified	$52,173
Certificated Administrative	$107,955

MSOC Category	2021-22	2022-23
General Education	$1,340.13	$1,438.84
Lab Science	$184.09	$194.21

- Regionalization decreases from 4% to 3%

ENROLLMENT HISTORY

Enrollment (FTE) Final Annual Average	
2017-18	3091
2018-19	3021
2019-20	3195
2020-21	2895
2021-22	2948
2022-23 (est)	2985



FTE Enrollment

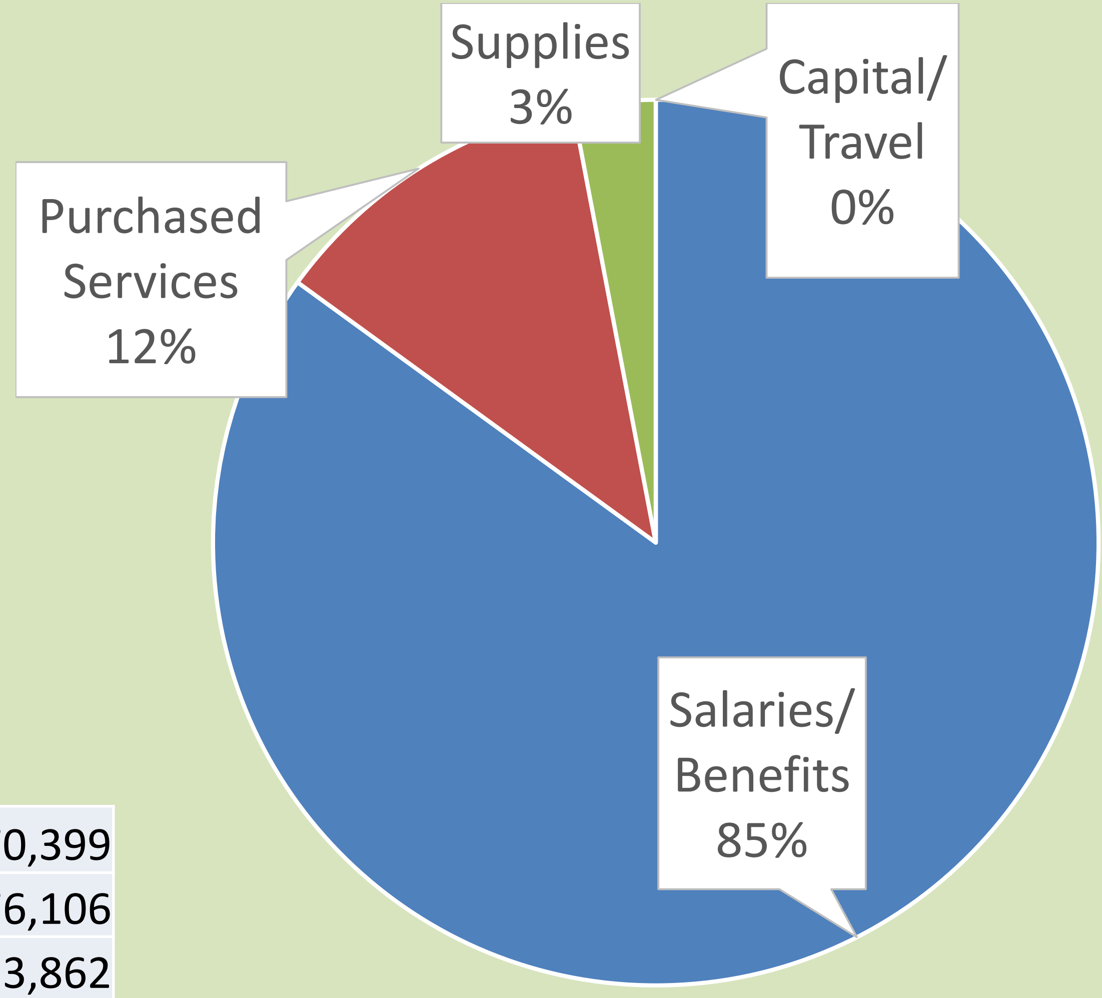
Grade	2018-19	2019-20	2020-21	2021-22	2022-23 Budget
K	241	254	210	231	276
1	238	266	234	227	229
2	229	264	252	242	226
3	253	246	232	258	242
4	216	245	224	229	258
5	259	229	224	228	229
6	239	301	227	239	229
7	258	249	264	233	238
8	226	257	237	270	233
9	289	231	233	235	270
10	266	294	222	240	236
11	178	193	176	151	166
12	128	166	160	165	153
District Total	3021	3195	2895	2948	2985
Running Start	137	153	186	154	159

