



Regular Meeting Agenda

Steilacoom High School, 54 Sentinel Drive, Steilacoom, WA

Wednesday, November 16, 2022 06:00 PM

I. CALL TO ORDER

(Action)

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

II. PRESENTATIONS

A. CTE Community Member Recognition

(Information)

Presenter: Jake Tyrrell/Jessica Soete

B. Saltar's Point Elementary Inspire Lab

(Information)

Presenter: Laurie Vallieres/Alex Clauson

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

(Information)

A. CTE Advisory Committee Report

(Information)

Presenter: Jessica Soete

[CTE Advisory Board Presentation.pdf \(p. 4\)](#)

B. Steilacoom High School Class of 2022 Graduation Data (Information)

Presenter: Mike Miller

[SHS Graduation Rates.pdf \(p. 14\)](#)

C. End of Year Budget Update (Information)

Presenter: Melissa Beard

[Budget Update November 2022.pdf \(p. 15\)](#)

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 \(p. 19\)](#)

[Approval of October and November 2022 Accounts Payable and October 2022 Payroll.pdf \(p. 30\)](#)

[Approval of October 19 2022 Regular Meeting Minutes.pdf \(p. 31\)](#)

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

[Approval of Co-Curricular Personnel Report.pdf \(p. 35\)](#)

[Approval of SHSD Employment Affirmative Action Plan.pdf \(p. 36\)](#)

[Approval of Exhibit A of SRO Interlocal Agreement.pdf \(p. 47\)](#)

VI. OLD BUSINESS - Approval of 2023-2028 Capital Facilities Plan (Action)

Presenter: Shawn Lewis

[SHSD 2023-2028 Capital Facilities Plan.pdf \(p. 53\)](#)

VII. NEW BUSINESS

A. First Reading of Policy 1610 Conflicts of Interest (Action)

Presenter: Shawn Lewis

[Policy 1610 Conflicts of Interest.pdf \(p. 89\)](#)

B. First Reading of Policy 2401 Competency/Mastery Based Credits (Action)

Presenter: Paul Harvey

[Policy 2401 Competency Mastery Based Credits.pdf \(p. 92\)](#)

C. First Reading of Policy 6100 Revenues from Local, State and Federal Sources (Action)

Presenter: Melissa Beard

[Policy 6100 Revenues from Local, State and Federal Sources.pdf \(p. 96\)](#)

D. Appointment of For/Against Statement Committees for Bond Voters' Pamphlet

(Action)

Presenter: Shawn Lewis

[Election Committees.pdf \(p. 101\)](#)

VIII. BOARD COMMUNICATION


(Information)

IX. ANNOUNCEMENTS


(Information)

X. ADJOURNMENT

(Action)



Fall General Advisory Report



SHSD CTE

Jessica Soete

**Oct 27,
2022**

- Meeting held at SHS
- In attendance were 9/10 members both in person and by zoom

STUDENT HIGHLIGHTS

- Army JROTC Color Guard Appearance
- PCSC 26 students in 10/14 programs
- HOSA/FCCLA/DECA co-hosted Blood Drive
 - Only school with 100% participation

UPDATES in CTE

Dual Credit Articulations for 2022-2023

- Pacific Northwest Plants & Wildlife
 - Intro to Soils CPTC 5 credits
- Offering 10 Dual Credit Opportunities for students

NEW STAFF 2022-2023



Sci
CTE



Skilled
& Tech
Sci



FACSE



Business &
Marketing

Noble Houser

Pacific NW Plants &
Wildlife, Chemistry,
Biology

Janet Kirksey **Ashley Williams**
Lindsay Webster

Photo 2 & 3, Intro to
Video, Film Survey
Photo 1, Journalism,
Yearbook, Graphics 2

American Sign
Language

Matt Robles

Financial Math,
Intro to Statistics,
Alg 1

OTHER UPDATES in CTE

Perkins Grant Application 2022-2023

- Hydroponics & greenhouse repairs/upgrades PNWP&W
- AJROTC equipment & secure storage
- Art kiln repairs/kiln room

Program/Facilities Improvements

- Technology upgrade in Photo COMPLETE
- Exploring hydroponics PNWP&W
- Goal- AJROTC: Air rifles & secure storage

OSPI Course Re-approval

PROGRAM AREA: STEM/Health Sciences Pathway

High School Frameworks

- Human Body Systems -PLTW
- Principles of Biomedical Science -PLTW
- Medical Interventions -PLTW
- Applied Math
- Intro to Engineering
- Principles of Engineering
- Civil Engineering

Middle School Frameworks

- Design & Modeling -PLTW
- Robotics -PLTW
- Gateway to Technology -PLTW

UPCOMING DATES

- 2022-2023 Program Advisory Meetings
 - Presently being held by individual program area
- National STEM Week Nov. 7-11

OTHER

Possible HS/MS Collaboration

- Video Production
 - PSA Videos
- Photography & Yearbook

Thank You



Questions?

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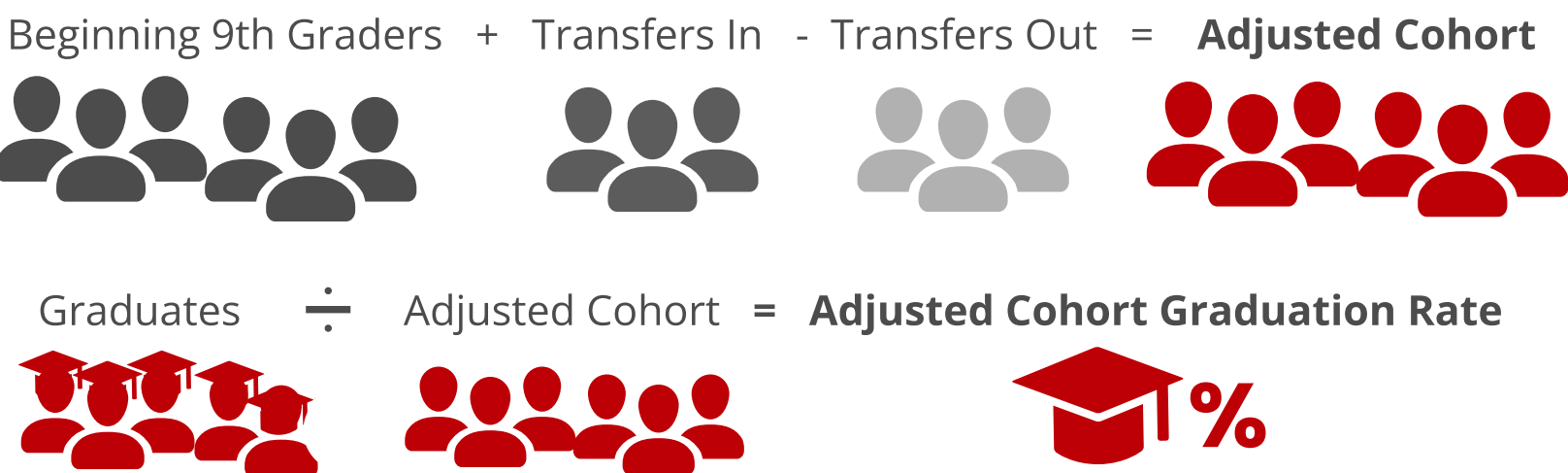
STEILACOOM HIGH SCHOOL

Class of 2022 Graduation Report

INTRODUCTION

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) requires a uniform and accurate measure of high school graduation rate that is comparable across states. The Office of the Superintendent of Public Instruction (OSPI) requires all school districts to track their adjusted cohort graduation rate for each high school, and for the school district overall.

HOW ARE GRADUATION RATES CALCULATED?



CLASS OF 2022 (Steilacoom High School)
4-Year Cohort Adjusted Graduation Rate

93.5%

286 (9th Graders) + 52 (Transfers In) - 60 (Transfers Out) = 278
260 Graduates ÷ 278 = **93.5%**
Continuing Students in 2022 Cohort: 3



CLASS OF 2021 (Steilacoom High School)
5-Year Cohort Adjusted Graduation Rate

93.5%

259 (9th Graders) + 61 (Transfers In) - 70 (Transfers Out) = 260
243 Graduates ÷ 260 = **93.5%**
(2021 Grad Rate Report in October 2021 = 236 Grads/92.5%)

KEY TERMS



ADJUSTED COHORT: The group enters 9th grade for the first time, adjusted by adding students who transfer in, and deleting students who transfer out

ADJUSTED COHORT GRADUATION RATE: Percent of students in a cohort who graduate in 4 or 5 years

ASSIGNMENT TO COHORTS: Students who transfer into the district are assigned to the cohort in which the student started 9th grade for the first time

CONTINUING STUDENT: A student who "continues" attending the high school but did not graduate within four years. This may include a student whose Individual Education Program (IEP) requires the student continue attending until they age out of public school at 21 years, or who has enrolled in the Graduation Alliance Open Doors (1418) program





STEILACOOM

Historical School District No. 1

2021-22 FINANCIAL STATUS UPDATE

Steilacoom Historical School District
November 2022

General Fund Summary

- ⦿ Expenditures were below budget but slightly above expected amounts. Specific areas where costs exceeded expectations or budget:
 - Transportation costs
 - Special Education
 - Retirement contributions
- ⦿ COVID relief funding for transportation and enrollment shortfall did not address actual shortfall in revenue
- ⦿ Result:
 - Fund Balance at Year-end is **\$3.5 million**

General Fund Impacts

- Beginning Balance for 2022-23 is now at minimum fund balance levels - **\$3.5 million**
- Current year enrollment is below budgeted amounts – by year end this could amount to **\$800,000 below budget**
- Budget approved by the board for 2022-23 had planned to “spend down” excess fund balance by an additional **\$1.2 million**
- The District is now curtailing all non-required spending and will begin the budget process for 2023-24 early - in December 2022

Next Steps

- Closely monitor revenue and expenses for 2022-23 and continue to curtail non-mandatory spending
- Identify savings and revenue increases (state and federal resources) that will not adversely impact students and families
- In February 2023, report to the board:
 - Anticipated budget impacts for 2022-23
 - Anticipated budget impacts for 2023-24

Steilacoom Historical School District No. 1
Financial Report - October 31, 2022
Budget/Year-End Projection/YTD Actual

The following information is a summary of the financial position as of October 31, 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	9,587,735	19.56%
Expenditures & Other Financing Uses	50,132,164	9,734,205	19.42%

Excess Revenues/Other Financing Sources		
Over (under) Expend & Other Financing Uses	(1,105,300)	(146,469)

Transfer to Capital Projects	100,000
Net Change in Unassigned Fund Balance	(46,469)

Fund Balances	Budget	10/31/2022	Variance
Committed to Other Purposes	(100,000)	0	
Unassigned Fund Balance	894,700	410,386	-484,314
Unassigned Minimum Fund Balance	3,000,000	3,000,000	0
Fund Balance	3,794,700	3,410,386	-384,314

Capital Projects Fund:

Fund Balance - Impact Fees \$7,374 - Turf Field Replacement \$600,000

Beginning Fund Balance		1,577,853	
GF Transfer to Capital Projects	0		
Revenues	1,788,814		
Expenses	784,511		
		1,004,303	
Ending Fund Balance 10/31/2022			2,582,156

