



Regular Meeting Agenda

via Zoom

Wednesday, October 28, 2020 07:00 PM

I. CALL TO ORDER

(Action)

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

II. REPORTS - Steilacoom High School Advanced Placement Scores

(Information)

Presenter: Jessica Soete

[SHS AP 19-20 Data Presentation.pdf \(p. 3\)](#)

III. 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 September and October 2020 Accounts Payable and September 2020 Payroll.PDF \(p. 30\)](#)

[Approval of September 23, 2020 Board Meeting Minutes.pdf \(p. 31\)](#)

[Approval of October 14 2020 Study Session Minutes.pdf \(p. 34\)](#)

[Approval of Certificated Personnel Report.pdf \(p. 36\)](#)

[Approval of Classified Personnel Report.pdf \(p. 37\)](#)

[Approval of Co-Curricular Personnel Report.pdf \(p. 38\)](#)

[Approval of SRO Agreement Amendment.pdf \(p. 39\)](#)

[Approval of Anonymous Chloe Clark Donation.pdf \(p. 44\)](#)

IV. NEW BUSINESS

A. 2020-2026 Capital Facilities Plan

(Information)

Presenter: Shawn Lewis

[2020-2026 Capital Facilities Plan.pdf \(p. 45\)](#)

B. Fee Schedule

(Action)

Presenter: Melissa Beard

[District Wide 2020-21 Fee Schedule.pdf \(p. 80\)](#)

C. First Reading of Policy 2331 Controversial Issues

(Action)

Presenter: Paul Harvey

[Policy 2331 Controversial Issues.pdf \(p. 82\)](#)

D. First Reading of Policy 3120 Enrollment

(Action)

Presenter: Susanne Beauchaine

[Policy 3120 Enrollment.pdf \(p. 85\)](#)

E. First Reading of Policy 3131 Transfers

(Action)

Presenter: Susanne Beauchaine

[Policy 3131 Transfers.pdf \(p. 88\)](#)

F. First Reading of Policy 3144 Release of Information Concerning Student Sexual and Kidnapping Offenders

(Action)

Presenter: Susanne Beauchaine

[Policy 3144 Release of Information Concerning Student Sexual and Kidnapping Offenders.pdf \(p. 91\)](#)

G. First Reading of Policy 3535 Financial Aid Advising Day

(Action)

Presenter: Paul Harvey

[Policy 3535 Financial Aid Advising Day.pdf \(p. 94\)](#)

V. BOARD COMMUNICATION

(Information)

VI. ANNOUNCEMENTS

(Information)

VII. ADJOURNMENT

(Action)



STEILACOOM HIGH SCHOOL AP DATA



2019-2020
School Year
October 28, 2020

OVERALL AP PICTURE

Total Students Tested: 272

Total Exams Taken: 462

Exam Subject	Number of Exams	Average Score	Scores of 4-5	Scores of 3 +
Biology	8	3.3	3 (38%)	6 (88%)
Calculus AB	26	3.0	9 (35%)	16 (62%)
Calculus BC	4	3.5	2 (50%)	4 (100%)
English Language and Composition	41	2.9	11 (27%)	22 (54%)
English Literature and Composition	46	2.8	6 (13%)	30 (65%)
Psychology	62	2.8	24 (39%)	39 (63%)
US Government and Politics	42	3.0	15 (36%)	24 (57%)
US History	44	2.9	13 (30%)	28 (64%)
World History	92	2.7	17 (19%)	52 (57%)

OVERALL AP PICTURE

Total Students Tested: 272

Total Exams Taken: 462

Exam Subject	Number of Exams	Average Score	Scores of 4 or 5	Scores of 3 +
Computer Sci Principles	30	3.6	17 (57%)	26 (87%)
Environmental Science	18	3.3	10 (56%)	12 (67%)
Human Geography	22	3.4	13 (59%)	17 (77%)
Statistics	25	2.8	7 (28%)	14 (56%)
Spanish Language & Culture	2	3.00	1 (50%)	1 (50%)