General Fund

	Actual 2019-2020	Actual 2020-2021	Budget 2021-2022	Budget 2022-2023
Beginning Fund Balance	5,078,064	5,970,485	5,779,878	4,500,000
Revenues	47,140,542	47,685,387	47,399,394	48,724,264
Expenditures	46,148,121	48,524,370	48,571,407	50,131,717
Transfer Capital Project Fund	100,000	100,000	700,000	100,000
Ending Fund Balance	5,970,485	5,841,374	3,907,865	2,992,547
Change in Fund Balance	892,421	(938,983)	(1,872,013)	(1,507,453)

- Board Policy 6% prior expenditures of $3,000,000

EXPENDITURES BY OBJECT



Salaries/Benefits	$42,570,399
Purchased Services	$6,176,106
Supplies	$1,353,862
Capital/Travel	$31,350
Total	**$50,131,717**

Budgeting Philosophy

- Focus on hiring staff to support the classroom
  - ECI Specialists at the elementary level
  - Effort to decrease class sizes until the new elementary school is built
- Budgeted for lower enrollment
- Staff to support increased enrollment

General Fund
Materials, Supplies and Operating Costs

MSOC Allocation from State (F-203)		
Regular Instruction - Program 01	$	4,106,017
High School CTE - Program 31	$	386,408
Middle School CTE - Program 34	$	38,473
Total	**$**	**4,530,898**

District's MSOC Budgeted Expenditures	Totals		Prg 01,31,34		Prg 97 District Support	
Supplies and Materials - Object 5	$	948,730	$	585,230	$	363,500
Purchased Services - Object 7	$	3,188,160	$	844,060	$	2,344,100
Travel - Object 8	$	28,350	$	12,350	$	16,000
Total	**$**	**4,165,240**				

Difference	**$**	**365,658**

Capital Projects Fund

Beginning Fund Balance			$	9,585,395
Revenues and Other Financing Sources:				
Sale of District property	$	9,600,000		
Impact Fees/Investment Earnings	$	170,000		
General Fund Transfer In	$	700,000		
Total			$	10,470,000
Funds Available for Capital Projects			$	20,055,395
Expenditures for Capital Projects:				
Sites	$	5,721,000		
Buildings	$	1,995,000		
Energy	$	300,000		
Sale of Property	$	50,000		
Debt repayment	$	4,084,841		
Total			$	12,150,841
Ending Fund Balance-includes $700,000 for Turf field			$	7,904,554

Debt Service Fund

Beginning Fund Balance			$	6,384,370
Local Excess Levy	$	8,711,454		
Timber Excise Tax	$	2,670		
Investment Earnings	$	2,000		
Total			$	8,716,124
Matured Bond Expenditures	$	8,340,000		
Interest on Bonds	$	500,000		
Bond Transfer Fee	$	2,500		
Total			$	8,842,500
Ending Fund Balance			$	6,257,994

September 1, 2022 outstanding bond debt = $16,566,276

ASB and Transportation Funds

	Associated Student Body	Transportation
Beginning Fund Balance	$368,983	$135,125
Revenues Budgeted	$1,083,342	$7,000
Expenditures Budgeted	$1,184,642	$10,000
Ending Fund Balance	$267,683	$125,506
Change in Fund Balance	-$101,300	-$3,000

Questions/Comments

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
BOARD OF DIRECTORS

Board Meeting Date: July 13, 2022

Strategic Focus Area

☐ Achieve

☐ Support

☐ Connect

☒ Plan

BACKGROUND INFORMATION

In January 2022, the school board held a retreat and examined the results of its self-assessment. At the completion of that process, the board determined that the board should change its self-assessment timeline and should conduct the survey at the end of each school year instead of at the end of each calendar year. This decision was intended to address two factors:

- Conducting the self-assessment at the end of the school year would allow the board to assess its own performance for the previous school year, and use the results to set new goals and objectives for the upcoming school year'; and
- A summer self-assessment process would allow newly elected board members to have six months of experience prior to conducting future self-assessments.