	9/1/2022 Beginning Balance	10/31/2022 Ending Fund Balance	Variance
Debt Service Fund*:	6,382,866	9,839,935	3,457,070
ASB Fund:	331,791	418,302	86,511
Transportation Fund:	137,303	137,880	577

*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 October, 2022

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	6,835,703	2,332,889.22	2,612,857.15		4,222,845.85	38.22
2000 LOCAL SUPPORT NONTAX	791,400	84,279.32	170,872.28		620,527.72	21.59
3000 STATE, GENERAL PURPOSE	30,597,692	2,447,720.89	5,201,435.45		25,396,256.55	17.00
4000 STATE, SPECIAL PURPOSE	6,968,363	650,544.61	1,215,693.24		5,752,669.76	17.45
5000 FEDERAL, GENERAL PURPOSE	292,000	.00	.00		292,000.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	3,541,706	80,110.54	142,131.37		3,399,574.63	4.01
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	301.00	244,745.80		244,745.80-	0.00
Total REVENUES/OTHER FIN. SOURCES	49,026,864	5,595,845.58	9,587,735.29		39,439,128.71	19.56
B. EXPENDITURES						
00 Regular Instruction	28,188,298	2,359,425.21	5,298,509.34	21,494,626.84	1,395,161.82	95.05
10 Federal Stimulus	0	6,083.77	15,709.00	0.00	15,709.00-	0.00
20 Special Ed Instruction	7,460,271	664,956.17	1,315,661.90	6,460,738.71	316,129.61-	104.24
30 Voc. Ed Instruction	2,153,604	177,308.46	363,165.55	1,686,722.01	103,716.44	95.18
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,395,511	121,378.43	230,518.62	1,084,925.81	80,066.57	94.26
70 Other Instructional Pgms	211,449	29,581.27	55,014.13	257,054.92	100,620.05-	147.59
80 Community Services	0	.00	559.86	0.00	559.86-	0.00
90 Support Services	10,723,031	1,067,438.17	2,455,066.10	9,662,982.19	1,395,017.29-	113.01
Total EXPENDITURES	50,132,164	4,426,171.48	9,734,204.50	40,647,050.48	249,090.98-	100.50
C. OTHER FIN. USES TRANS. OUT (GL 536)	100,000	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)	1,205,300-	1,169,674.10	146,469.21-		1,058,830.79	87.85-
F. TOTAL BEGINNING FUND BALANCE	5,000,000		3,556,855.65			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	3,794,700		3,410,386.44			

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-	.00
G/L 872 Committd to Econmc Stabilizatr	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	410,386.44
G/L 891 Unassigned Min Fnd Bal Policy	3,000,000	3,000,000.00
<u>TOTAL</u>	3,794,700	3,410,386.44

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 October, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	170,000	9,339.22	35,135.17		134,864.83	20.67
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	1,753,679.10	1,753,679.10		7,946,320.90	18.08
Total REVENUES/OTHER FIN. SOURCES	9,870,000	1,763,018.32	1,788,814.27		8,081,185.73	18.12
B. EXPENDITURES						
10 Sites	5,721,000	.00	.00	4,647.50	5,716,352.50	0.08
20 Buildings	1,995,000	558,566.56	761,172.03	438,640.81	795,187.16	60.14
30 Equipment	0	20,177.39	20,177.39	3,260.98	23,438.37-	0.00
40 Energy	400,000	.00	2,481.78	0.00	397,518.22	0.62
50 Sales & Lease Expenditure	50,000	680.00	680.00	0.00	49,320.00	1.36
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
Total EXPENDITURES	12,250,841	579,423.95	784,511.20	446,549.29	11,019,780.51	10.05
C. OTHER FIN. USES TRANS. OUT (GL 536)	4,200,000	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	6,580,841-	1,183,594.37	1,004,303.07		7,585,144.07	115.26-
F. TOTAL BEGINNING FUND BALANCE	9,585,395		1,577,853.07			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	3,004,554		2,582,156.14			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	0	.00
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	0	.00
G/L 864 Restricted from Fed Proceeds	0	.00
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restrictd from Impact Proceeds	935,395	7,374.69
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	600,000.00
G/L 889 Assigned to Fund Purposes	1,469,159	1,974,781.45
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	3,004,554	2,582,156.14

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 October, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	8,714,126	3,081,283.22	3,451,365.82		5,262,760.18	39.61
2000 Local Support Nontax	2,000	3,458.33	5,703.83		3,703.83-	285.19
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
Total REVENUES/OTHER FIN. SOURCES	12,916,125	3,084,741.55	3,457,069.65		9,459,055.35	26.77
B. EXPENDITURES						
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
Total EXPENDITURES	13,042,500	.00	.00	0.00	13,042,500.00	0.00
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXPENDITURES (A-B-C-D)	126,375-	3,084,741.55	3,457,069.65		3,583,444.65	< 1000-
F. TOTAL BEGINNING FUND BALANCE	6,384,370		6,382,865.52			
G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	6,257,995		9,839,935.17			
I. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	6,257,995		9,839,935.17			
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			
TOTAL	6,257,995		9,839,935.17			

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 October, 2022

	ANNUAL	ACTUAL	ACTUAL			
A. REVENUES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 General Student Body	234,994	15,030.79	54,454.55		180,539.45	23.17
2000 Athletics	166,314	2,699.56	7,323.70		158,990.30	4.40
3000 Classes	69,014	1,362.12	5,445.12		63,568.88	7.89
4000 Clubs	593,640	33,396.29	45,753.49		547,886.51	7.71
6000 Private Moneys	19,380	.00	331.02		19,048.98	1.71
<u>Total REVENUES</u>	1,083,342	52,488.76	113,307.88		970,034.12	10.46
B. EXPENDITURES						
1000 General Student Body	229,532	1,262.40	1,860.91	0.00	227,671.09	0.81
2000 Athletics	202,169	4,103.85	10,839.17	11,847.25	179,482.58	11.22
3000 Classes	76,500	81.10	1,481.10	0.00	75,018.90	1.94
4000 Clubs	654,761	9,513.94	12,615.85	12,441.52	629,703.63	3.83
6000 Private Moneys	21,680	.00	.00	0.00	21,680.00	0.00
<u>Total EXPENDITURES</u>	1,184,642	14,961.29	26,797.03	24,288.77	1,133,556.20	4.31
C. <u>EXCESS OF REVENUES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	101,300-	37,527.47	86,510.85		187,810.85	185.40-
D. <u>TOTAL BEGINNING FUND BALANCE</u>	324,270		331,790.97			
E. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
F. <u>TOTAL ENDING FUND BALANCE</u>	222,970		418,301.82			
<u>C+D + OR - E)</u>						
G. <u>ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	221,970		418,001.82			
G/L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	221,970		418,001.82			
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 October, 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	319.42	576.58		76.58-	115.32
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	319.42	576.58		6,423.42	8.24
 B. <u>9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
 C. <u>Total REV./OTHER FIN. SOURCES</u>	7,000	319.42	576.58		6,423.42	8.24
 <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-	319.42	576.58		3,576.58	119.22-
 H. <u>TOTAL BEGINNING FUND BALANCE</u>	135,125		137,302.99			
 I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXX		.00			
 J. <u>TOTAL ENDING FUND BALANCE</u> <u>(G+H + OR - I)</u>	132,125		137,879.57			
 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		137,879.57			
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		137,879.57			

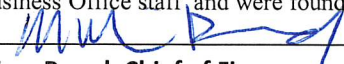
***** End of report *****

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: November 16, 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
GENERAL FUND:					
October 14, 2022	Accounts Payable	132413	to	132413	\$ 39,983.12
October 17, 2022	Accounts Payable	132414	to	132414	\$ 137.04
October 18, 2022	Accounts Payable	132415	to	132445	\$ 348,855.87
	Payroll	800913	to	800915	\$ 5,544.97
	Payroll A/P	132446	to	132456	\$ 470,170.48
	Payrol ACH Payments				\$ 604,005.09
	Payroll Taxes				\$ 648,816.39
	Direct Deposit				\$ 1,837,714.41
October 27, 2022	Accounts Payable	132457	to	132510	\$ 185,346.42
November 4, 2022	Accounts Payable	132511	to	132538	\$ 121,049.91
November 9, 2022	Accounts Payable	132539	to	132574	\$ 348,567.90
	Accounts Payable		to		
TOTAL GENERAL FUND:					\$ 4,610,191.60

CAPITAL PROJECTS FUND:					
October 19, 2022	Accounts Payable	200517	to	200523	\$ 534,930.68
October 27, 2022	Accounts Payable	200524	to	200525	\$ 44,493.27
November 4, 2022	Accounts Payable	200526	to	200526	\$ 17,547.15
November 9, 2022	Accounts Payable	200527	to	200527	\$ 60,400.08
TOTAL CAPITAL PROJECTS FUND:					\$ 657,371.18

ASSOCIATED STUDENT BODY FUND:					
October 17, 2022	Accounts Payable	405064	to	405064	\$ 45.79
October 19, 2022	Accounts Payable	405065	to	405066	\$ 282.94
October 27, 2022	Accounts Payable	405067	to	405070	\$ 13,732.38
November 8, 2022	Accounts Payable	405071	to	405091	\$ 577.47
November 9, 2022	Accounts Payable	405092	to	405095	\$ 5,718.69

TOTAL ASSOCIATED STUDENT BODY FUND: \$ 20,357.27

TRANSPORTATION VEHICLE FUND:

to _____
to _____

TOTAL TRANSPORTATION VEHICLE FUND: \$ -

Board of Directors of Steilacoom Historical School District No. 1

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

Kathi Weight, Secretary to the Board



Regular Meeting Minutes

Pioneer Middle School · 1750 Bob's Hollow Lane · DuPont, WA
October 19, 2022

I. CALL TO ORDER

Chair Rohrer called the meeting to order at 6:00 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 Tinsley seconded the motion, and the motion passed (5/0).

II. PRESENTATION - Community Partner Recognition - Mince Mercantile

Executive Director Shawn Lewis thanked Virginia Mince, owner of Mince Mercantile, for her continued support of our community and our students. As Ms. Mince was unable to attend tonight's meeting, Dr. Weight and team will be delivering the SHSD Community Champion award to her at Mince Mercantile.

Director McDonald thanked Virginia for her continuing, generous support of our students and schools. Chair Rohrer also thanked Virginia for all her work for not just for our schools, but also for the entire community.

III. COMMENTS FROM THE AUDIENCE

No comments.

IV. REPORTS

A. Steilacoom High School Advanced Placement Scores

Jessica Soete, Steilacoom High School Assistant Principal, shared a presentation on the high school's advanced placement scores for the 2021-22 school year.

Chair Rohrer thanked the school for the video created which displayed all the class options available for our students. Director Hogan thanked the district leadership, teachers, and staff for their continued efforts to improve inclusion in their schools, and for creating a great learning environment for all students. Director McDonald asked about test preparation and strategies for students. Director Scott commented on the growth of AP courses offered and complimented the staff on the significant progress made in this area.

B. Legislative Update

Director Victor Hogan shared the top priorities for the district, which were given to the Washington State School Directors Association (WSSDA). Top priorities included class size reduction, bargaining and negotiations, free school meals for all, funding revenues, academic rigor, CTE funding, and budget stability. Director Hogan also thanked Melissa Beard, the district's CFO, for keeping the WSSDA meeting running smoothly and in the right direction.