STUDENT RECOGNITION

82% Students attempted AP courses & sat for AP Exams

68% Passed at least 1 exam
score of 3 or higher

45% Students earned a score of 4 or 5
on at least 1 exam

14% Students earned a score of 5
on at least 1 exam

36% Students took multiple exams

5 students earned a score of 5 on multiple exams

STUDENT RECOGNITION

22 AP Scholars

3 or higher on 3 or more exams

14 AP Scholars with Honors

Average score of 3.25 on all exams attempted
3 or higher on 4 or more exams

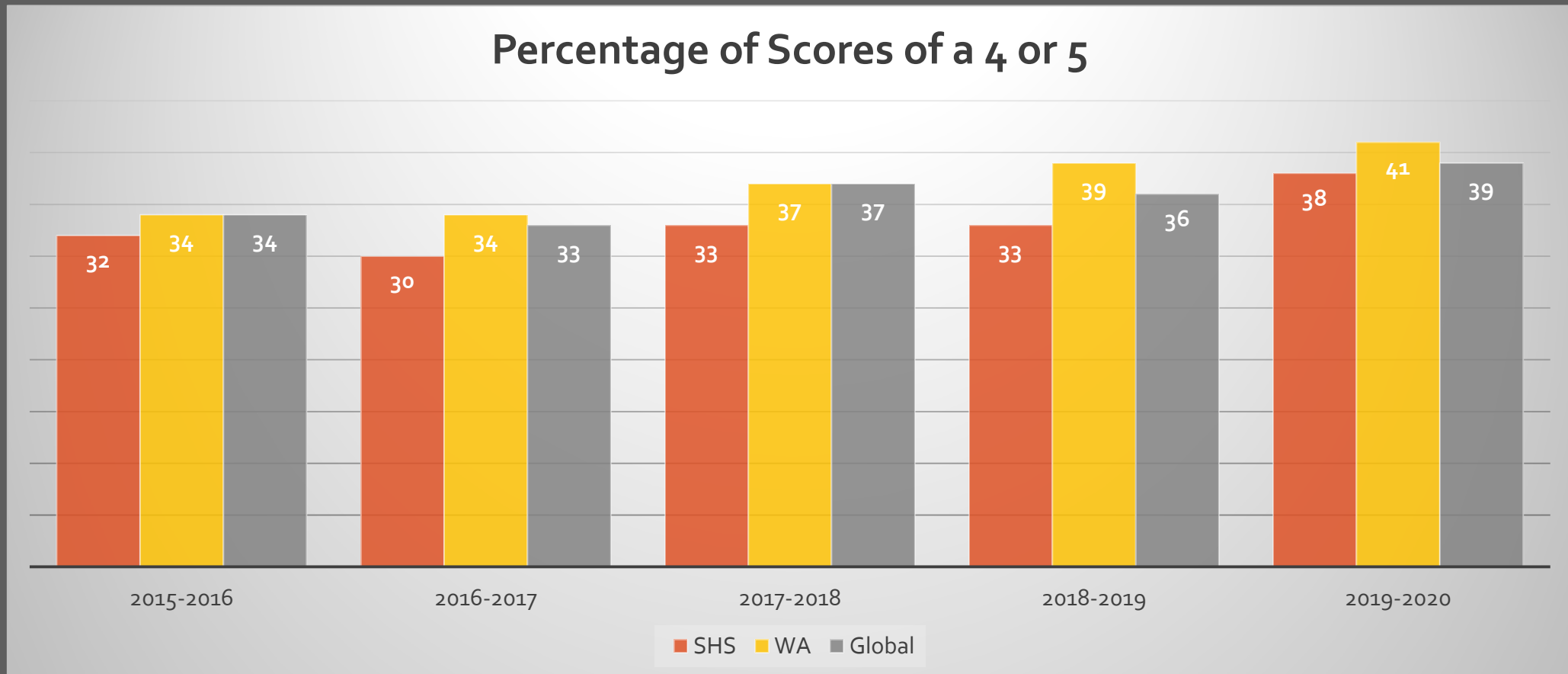
16 AP Scholars with Distinction

Average score of 3.5 on all exams attempted
3 or higher on 5 or more exams

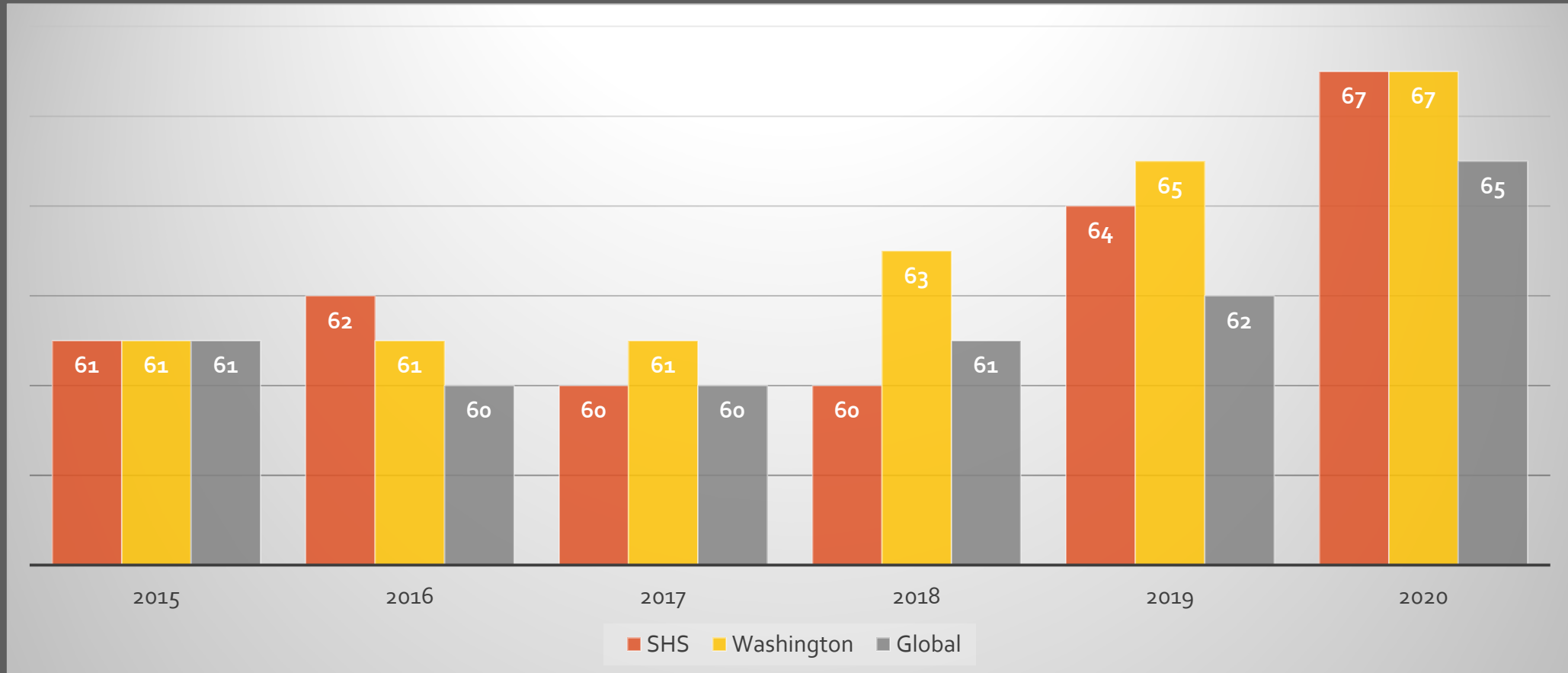
1 National AP Scholar

Average score of 4 on all exams attempted
4 or higher on 8 or more exams

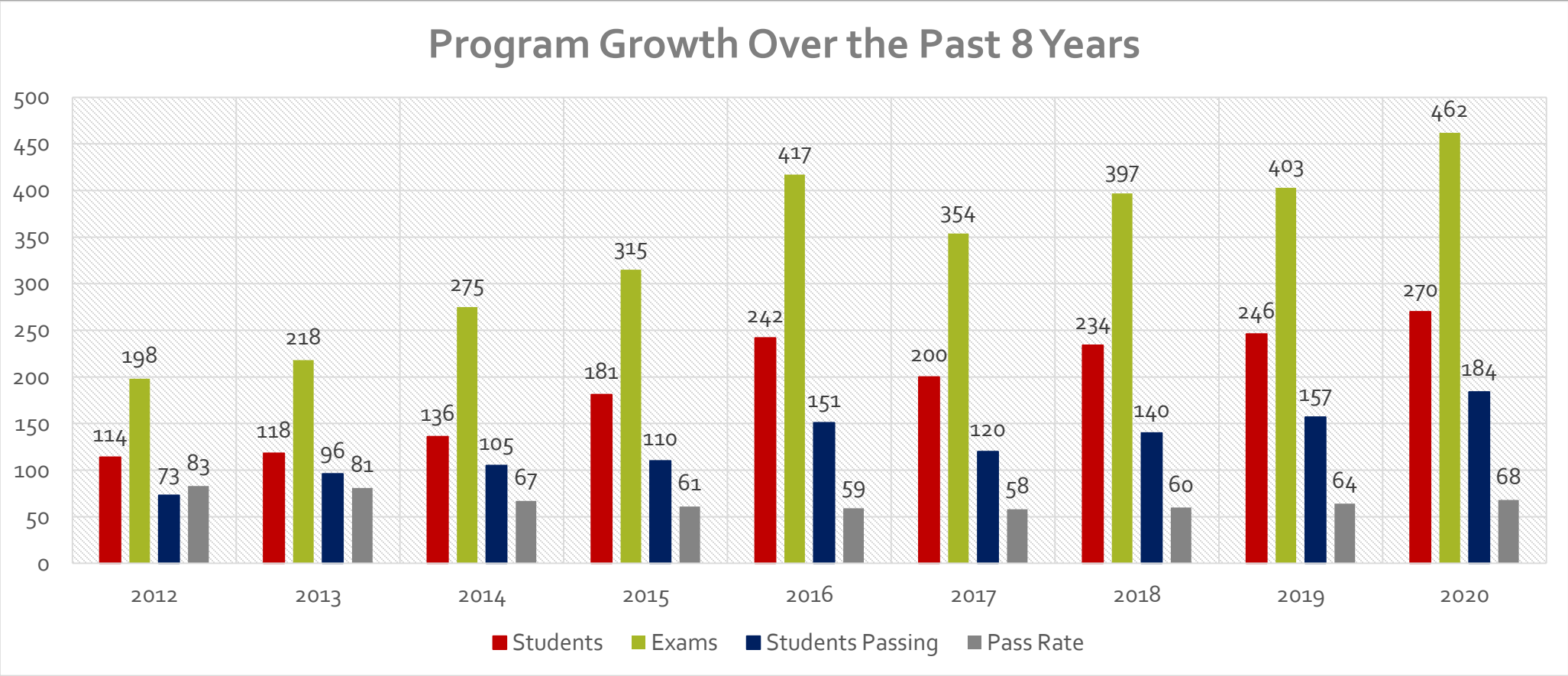
STEILACOOM SCORES OF A 4 OR 5 OVER THE PAST 4 YEARS