After making this decision, the board asked to have the self-assessment conducted again in June/July of this year, allowing new board members to re-take the assessment and establishing the new cycle without going 18 months between assessments.

The self-assessment process included all board members and the results were compiled by WSSDA.

RECOMMENDED ACTION:

The board should review the results of their self-assessment and use the results as a part of their goal setting process for board functions consistent with board policies 1810 and 1820.

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

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
BOARD OF DIRECTORS

Board Meeting Date: July 13, 2022

Strategic Focus Area

☒ Achieve

☒ Support

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BACKGROUND INFORMATION
Annually, the School Board is required to adopt, approve, and/or monitor goals associated with:

- School board governance,
- District and school achievement, and
- Affirmative action.

The board also is responsible for monitoring district efforts to maintain school safety, financial and facility stewardship, and public communication.

Based on a review of federal and state requirements, along with requirements established in district policy, district staff is proposing a set of student achievement goals for 2027 that would be monitored for progress each year against a set of annual benchmarks.

The district also is proposed a set of accountability areas for reporting and monitoring every year that including affirmative action, fiscal and facility stewardship, public communication and school safety.

By adopting these goals, based in statute or policy, the board would be reaffirming their belief that the district should continue to focus on these outcomes.

This staff report also recommends the district provide annual reviews of progress in each of these areas.

The staff report does not include any goals or objectives for school board governance, as those items should be determined by the board based on their self-assessment, in accordance with policy.

RECOMMENDED ACTION:

Provide the superintendent direction on whether the proposed goals and monitoring timeline should be adjusted, amended, or changed prior to bringing the goals to the board for approval at a future board meeting.

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

DISTRICT STRATEGIC GOALS AND BOARD OVERSIGHT

Steilacoom Historical School District

Board of Directors

July 13, 2022

BOARD POLICIES WITH REQUIRED GOALS

- Board Goals
  - Policy 1810 – Annual Governance Goals and Objectives
  - Policy 1820 – Board Self-Assessment
- Achievement Goals
  - Policy 2000 – Student Learning Goals
  - Policy 2004 - Accountability Goals
  - Policy 2005 – School Improvement Plans
- Human Resources Affirmative Action Goals
  - Policy 5010 – Affirmative Action Plan

OTHER PRIORITY POLICIES WITH ANNUAL REQUIREMENTS

- Student and Staff Safety
  - Policy 2145 – Suicide Prevention
  - Policy 3432 – Emergencies
- Community Engagement
  - Policy 4000 – Public Information Program
- Financial and Facility Stewardship
  - Policy 6022 – Minimum Fund Balance
  - Policy 6800 – Safety, Operations, and Maintenance
  - Policy 6900 – Facilities Planning

DISTRICT FOCUS AREAS REMAIN UNCHANGED

- ACHIEVE – Commit to providing an engaging educational experience where students achieve at high levels
- PLAN – Thoughtfully plan for operational success by addressing the short and long term needs of our school community
- SUPPORT – Support student well-being by implementing high quality social and emotional learning practices
- CONNECT – Connect and collaborate with internal and external stakeholders to maximize opportunities for learners

DRAFT GOALS

- Student Achievement Goals – Five Year Aspirational Targets
  - Five year goal of 97% of students meeting standard and annual growth exceeding statewide average (in the 75th percentile).
  - Focus on State and District Standards – using multiple measures wherever possible
  - Adopt a high achievement/high growth mindset
- All other District goals are annual performance targets in high priority areas across District departments designed to meet all ACHIEVE, PLAN, SUPPORT, and CONNECT focus areas previously identified.

BOARD REVIEW OF DISTRICT PROGRESS

- The annual Board goal process will include:
  - Adoption of Board-specific goals about how they will improve based on their self-assessment
  - Review District progress towards state accountability goals
  - Review District progress towards other goals required by policy
  - Review District performance on key district requirements and actions

DRAFT GOAL REVIEW AND MONITORING TIMELINE

- Board adopts Board-specific goals - by September
- Board reviews progress on annual District and school improvement plans and revisions - Fall
- Board reviews progress towards state and district student achievement goals - November
- Board reviews prior year affirmative action plan progress and financial and facility progress – December
- Board receives state audit results - Spring
- Board receives report on school safety activities - Spring
- Board receives a report on public information program - June

SUMMARY

- The District should avoid creating a new strategic plan separate from existing goals and policy direction.
- The Board should consider using all existing policy and state accountability goals as its framework for long-term planning.
- Staff should provide the Board with an annual review and update of each existing goal areas and establish dates on the board meeting template.
- District staff will create implementation plans that align with our ECI model to make progress on each of the goals ultimately adopted by the board.