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

V. CONSENT AGENDA

Director McDonald made a motion to approve the Consent Agenda, Director Hogan seconded the motion, and the motion passed (5/0). The Consent Agenda included Financial Reports; September and October 2022 Accounts Payable including September 2022 Payroll; September 21, 2022 Regular Board Meeting Minutes; Classified Personnel Report; and Approval of Maintenance Facility Change Order #4.

VI. OLD BUSINESS

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

Executive Director Shawn Lewis shared Resolution 901-10-19-22, which authorizes a proposition for the issuance of general obligation bonds in the amount of \$116 million to be placed on the February 14, 2023, ballot. 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 district-wide and capital improvements to the district's elementary schools.

Director Scott made a motion to approve Resolution 901-10-19-22, Director McDonald seconded the motion, and the motion passed (5/0).

B. IMC - Social Studies Curriculum Update

Paul Harvey, Executive Director of Student Achievement, and Stefani James, member of the district's Instructional Materials Committee, shared a social studies course and content review update with the board. The curriculum review process examines our existing courses with the focus on describing the current content taught and materials used. Dr. Harvey and Ms. James shared the process including bias review, core material review and analysis, recommendations, and next steps. Dr. Harvey thanked the 14 members of the board-approved Instructional Materials Committee for their dedication and hard work.

VII. NEW BUSINESS

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

Paul Harvey, Executive Director of Student Achievement, presented Policy 6700 Nutrition, Health, and Physical Education. The policy addresses our wellness plan and promotes best practices for healthy schools.

Director Scott made a motion to approve Policy 6700 Nutrition, Health, and Physical Education; Director Tinsley seconded the motion, and the motion passed (5/0).

B. Pioneer Advisory Pilot Update

Paul Harvey, Executive Director of Student Achievement, introduced JoAnne Fernandes, Pioneer Middle School Principal, who shared an update on Pioneer Middle School's student advisory pilot. The presentation included the motivating factors for increasing student support, the structure and content of the advisory class, and the intended outcomes. Also shared were teacher and student feedback of the program.

C. District and School Improvement Plan Highlights

Paul Harvey, Executive Director of Student Achievement, and Jake Tyrrell, Director of Secondary Education, shared the 2021-22 District and School Improvement Plan highlights and plans for

the 2022-23 school year. Dr. Harvey shared information about the District Improvement Plan including Panorama results, neural education certification, as well as updates on grade level proficiency, and reducing learning gaps. Mr. Tyrrell shared academic rigor highlights for each elementary school for the 2021-22 school year, as well as plans for the 2022-23 school year. He also shared highlights for the middle school and high school, including 2022-23 goals.

D. Capital Facilities Plan Draft

Shawn Lewis, Executive Director of Community Relations and Planning, shared the 2023-2028 draft Capital Facilities Plan. The presentation included a school district description, student enrollment, level of service, construction plans, finance plan, and impact fee calculations.

VIII. BOARD COMMUNICATION

Chair Rohrer shared that the board received communication from a parent regarding an atheltic team situation, which has been handled by the school.

IX. ANNOUNCEMENTS

- Director Tinsley shared that the Saltar's Point PTA sponsored a Move-A-Thon, which raised \$23,000 to be used toward student enrichment activities, assemblies, and more.
- Director Scott shared that next Thursday, October 27, is the SPSL 2A Girls' Swim League Competition at Mt Tahoma High School at 4:00 pm.
- Chair Rohrer shared that the Apple Squeeze was a great success because of the district's involvement and support. Chair Rohrer also noted that She and Director McDonald are graduating in November from WSSDA's leadership program. She thanked the district for supporting them in that endeavor. Finally, Chair Rohrer shared that Kiwanis will share bond presentation on Thursday at 7:00 am in the district's Professional Development Center.

X. ADJOURNMENT

Director Tinsley made a motion to adjourn the meeting at 7:52 pm, Director Hogan seconded the motion, and the motion passed (5/0).

(Chair)

(Secretary/Superintendent)

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
CLASSIFIED PERSONNEL REPORT - NOVEMBER 16, 2022

Name	Position	Hours	Location	Effective Date	Action	Comment
ZACHER JOSHUA	GROUNDS	8.00	MAINTENANCE	11/11/2022	RESIGNATION	
DUNCAN SCOTT	MAINTENANCE TECH	8.00	MAINTENANCE	12/30/2022	RETIREMENT	
NGUYEN NGON	CUSTODIAN	8.00	PIONEER	11/17/2022	NEW HIRE	

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
CO-CURRICULAR PERSONNEL REPORT - NOVEMBER 16, 2022

Name	Position	Location	Effective Date	Amount	Comment
WILLIAMS LASHAWN	GIRLS JV BASKETBALL COACH	HIGH SCHOOL	11/17/2022	\$ 4,549.88	
BURKES RODERICK	DATA TEAM LEADER	SALTAR'S POINT	11/1/2022	\$ 2,000.00	
BARTON KRISTEN	DATA TEAM LEADER	SALTAR'S POINT	11/1/2022	\$ 2,000.00	
SLATER RYAN	DATA TEAM LEADER	SALTAR'S POINT	11/1/2022	\$ 2,000.00	
MCATEE SHELLEY	DATA TEAM LEADER	SALTAR'S POINT	11/1/2022	\$ 2,000.00	
DOWDELL MICHAEL	BOYS JV BASKETBALL COACH	HIGH SCHOOL	11/17/2022	\$ 4,549.88	
BLUITT AARON	BOYS C TEAM BASKETBALL COACH	HIGH SCHOOL	11/17/2022	\$ 4,549.88	

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

BOARD OF DIRECTORS

Board Meeting Date: November 16, 2022

Strategic Focus Area

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

BACKGROUND INFORMATION

School districts in the state of Washington are required by WAC 392-190-0592 to establish and implement Affirmative Action programs. It is the purpose of the district's Employment Affirmative Action Plan to promote, monitor, and maintain the district's Equal Employment Opportunity policies. This plan is designed to promote recruitment, training, and education efforts and to expand the pool of applicants without preferential treatment.

This plan was developed utilizing data collected and maintained by the Human Resources Department as well as data from the U.S. Census EEO tabulation for Pierce County. The district's DEI Committee will serve as partners in monitoring progress toward our goals. The plan will be reviewed periodically, and will be in place from November 2022 through November 2027.

RECOMMENDED ACTION:

Recommend the Board approve the 2022-2027 Employment Affirmative Action Plan

Report prepared by: Susanne Beauchaine, Executive Director of Human Resources

Steilacoom Historical School District No. 1
Employment Affirmative Action Plan
2022-2027

INTRODUCTION AND REAFFIRMATION OF POLICY

The Steilacoom Historical School District No. 1 has established a firm commitment to providing equal employment opportunity to its staff and to applicants for positions in the district. We believe education enhancement requires consistently fair and equitable educational and employment practices without regard to race, creed, color, national origin, age, honorably-discharged veteran or military status, gender, sexual orientation, marital status, or qualified individuals with disabilities. The current Nondiscrimination and Affirmative Action Policy was adopted by the board of directors in 2008 and revised in 2019. The policy will be reaffirmed concurrent with the adoption of this five-year plan. The plan presented here is designed for the years 2022-2027. Although this plan covers a five-year period, it will be reviewed regularly and modified, if necessary, in accordance with applicable law.

The basis for analysis in the current plan involves a comparison of the district's staff of color in various job categories relative to the percentage available in our local labor force. The purpose of these affirmative action commitments remains the same as that of earlier plans, to ensure the absence of discrimination in employment practices.

Each employee of Steilacoom School District involved in the recommendation of hiring or promotion is committed to ensuring that the recommendation is made without discrimination. It is the responsibility of each employee to promote a strong commitment to equal employment opportunity at his/her work site and throughout the district.

Dr. Kathi Weight
Superintendent

Loujanna Rohrer
President, Board of Directors

Date of Board Approval

AUTHORITY

School districts in the state of Washington are required by WAC 392-190-0592 to establish and implement Affirmative Action programs that are designed to “eliminate discrimination on the basis of race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability.”

PURPOSE

It is the purpose of the District’s Employment Affirmative Action Plan to promote, monitor, and maintain the District’s affirmative action and equal employment opportunity policies. These policies provide for equal employment opportunities for all employees and applicants for employment and to promote diversity in the District’s workforce.

It is also the purpose of the District’s Plan to identify at all levels of the workforce, areas of underutilization when planning and implementing recruitment efforts. This plan is designed to promote outreach, recruitment, training, and education efforts intended to expand the pool of applicants and to advance equal opportunity without preferential treatment.

RESPONSIBILITY FOR IMPLEMENTATION AND EVALUATION

The Superintendent will provide leadership and guidance to all administrators, supervisors, and personnel in the conduct of their employment practices to assure conformity with federal and state laws, regulations and District’s policies. The Human Resources Department will monitor and audit this plan and regularly update the Superintendent regarding efforts toward meeting goals. All staff will annually participate in a review of the District’s Nondiscrimination Policy and Procedure. The District’s Diversity, Equity and Inclusion (DEI) Committee will participate and support this plan by working in partnership with the Human Resource Department to participate in interview committees and recruitment efforts. All publications which advertise employment opportunities will include the District’s nondiscrimination statement and contact information for the civil rights compliance coordinator.

The civil rights compliance coordinator is charged with responding to any questions or complaints concerning discrimination in employment and ensures that the District’s Nondiscrimination and Affirmative Action Policy and Procedure 5010 are available on the District’s website and communicated in new employee trainings and professional development.

Executive Director of Human Resources
Steilacoom Historical School District No. 1
511 Chambers Street
Steilacoom, WA 98388
Phone: (253) 983-2222 Fax: (252) 584-7198

UTILIZATION ANALYSIS

This section summarizes an analysis of the District's workforce demographics. The following table shows the District's workforce diversity as measured by race by the following job categories.

Job Group	Job Category
Certificated Administrators	Principals, Assistant Principals, District Administrators
Secondary Teachers	9-12 th grade teachers and counselors
Elementary and Middle School Teachers	Preschool – 8 th grade teachers and counselors
Certificated Support Personnel	Certificated staff whose job assignment is not teaching.
Classified Administrators and Professional Staff	Classified District Administrators and Managers
Office Personnel	Office Coordinators, Secretaries, Department Specialists
Custodians	Custodians
Maintenance	Maintenance and Grounds
Instructional Assistants	Para-Educators, Library Techs, Campus Supervisors
LPNs	LPNs

The term “underutilization” as used in this plan means having fewer members of an affected group in a specific job category than reasonably would be expected based upon their availability. The statistical comparisons in this section involve the use of the workforce statistics for geographic areas relevant to Pierce County derived from the U.S. Census EEOC Tabulation for 2014-2018. For the purpose of this plan, the job category of IT was not included in this analysis due to the broad definition and the small number of classified employees in the technology department (3). The use of geographic areas and statistics is intended only for the purpose of implementing this Affirmation Action Plan and facilitating identification of areas of potential underutilization. These statistical comparisons do not have any independent legal or factual significance. The statistics and geographic areas have been selected and used in good faith with respect to this Affirmative Action Plan.