STEILACOOM SCORES OF 3+OVER THE PAST 5 YEARS

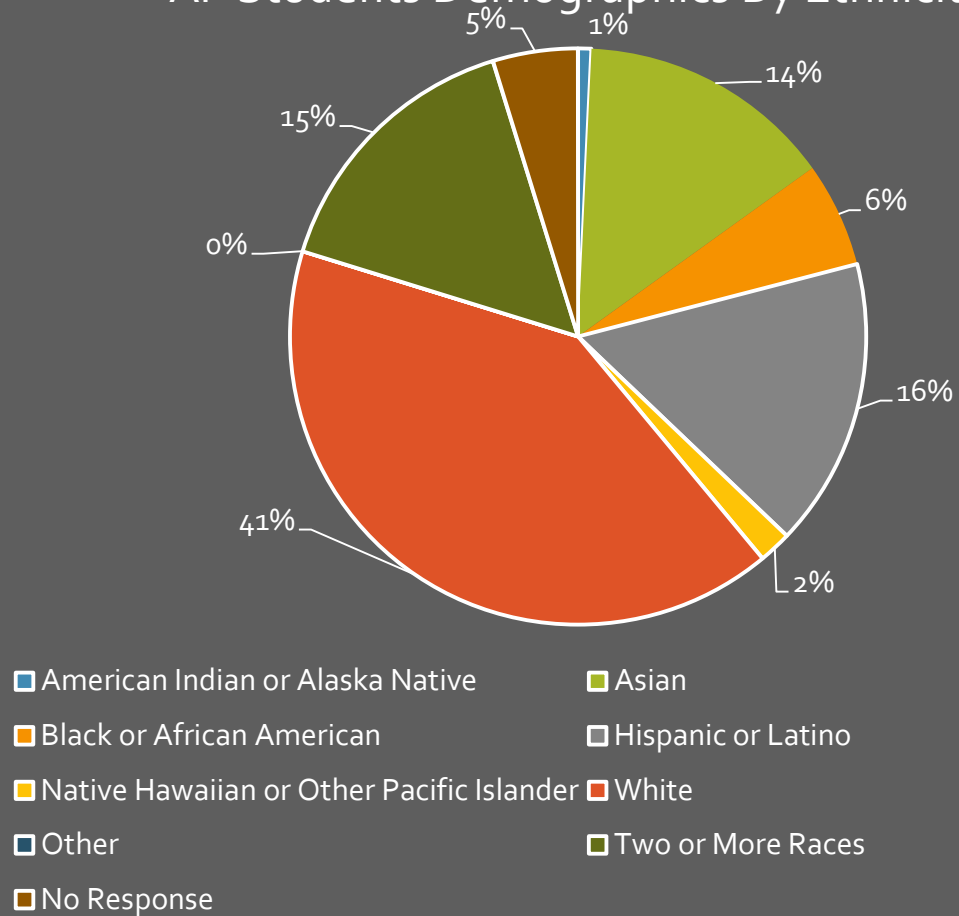


PROGRAM GROWTH OVER THE PAST 5 YEARS



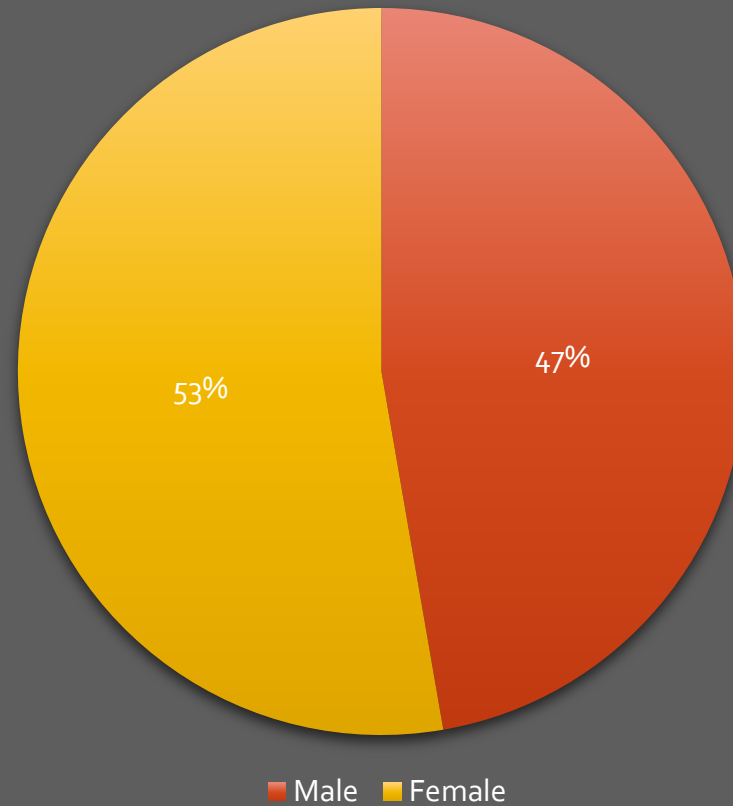
ADVANCED PLACEMENT DEMOGRAPHICS

AP Students Demographics By Ethnicity

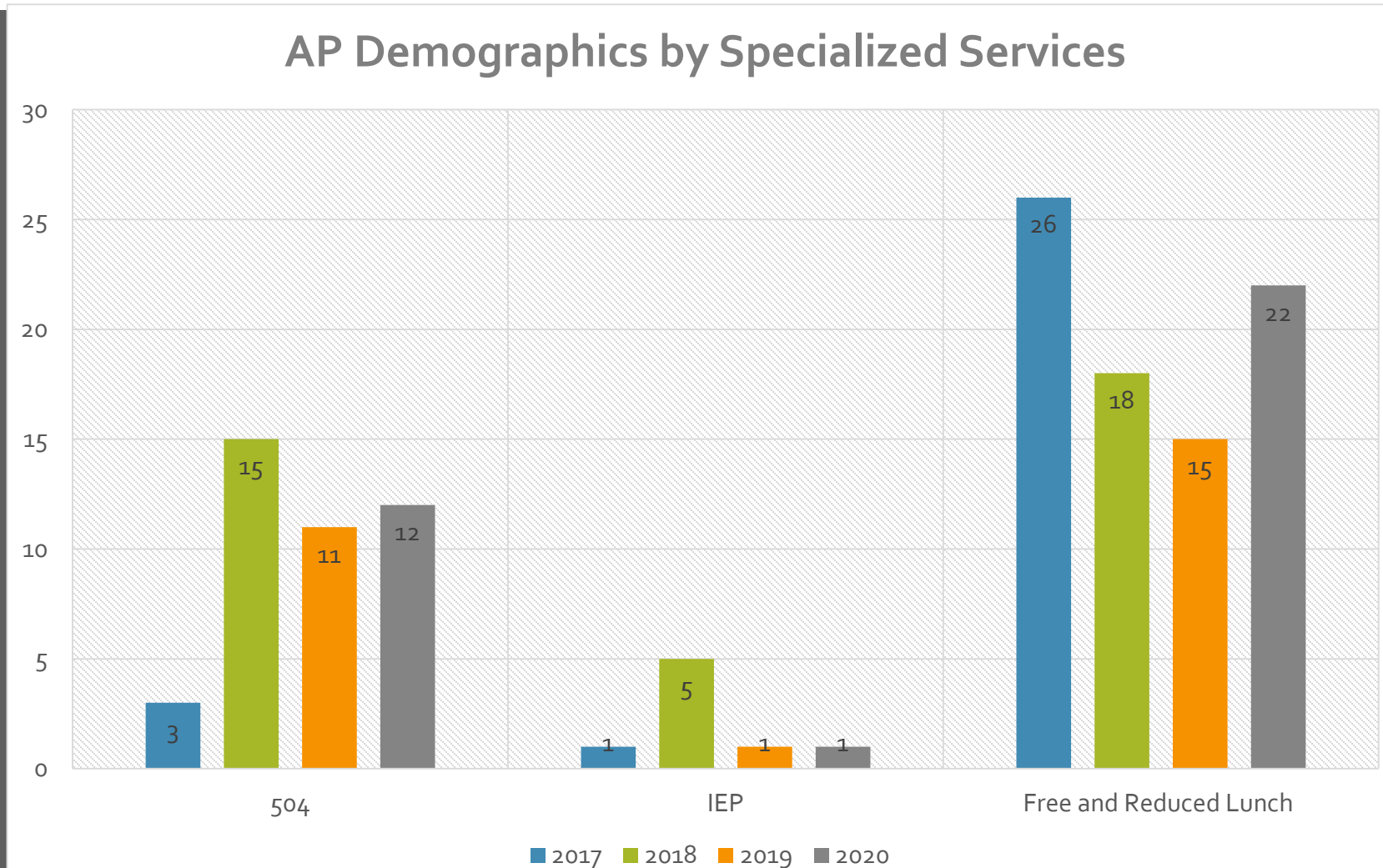


ADVANCED PLACEMENT DEMOGRAPHICS

AP Students By Gender



STUDENT RECEIVING SPECIAL SERVICES



WHAT HAS CHANGED (COVID-19)