STEILACOOM HISTORICAL SCHOOL DISTRICT
DRAFT PERFORMANCE AND IMPROVEMENT PLAN GOALS
Provided to SHSD School Board July 13, 2022

DISTRICT PERFORMANCE GOALS – By 2027

A. **97%** of students will read with comprehension, write effectively, and communicate successfully in a variety of ways and settings
B. **97%** of students will know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; health and fitness;
C. **97%** of students will think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and
D. **97%** of students will understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.
E. **ELA Proficiency** – **97%** of students will meet grade level standards including each of the following demographic groups.
    a. Male
    b. Female
    c. American Indian/Alaskan Native
    d. Asian
    e. Black/African American
    f. Hispanic/Latino of any race(s)
    g. Native Hawaiian. Other Pacific Islander
    h. Two or More Races
    i. White
    j. English Language Learners
    k. Homeless
    l. Low Income
    m. Students with Disabilities
F. **ELA Growth** – the student growth percentile for the district will exceed **75** for the district overall and in each of the following demographic groups.
    a. Male
    b. Female
    c. American Indian/Alaskan Native
    d. Asian
    e. Black/African American
    f. Hispanic/Latino of any race(s)
    g. Native Hawaiian. Other Pacific Islander
    h. Two or More Races
    i. White
    j. English Language Learners
    k. Homeless
    l. Low Income
    m. Students with Disabilities

STEILACOOM HISTORICAL SCHOOL DISTRICT
DRAFT PERFORMANCE AND IMPROVEMENT PLAN GOALS
Provided to SHSD School Board July 13, 2022

G. **Math Proficiency** - **97%** of students will meet grade level standards including each of the following demographic groups.
   a. Male
   b. Female
   c. American Indian/Alaskan Native
   d. Asian
   e. Black/African American
   f. Hispanic/Latino of any race(s)
   g. Native Hawaiian. Other Pacific Islander
   h. Two or More Races
   i. White
   j. English Language Learners
   k. Homeless
   l. Low Income
   m. Students with Disabilities

H. **Math Growth -** the student growth percentile for the district will exceed **75** for the district overall and in each of the following demographic groups.
   a. Male
   b. Female
   c. American Indian/Alaskan Native
   d. Asian
   e. Black/African American
   f. Hispanic/Latino of any race(s)
   g. Native Hawaiian. Other Pacific Islander
   h. Two or More Races
   i. White
   j. English Language Learners
   k. Homeless
   l. Low Income
   m. Students with Disabilities

I. **Graduation Rate** – the four year graduation rate will be **97%** including each of the following demographics:
   a. Male
   b. Female
   c. American Indian/Alaskan Native
   d. Asian
   e. Black/African American
   f. Hispanic/Latino of any race(s)
   g. Native Hawaiian. Other Pacific Islander
   h. Two or More Races
   i. White
   j. English Language Learners

k. Homeless
l. Low Income
m. Students with Disabilities

J. **English Language Progress** – **100 percent** of students will be on track to leave services within 6 years overall and for students in each of the following demographics:
   a. Male
   b. Female
   c. American Indian/Alaskan Native
   d. Asian
   e. Black/African American
   f. Hispanic/Latino of any race(s)
   g. Native Hawaiian. Other Pacific Islander
   h. Two or More Races
   i. White
   j. English Language Learners
   k. Homeless
   l. Low Income
   m. Students with Disabilities

K. **Regular Attendance – 97%** of students will have fewer than two absences per month on average, including each of the following demographics
   a. Male
   b. Female
   c. American Indian/Alaskan Native
   d. Asian
   e. Black/African American
   f. Hispanic/Latino of any race(s)
   g. Native Hawaiian. Other Pacific Islander
   h. Two or More Races
   i. White
   j. English Language Learners
   k. Homeless
   l. Low Income
   m. Students with Disabilities