The 80% rule is commonly used in the development of affirmative action plans by establishing a value to determine whether underutilization exists. If the percentage of employees is less than 80% of the available labor market, underutilization exists. If the percentage is greater than or equal to 80% of the available labor market, underutilization does not exist. The availability study discussed above was used to generate theoretical availability” (TA) figures, which indicate the percentage of workers in a given job category, or across all jobs, whose worksite is reported as Pierce County and identifying themselves as belonging to a particular protected class. The TA figure is a useful tool in approximating whether the District is underutilizing any such protected class in its employment practices, but it should be noted that true availability figures may be significantly higher or lower than the TA.

**Steilacoom Historical School District
Utilization Analysis Based on Race/Ethnicity
(October 2022)¹**

Job Group²	Total SHSD Employees³	% Total SHSD (BIPOC)	Theoretical Availability⁴ (%)	Deviation from TA⁵ (%)	Does Underutilization exist?
CERTIFICATED PERSONNEL					
Certificated Admins	19	10.5%	15.5%	5.0%	Yes
Cert. Support Personnel	16	25.0%	15.4%	-9.6%	No
Elementary/Middle (P-8)	143	14.7%	9.2%	-5.5%	No
Secondary Teachers (9-12)	51	19.6%	15.0%	-4.6 %	No
Total Certificated	229	16.2%	11.7%	-4.4%	No

CLASSIFIED PERSONNEL					
Class. Admin/Professional	9	44.4%	21.8%	-22.7%	No
Office Personnel	24	16.7%	17.8%	1.2%	Yes
Custodians	21	57.1%	33.7%	-23.4%	No
Maintenance	9	44.4%	38.9%	-5.6%	No
Instructional Assistants	66	34.8%	20.0%	-14.9%	No
LPNs	6	50.0%	11.0%	-39%	No
Total Classified	129	36.4%	18.7%	-17.7%	No

¹ Does not include substitutes or athletic coaches.

² The occupational titles under which Census data is tracked to match job categories by the school district.

³ Total FTE reported October 2022

⁴ Theoretical availability of labor force identified as for Pierce County as reported in U.S. Census EEO tabulation 2014-2018 (80% rule).

⁵ Calculated by subtracting the utilization from the theoretical availability. Orange reflects underutilization exists.

GOALS AND ACTION STEPS

The goals of this Affirmative Action Plan are to promote equal employment opportunities in Steilacoom Historical School District and to attract, promote, develop, and retain a high-performing diverse workforce to serve diverse student needs; and to encourage upward mobility of all persons, including members of protected groups, once employed. Specifically, for this five-year plan, the District is focused on increasing representation (based on race and ethnicity) in the classroom for our certificated and administrator positions.

The analysis shows that the District's workforce is only underutilized in the job categories of Certificated Administrators and Office Personnel compared to theoretical availability in the Pierce County workforce. However, our current student demographics reflect 53% are students of color, compared to only 16.2% of our certificated staff. While the District has made gains across all job categories, this analysis identifies a need for the District to look beyond our primary applicant pool in Pierce County to meet our goal for a workforce that reflects the racial and ethnic diversity of our students and community.

GOAL 1

Job Recruitment, Selection and Analysis

Actively seek a diverse pool of qualified applicants to more represent our current students and families for consideration as District employees.

- 1.1 Identify and partner with colleges and universities outside of Washington state for recruitment. Specifically, working closely with Historically Black Colleges and Universities to post open positions.
- 1.2 Expand resources on the District's website tailored to recruiting out-of-state applicants, by partnering with local county organizations such as, Choose Tacoma Pierce County to highlight resources related to living and working in our communities.
- 1.3 Expand partnerships with School Liaison Offices and Transition Offices in key military installations across the country to post vacancies and information related to living and working in our communities.
- 1.4 Partner with the District's DEI Committee in developing and disseminating recruitment materials and job opportunities to organizations and outlets which have the opportunity to reach protected groups. Invite DEI Committee participation to serve as "Steilly Ambassadors" to share information with interested applicants about working and living in our communities.
- 1.5 Continue the District's practice of inviting DEI Committee members to participate in interview committees.
- 1.6 Provide and require interview committee members and hiring administrators to participate in bias training related to the hiring process.

GOAL 2

Education and Training

Promote a culture of respect and diversity in the workplace, and ensure that employees are aware of the Plan and their roles and responsibilities in enforcing the District's equal employment opportunity policy.

- 2.1 Continue to develop annual objectives and strategies at each building to ensure equal employment opportunities in all work places.
- 2.2 Continue to provide training and professional development at all schools and in all departments to promote cultural competency in conjunction with incorporating multi-cultural and gender equity concepts, awareness, and information into the curriculum.
- 2.3 Other means of promotion and information dissemination will be utilized as necessary to ensure that the community and District staff and students are informed of the goals and objectives of equal educational and employment opportunities.

GOAL 3

Preventing Employment Discrimination

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

- 3.1 Maintain credential requirements for relevant personnel.
- 3.2 Make no differentiation in pay scale on the basis of any protected status.
- 3.3 Make no differentiation in the assignment of school duties on the basis of any protected status, except where there is a compelling need for a lawful or bona fide occupational qualification based on the nature of duties.
- 3.4 Provide the same opportunities for advancement without regard to a protected status.
- 3.5 Make no differentiation in conditions of employment, including, but not limited to, hiring practices, leaves of absence, hours of employment, and assignment of, or pay for, instructional and non-instructional duties on the basis of any protected status.

NONDISCRIMINATION AND AFFIRMATIVE ACTION

Nondiscrimination

The district will provide equal employment opportunity and treatment for all applicants and staff in recruitment, hiring, retention, assignment, transfer, promotion and training. Such equal employment opportunity will be provided without discrimination with respect to race, creed, religion, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability.

The board will designate a staff member to serve as the compliance officer.

Affirmative Action

The district, as a recipient of public funds, is committed to undertake affirmative action which will make effective equal employment opportunities for staff and applicants for employment. Such affirmative action will include a review of programs, the setting of goals and the implementation of corrective employment procedures to increase the ratio of aged, persons with disabilities, ethnic minorities, women, and Vietnam veterans who are under-represented in the job classifications in relationship to the availability of such persons having requisite qualifications. Affirmative action plans may not include hiring or employment preferences based on gender or race, including color, ethnicity or national origin. Such affirmative action will also include recruitment, selection, training, education and other programs.

The superintendent will develop an affirmative action plan which specifies the personnel procedures to be followed by the staff of the district and will ensure that no such procedures discriminate against any individual. Reasonable steps will be taken to promote employment opportunities of those classes that are recognized as protected groups — aged, persons with disabilities, ethnic minorities and women and Vietnam veterans, although under state law, racial minorities, and women may not be treated preferentially in public employment.

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.

Employment of Persons with Disabilities

In order to fulfill its commitment of nondiscrimination to those with disabilities, the following conditions will prevail:

1. No qualified person with disabilities will, solely by reason of a disability, be subjected to discrimination and the district will not limit, segregate or classify any applicants for employment or any staff member in any way that adversely affects his/her opportunities or status because of a disability. This prohibition applies to all aspects of employment from recruitment to promotions, and includes fringe benefits and other elements of

compensation.

2. The district will make reasonable accommodation to the known physical or mental limitations of an otherwise qualified disabled applicant or staff member unless it is clear that an accommodation would impose an undue hardship on the operation of the district program. Such reasonable accommodations may include:
 1. Making facilities used by staff readily accessible and usable by persons with disabilities; and
 2. Job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters and other similar actions.

In determining whether or not accommodation would impose an undue hardship on the district, factors to be considered include the nature and cost of the accommodation.

- C. The District will not use any employment tests or criteria that screen out persons with disabilities unless the test or criteria is clearly and specifically job-related. Also, the District will not use such tests or criteria if alternative tests or criteria (that do not screen out persons with disabilities) are available.
- D. While the district may not make pre-employment inquiry as to whether an applicant has a disability or as to the nature and severity of any such disability, it may inquire into an applicant's ability to perform job-related functions.
- E. Any staff member who believes that there has been a violation of this policy or the law prohibiting discrimination because of a disability may initiate a grievance through the procedures for staff complaints.

Nondiscrimination for Military Service

The district will not discriminate against any person who is a member of, applies to be a member or performs, has performed, applies to perform or has an obligation to perform service in a uniformed service, on the basis of that participation in a uniformed service. This includes initial employment, retention in employment, promotion or any benefit of employment. The district will also not discriminate against any person who has participated in the enforcement of these rights under state or federal law.

Cross References: [2030](#) - Service Animals in Schools
 [5270](#) - Resolution of Staff Complaints
 [5407](#) - Military Leave

Legal References:

[RCW 28A.400.310](#) Law against discrimination applicable to districts' employment practices
[RCW 28A.640.020](#) Regulations, guidelines to eliminate discrimination — Scope — Sexual harassment policies
[RCW 28A.642](#) Discrimination prohibition
[RCW 49.60](#) Discrimination — Human rights commission
[RCW 49.60.030](#) Freedom from discrimination — Declaration of civil rights

[RCW 49.60.180](#) Unfair practices of employers
[RCW 49.60.400](#) Discrimination, preferential treatment prohibited
[RCW 73.16](#) Employment and Reemployment
[WAC 392-190](#) Equal Education Opportunity – Unlawful Discrimination Prohibited
[WAC 392-190-0592](#) Public school employment — Affirmative action program
[42 USC 2000e1](#) – 2000e10 Title VII of the Civil Rights Act of 1964
[20 USC 1681](#) - 1688 Title IX Educational Amendments of 1972
[42 USC 12101](#) – 12213 Americans with Disabilities Act
[8 USC 1324](#) (IRCA) Immigration Reform and Control Act of 1986
[38 USC 4301-4333](#) Uniformed Services Employment and Reemployment Rights Act
[29 USC 794](#) Vocational Rehabilitation Act of 1973
[34 CFR 104](#) Nondiscrimination on the basis of handicap in Programs or activities receiving federal financial assistance
[38 USC 4212](#) Vietnam Era Veterans Readjustment Act of 1974 (VEVRAA)

Management Resources: 2018 May Issue

2017 - April Issue

2014 - December Issue

2013 - June Issue

2011 - June Issue

2011 - February Issue

Policy News, August 2007 Washington's Law Against Discrimination

Policy News, June 2001 State Updates Military Leave Rig

Adoption Date: 2.27.08

Steilacoom Historical School District No. 1

Revised: 3.13.12; 1.28.15; 6.29.17; 1.9.19

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: November 16, 2022

Strategic Focus Area

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

BACKGROUND INFORMATION

Per district policy 4311 School Safety and Security Services Program and RCW 28A.320.1242, the district is required to annually review and adopt an agreement with our law enforcement agency partners. Currently, the district has interlocal agreements with both the City of DuPont and the Town of Steilacoom for SRO services.

The district entered into an agreement with the City of DuPont in July 2022, meeting our annual requirement. For SRO services provided by the Town of Steilacoom, a review and adoption of Exhibit A will meet our statutory requirements as a school district.

The Steilacoom Town Council approved the Interlocal Agreement – Exhibit A at their regular meeting on November 1, 2022.

RECOMMENDED ACTION:

Approve Exhibit A – SRO Job Description and other Mandatory Elements Required by Law – Interlocal Agreement between the Town of Steilacoom and SHSD.

Report prepared by:
Susanne Beauchaine, Executive Director of Human Resources

School Resource Officer – Job Description and other Mandatory Elements Required by Law

Exhibit “A”

Upon the Parties execution of this revision to Exhibit A of the Interlocal Agreement between the Town of Steilacoom and the Steilacoom Historical School District, a copy of the Agreement shall be placed on file in the offices of the Chief and the Superintendent. The Parties shall also share copies of this Agreement with the SRO, any principals in schools where the SRO will work, and any other individuals whom they deem relevant or who request it.