- Testing in 2020 moved to an online format
 - AP Computer Science Principles & AP Art (just electronic portfolio submission)
 - No student selected to participate in Art
- Testing dates were postponed by 2 weeks
- CollegeBoard only billed a school for the tests taken vs. tests ordered
- SHS is not offering AP Biology, AP Environmental Science, AP Spanish in the 2020-2021 sy
 - Not enough student interest in the course(s)
 - BYU online is available
- CollegeBoard is planning to give “regular” paper/pencil AP Exams for 2021

STAFF & STUDENT FEEDBACK

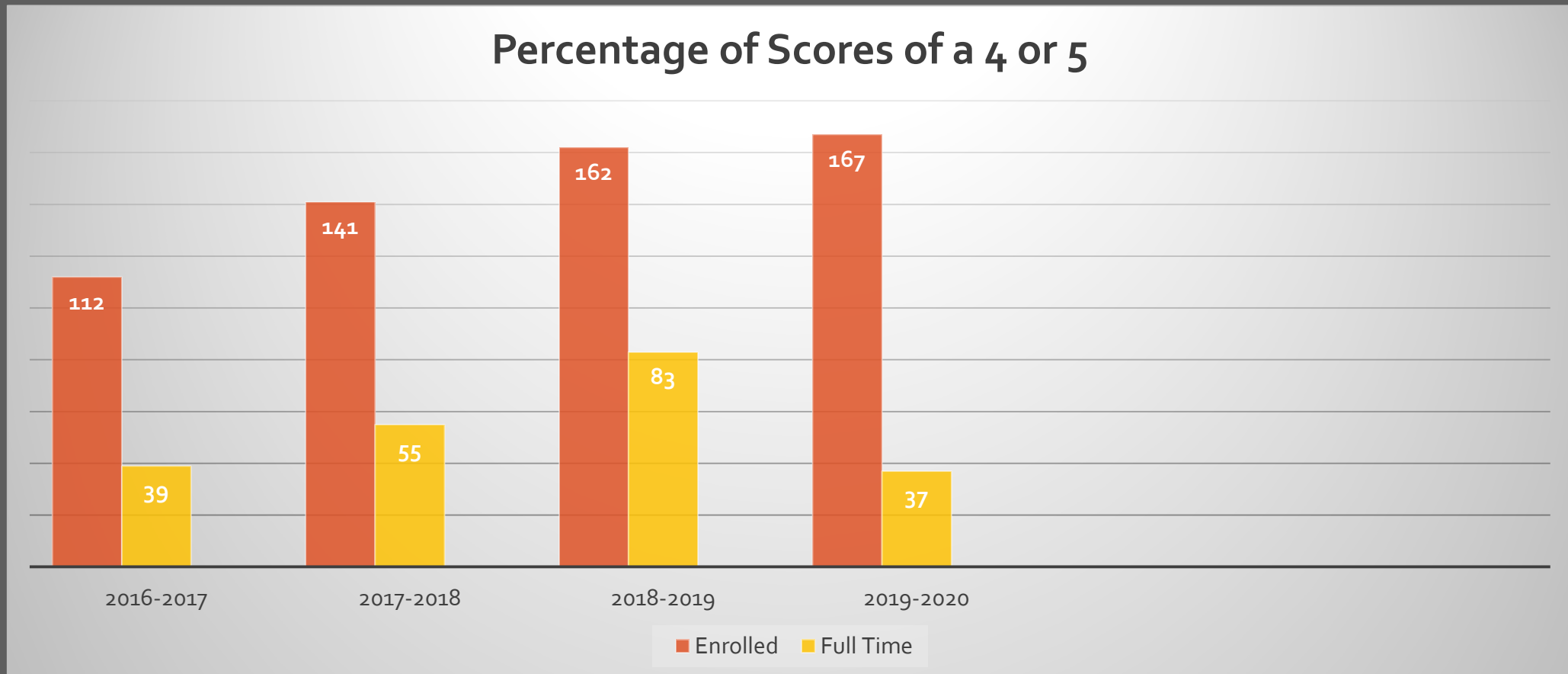
- Staff:
 - Most had completed content prior to moving to remote
 - Concerns because they did not get in-person practice/test prep
 - Student engagement at this time was not ideal
 - The test format was changed (shorter time, free/extended response)
- Students
 - Technology in remote learning (equitable access issues)
 - Technology in testing “clunky”
 - Electronic submission was stressful

PLANS FOR THE FUTURE

- Teachers are currently planning for & preparing students for a traditional test in 2021
- Continue to make “equitable access a guiding principle...by giving all willing and academically prepared students the opportunity to participate in AP. [Eliminate] barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved.”
- Earlier identification of AP potential using middle school and high school SBAC performance
- Communicating that benchmark tests are being used to determine potential and the availability of AP at 9th grade level to middle school students
- Increase communication of Running Start vs. Advanced Placement, the benefits and pitfalls of each (teachers, counselors, college & career guidance)
- AP Classroom – Online resource – take assessments designed by college board to help prep for exams (teacher tracking and aligned to skills/standards)

QUESTIONS?

APPENDIX A: RUNNING START TRENDS



Steilacoom Historical School District No. 1
Financial Report - September 30, 2020
Budget/Year-End Projection/YTD Actual

The following information is a summary of the financial position as of September 30, 2020 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	41,027,995	3,134,518	7.64%
Expenditures & Other Financing Uses	41,527,571	4,506,774	10.85%

Excess Revenues/Other Financing Sources		
Over (under) Expend & Other Financing Uses	(499,576)	(1,372,256)

Transfer to Capital Projects	
Net Change in Unassigned Fund Balance	(1,372,256)

Fund Balances	9/1/2020	9/30/2020	Variance
Restricted for Carryover	0	0	0
Committed for Other Purposes	0	0	0
Prior Year Adjustment	0	0	
Unassigned Fund Balance	2,015,529	2,015,529	0
Unassigned Minimum Fund Balance	2,610,000	2,610,000	0
Fund Balance	4,625,529	4,625,529	0

Capital Projects Fund:

Fund Balance - Impact Fees \$623,964 - Turf Field Replacement \$300,000

Beginning Fund Balance		1,575,135	
GF Transfer to Capital Projects	100,000		
Revenues	7,891		
Expenses	58,490		
		(50,598)	
Ending Fund Balance 9/30/2020			1,524,537

	9/1/2020 Beginning Balance	9/30/2020 Ending Fund Balance	Variance
Debt Service Fund*:	4,547,738	4,814,631	266,893
ASB Fund:	372,531	372,262	(269)
Transportation Fund:	121,744	121,763	18

*12/1/2020 Principal and Interest - \$7,231,100; 6/1/2021 Interest payment - \$ 528,225

10--General Fund-- FUND BALANCE -- SPI ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of September, 2020

