



Study Session of the Board of Directors

Steilacoom High School, 54 Sentinel Drive, Steilacoom, WA

Wednesday, March 9, 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. Bond Planning

(Discussion)

Presenter: Shawn Lewis

[Bond Planning.pdf \(p. 2\)](#)

B. Policy Review - 6000 Series

(Discussion)

Presenter: Shawn Lewis

[Policy Review 6000 Series.pdf \(p. 13\)](#)

C. Board Operating Protocol

(Discussion)

[Board Operating Protocol.pdf \(p. 24\)](#)

III. ADJOURNMENT

(Action)

BOND PLANNING

Steilacoom Historical School District

March 2022



CAPITAL FACILITIES PLANNING PROCESS

- **Identify Capital Facility Needs**
- **Develop an Initial Plan to Address Needs**
- **Develop Initial Cost Estimates for Addressing Needs**
- **Develop Funding Options to Address Capital Costs**



COMBINED LEVY AND BOND TIMELINE

- ★ February 2021
 - Community Listening Sessions
- ★ March 2021
 - Levy Fact Sheet
- ★ September 2021
 - Board Study Session – Levy
- ★ October 2021
 - Board Resolution – Levies
- ★ February 2022
 - Levy Election
- March to May 2022
 - Community Input/Communication
 - Conceptual Design for Elementary School
- June to July 2022
 - Finalize Bond Plan
- September 2022
 - Board Resolution – Bond
- February 2023
 - Bond Election
- Post Election – Sell Bonds

Completed



BOND PROJECT PLANNING (EXAMPLE)

		2021-22	2022-23	2023-24	2024-25	2025-26
New Elementary School		Prelim Plan	Plan	Construct		Occupy
High School Stadium			Plan	Construct	Occupy	
JROTC Facility			Plan	Construct	Occupy	
Elementary Configuration Changes If needed				Plan	Construct	Occupy
High School Performing Arts Space					Plan	Construct
Middle School Capacity/Program Space						Plan
Anderson Island Outdoor Space				Plan	Construct/Occupy	
Traffic Reconfigurations/Elementary Schools		Prelim Plan		Plan	Construct	
Redevelop North Sentinel Site/ Fields		Prelim Plan				Plan
Election			February Election			
When to Sell Bonds			June Sale			