The District and the Police Department will annually review the SRO program using a process that involves parents, students, and community members and adopt an updated Exhibit A to the SRO Interlocal Agreement as appropriate.

I. Mission and Purpose

The mission of the SRO program is to improve school safety and the educational climate at the school. The purpose of this Agreement is to fulfill the requirements of RCW 28A.320.124, which requires an agreement between school districts and the local law enforcement agency for implementation of a School Resource Officer (SRO) program and specifies elements that must be incorporated into such an agreement. Additionally, this Agreement fulfills the requirements of RCW 10.93.160 and formalizes and clarifies the partnership between the District and the Police Department. This Agreement is not intended to, does not, and may not be relied upon to create any rights, substantive or procedural, enforceable by any person in any civil or criminal matter.

II. SRO Roles, Duties, and Limitations

The role of the SRO on campus typically involves three parts: educator, informal counselor, and law enforcer. The focus of any SRO working in the District is to keep students out of the criminal justice system when possible. The District shall integrate the SRO into the school community through participation in faculty and student meetings and assemblies as appropriate. The SRO shall support a positive school climate by developing positive relationships with students, parents, and staff, and by helping to promote a safe, inclusive, and positive learning environment. The SRO is a valuable team member of School Based Threat Assessment Teams, which are preventative in purpose, and the SRO will participate consistent with Policy and Procedure 3225 – School Based Threat Assessment.

The primary responsibility for maintaining proper order and conduct in the schools resides with school principals or their designee, with the support of other school staff. This may include minor violations of the law occurring during school hours or at school activities. The SRO program does not diminish the District’s authority and shall not be used to attempt to impose criminal sanctions in matters that are more appropriately handled within the District. Principals or their designee maintain order and handle all student discipline matters consistent with Student Discipline Policy and Procedure 3241. SROs appropriately interact with students informally to reinforce school rules. Nothing within any part of this agreement shall inhibit the Police

Department, or its commissioned officers (to include the SRO), in their discretion regarding violations of law within their jurisdiction.

III. Requests for Intervention

Teachers and school administrators may ask an SRO to intervene if a student's presence poses an immediate and continuing danger to others or an immediate and continuing threat of material and substantial disruption of the educational process or in other emergency circumstances consistent with 3432 – Emergencies. SROs do not need to be asked before intervening in emergencies.

As a general rule, law enforcement activity should take place at a location other than school premises. However, there are circumstances where formal law enforcement intervention/activity at school is warranted and may be conducted by an SRO. These law enforcement activities include, but are not limited to, interviews and interrogations; search of a student's person, possessions, or locker; citations, filing of delinquency petitions, referrals to a probation officer, actual arrests, and other referrals to the juvenile justice system, consistent with 3226 – Interview and Interrogations of Students on School Premises and 3230 – Student Privacy and Searches. Nothing within any part of this agreement shall inhibit the Police Department, or its commissioned officers (to include the SRO) from engaging in official activity pursuant to lawful authority.

Per RCW 10.93.160, the SRO duties do not extend to immigration enforcement and the SRO will not inquire into or collect information about an individual's immigration or citizenship status, or place of birth. Neither will the SRO provide information pursuant to notification requests from federal immigration authorities for the purposes of civil immigration enforcement, except as required by law, consistent with 4310 – District Relationship with Law Enforcement and other Government Agencies.

IV. Training of SRO

The SRO is an employee of the Police Department. The Police Department retains the authority and responsibility for training its employees, including the SRO. The Police Department confirms SROs assigned to the District have been trained in all the topics required by RCW 28A.310.515 including:

- Constitutional and civil rights of children in schools, including state law governing search and interrogation of youth in schools;
- Child and adolescent development;
- Trauma-informed approaches to working with youth;
- Recognizing and responding to youth mental health issues;
- Educational rights of students with disabilities, the relationship of disability to behavior, and best practices for interacting with students with disabilities;
- Bias free policing and cultural competency, including best practices for interacting with students from particular backgrounds, including English learner, LGBTQ, immigrant, female, and non-binary students;
- Local and national disparities in the use of force and arrests of children;
- Collateral consequences of arrest, referral for prosecution, and court involvement;
- Resources available in the community that serve as alternatives to arrest and prosecution and pathways for youth to access services without court or criminal justice involvement;

- De-escalation techniques when working with youth or groups of youth;
- State law regarding restraint and isolation in schools, including RCW 28A.600.485;
- The federal family educational rights and privacy act (20 U.S.C. Sec. 1232g) requirements including limits on access to and dissemination of student records for non-educational purposes; and
- Restorative justice principles and practices.

V. Complaint Resolution

The Parties shall develop and implement a simple and objective complaint resolution system for all members of the school community that complies with Police Department policies. The complaint resolution system will register concerns regarding the SRO or the SRO Program, provide for the investigation by the Police Department of registered complaints, and provide for timely communication of the resolution of the complaint to the District and complainant. The complaint resolution system shall allow parents and guardians to submit complaints in their preferred language and in a confidential manner to the District that protects the identity of the complainant from the SRO consistent with the SRO's due process rights and any applicable employment protections. The District will inform all students, parents, guardians, teachers, and administrators of the complaint resolution system at the beginning of each school year.

VI. Data Collection and Reporting

The SRO, Police Department, and the District shall work together to ensure the proper collection and reporting of data as required by law. Specifically, the district must annually collect the following information:

- Total number of safety and security staff working in the district and in each school building, and number of days per week that each staff works;
- The name of any law enforcement agency or private organization with which the district has an agreement for safety and security services;
- A description of each incident where safety and security staff were involved that resulted in student discipline, use of force against a student, or a student arrest.
- For each student involved in the incident, the description must include:
 - The student's race, ethnicity, and other demographics; and
 - Whether the student has an individualized education program or plan developed under section 504 of the rehabilitation act of 1973;
 - The number of complaints related to job duties and student interactions filed against safety and security staff; and
 - Other school safety and security information required by the office of the superintendent of public instruction.

The District must also annually submit any agreements adopted as required by RCW 28A.320.1242 and the information collected as required by this section at the time and in the manner required by the office of the superintendent of public instruction.

SCHOOL RESOURCE OFFICER DRAFT JOB DESCRIPTION

SRO TASKS/DUTIES:

Problem Solver and Liaison to Community Resources

- Establish positive relationships with staff and students to enhance the overall climate of our buildings
- Be visible within the school community. Attend and participate in school functions. Build working relationships with the school's staff as well as with student and parent groups
- Regular coordination meetings with building/district administration
- Develop mentor relationship with students
- Provide a conduit to community resources
- Support resolution of student to student issues such as bullying or disorderly behavior
- Responds to calls for in-building emergencies (e.g. accidents)
- Provide assistance with student welfare checks
- Provide assistance on custody disagreements
- Resource for Community Engagement Board in identifying student supports to attendance barriers
- Attend Town of Steilacoom Police Department training as required

Educator

- Deliver specialized training to school staff to improve security and safety. Scheduled training will be delivered during ACE days, professional development days, and/or staff meetings
- Work collaboratively with the City of DuPont's School Resource Officer to provide coordinated training to staff at DuPont schools
- Deliver specialized training to students to improve security and safety. Scheduled training will be delivered to students during assemblies and/or after school events
- Provide classroom presentations emphasizing principles and skills needed for responsible citizenship (e.g. alcohol and drug awareness)
- Present to parents and our communities information and training on the district's SRO program, crisis situations and crime prevention strategies

Safety Expert and Crime Prevention

- Provide a visible safety enhancement to our school district
- Lead Incident Command System and coordinate district emergency planning, including district safety work
- Lead Hazard Assessment RAS work with WSRMP

- Assist in developing protocols and coordinating emergency response plans (in conjunction with other emergency responders) between our communities for handling the district's various types of emergencies
- Work collaboratively with the Town of Steilacoom's SRO to provide coordinated training to staff at Steilacoom schools
- Assist in identifying environmental changes that can reduce crime in schools
- Regular and periodic survey/inspection of building/campus security posture
- Monitor student activity during school day transitions, including the monitoring of school parking lots
- Enforcement of building/district/state policies or laws
- Takes action against unauthorized persons on school property
- Provide advice to School District personnel on law enforcement issues. Officers will assist in suggesting solutions to security problems that arise in the district

Other

- School administrators remain responsible for administering discipline policies and procedures. SRO will not be involved in school discipline process.
- SROs generally will not take any vacation during periods in which school is in session. If this should occur, the Town agrees to make reasonable efforts to assign other officers to provide SRO services in the regular officer's absence.

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

BOARD OF DIRECTORS

Board Meeting Date: November 16, 2022

Strategic Focus Area

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

BACKGROUND INFORMATION

The 2023-2028 SHSD Capital Facilities Draft Plan is presented to the Board for its review and consideration for approval at the November 16th Board meeting.

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

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

This plan includes the updated calculations for impact fees for single family residences at \$7,611 and \$0 per multi-family unit. This change reflects the revised estimates from the district's bond proposal associated with the cost and capacity changes for planned projects.

We completed the 14 day SEPA notice requirements on November 7 and no comments were received prior during the review and comment period.

RECOMMENDED ACTION:

The administration recommends that the Board approve the 2023-2028 SHSD Capital Facilities Plan.

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



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

TABLE OF CONTENTS

	TAB
Introduction	1
Introduction	
District Statements and Core Values	
District Strategic Plan and Goals	
District Map	
School District Description	2
Location and Description of School Facilities	
History of Facilities	
Parcel Summary by Location	
Student Enrollment	3
School Capacities	
Student Enrollment Trends	
OSPI – Cohort Survival Enrollment Projections	
SHSD 2019-2025 Projected Enrollment	
Level of Service	4
Construction Plans	5
Finance Plan	6
Impact Fee Calculations	Enclosures 1 & 2

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

BUILDING SITES

ADMINISTRATIVE OFFICE
511 CHAMBERS STREET
STEILACOOM, WA 98388

WEBSITE: www.steilacoom.k12.wa.us

DISTRICT OFFICE
511 Chambers Street
Steilacoom, WA 98388

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

Kathi Weight – Superintendent
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.

DRAFT

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.