L. **Ninth Graders on Track – 97%** of students will pass all their courses in the 9th grade, including each of the following demographics
   a. Male
   b. Female
   c. American Indian/Alaskan Native
   d. Asian
   e. Black/African American
   f. Hispanic/Latino of any race(s)
   g. Native Hawaiian. Other Pacific Islander

h. Two or More Races
i. White
j. English Language Learners
k. Homeless
l. Low Income
m. Students with Disabilities

M. **Dual Credit** **-97%** of high school students will complete a dual credit course including each of the following demographics
   a. Male
   b. Female
   c. American Indian/Alaskan Native
   d. Asian
   e. Black/African American
   f. Hispanic/Latino of any race(s)
   g. Native Hawaiian. Other Pacific Islander
   h. Two or More Races
   i. White
   j. English Language Learners
   k. Homeless
   l. Low Income
   m. Students with Disabilities

N. **Social Emotional Learning Goals:** 97% of students will meet social emotional learning standards and benchmarks for Self-Awareness, Self-Management, Self-Efficacy, Social Awareness, Social Management, and Social Engagement as demonstrated through multiple measures including each of the following demographics
   a. Male
   b. Female
   c. American Indian/Alaskan Native
   d. Asian
   e. Black/African American
   f. Hispanic/Latino of any race(s)
   g. Native Hawaiian. Other Pacific Islander
   h. Two or More Races
   i. White
   j. English Language Learners
   k. Homeless
   l. Low Income
   m. Students with Disabilities

STEILACOOM HISTORICAL SCHOOL DISTRICT
DRAFT PERFORMANCE AND IMPROVEMENT PLAN GOALS
Provided to SHSD School Board July 13, 2022

O. **Affirmative Action Goals – Every Year**:

a. Actively seek a diverse pool of qualified applicants from all protected groups, as well as non-protected groups, for certificated and classified positions at all levels so that more members of under-represented groups are available for consideration as District employees.

b. Promote a culture of respect and diversity in the workplace and ensure that employees are aware of this plan and their roles and responsibilities in enforcing the district's Equal Employment Opportunity policy.

c. Ensure that the district does not discriminate against any person on the basis of any protected status in employment, recruitment, promotion, or advancement.

P. **Financial and Facility Goals – Every Year**:

a. The district will maintain a prudent fund balance in the general fund to meet operational cash flow needs and to protect against unforeseen circumstances.

b. The district will create and communicate a capital facilities plan to meet the needs of the district for next 6 years, to include a financing plan for a new elementary school, additional performing arts space, a covered stadium, and other necessary health and safety improvements.

c. The district will meet or exceed internal control and compliance requirements to receive unqualified audit opinions and zero findings each year.

d. All district facilities will meet condition standards identified as good or better on annual assessments conducted by staff as part of the asset preservation program.

Q. School Safety Goals – Every Year:

a. The district will annually revise and provide to all district staff a plan for recognizing, screening, referring and responding to students in emotional or behavioral distress with a goal of preventing youth suicide and violence.

b. Every school will annually have current safe school plans and procedures to maximize safety for all students and staff, and will meet or exceed minimum requirements for training and drills associated with these plans.

R. **Public Information Goals – Every Year**:

a. The district will provide an annual report, news releases at appropriate times, news media coverage of district programs and events, and regular direct communication between individual schools and the community members they serve.

b. The district will seek community opinions through parent organizations and other events or activities that bring the community and staff together. The district will also use survey instruments or questionnaires to gain a broad perspective of community opinion.

c. The district will respond to community concerns and questions in a sincere, courteous, and considerate manner, including those matters brought to the districts attention through community engagement at school board meetings.

Steilacoom Historical School District

Policies Directly or Indirectly Related to Goals or Goal Development

Provided to the Board as Supplementary Information - July 13, 2022

ANNUAL GOVERNANCE GOALS AND OBJECTIVES – Policy 1810

Each year the board will formulate goals and objectives. The goals and objectives may include but are not limited to the board functions of:

A. Responsible school district governance;

B. Communication of and commitment to high expectations for student learning;

C. Creating conditions district-wide for student and staff success;

D. Holding the district accountable for student learning; and

E. Engagement of the community in education.

At the conclusion of the year the board will reflect on the degree to which it has met its goals and objectives by conducting a board self-assessment and engaging in board development activities where needed.