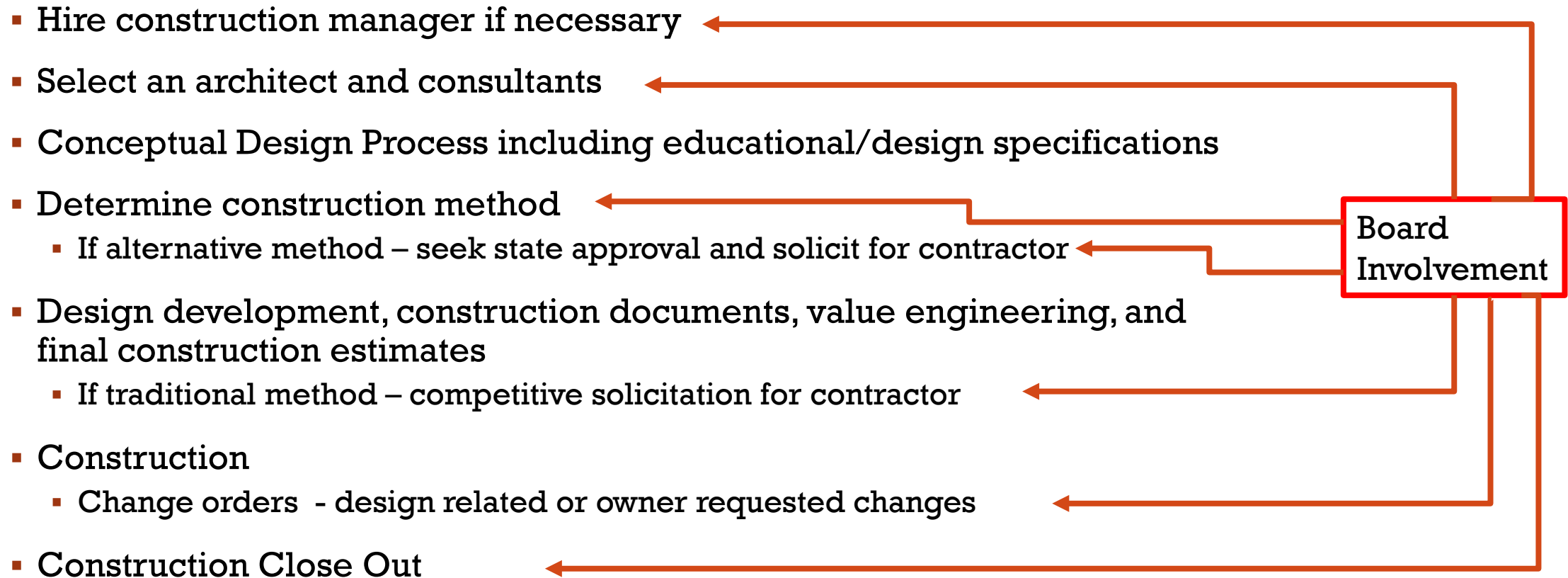
PUBLIC WORKS CONTRACTS

Steilacoom Historical School District

March 2022



GENERAL PROCESS FOR PUBLIC WORKS



TYPES OF PUBLIC WORKS CONTRACTS

Method of contractor selection differs

Traditional public works contracting

Contractor selected based on **lowest responsive bid** from **responsible bidder**.

Alternative public works contracting

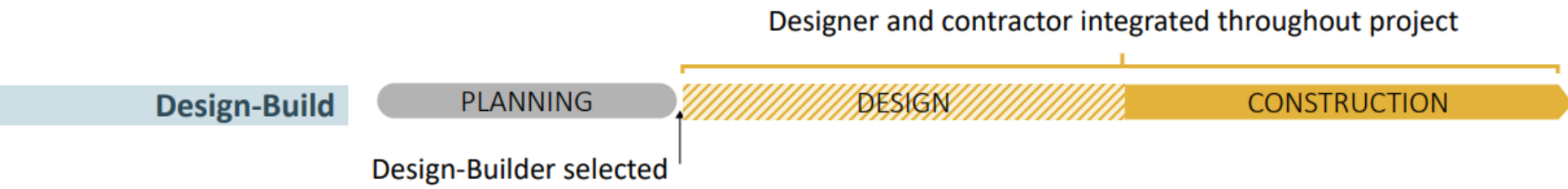
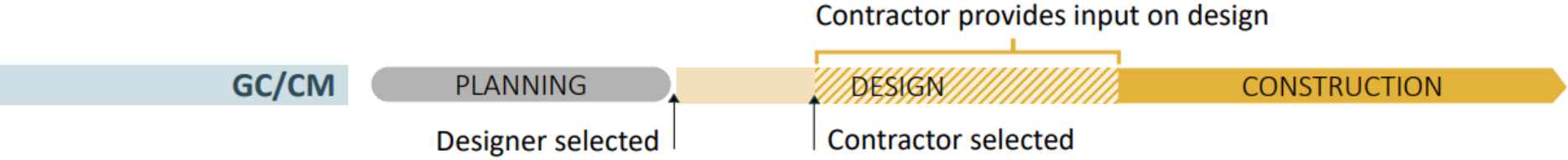
Contractor selected based on **qualifications and price factors**.

TRADITIONAL VS. ALTERNATIVE METHODS

Phases of construction are distinct in traditional method



Design and construction are integrated in GC/CM and design-build



PERCEIVED BENEFITS OF ALTERNATIVE METHODS

- Early participation of builder and/or subcontractors
- Reduced conflict and fewer change orders
- Increased teamwork to achieve project goals
- Scheduling and project speed improved
- Greater cost certainty for the owner / Risk mitigation
- Contractor selection directly considers qualifications vs. “responsible”

PERCEIVED RISKS OF ALTERNATIVE METHODS

- Generally more difficult and complex to administer
- Proposal process takes longer and more project staff time (project manager is a must)
- Requires project team experience with the alternative method
- Negotiation of the MACC requires more experienced staff
- The MACC is generally higher due to the lack of competition, the additional time required by the contractor during planning, and the need for the contractor to mitigate risks