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 LOCAL TAXES	5,722,750	182,752.30	182,752.30		5,539,997.70	3.19
2000 LOCAL SUPPORT NONTAX	767,300	1,317.14	1,317.14		765,982.86	0.17
3000 STATE, GENERAL PURPOSE	25,193,811	2,222,517.48	2,222,517.48		22,971,293.52	8.82
4000 STATE, SPECIAL PURPOSE	6,296,912	555,934.45	555,934.45		5,740,977.55	8.83
5000 FEDERAL, GENERAL PURPOSE	282,000	.00	.00		282,000.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	2,765,222	171,996.84	171,996.84		2,593,225.16	6.22
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	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	41,027,995	3,134,518.21	3,134,518.21		37,893,476.79	7.64
<u>B. EXPENDITURES</u>						
00 Regular Instruction	23,495,429	2,321,490.85	2,321,490.85	21,831,151.28	657,213.13-	102.80
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	5,786,422	511,798.52	511,798.52	5,272,849.60	1,773.88	99.97
30 Voc. Ed Instruction	2,270,119	172,353.25	172,353.25	1,700,135.11	397,630.64	82.48
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,062,979	160,285.68	160,285.68	999,120.73	96,427.41-	109.07
70 Other Instructional Pgms	265,099	304,056.56	304,056.56	281,514.38	320,471.94-	220.89
80 Community Services	45,545	.00	.00	0.00	45,545.00	0.00
90 Support Services	8,601,978	1,036,789.12	1,036,789.12	5,658,570.75	1,906,618.13	77.84
<u>Total EXPENDITURES</u>	41,527,571	4,506,773.98	4,506,773.98	35,743,341.85	1,277,455.17	96.92
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	200,000	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	699,576-	1,372,255.77-	1,372,255.77-		672,679.77-	96.16
<u>F. TOTAL BEGINNING FUND BALANCE</u>	4,265,744		5,997,784.99			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE</u>	3,566,168		4,625,529.22			
<u>(E+F + OR - G)</u>						

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	996,168	2,015,529.22
G/L 891 Unassigned Min Fnd Bal Policy	2,770,000	2,610,000.00
<u>TOTAL</u>	3,666,168	4,625,529.22
Differences	100,000-	.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:

20--CAPITAL PROJECT FUND-- FUND BALANCE -- SPI ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of September, 2020

	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 Support Nontax	20,000	7,891.26	7,891.26		12,108.74	39.46
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	4,684,377	.00	.00		4,684,377.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	4,704,377	7,891.26	7,891.26		4,696,485.74	0.17
<u>B. EXPENDITURES</u>						
10 Sites	0	36,628.13	36,628.13	0.00	36,628.13-	0.00
20 Buildings	4,400,000	21,861.42	21,861.42	0.00	4,378,138.58	0.50
30 Equipment	0	.00	.00	0.00	.00	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	4,400,000	58,489.55	58,489.55	0.00	4,341,510.45	1.33
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	304,377	50,598.29-	50,598.29-		354,975.29-	116.62-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	1,317,669		1,575,134.97			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	1,622,046		1,524,536.68			

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	36,628.13-
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	627,669	623,964.43
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	400,000	300,000.00
G/L 889 Assigned to Fund Purposes	594,377	637,200.38
G/L 890 Unassigned Fund Balance	0	.00

TOTAL

1,622,046

1,524,536.68

30--DEBT SERVICE FUND-- FUND BALANCE -- SPI ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of September, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	8,459,674	266,427.33	266,427.33		8,193,246.67	3.15
2000 Local Support Nontax	5,000	465.94	465.94		4,534.06	9.32
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	8,464,674	266,893.27	266,893.27		8,197,780.73	3.15
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	7,000,000	.00	.00	0.00	7,000,000.00	0.00
Interest On Bonds	1,400,000	.00	.00	0.00	1,400,000.00	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
<u>Total EXPENDITURES</u>	8,402,500	.00	.00	0.00	8,402,500.00	0.00
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXPENDITURES (A-B-C-D)</u>	62,174	266,893.27	266,893.27		204,719.27	329.27
<u>F. TOTAL BEGINNING FUND BALANCE</u>	4,439,298		4,547,737.92			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	4,501,472		4,814,631.19			
<u>I. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	4,501,472		4,814,631.19			
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			
<u>TOTAL</u>	4,501,472		4,814,631.19			

40--ASB FUND-- FUND BALANCE -- SPI ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of September, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	193,000	737.54	737.54		192,262.46	0.38
2000 Athletics	158,459	.00	.00		158,459.00	0.00
3000 Classes	43,500	2,688.10	2,688.10		40,811.90	6.18
4000 Clubs	518,740	1,328.47	1,328.47		517,411.53	0.26
6000 Private Moneys	9,500	1,358.00	1,358.00		8,142.00	14.29
Total REVENUES	923,199	6,112.11	6,112.11		917,086.89	0.66
B. EXPENDITURES						
1000 General Student Body	231,159	4,720.95	4,720.95	0.00	226,438.05	2.04
2000 Athletics	213,999	.00	.00	3,461.85	210,537.15	1.62
3000 Classes	56,134	.00	.00	5,000.00	51,134.00	8.91
4000 Clubs	588,988	1,709.78	1,709.78	595.00	586,683.22	0.39
6000 Private Moneys	10,835	50.00-	50.00-	0.00	10,885.00	0.46-
Total EXPENDITURES	1,101,115	6,380.73	6,380.73	9,056.85	1,085,677.42	1.40
C. EXCESS OF REVENUES OVER(UNDER) EXPENDITURES (A-B)	177,916-	268.62-	268.62-		177,647.38	99.85-
D. TOTAL BEGINNING FUND BALANCE	344,473		372,530.76			
E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE C+D + OR - E)	166,557		372,262.14			
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	166,557		372,262.14			
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			
TOTAL	166,557		372,262.14			

90--TRANSPORTATION VEHICLE FUND-- FUND BALANCE -- SPI ACCOUNTS -- Original -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the STEILACOOM SCHOOL DISTRICT #1 School District for the Month of September, 2020

	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	1,000	18.48	18.48		981.52	1.85
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	6,000	.00	.00		6,000.00	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	18.48	18.48		6,981.52	0.26
 B. <u>9900 TRANSFERS IN FROM GF</u>	 0	 .00	 .00		 .00	 0.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	7,000	18.48	18.48		6,981.52	0.26
 <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-	18.48	18.48		3,018.48	100.62-
H. <u>TOTAL BEGINNING FUND BALANCE</u>	121,615		121,744.29			
I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
J. <u>TOTAL ENDING FUND BALANCE</u> <u>(G+H + OR - I)</u>	118,615		121,762.77			
 K. <u>ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	118,615		121,762.77			
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>	 118,615		 121,762.77			

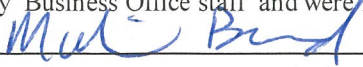
***** End of report *****

Steilacoom Historical School District

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

DATE: October 28, 2020

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
<u>GENERAL FUND:</u>					
	Payroll	0	to	0	\$ -
	Payroll A/P	128687	to	128706	\$ 1,043,803.93
	Payroll Taxes				\$ 611,315.13
	Direct Deposit				\$ 1,655,502.11
September 28, 2020	Accounts Payable	128707	to	128709	\$ 16,170.73
September 28, 2020	Accounts Payable	128710	to	128736	\$ 74,871.85
September 28, 2020	Accounts Payable	128737	to	128737	\$ 41,664.47
September 29, 2020	Accounts Payable	128738	to	128753	\$ 41,448.21
October 8, 2020	Accounts Payable	128754	to	128796	\$ 70,137.48
October 13, 2020	Accounts Payable	128798	to	128822	\$ 753,902.04
October 16, 2020	Accounts Payable	128823	to	128823	\$ 45,102.97
October 20, 2020	Accounts Payable	128824	to	128824	\$ 11,880.92
October 21, 2020	Accounts Payable	128825	to	128849	\$ 56,328.66
October 22, 2020	Accounts Payable	128850	to	128850	\$ 1,090.01
TOTAL GENERAL FUND:					\$ 4,423,218.51
<u>CAPITAL PROJECTS FUND:</u>					
September 29, 2020	Accounts Payable	200398	to	200398	\$ 3,825.00
October 8, 2020	Accounts Payable	200399	to	200399	\$ 3,770.00
October 21, 2020	Accounts Payable	200400	to	200400	\$ 1,148.00
TOTAL CAPITAL PROJECTS FUND:					\$ 8,743.00
<u>ASSOCIATED STUDENT BODY FUND:</u>					
September 24, 2020	Accounts Payable	404796	to	404797	\$ 1,530.00
September 28, 2020	Accounts Payable	404798	to	404798	\$ 45.94
October 6, 2020	Accounts Payable	404799	to	404799	\$ 882.00
October 13, 2020	Accounts Payable	404800	to	404803	\$ 10,100.47
TOTAL ASSOCIATED STUDENT BODY FUND:					\$ 12,558.41
<u>TRANSPORTATION VEHICLE FUND:</u>					
			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
via Zoom
Wednesday, September 23, 2020**

I. CALL TO ORDER

Due to the extension of the statutory waivers/suspensions of the Open Public Meeting Act (OPMA) cited in Proclamation 20-28.4 until 11:59 pm on October 1, 2020, this Study Session was held via a Zoom webinar with a public link shared on the SHSD website.