BOARD SELF-ASSESSMENT - Policy 1820

At the conclusion of each year, the board will assess its own performance in terms of generally accepted principles of successful board operations and in relation to its annual goals and objectives and Washington School Board Standards. The board self-assessment will address performance in the key functions of school boards:

The results of the self-assessment will be used in setting goals for the subsequent year.

Student Learning Goals – Policy 2000

A basic education is an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives and to enjoy productive and satisfying lives.

Additionally, a goal of the district is to focus on strengthening the educational achievement of all students and providing all students the opportunity to achieve personal and academic success.

Students will:

A. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings;

B. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; health and fitness;

C. Think analytically, logically, and creatively, and to integrate different experiences and knowledge to form reasoned judgments and solve problems; and

D. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

These goals will be placed within a context of a performance-based educational system in which high standards are set for all students. Parents are primary partners in the education of their children, and students take responsibility for their learning. How instruction is provided to meet these learning goals is the decision of the school board and district educators. An assessment system for determining if students have successfully learned the essential academic learning requirements based on the student learning goals will be adopted by the district, as required by state law.

Accountability Goals - Policy 2004

Adopting Performance Improvement Goals

Annually, the board will do the following:

1. Adopt district-wide performance improvement goals for the measures included in the Washington School Improvement Framework.

2. Direct each school in the district that enrolls students in grades three through eight and/or high school to establish goals to increase the measures included in the Washington School Improvement Framework consistent with state and district goals. The district and each school in the district will establish English language arts and mathematics improvement goals using the requirements of the Elementary and Secondary Education Act (the "ESEA") to determine the increase in requirements described above for all students and for each of the groups required by the ESEA.

The district and each school will establish annual performance improvement goals in accordance with the following:

> 1. As a starting point for determining annual performance improvement goals, the district and each school will use the most recently available results of the school improvement framework.
>
> 2. The performance improvement goals for assessments administered in the spring of 2027 must be consistent with the goals outlined in the state consolidated plan. At a minimum, the district and each school must adopt the following goals:
>
> > a. Ninety percent of students eligible to be assessed will meet standard on the required state assessments.
> >
> > b. The graduation rate for all students and each of the groups required by the ESEA will not be less than ninety percent.
> >
> > c. Performance improvement goals using the requirements of the ESEA to determine the increase in the percentage of students making progress toward English language proficiency included in the Washington school improvement framework.

3. The district and each school must establish goals for each of the Washington school improvement framework indicators for all students and for each of the groups required by the ESEA.

- ELA and Math Proficiency
- ELA and Math Growth
- Graduation
- English Language Progress
- Regular Attendance
- Ninth Graders on Track
- Dual Credit

Reporting Progress

Annually, the board will report annually the following information through a published document and will report the information at a public meeting and in writing:

1. The district's performance improvement goals;

2. Student performance relative to the goals; and

3. District and building plans to achieve the goals, including curriculum and instruction, parent and guardian involvement, and resources available to parents and guardians to assist students in meeting the state standards.

Annually, the district will report the goals and the district's progress toward district and building goals in its annual report which will also be released to local media. In each school's annual performance report, the district will include school-level goals, student performance relative to the goals, and a summary of school-level plans to achieve the goals.

SCHOOL IMPROVEMENT PLANS – Policy 2005

Each school will develop and adopt a school improvement plan or process, with annual review for progress and necessary changes. Each school will submit its plan to the board of directors each year for initial approval and annual review.

Each school improvement plan or process will be data driven and will promote a positive impact on student learning. A positive impact on student learning means promoting the continuous achievement of the state learning goals and essential academic learning requirements, and the achievement of nonacademic growth in areas like public speaking, leadership, interpersonal relationship skills, team work, self-confidence and resiliency. The intent is that students can meet the goals of Washington's basic education system: to become responsible citizens, to contribute to their own economic well-being and that of their families and communities, and to enjoy productive and satisfying lives. Each school improvement plan or process will be based on a building self-review that includes the active participation and input of building staff, students, parents and community members.

Each school improvement plan or process will address the following elements:

A. Characteristics of effective schools as identified by the Office of the Superintendent of Public Instruction and the educational service district (a plan may focus on one or several of the characteristics for up to three years);

B. Safe and supportive learning environments;

C. Educational equity factors including gender, race, ethnicity, culture, language and physical and mental ability;

D. Use of technology;

E. Parent and community involvement; and

F. Other factors identified by the school community for inclusion in the plan or process. Any school participation in a program of school improvement assistance through the state accountability system or the federal Elementary and Secondary Education Act will constitute sufficient compliance with this policy.