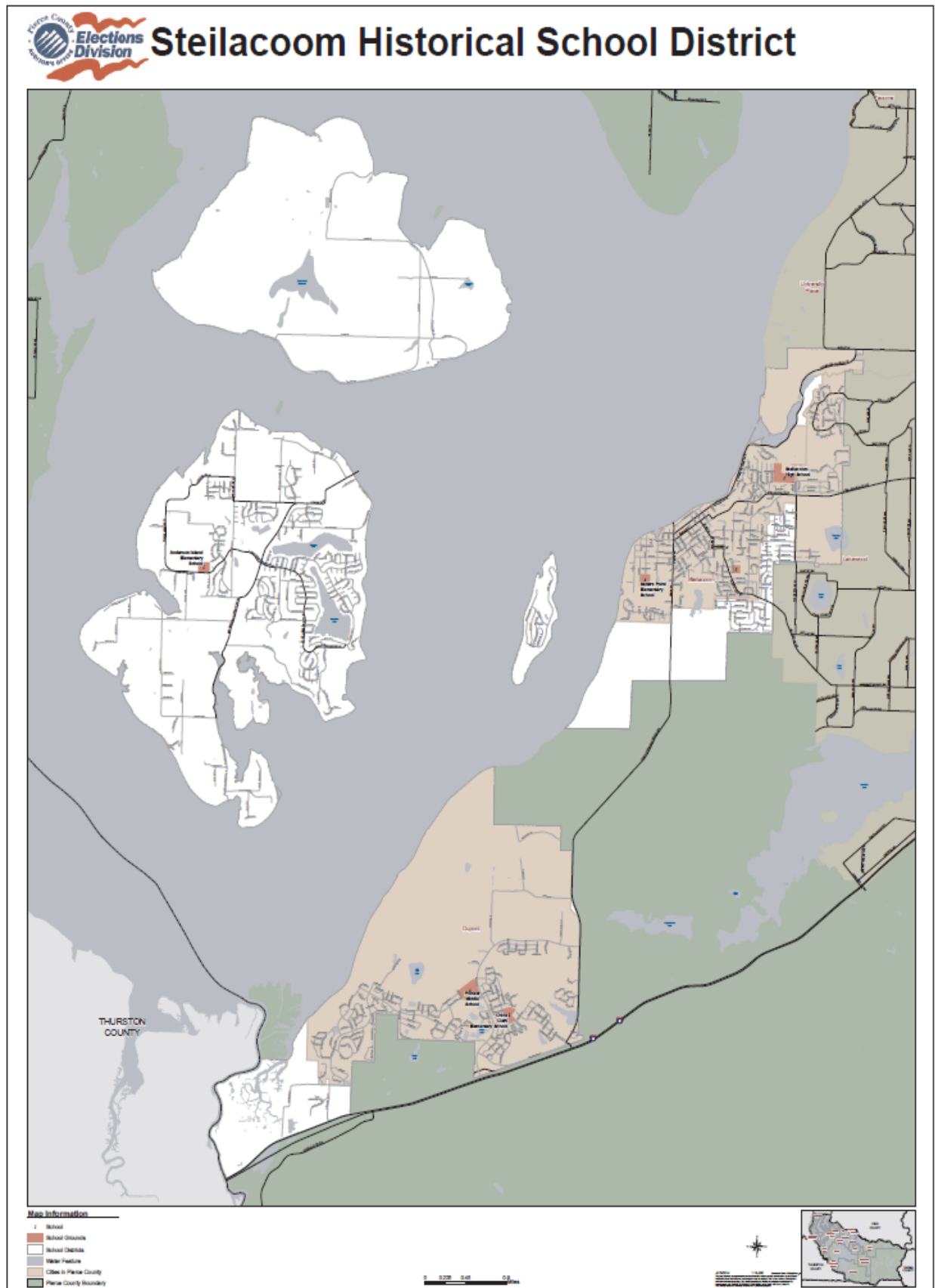
Community

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	

TAB II HISTORY OF FACILITIES

1. School District Building Data

<u>Date</u>	<u>Building</u>	<u>Cost</u>	<u>Location</u>
1851	Log Building	Unknown	Main & Commercial
1858	First Public School	\$450	Starling & Frederick
		Contributions/Partial Payment	
1892	Second Public School	\$10,000.00	Chambers & Sequash
1916-17	Third Public School	\$15,000.00	Chambers & Sequash
1952	All Purpose School	\$133,953.00	Chambers & Nisqually
1962	Cherrydale School	\$183,597.00	Galloway and C
1966	Cherrydale Addition	\$175,646.00	Galloway and C
1968	Pioneer Addition	\$405,422.00	Chambers & Nisqually
1969	Silver Beach Site	\$42,000.00	SOLD
1972	Saltar's Point School	\$605,860.00	Third & Beech
1976	Oakbrook Site	\$42,500.00	SOLD
	Consolidation with Anderson Island and DuPont School Districts		
1979	Acquisition of Laughbon Jr./Sr. High School; Anderson Island and Harriet Taylor schools		
1981	Steilacoom High School	\$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		
2011	Pioneer Middle School	\$461,967	DuPont, WA
	Classroom Air Conditioning		
2012	Saltar's Point Modular	\$724,000	Steilacoom, WA
	Classrooms		
2015	Remodel of SHS Classrooms	\$710,972	Steilacoom, WA
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 also intends to 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 at each facility, 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 rd St Steilacoom	7260000072	7.69	2008 New parcel number 7260000072
Cherrydale Primary School	1201 Galloway Steilacoom	0219052048	7.24	Parcels 0219052045 and 0219052046 were sold to Pierce County in 2011; parcel 0219052047 was sold in 2012
Chloe Clark Elementary School	1700 Palisades Blvd DuPont	0119264010	10.01	
Anderson Island Elementary School	13005 Camas Rd Anderson Island	0119052002	N/A	Parcel is owned by the AI Park Board and is leased to SHSD
District Office Annex	510 Chambers St Steilacoom	2305000651	0.20	
Vacant Undeveloped Parcel	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 the COVID-19 pandemic. The District is monitoring stabilization of enrollment following this impact.

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

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 District's modified 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 2006-2022
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 st Grade		235	232	224	223	231	234	256	223	263	242	245	269	238	226	248
2 nd Grade		199	238	240	255	234	214	229	271	215	256	237	261	253	244	226
3 rd Grade		231	211	241	242	249	227	207	243	267	220	258	248	236	258	230
4 th Grade		216	226	214	257	263	238	196	206	219	264	226	248	228	232	252
5 th Grade		236	219	234	244	246	264	252	208	216	228	262	223	221	232	233
6 th Grade		244	240	221	253	241	265	268	269	247	239	239	299	230	239	225
7 th Grade		194	242	227	238	261	236	247	277	280	242	249	247	273	236	255
8 th Grade		218	203	227	248	230	266	228	253	280	277	231	261	242	272	240
9 th Grade		199	232	205	242	226	224	247	231	255	278	291	232	240	240	263
10 th Grade		188	210	223	201	225	221	217	258	231	262	268	298	222	245	236
11 th Grade		197	187	219	223	204	226	212	215	238	173	231	251	245	194	231
12 th Grade		119	160	159	179	189	190	208	200	196	190	162	193	218	219	178
Total Enrollment		2,680	2,824	2,840	3,022	3,043	3,060	2,979	3,091	3,140	3,118	3,137	3,278	3,045	3,068	3,033

*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
TOTAL	3,068	3,033	3,678	3,732	3,758	3,796	3,788	3,815

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, English Language Learner (ELL), Title I, Learning Assistance Program (LAP), music education, highly capable, special education preschool, computer labs, career and technical education, etc. These special or non-traditional educational programs can have a significant impact on the available student capacity of school facilities. For example, the District currently has approximately 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:

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

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

Facility	Area (SF)	Teaching Stations**	Existing Capacity (Based on Service Standards)	Actual October 2022 Enrollment	Projected 2027/28 Enrollment
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.

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

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

Elementary Student	\$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 will also add capacity at Pioneer Middle School and Steilacoom High School to address long term enrollment growth.

In addition, the District plans to 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 add capacity at Pioneer Middle School, and add capacity at 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 vice-versa.
7. The experiences and competence of the lowest bidding and general contractor and their major subcontractors can also impact the final cost of any new school project.
8. The State’s “funding assistance percentage”, as determined in accordance with the formula set forth in RCW 28A.525.166, establishes the relationship between the local and state funding of any new school construction project.
9. The enrollment projection provisions of the State’s “space allocations” determine just how much area of a new school facility will be eligible for State School Construction Funding Assistance. Building a new school (i.e., elementary, middle, senior high) without full “unhoused” eligibility increases the amount of local funds that have to go into a project.
10. The State funding assistance formula also impacts the level of state financial assistance. See WAC 392-343-060.

Site Acquisition: The first major expense of any new school construction project is the cost to purchase the site. Property acquisition cannot be funded with State School Construction Funding Assistance. Land costs are strictly a local school district expense.

In addition to the location, site size and availability to utilities, other factors can also impact the cost of school sites. For example, the general condition of the real estate market, zoning and the overall construction suitability of a site do influence the price.

Construction Estimates: The second major expense of any new school construction project is the cost of actually developing the site and constructing the buildings(s). Such costs include payment for planning, designing, engineering, constructing, furnishing, and equipping new school facilities. In addition, at times, new portable classrooms are purchased and sited at new schools and/or existing portable classrooms are moved to new school sites.

3. FUNDING SOURCES

School districts utilize budgets consisting of a number of discrete funds. However, for the most part, the capital needs of any school system are addressed with the Capital Projects Fund and the Debt Service Fund.

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

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

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

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

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

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

State Funding Assistance: The State of Washington has a Common School Construction Fund. The State Board of Education is responsible for administration of the funds and the establishment of matching ratios. The Office of the Superintendent of Public Instruction (OSPI), , has determined that Steilacoom School District's 2022 funding assistance ratio is 53.28% for those expenses that are defined as eligible for state funding assistance. However, the District's planned elementary school capacity project and the middle school capacity project included in this six-year plan are not anticipated to qualify for state funding. The high school capacity project is expected to qualify for state funding assistance.

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 2022 was \$246.83 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, the Town of Steilacoom, and the City of DuPont. 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 and City of DuPont generally use 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	
Total Costs	\$ 8,166,000	\$ 38,150,000	\$ 28,175,000	\$ 23,200,000	\$ 17,600,000	\$ 3,600,000
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		
Total Resources	\$ 5,785,159	\$ 60,120,000	\$ 120,000	\$ 56,020,000	\$ 20,000	\$ 20,000
Ending Balance	\$ 7,204,554	\$ 29,174,554	\$ 1,119,554	\$ 33,939,554	\$ 16,359,554	\$ 12,779,554

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	—
High School	—

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	N/A
High School	N/A

State Funding Assistance

Rate: 53.28% (high school eligible)