Vice Chair McDonald called the meeting to order at 6:30 pm.

Executive Director Susanne Beauchaine led the Pledge of Allegiance.

Director Scott made a motion to excuse Director Pierce; Director McDonald seconded the motion, and the motion passed (4/0).

Director Rohrer made a motion to approve the agenda; Director Scott seconded the motion, and the motion passed (4/0).

II. PRESENTATION

Principal Susan Greer shared an Anderson Island Elementary School presentation.

Director Pierce joined the meeting at 6:35 pm.

III. REPORT - Summer Capital Projects Report

Chief of Finance and Operations Melissa Beard presented a Summer Capital Projects Report, explaining repairs and projects completed at Steilacoom Historical School District schools. Director Scott commented on the new Pioneer Middle School track. Director Forbes thanked CFO Beard, Maintenance & Facilities Manager Shae Emery, and the entire SHSD maintenance crew for coordinating and completing these projects.

IV. CONSENT AGENDA

Director McDonald made a motion to approve the Consent Agenda; Director Pierce seconded the motion, and the motion passed (5/0). The Consent Agenda included attached Financial Reports, August and September 2020 Accounts Payable and August 2020 Payroll, August 26, 2020 Regular Meeting Minutes, September 9, 2020 Study Session Minutes, Certificated and Classified Personnel Reports, and Resolution 868-09-23-20 Cancellation of Outstanding Warrants.

V. NEW BUSINESS

A. Student Enrollment Projections Study (2020-2030)(

Superintendent Weight presented the Student Enrollment Projections Study.

B. First Reading of Policy 2255 Alternative Learning Experience Courses

Director Scott made a motion to approve Policy 2255 Alternative Learning Experience Courses; Director Rohrer seconded the motion, and the motion passed (5/0).

C. First Reading of Policy 3510 Associated Student Bodies

Director Pierce made a motion to approve Policy 3510 Associated Student Bodies; Director McDonald seconded the motion, and the motion passed (5/0).

D. First Reading of Policy 6112 Rental or Lease of District Property

Director Rohrer made a motion to approve Policy 6112 Rental or Lease of District Property; Director Scott seconded the motion, and the motion passed (5/0).

E. First Reading of Policy 3143 District Notification of Juvenile Offenders

Director McDonald made a motion to approve Policy 3143 District Notification of Juvenile Offenders and delete Policy 4314 Notification of Threats of Violence or Harm; Director Pierce seconded the motion, and the motion passed (5/0).

F. First Reading of Policy 3424 Opioid Related Overdose Reversal

Director Scott made a motion to approve Policy 3424 Opioid Related Overdose Reversal; Director Rohrer seconded the motion, and the motion passed (5/0).

G. First Reading of Policy 4300 Limiting Immigration Enforcement

Director Pierce made a motion to approve Policy 4300 Limiting Immigration Enforcement; Director McDonald seconded the motion, and the motion passed (5/0).

H. First Reading of Policy 4314 Notification of Threats of Violence or Harm

Director McDonald made a motion to approve Policy 3143 District Notification of Juvenile Offenders and delete Policy 4314 Notification of Threats of Violence or Harm; Director Pierce seconded the motion, and the motion passed (5/0).

I. First Reading of Policy 5408 Jury Duty Subpoena Leave

Director Rohrer made a motion to approve Policy 5408 Jury Duty Subpoena Leave; Director Scott seconded the motion, and the motion passed (5/0).

VI. BOARD COMMUNICATION

- Director Scott was contacted by a neighbor regarding a dead tree on district property that fell on the neighbor's fence. Shae and crew did an excellent job of responding to the situation, removing the tree, and repairing the fence.
- Director Rohrer had communication regarding start date of moving to hybrid schedule. Sexual health education was another topic of communication received by Director Rohrer. Principal Miller and team worked together to determine how to better communicate about this issue with families.
- Director Pierce was contacted by a youth sports group in relation to using district fields.

VII. ANNOUNCEMENTS

- Director Rohrer shared an announcement from WIAA regarding middle school and high school sports.
- Director Scott shared an announcement regarding the WSSDA Legislative Assembly Conference on Friday, and recognized Antoinette Walker and SHSD school administrators for attending tonight's meeting.
- Director Forbes commended the district team for executing a virtual learning system in an excellent manner, with everything running smoothly.

VIII. ADJOURNMENT

Director McDonald made a motion to adjourn the meeting at 7:25 pm; Director Pierce seconded the motion, and the motion passed (5/0).

(Chair)

(Secretary/Superintendent)



**Study Session of the Board of Directors
Meeting Minutes
via Zoom
Wednesday, October 14, 2020**

I. CALL TO ORDER

Due to the extension of the statutory waivers/suspensions of the Open Public Meeting Act (OPMA) cited in Proclamation 20-28, this Study Session was held via a Zoom webinar with a public link shared on the SHSD website.

Chair Forbes called the meeting to order at 6:00 pm.

Executive Director Susanne Beauchaine led the Pledge of Allegiance.

All Directors and Superintendent Weight present.

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

II. TOPIC FOR BOARD DISCUSSION

A. School Reopening Plan Update

Superintendent Weight presented a School Reopening Plan Update. Questions and discussion followed.

B. Capital Facilities and Bond Planning

Director Shawn Lewis shared a Capital Facilities and Bond Planning presentation. Questions and discussion followed.

C. January 13, 2021 Study Session Agenda Items

1. Review of Board Operating Protocol

2. Other Topics

Director Scott requested the topic of mitigation and impact fees be added to the January 2021 Study Session.

D. Superintendent Updates

No additional updates.

III. **ADJOURNMENT**

Director Rohrer made a motion to adjourn the meeting at 7:24 pm; Director McDonald seconded the motion, and the motion passed (5/0).

(Chair)

(Secretary/Superintendent)

Steilacoom Historical School District No. 1
Certificated Personnel Report

Personnel Report 10/28/2020							
Name	Position	FTE	Location	Effective Date	Action	Comment	
SMITH KYLE	TEACHER	1.00	SALTAR'S POINT	10/23/2020	RESIGNATION		
BURNS BARBARA	COUNSELOR	1.00	CHLOE CLARK	1/1/2021	RETIREMENT		
GRENDON RYAN	TEACHER	1.00	SALTAR'S POINT	10/29/2020	NEW HIRE	NON-CONTINUING LEAVE REPLACEMENT FOR 2020-21	

Steilacoom Historical School District No. 1
Classified Personnel Report

Personnel Report 10/28/2020						
Name	Position	Hours	Location	Effective Date	Action	Comment
CUASAY CONSUELO	PARAPROFESSIONAL	6.50	PIONEER	10/30/2020	RESIGNATION	