PROGRAM EVALUATION

The board requires efficiency and effectiveness in all facets of its operations. In order to achieve this goal, the board will provide:

A. A clear statement of expectations and/or standards for the district's instructional programs;

B. Staff, resources and support to achieve these stated expectations and/or standards; and

C. A plan for evaluating instructional programs and services to determine how well expectations and/or standards are being met.

The district will utilize a variety of assessment processes to:

A. Determine the effectiveness of the instructional programs;

B. Assess the progress of individual students in attaining student learning goals or standards;

C. Identify the needs of individual students who are not progressing at their expected rates; and

D. Identify students who are in need of specialized programs.

The superintendent will prepare an annual report that reflects the degree to which district goals and objectives related to the instructional program have been accomplished. The superintendent will annually review the assessment processes and procedures to determine if the purposes of the evaluation program are being accomplished.

Affirmative Action Plan - Policy and Procedure 5010

In order to secure an equitable solution to a justifiable complaint the district will:

1. Make efforts to modify the composition of the future work force in order to work toward a full utilization of aged persons, persons with disabilities, racial and ethnic minorities, women, and Vietnam veterans in the various job categories.

2. Ensure that all applicants and staff are considered on the basis of bona fide job-related qualifications. The purpose of the affirmative action plan is to actively include persons of under-utilized classes in the employment process, not to exclude others from it. The district will continue to emphasize in all recruitment contacts that nondiscrimination is a basic element in the district's personnel procedures.

3. Be responsible for reviewing all employment procedures and programs to assure that there is no indication of discriminatory practices. The district will continue to use aged persons, persons with disabilities, racial and ethnic minorities, women and Vietnam veterans in the recruitment and employment process. Job descriptions for classified staff will be sent to the Washington Employment Service and other organizations which are recruiting sources for groups that may be under-utilized in the district's work force. Recruitment from colleges and universities will include institutions with high percentages of students of various ethnic minorities.

4. Contract and purchase all goods and services from persons, agencies, vendors, contractors, and organizations who comply with the appropriate laws and executive orders regarding discrimination.

5. Take appropriate action to attract and retain aged persons, persons with disabilities, racial and ethnic minorities, women at all levels and in all segments of the district's work force. Criteria for selecting staff will be reviewed regularly to assure that such statements relate directly to the requirements for specific positions. However, pursuant to state law there will be no preferential employment practices based on race or gender.

6. Upgrade present staff by providing management development training to assure that individuals of under-utilized groups are prepared for positions of new and increased responsibility. Implementation of the affirmative action plan will be the responsibility of the superintendent. Administrators will assist in the attainment of the established goals and purposes of this affirmative action plan.

Dissemination

The district will disseminate information concerning employment and developments under the affirmative action plan on a planned basis to assist in achieving the goals set forth in this plan.

Affirmative action information will be disseminated by:

1. Printing and distributing such information to staff, school libraries, and offices;

2. Publicizing such information in district newsletters;

3. Conducting meetings with administrative staff to explain the intent and advantages of the policy and plan;

4. Conducting faculty meetings and meetings with classified staff;

5. Informing appropriate and interested recruiting and hiring sources; and

6. Informing all representative staff groups in the district.

Affirmative Action Plan

The district aims to have a representative and equitable balance in its workforce to include racial and ethnic minorities and gender rations that are consistent with the community workforce and student population distributions. These goals are expressed in the district's Affirmative Action Plan.

(Policy) This policy, as well as the affirmative action plan, regulations and procedures developed according to it, will be disseminated widely to staff in all classifications and to all interested patrons and organizations. Progress toward the goals established under this policy will be reported annually to the board.

SAFETY, OPERATIONS AND MAINTENANCE OF SCHOOL PROPERTY – Policy 6800

In order to assure state funding, for facilities constructed new or new in lieu after 1994, the board will adopt an asset preservation program (APP). The APP will preserve the district facilities by employing a system of predictive, preventative, and proactive processes. Annually, the superintendent or designee will report to the board on the condition of the facilities and the effectiveness of the APP. Every sixth year an independent assessment will be conducted and reported to the board and the Office of Superintendent of Public Instruction.