MACC – Maximum Allowable Construction Cost (does not include sales tax, architect and consultant fees, owner contingency, furnishings/equip)

TYPES OF PROJECTS AND ALTERNATIVE METHODS

- Alternative methods should generally be considered when the project has at least one of the following:
 - Complex scheduling, phasing, or coordination
 - Construction is made to an occupied facility
 - Involvement of the contractor is “critical to the success of the project”
 - A complex or technical work environment is anticipated
 - Specialized work on a building that has historic significance
- Federal funding does not allow for alternative methods

POLICY EXAMPLE – 6000 Series

Policy 6030 – Financial Reports

KEY POLICY INTERESTS:

- The board has a financial oversight role for all aspects of district operations.
- Monthly budget status information and annual financial / statistical data are critical elements of financial accountability
- Public access to financial information and all other public records is a core and essential function of the district.

Board Role	Superintendent Role
Establish the district’s annual budget for all public funds	Recommend a budget for approval by the board
Monitor monthly budget status reports and review explanations of significant deviations in revenue and or expenditure projections.	Ensure the business officer of the district provides monthly budget status reports by fund for district review
	Provide the board with the annual financial statements and related notes and statistical reports of the district, including final budget to actual statements.
	Each month or quarter, provide a public records transparency report that includes a list of all public records request received by the district
Consider whether to post the public records transparency report on the district’s website	Consider whether to post the public records transparency report on the district’s website

Key Legal Requirements:

- **WAC 392-123-110**
 - Monthly financial statements and reports shall be prepared by the administration of each school district on a monthly basis. The purpose of these financial reports shall be to provide the board of directors of the school board with financial information necessary for the proper financial management of the district or charter school. All monthly reports shall be provided to each member of the board and to any person or organization upon request.
- **RCW 28A.400.300**
 - The superintendent shall keep accurate and detailed accounts of all receipts and expenditures and must provide an annual statement of financial condition for public inspection.

FINANCIAL REPORTS

Monthly Report

The business office will prepare a monthly budget status report of the following funds:

- A. General Fund (GF);
- B. Capital Projects Fund (CPF);
- C. Debt Service Fund (DSF);
- D. Associated Student Body Fund (ASB Fund); and
- E. Transportation Vehicle Fund (TVF).

A “statement of financial condition” will be submitted to the board each month. The superintendent will reconcile ending net cash and investments, revenues and expenditures reported by the county treasurer with the district records for all funds. As part of the budget status report, the superintendent will provide each director with a brief written explanation of any significant deviation in revenue and/or expenditure projections that may affect the financial status of the district.

Annual Financial And Statistical Report

At the close of each fiscal year, the superintendent, as board secretary, will submit to the board an annual financial statistical report. The report will include at least a summary of financial operations for the year.

Public Records Transparency Report

The board recognizes that responding to public record requests pursuant to Chapter 42.52, RCW is one of the district’s unique and core essential functions, and that full access to information concerning the conduct of government of every level must be assured as a fundamental and necessary precondition to the sound governance of a free society. Therefore, each month or quarter, the superintendent will submit to the board a Public Records Transparency Report that includes a list of all public records requests received by the district. At its discretion and in an effort to achieve the fullest transparency as to the public records requests it receives and to which it provides responses, the board or superintendent may post the report on its website.

Cross References: [6020](#) - System of Funds and Accounts

Legal References: [RCW 28A.150.230](#)

[28A.400.030\(3\)](#)
[WAC 392-123-110](#)

Basic Education Act of 1977 — District school directors as accountable for proper operation of district — Scope — Responsibilities
Superintendent's duties
Monthly financial statements and reports prepared by school district administrator

[392-123-115](#)

Monthly budget status report
392-123-120 Statement of
financial condition — Financial
position of the school district

[392-123-125](#)

Personnel budget status report

[392-123-132](#)

Reconciliation of monthly county
treasurers' statement to district
records

Management Resources:

2013 - April Issue

Public Records Transparency Report Form

Adoption Date: 2.27.08
Steilacoom Historical School District No. 1
Revised: 10.8.14

POLICY EXAMPLE – 6000 Series

Policy 6920 – Construction Design

KEY POLICY INTERESTS:

- Facilities are designed to accommodate the educational, instructional and operational needs of the district.
- Professional experience and judgment of staff will be used to develop school specifications.
- Accessibility and inclusion are critical to school design.