Construction Cost Allocation \$246.83

Site Cost per Acre

Elementary	\$480,000
Middle School	N/A
High School	N/A

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

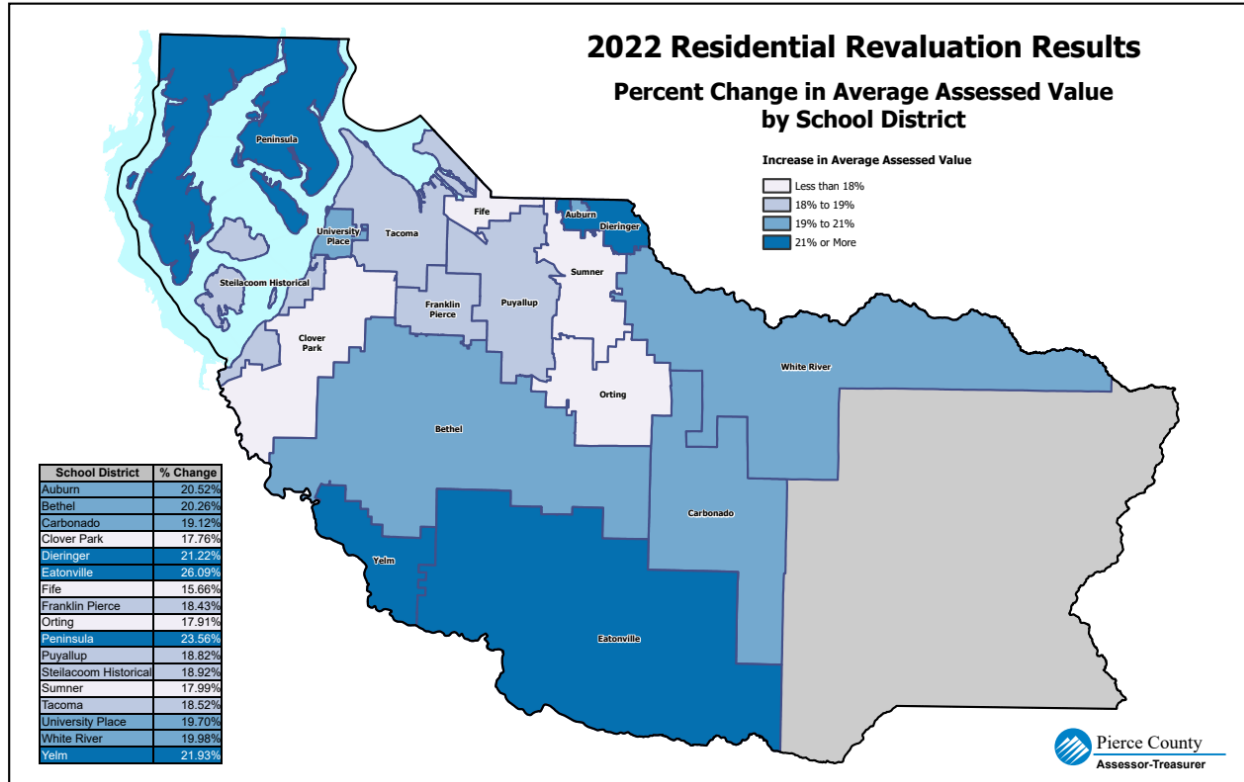
SPI Square Footage per Student

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

STELACOOM HISTORICAL SCHOOL DISTRICT							
SCHOOL IMPACT FEE CALCULATION							
2023-2028							
School Site Acquisition Cost:							
((Acres x Cost per Acre) / Facility Capacity) x Student Factor							
	Facility Acreage	Cost/ Acre	Facility Capacity	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ 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/ Total Sq.Ft.	Facility Cost	Facility Capacity	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	99.99%	\$ 54,000,000	475	0.147	0.060	\$16,710	\$6,820
Middle	99.99%	\$ 5,000,000	125	0.052	0.017	\$2,080	\$680
High	99.99%	\$ 5,000,000	125	0.108	0.023	\$4,320	\$920
					TOTAL	\$23,109	\$8,420
Temporary Facility Cost:							
((Facility Cost / Facility Capacity) x Student Factor) x (Temporary / Total Square Feet)							
	%Temp/ Total Sq.Ft.	Facility Cost	Facility Size	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ 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 CCA	OSPI Square Footage	District Funding %	Student Factor SFR	Student Factor MFR	Cost/ SFR	Cost/ MFR
Elementary	\$ 246.83	90	0.00%	0.147	0.060	\$0	\$0
Junior	\$ 246.83	108	0.00%	0.052	0.017	\$0	\$0
Sr. High	\$ 246.83	130	53.28%	0.108	0.023	\$1,846	\$393
					TOTAL	\$1,846	\$393
Tax Payment Credit:							
Average Assessed Value						SFR	MFR
						\$545,248	\$224,119
Capital Bond Interest Rate						3.86%	3.86%
Net Present Value of Average Dwelling						\$4,453,433	\$1,830,541
Years Amortized						10	10
Property Tax Levy Rate						\$1.69	\$1.69
Present Value of Revenue Stream						\$7,526	\$3,094
Fee Summary:							
				Single Family	Multi- Family		
Site Acquisition Costs				\$1,485	\$606		
Permanent Facility Cost				\$23,109	\$8,420		
Temporary Facility Cost				\$0	\$0		
State Funding Credit				(\$1,846)	(\$393)		
Tax Payment Credit				(\$7,526)	(\$3,094)		
FEE (AS CALCULATED)				\$15,222	\$5,540		
REQUIRED LOCAL SHARE ADJUSTMENT				\$7,611	\$2,770		
(PER ORDINANCE)							
FINAL FEE				\$7,611	\$0		

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: November 16, 2022

Strategic Focus Area

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

BACKGROUND INFORMATION

The updates to policy 1610 related to conflicts of interest were made to reflect revised statutory language, including Senate Bill 6326 from the 2020 legislative session. This legislation amended threshold amounts regarding certain exceptions to the rule on conflicts of interest.

At the same time, WSSDA made additional minor editorial changes. WSSDA also has advised that they have issued a new and revised version of its Avoiding Conflicts of Interest booklet which is available on their website at <https://wssda.org/wp-content/uploads/2022/11/Avoiding-Conflicts-of-Interest-2022.pdf>.

RECOMMENDED ACTION:

I move adoption of policy 1610 as revised to reflect changes in state law.

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

CONFLICTS OF INTEREST

~~No~~ Neither a school director nor a district officer (such as the superintendent or executive director) ~~may~~will benefit, directly or indirectly, in any contract made by, through or under ~~the supervision of the director or superintendent officer's supervision,~~ except as ~~provided~~permitted below:

- A director or officer may enter into a contract with the district to offer goods or services (except legal services) if the director or officer does not receive more than \$1,500 in any calendar month under the contract. The district will maintain a list of all contracts covered under this paragraph, and the list will be available for the public to inspect and copy.

~~Any contract, purchase of materials or activity paid for from school funds if the total volume received by the district officer or his or her business does not exceed \$1,500.00 in any calendar month. The district will maintain a list of all contracts covered under this paragraph and the list will be available for public inspection and copying;~~

- ~~An individual~~A director may be designated as clerk and/or purchasing agent ~~at of the district.~~ prevailing hourly wage;
- The spouse of a director or ~~the superintendent officer~~ may be employed as a substitute teacher on the same terms and at the same compensation as other substitute teachers in the district. For a director's or officer's spouse to be employed as a substitute teacher, the ~~The~~ superintendent must find that the number of qualified substitute teachers in the district is insufficient to meet the district's anticipated needs ~~for short-term and one-day substitute teachers,~~ and the superintendent must ensure that substitute teachers are fairly and impartially assigned to available positions ~~in a fair and impartial manner;~~
- ~~Prior to approval of the employment of a director or spouse of a school director or superintendent, the board of directors will be advised of the number of other individuals who are qualified for and interested in the position(s) to be filled. The district will not discriminate in any way against any applicant for a certified position or any certificated employee on the basis of a family relationship with a school director or the superintendent. All employment decisions will be made on the basis of choosing the applicant which furthers the best interest of the school district;~~
- If a director's or officer's spouse~~If a person~~ is employed by the district under contract as a classified or certificated employee before ~~his or her spouse becomes a~~ the director or ~~superintendent officer~~ took office, the spouse's employment contract can be renewed ~~for further employment, provided that,~~ the terms of the contract are ~~must be~~ commensurate with the pay plan or collective bargaining agreement operating in the district for that position; ~~or~~
- The director or officer ~~has~~may only have a remote interest in a contract, ~~and~~ ~~the~~ interest must be ~~is~~ disclosed prior to board action and must be recorded in the official minutes.

A director may not vote on the authorization, approval or ratification of a contract in which he or she is beneficially interested and to which one of the exemptions described above applies. Before the board approves a contract in which a director is beneficially interested, the director must disclose his or her interest to the board, and the director's interest must be noted in the official minutes.

Before the board approves the employment of a director or a director's or an officer's spouse, the superintendent or designee will inform the board of other individuals who are qualified for and interested in the position(s) to be filled. The district will not discriminate in any way against any applicant for a position or employee based on a family relationship with a director or officer. All employment decisions will be made by choosing the applicant that furthers the best interests of the school district.

Whenever a director, or his or her spouse ~~or dependent~~ is employed by the district, the director will refrain from participating in or attempting to influence any board action affecting the employment status of the director, ~~or his or her spouse or dependent~~. Actions affecting employment status include, but are not limited to, hiring, establishing compensation and fringe benefits, setting working conditions, conducting performance evaluations, and considering or imposing discipline and termination.

The superintendent will maintain a log of any contract(s) subject to this policy and will annually or when a new director assumes office, ~~will~~ inform the board of the existence of ~~all such~~ those contracts.

Legal References:	RCW 28A.405.250	Certificated employees, applicants for certificated position, not to be discriminated against
	RCW 28A.635.050	Certain corrupt practices of school officials — Penalty
	RCW 42.23.030	Interest in contracts prohibited--Excepted cases
	RCW 42.23.040	Remote interests

Management Resources: 2022 - October Issue

Adoption Date: 2.27.08
Steilacoom Historical School District No. 1
Revised: 8.28.08; 3.23.16
Reviewed: 4.30.11

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

BOARD OF DIRECTORS

Board Meeting Date: November 16, 2022

Strategic Focus Area

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

BACKGROUND INFORMATION

In 2019, the state legislature passed E2SHB 1599 which emphasizes mastery-based learning in Washington's public schools. In February 2021, the board approved the update for Policy 2401 as a new policy. The new policy combined Competency/Mastery Based in the core content areas.

This update adds Financial Education into the policy as the last section, reflecting the recent emphasis from the legislature on financial literacy. The language is consistent with the other sections/content areas within the policy.

RECOMMENDED ACTION:

The administration recommends that the Board approve the revision to policy 2401 – Competency/Mastery Based Credits.

Report prepared by:
Paul Harvey, Executive Director of Student Achievement

COMPETENCY/MASTERY BASED CREDITS

The district ~~also~~ recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

In order to recognize student proficiency, the superintendent will develop procedures to award credits to students based on demonstrated mastery/proficiency across a range of skills in each content area, including but not limited to those identified in this policy.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

The Arts

The board recognizes the value of providing students an education in the arts, including the disciplines of dance, media arts, music, theater, and visual arts. The arts engage all learning styles, and they lead to powerful and life-long habits, such as creativity, collaboration, communication, and critical thinking. The arts provide students with keys to understanding the world around them and strategies for learning, interpreting, and expressing their thoughts. Students may further develop their art skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in the arts available to them.

The district will encourage students to learn the arts effectively at a high level of proficiency.

World Languages

The board recognizes the value of preparing students to be global citizens with the skills to communicate in English and other world languages. In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, by using the language at home, attending language programs offered in the community, learning online or living abroad. The district encourages students and their families to take advantage of any language learning opportunities available to them.

To enable students to fully benefit from the advantages of multilingualism, the district will encourage students to learn to understand, speak, read and write at a high level of language proficiency. Proficiency can also be demonstrated in languages that are only spoken or signed.

Health and Fitness

The board recognizes the value of providing students a health and physical education. Health and physical education comprise extensive content areas that include, but are not 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. Students may further develop their health and fitness skills through independent activities and

programs. The district encourages students and their families to take advantage of any learning opportunities in health and physical education available to them.

Social Studies

The board recognizes the value of helping students become part of an active and engaged citizenry. A developed knowledge and understanding of social studies helps prepare students for post-secondary pathways, careers, and civic engagement. Students may further develop their social studies skills through independent activities and programs. The district encourages students and their families to take advantage of any social studies learning opportunities available to them.