Steilacoom Historical School District No. 1
Co-Curricular Personnel Report

Personnel Report 10/28/2020					
Name	Position	Location	Effective Date	Amount	Comment
ENOS ROD	DATA TEAM LEADER	CHLOE CLARK	9/3/2020	\$2,000.00	
GILLIAM JASON	DATA TEAM LEADER	CHLOE CLARK	9/3/2020	\$2,000.00	
GOODMAN RACHEL	DATA TEAM LEADER	CHLOE CLARK	9/3/2020	\$2,000.00	
ISLER DENISE	DATA TEAM LEADER	CHLOE CLARK	9/3/2020	\$2,000.00	
MOTTOLA JULIE	DATA TEAM LEADER	CHLOE CLARK	9/3/2020	\$2,000.00	
POSADA ADRIANA	DATA TEAM LEADER	CHLOE CLARK	9/3/2020	\$2,000.00	
ECK KASEY	CHOIR	HIGH SCHOOL	11/1/2020	\$3,852.46	
FRENCH TJ	MATH CLUB	HIGH SCHOOL	9/3/2020	\$2,400.00	
SORTORE PATRICIA	HOSA ADVISOR	HIGH SCHOOL	9/3/2020	\$2,400.00	
STUTZ MIGUEL	ENVIRONMENTAL STEWARDSHIP CLUB ADVISOR	HIGH SCHOOL	9/3/2020	\$2,400.00	
VEGH MATT	BAND	HIGH SCHOOL	11/1/2020	\$4,622.95	
STOUT JENESSA	BAND	PIONEER	10/1/2020	\$2,226.78	
BUCKMISTER AMANDA	DATA TEAM LEADER	SALTAR'S POINT	9/3/2020	\$2,000.00	
BURKES RODERICK	DATA TEAM LEADER	SALTAR'S POINT	9/3/2020	\$2,000.00	
FREUDENSTEIN ANGELA	DATA TEAM LEADER	SALTAR'S POINT	9/3/2020	\$2,000.00	
GAFFEY SCOTT	DATA TEAM LEADER	SALTAR'S POINT	9/3/2020	\$2,000.00	
HATCH GENA	DATA TEAM LEADER	SALTAR'S POINT	9/3/2020	\$2,000.00	
SLATER RYAN	DATA TEAM LEADER	SALTAR'S POINT	9/3/2020	\$2,000.00	

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

BOARD OF DIRECTORS

Board Meeting Date: October 28, 2020

Strategic Focus Area'

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

BACKGROUND INFORMATION

In 2019, a new law established an annual review and adoption process for SRO agreements, the content of those agreements, and identified the training that every SRO is required to receive. The board adopted policy 4111 incorporating those changes on August 26, 2020.

On September 30, district staff met with the ASB officers of Steilacoom High School, members of their family, the ASB advisor, and the Chief of Police to discuss the SRO program and the SRO interlocal agreement. The ASB officers and their families provided valuable feedback about the SRO program during this meeting. Significantly, they want the program to continue as they have a greater sense of safety and security with an SRO on campus. In addition, the students felt that the current SRO has built positive relationships with students which leads to an improved atmosphere.

Regarding the agreement, families and students identified the required training as an important aspect of the agreement and suggested that we make sure more people know that SROs received such important and valuable training. They also expressed an interest in being a part of the annual review of data required in the agreement.

Families and students provided other feedback including suggestions that families with high school students receive information about the SRO program.

Police Chief Tom Yabe was a part of the meeting and also has reviewed the amendment and is recommending its adoption. The Town Council will also be considering the amendment.

RECOMMENDED ACTION:

The administration recommends that the Board approve the amendment to Exhibit A to the existing interlocal agreement with the Town of Steilacoom as part of the consent agenda.

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

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

Revision to 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(2), 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 the jurisdiction of the Town of Steilacoom.

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.320.124(1), 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;
- Collateral consequences of arrest and prosecution and pathways for youth to access services without court or criminal justice involvement;
- Local and national disparities in the use of force and arrest of children;
- De-escalation techniques when working with youth or groups of youth;
- State law regarding restraint and isolation in schools, including RCW 28A.600.485
- Bias free policing and cultural competency, including best practices for interacting with students from particular backgrounds, including English learners, Lesbian Gay Bisexual Transgender and Queer (LGBTQ), and immigrants; and
- The federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. Sec. 1232g) requirements, including limits on access to and dissemination of student records for non-educational purposes.

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 regarding calls for law enforcement service provided by the SRO while performing services under this agreement, and the outcome of each call. The data will be disaggregated by school, offense type, race, gender, age, and students who have an individualized education program or plan developed under section 504 of the federal rehabilitation act of 1973. Data collection shall be maintained by the law enforcement agency. Any reports of data collected will not disclose individual information that are not subject to public disclosure by either the school district or by the police department in accordance with all applicable laws.

Ron Lucas, Mayor
Town of Steilacoom

Bob Forbes, Board Chair
Steilacoom Historical School District



Donations

The Steilacoom Historical School District No. 1 (SHSD) is pleased to accept the following

donation from: [REDACTED] Anonymous

Donation of: Money for students of Chloe Clark - extra curricular activities/rec equip.

Donation Date: 9-30-2020 Amount: 10,000

Deposit to Revenue Code (960): 1000-162-0162 Fund: (check one) ☐ GF ☒ ASB

Expend from Account Code (530): _____

Donation Approved By:

Chief of Finance and Operations M. M. Bond Date: 10/1/2022

Donations in the amount of \$5,000 or greater must be pre-approved by the Board of Directors prior to being used.

Board approval required? (check one) ☒ Yes ☐ No Board Meeting date: **October 28, 2020**

Routing:

- ☐ Accounting Clerk [accept funds / complete form / copy check & attach to form / deposit]
- ☐ Chief of Finance and Operations [review / approve / sign]
- ☐ Director of Finance to forward donation form & check copy (5,000 or greater) to Executive Assistant to the Superintendent for placement on next regularly-scheduled Board Meeting for review & approval

Revised 12.12.17

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: October 28, 2020

Strategic Focus Area'

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

BACKGROUND INFORMATION

The 2020-2026 SHSD Capital Facilities Draft Plan is presented to the Board for its review and consideration for approval at the October 28th 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. The primary need 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 \$8,104 and \$0 per multi-family unit.

We will have completed the 14 day SEPA notice requirements on October 28th and will provide the board information about any comments received at the board meeting.

RECOMMENDED ACTION:

The administration recommends that the Board consider any comments made during the SEPA notice period and consider approval the 2020-2026 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

2020 - 2026

October 2020

**Steilacoom Historical School
District No. 1**

511 Chambers Street
Steilacoom, WA 98388
(253) 983-2200

Board of Directors

Robert Forbes, Chair
Jennifer McDonald
Jason Pierce
Loujanna Rohrer
Samuel Scott

Dr. Kathi Weight, Superintendent

Prepared by the
Steilacoom Historical School District No. 1

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STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

BUILDING SITES

ADMINISTRATIVE OFFICE

511 CHAMBERS STREET

STEILACOOM, WA 98388

WEBSITE: www.steilacoom.k12.wa.us

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

John Nystrom - Assistant Principal

Claudia Duenas - Office Coordinator

STEILACOOM HIGH SCHOOL

54 Sentinel Drive
Steilacoom, WA 98388

(253) 983-2300

(253) 983-2393 (fax)

Michael Miller - Principal

Jessica Soete - Assistant Principal

Katie Redman - Assistant Principal

Sharon Larson - Office Coordinator

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 (2020-2026). 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 2020-2026 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 2020-2026 time frame;
- An identification of the District's current "level of service" with respect to capital facilities;
- A forecast of the District's need for new construction, modernization, and new construction-in-lieu-of modernization; and

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

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

TAB 1 DISTRICT STATEMENTS AND CORE VALUES

DISTRICT VISION STATEMENT

“The best education for every student.”

DISTRICT MISSION STATEMENT

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

DISTRICT CORE VALUES

Academics

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

Collaboration

We practice purposeful, professional, student-centered collaboration.