Board Role	Superintendent Role
Approve contracts for construction management services	Recommend construction management services when deemed appropriate for board approval
Approve contracts of architect and engineering services.	Engage in the architect selection process and negotiate contracts for architects and engineers for board consideration
Review site evaluation assessments as part of any land acquisition process.	Engage consultants in site reviews and assessments prior to acquiring land or developing facility plans for board review.
Review and approve schematic design proposals prior to bidding projects	Recommend schematic design proposals to the board that are within board budget parameters prior to bidding projects
Review and approve final construction contracts	Call for bids and negotiate construction contracts for board consideration.
	Employ or contract with legal counsel to assist in the review and negotiation process for construction, architect and engineering contracts

Key Legal Requirements:

- **Title 39 RCW – All Public Works Laws**
- **RCW 28A.335.010**
 - School board shall cause all school buildings to be properly heated, lighted, and ventilated and maintained in a clean and sanitary condition
 - New construction projects and remodeling projects will consider plans that incorporate evolving technology and best practices to protect students.

CONSTRUCTION DESIGN

Facilities will be designed to accommodate the educational, instructional and operational needs of the district. The professional experience and judgment of staff will be used in developing such educational specifications. The law requires that special attention be given the accessibility to the education program by students of both sexes and those with disabilities. The superintendent will see that all construction projects comply with the requirements for accessibility to individuals with disabilities and comparability between the sexes.

After determining that a need for new or improved facilities exists, the board, with the guidance of its professional staff, will engage in the following processes:

- A. Engage construction management services if applicable;
- B. Select an architect;
- C. Review a site evaluation including an assessment of existing facilities, if any, on the site;
- D. Develop educational specifications recognizing instructional needs and available financial resources;
- E. Review and approve schematic design prepared by architect, assuring that the new or remodeled facility or part of a facility is readily accessible to and usable by individuals with disabilities;
- F. Review a value engineering study and constructability review, and approve construction design including construction estimates;
- G. Call for bids; and
- H. Review and approve final construction contract; and

The board will comply with the terms and conditions as specified in the contract between the architect and the school district.

Legal References:	Chapter 39.35 RCW	Energy conservation in design of public Facilities
	42 U.S.C. § 12101 et. seq.	Americans with Disabilities Act
	WAC 392-343-080	Value engineering studies, constructability reviews, and building commissioning — Requirements and definitions
	WAC 392-343-102	Construction management
	WAC 392-344-065	Value engineering contracts
	WAC 392-344-066	Constructability review contracts
	WAC 392-344-075	Contracts — Filing

Management Resources:

Policy News, October 2011 Policy Manual Revisions
District Policy #3210 Students Nondiscrimination
District Policy #5010 Nondiscrimination & Affirmative Action

Adoption Date: 2.27.08
Steilacoom Historical School District No. 1
Revised: 5.8.13; 3.25.15

POLICY EXAMPLE – 6000 Series
Policy 6970 – Naming Schools and Facilities

KEY POLICY INTERESTS:

- The board has the responsibility to adopt official names for District facilities.
- The board will make every effort to respect community preferences and the superintendent will provide for broad-based involvement.
- Native American names, symbols, or images will not be used.
- Facilities will be named after people or geographic characteristics

Board Role	Superintendent Role
Adopt a policy for how facilities are named and what they are named for or after.	Develop procedures for community involvement in the naming of district facilities.
Adopt official names for district facilities.	Provide a recommendation to the board for new or revised school and facility names.

POLICY EXAMPLE – 6000 Series
Policy 6022 – Minimum Fund Balance

KEY POLICY INTERESTS:

- Maintaining a prudent fund balance ensures operational cash flow needs are met.
- Non-obligated, non-restricted fund balance helps protect against unforeseen circumstances and address financial risks.
- The minimum fund balance for the district is a commitment of at least 6% of the prior year’s expenditures.