The district will encourage students to learn social studies effectively at a high level of proficiency. The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

Integrated Environmental and Sustainability Education

The board recognizes the value of providing students instruction about conservation, natural resources, and the environment and helping students to be environmentally and sustainability literate. The board places a high value on environmental stewardship. Students may further develop their environmental and sustainability education skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in environmental and sustainability education available to them.

English Language Arts

The board recognizes the value of preparing students to read, write, speak, listen, and use English effectively. These skills are necessary for college and career readiness in multiple disciplines. The board also recognizes students may further develop these skills through activities and programs. The district encourages students and their families to take advantage of any English Language Arts learning opportunities available to them.

The district will encourage students to learn to read, write, speak, listen, and use English effectively at a high level of mastery/proficiency.

Math

The board recognizes the value of preparing students in math for college, career, and life. Math skills are necessary for college and career readiness in multiple disciplines. Students may further develop these skills through independent activities and programs. The district encourages students and their families to take advantage of any math learning opportunities available to them.

The district will encourage students to use math effectively at a high level of mastery/proficiency.

Science

The board recognizes the value of preparing students to become literate in science. Science plays an integral role in modern society and is an essential part of each student's education. When

students are learning about science, they are also enhancing their skills in reading, writing, and math. Students may further develop their science skills through independent activities and programs. The district encourages students and their families to take advantage of any science learning opportunities available to them.

The district will encourage students to learn science effectively at a high level of proficiency.

Financial Education

The board recognizes the value of helping students understand the importance of financial education. Financial education includes knowledge and skills related to spending and saving, managing credit and debt, using a career plan to understand income potential, setting and working toward personal financial goals, and applying decision making to matters of personal finance. When students develop their financial education, they are better prepared for successful post-secondary pathways and careers. The district encourages students and their families to take advantage of any financial education learning opportunities available to them through independent activities and programs.

The district will encourage students to learn financial education effectively at a high level of proficiency.

Legal References

[RCW 28A.230.090](#) High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken before attending high school — Postsecondary credit equivalencies

[WAC 180-51-050](#) High school credit — Definition

[WAC 180-51-051](#) Procedure for granting students mastery-based credit
[WSSDA Model Policies 2402 through 2409](#)

Cross References

[2410](#) – High School Graduation Requirements

Adoption Date: 02.24.21

Steilacoom Historical School District No. 1

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 11/16/2022

Strategic Focus Area

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

BACKGROUND INFORMATION

First Reading of Policy 6100 Revenues from Local, State and Federal Sources

The revised policy authorizes the superintendent or designee to apply for optional federal grants that exceed \$250,000.

RECOMMENDED ACTION:

I move to approve Policy 6100 Revenues from Local, State and Federal Sources.

Report prepared by:
Dr. Melissa Beard, Chief of Finance and Operations

REVENUES FROM LOCAL, STATE AND FEDERAL SOURCES

Revenues from Local Resources

Use of Local Revenues for Enrichment

All local revenues will be used only for documented and demonstrated enrichment of the state's program of basic education.

Local revenues include the following:

- Enrichment levies collected under [RCW 84.52.053](#);
- Local effort assistance funding received under chapter [28A.500 RCW](#); and
- Other local revenues such as, but not limited to, grants, donations, state and federal payments in lieu of taxes, or any local revenues that operate as an offset to the district's basic education allocation under [RCW 28A.150.250](#).

Enrichment of the state's program of basic education includes supplementing the following:

- The minimum instructional offerings of [RCW 28A.150.220](#) or [28A.150.260](#);
- The staffing ratios or program components of RCW 28A.150.260, including providing additional staff for class size reduction beyond class sizes allocated in the prototypical school model and additional staff beyond the staffing ratios allocated in the prototypical school formula;
- The program components of [RCW 28A.150.200](#), [28A.150.220](#), or [28A.150.260](#); or
- The program of professional learning as defined by RCW 28A.415.430 beyond that allocated pursuant to [RCW 28A.150.415](#).

The district can pay for the following with local revenues:

- Extracurricular activities;
- Extended school days;
- An extended school year;
- Additional course offerings beyond the minimum instructional program established in the state's statutory program of basic education;
- Activities associated with early learning programs;
- Any additional salary costs attributable to the provision or administration of permitted enrichment activities; and
- Additional activities or enhancements that the office of the superintendent of public instruction determines to be documented and demonstrated enrichment and for which the superintendent approves proposed expenditures during the preballot approval process required by [RCW 84.52.053](#) and [28A.505.240](#).

Enrichment Levies

As necessary, the district will consider requesting voter approval of an enrichment levy. Such a levy will be for an amount permitted by law. The board will solicit advice from staff and community members prior to establishing the amount and purposes of the levy. The levy will be presented by

program and expenditure in the district's annual descriptive guide for community members as required by law. OSPI must approve the district's expenditure plan for the enrichment levy before the district can submit the levy to the voters.

Response to Audit Findings on the Use of Local Revenues

As part of the state auditor's regular financial audit, it will review the district's expenditures to ensure they are in compliance with [RCW 28A.150.176](#), the statute that limits the district's use of local revenues to supplementing the state's basic education program.

Within 30 days of receiving the auditor's findings, the board will hold a public hearing to review the findings.

Revenues From State Resources

The responsibility for financing public education in Washington falls primarily upon the state. To provide educational services beyond the levels possible under the basic education allocation, the district must depend upon state and federal special purpose funding programs and grants or excess property tax levies approved by district voters.

The state provides special purpose appropriations for programs of transportation, for children ~~with disabilities requiring special education services~~ and for ~~such~~ other programs ~~required as part of its basic education obligation, required by statute or budget proviso, or as as it otherwise~~ deems appropriate to assist schools.

~~If the superintendent or designee is authorized to apply for identifies an optional state grants when it is deemed to be in the best interest of the district and it is determined and determines that the benefits of accepting the grant outweigh the costs. For grants that exceed \$250,000 per fiscal year, he or she the board will be may provided a report to the board describing the benefits and the costs associated with accepting the grant prior to final acceptance of the grant. After reviewing the report, may formally authorize accepting the grant.~~

Revenues From The Federal Government

The objective of the board is to provide the best educational services possible within resources available to the district. Federal grants and programs may provide helpful financial resources towards pursuing that objective. ~~The superintendent or designee is authorized to apply for optional federal grants when it is deemed to be in the best interest of the district and it is determined that the benefits of accepting the grant outweigh the costs. For grants that exceed \$250,000 per fiscal year, the board will be provided a report describing the benefits and the costs associated with accepting the grant prior to final acceptance of the grant. When it is optional for the district to participate in a federally funded program, the board will receive detailed analysis from the staff regarding both the advantages to be realized from the program and the additional costs in terms of staff time, impact on existing programs and new obligations that the program may require. Before authorizing participation in such a program, the board will first determine that the advantages outweigh the disadvantages and that the program will not detract from other programs already in operation.~~

The ~~board district will agrees to~~ comply with all applicable federal and state requirements that may

be a condition to receipt of federal funds including, but not limited to:

1. Maintenance of fiscal records that show the receipt and disposition of federal funds;
2. Provision for eligible private school students to participate in programs and/or services designed for the educationally disadvantaged as well as other programs that are supported by federal funds;
3. Provision for testing to identify target students as well as to measure program results; and
4. Provision for staff and parent involvement, program planning, budget development and program evaluation.

The district also agrees to comply with Title 1 requirements pertaining to the implementation of internal controls for travel, contracted services, training, and capital outlay purchases and expenditures. The following controls are established for the Title I program:

1. All Title I funded purchases and expenditures will be directly related to allowable Title I activities and services that are necessary to carry out the objectives of the current program effectively, and for the benefit of eligible participants;
2. Title I purchases and expenditures will be restricted to those incurred by persons with direct Title I duties and responsibilities and/or that benefit only eligible Title I participants;
3. Title I funded in-service trainings will be directly related to specific Title I program activities and provided only to persons with Title I program responsibilities and duties; and
4. Appropriate documentation of all Title I purchases and expenditures incurred will be maintained for accountability and audit purposes.

The district further assures that a district-wide salary schedule is in effect and that the staff are assigned equitably among schools. Instructional material will also be distributed equitably among all schools. The board grants authority to directors and staff to participate in the development of any state and/or federal regulations deemed to be necessary for the implementation of federally-funded programs.

Federal Impact Funds

Federal impact funds are provided to the district as a supplement to taxes and other revenue sources. State appropriated funds and local taxes contribute to the development and implementation of a basic education program for all students enrolled in the district. The district gives assurance that tribes and parents of Indian children will be afforded the opportunity to make recommendations regarding the needs of their children and will be involved in the planning and development of the basic education program, including those educational programs and services to be provided with federal impact funds. Indian students will have the equal opportunity to participate in the district's program with other students.

Recognizing that the board is the ultimate authority in defining the educational program of the district, the superintendent or designee will establish procedures to assure the involvement of the tribes and parents of Indian students in the development of the basic education program, including the education services to be provided with federal impact funds and the participation of Indian children in

the program on an equal basis. The superintendent or designee will provide opportunities for parents and members of the tribal council to suggest if any policy and/or procedure changes as well as program changes are necessary to better serve the needs of the Indian students.

Legal References:	RCW 28A.300.070	Receipt of federal funds for school purposes — Superintendent of public instruction to administer
	28A.150.230	District school directors' responsibilities
	28A.150.250	Annual basic education allocation full funding
	84.52.0531	Levies by school districts — Maximum dollar amount for maintenance and operation support — Restrictions — Maximum levy percentage — Levy reduction funds — Rules.
	WAC 180-16	State Support of Public Schools

Public Law 81-874 Impact Aid

Cross References

6020 - System of Funds and Accounts

Management Resources

2019 - March 2019 - March Policy Issue
2018 - June Policy Alert
2017 - July Issue

Adoption Date: 2.27.08

Steilacoom Historical School District No. 1

Revised Dates: 02.06; 12.11; 10.22.14; 2.28.18; 10.24.18; 6.26.19

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

BOARD OF DIRECTORS

Board Meeting Date: November 16, 2022

Strategic Focus Area

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

BACKGROUND INFORMATION

Under a new State law, all election departments of county auditors are now required to print and distribute a local voters' pamphlet for all elections.

Each school district is required to prepare an explanatory statement for each ballot proposition, filed with the county elections department by December 16, 2022. The school district attorney who drafted the bond resolution has prepared and we have approved the statement.

School Boards must also formally appoint committees "For" and "Against" the ballot measure. These committees will write the pro/for and con/against statements that will appear in the voters' pamphlet.

We have actively sought "For" and "Against" committees on our website and through social media. If the school board does not appoint committee members, the elections department will seek out and appoint members to serve on the committee. The district must file the appointment of the committees with the elections department by December 16, 2022.

The school district/school board is not involved in preparing or reviewing any "For" and "Against" statements or rebuttals, just the committees.

The School Board officially votes on these committee appointments. Once the School Board appoints, the district must provide the committee members with copies of instructions, specifications, and deadlines for all statements.

Two individuals have expressed interest to the district in being on the For Committee. These individuals are Starlene Enfield from Steilacoom and Patrick Lewis from DuPont. The district has not yet received any interest from individuals to be on the Against Committee, but will continue to accept interest until November 15, 2022 and will provide the board an update on November 16.

RECOMMENDED ACTION:

I move appointment of Starlene Enfield and Patrick Lewis to the For Committee and notify the Pierce County Elections department that we were unable to find individuals for the Against Committee.

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