Board Role	Superintendent Role
Establish a minimum fund balance for the annual general fund budget.	Present a budget for consideration by the board that provides at least 6% of the prior year’s expenditures as spendable, non-restricted fund balance.
Adopt a budget consistent with the board’s minimum fund balance policy.	

NAMING SCHOOLS AND FACILITIES

New district buildings and facilities will be named after persons who have attained national or local prominence in the fields of education, arts and sciences, politics, military achievements and statesmanship, after past U.S. presidents or Washington national senators or representatives or after the geographic characteristics of the area in which the facility is located.

It is the responsibility of the Board of Directors to adopt official names for District facilities. In fulfilling this responsibility, the Board will make every effort to respect community preferences. The superintendent will develop procedures for broad-based involvement whenever possible.

School and team mascots, logos or images will not be of Native American names, symbols, or images.

Adoption Date: 2.27.08
Steilacoom Historical School District No. 1
Revised: 4.22.15; 11.17.21

MINIMUM FUND BALANCE

The Steilacoom Historical School District Board of Directors recognizes the importance of maintaining a prudent fund balance in the general fund to ensure operational cash flow needs are met, to set aside resources for known obligations and to help protect against unforeseen circumstances. Accordingly, the district adopts this policy in regards to those portions of fund balance that are in spendable form but are not legally restricted as to their use from outside sources.

Annually, the superintendent or designee will present a general fund budget that includes a commitment of at least 6% percent of the prior year's expenditures towards a minimum fund balance.

Cross References: [6040](#) - Expenditures in Excess of Budget

[6020](#) - System of Funds and Accounts

Legal Reference: [RCW 28A.320.070](#) School District as Self-Insured—Authority
 [28A.505](#) School Districts Budgets
 [28A.505.130](#) Budget – Requirements for Balancing Estimated
 Expenditures

Adoption Date: 1.26.11
Steilacoom Historical School District No. 1
Revised: 10.8.14

Series 6000 Management Support (public)

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Steilacoom Historical School District No. 1
Board of Directors' Operating Protocol
Adopted January 26, 2022

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

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

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

PRINCIPLES FOR BOARD-ADMINISTRATION RELATIONS

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

1. Positive Approach

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

2. Judgment and Trust

To develop an effective team process, each group must support and cooperate with team members, collectively and individually.

3. Loyalty and Disagreement

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

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

4. Accountability to Community

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

5. Communication

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

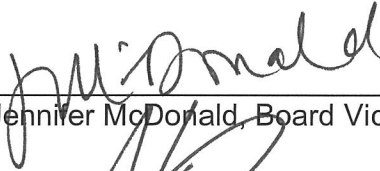
- The Superintendent and the Board will make deliberate attempts to share information and data with all team members. Team members shall utilize the chain of command as outlined by District policy/procedures.
- When an individual Board Director is contacted by a staff or community member, each member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

- Each Board member will become conversant with matters on which the Board acts, reviewing all materials prior to meetings. They will attend essential Board training and inform themselves about important issues through individual readings.
- All personnel complaints and criticisms received by the Board or its individual members will be directed to the Superintendent.
- Members agree to operate as a team and employ appropriate group problem solving techniques. They agree to focus on issues rather than personalities, to propose viable alternatives to problems, to disagree constructively and communicate with each other in a respectful manner.

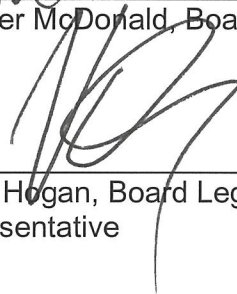
Signed this 26th day of January 2022;



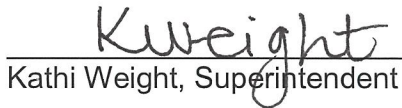
Loujanna Rohrer, Board Chair



Jennifer McDonald, Board Vice Chair



Victor Hogan, Board Legislative Representative



Kathi Weight, Superintendent

Sam Scott, Board Director



Melanie Tinsley, Board Director