Climate

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

Integrity

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

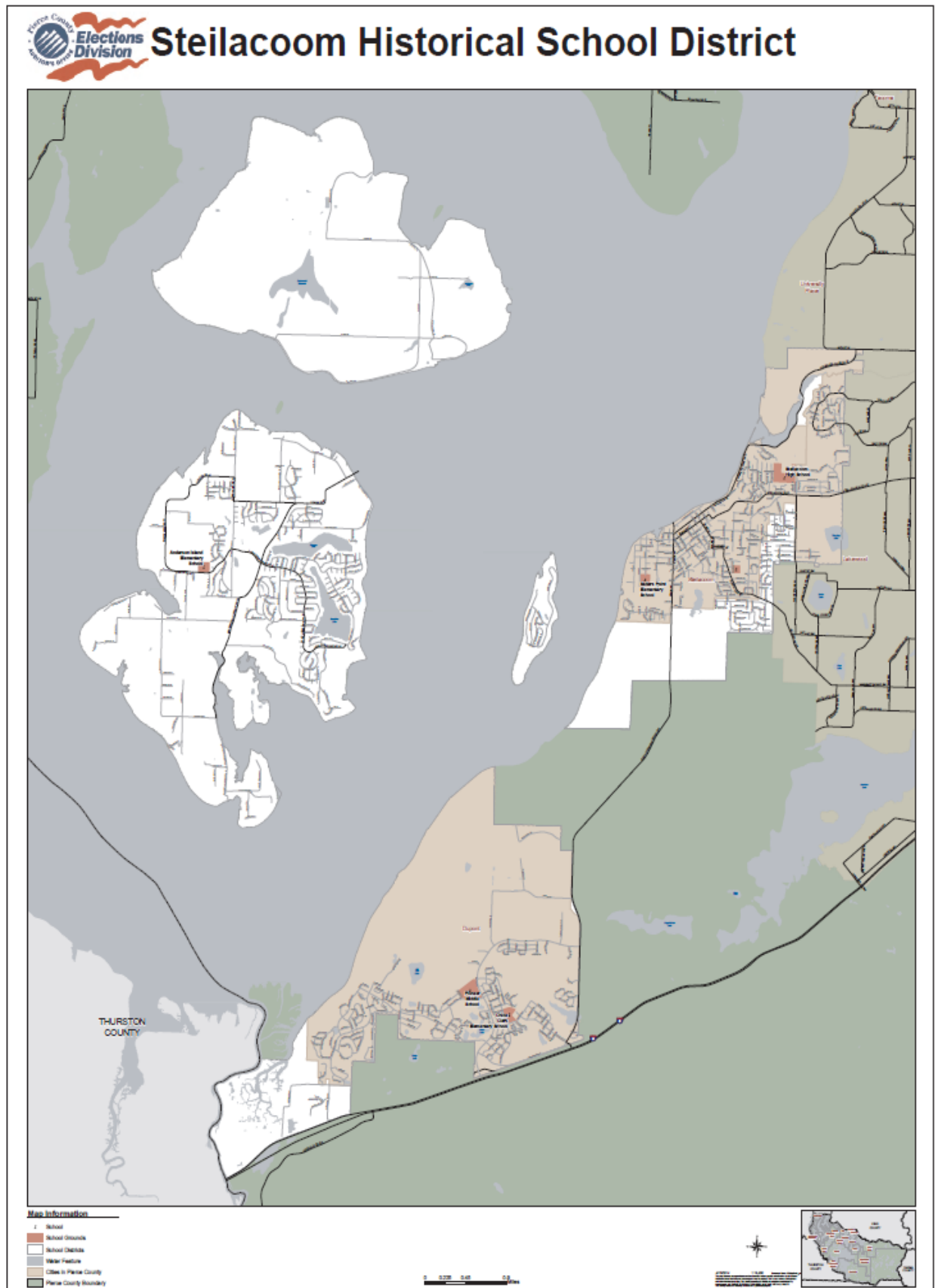
Community

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

Accountability

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

TAB 1 DISTRICT MAP



TAB II LOCATION AND DESCRIPTION OF SCHOOL FACILITIES

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

2017 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

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.

This 14.71 acre site in DuPont is intended to serve as the location for a planned new school. The Board voted to surplus the 5.3 acre site on International Place at their October 23, 2019 meeting. That site is subject to a purchase and sale agreement and the sale is scheduled to close no later than December 31, 2020.

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 and the Board to utilize a portion of this site for a maintenance facility, a future addition to the high school, additional parking and athletic fields. The timing of this expansion is subject to future Board consideration.

The Board passed in May 2014 Resolution 813-05-14-14 to surplus 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. The property is for sale.

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.

4. Future Capital Facility Plans

The District's projected enrollment growth will continue to be focused in the near term 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. The Board of Directors and the District have explored options for the location of a new school and find the acquired 14.71 acres at approximately 2500 Manchester Place in DuPont to be acceptable for a future school. Subject to voter approval, the District intends to construct this school during the six year planning period of this Capital Facilities Plan.

In addition, the District has reviewed options to increase capacity at all of the primary and elementary schools to allow for future expansion of existing programs such as special education and other programs. Two modular classrooms were added at Saltar's Point Elementary School. The District changed the grade level configuration of Anderson Island Elementary School at the beginning of the 2019-2020 school year. Anderson Island became a Pre-K through 3rd grade building, like the other two primary schools in the District. A classroom wing was recently renovated at Cherrydale Primary School to accommodate the need for an additional classroom and existing spaces at the schools have been modified to address capacity needs.

The Board of Directors expressed the need to relocate and build a facility to house maintenance staff and equipment for the District. With the sale of the 5.3 acre parcel on International Place in DuPont, design has been started for a maintenance facility on a portion of the 13.5 acre parcel directly north of Steilacoom High School.

The District's 2005 Capital Improvement Program and the approved conditional use permit for Steilacoom High School provided for the addition of four classrooms. The project was completed in January of 2015. It is the intent of the District to consider using a portion of the 13.50 acre parcel directly north of Steilacoom High School for a future addition to the high school, additional parking and athletic fields. At Pioneer Middle School, four additional classrooms can be added, but a separate conditional use permit will be required before any construction. These classrooms could accommodate up to 125 additional students at 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 Pioneer Middle School, as well as other 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
Bus Barn and Upper Field	710 Chambers Steilacoom	6655200311 6655200161	2.76 .76	Currently for sale
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	
Future Maintenance Facility and Partially Undeveloped Parcel	Sentinel Drive Steilacoom	7615000022	13.5	Purchased in 2010
Vacant Undeveloped Parcel	Williamson Place DuPont	3001000010- 3001000050	14.71	Purchased in 2012
Vacant Undeveloped Parcel	International Place DuPont	3000390282	5.34	Purchased in 2012 District vote to surplus property on 10-23-19 (Pending sale – 2020)

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 1,472 students in 2019. During that same period, the Middle School (grades 6-8) student enrollment grew from 529 students to 807 students. Overall student enrollment for grades 9-12 increased from 675 students in 2003 to 974 FTE (headcount of 1,051 students) in 2019. Fall 2019 enrollment figures showed continued growth at the elementary and secondary levels.

The actual and projected growth of the elementary school student population within the District led the District to implement the following grade configuration model for the 2019-20 school year:

- | | |
|---------------------------------------|--|
| 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 |

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 previous years, the OSPI projections for the District were skewed by the Washington State Virtual Academy enrollment numbers (which was discontinued in 2012) and did not reflect accurately the in school building student enrollment. This was particularly true following the termination of the program in the District when the cohort projections dramatically declined in a manner that did not reflect reality. However, the OSPI projections now better reflect the

brick and mortar student enrollment history and provide a comparative basis for enrollment projections over the six year planning period.

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

The District is using a 5 year 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 5 year cohort survival rates provide projections that balance between achieving recency and stability.

The cohort projection does not factor in the COVID 19 related enrollment decrease that the Steilacoom Historical School District experienced for the current 2020-21 school year. Most school districts in the Puget Sound area experienced an enrollment decrease this October due to the requirement that schools only provide remote learning to start the year. 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. Because the District updates this six year capital facilities plan 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 2026.

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

GRADES	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
K**	168	220	204	224	206	217	244	255	212	237	233	247	238	248	199
1 st Grade	200	192	235	232	224	223	231	234	256	223	263	242	245	269	238
2 nd Grade	187	211	199	238	240	255	234	214	229	271	215	256	237	261	253
3 rd Grade	208	196	231	211	241	242	249	227	207	243	267	220	258	248	236
4 th Grade	202	226	216	226	214	257	263	238	196	206	219	264	226	248	228
5 th Grade	171	206	236	219	234	244	246	264	252	208	216	228	262	223	221
6 th Grade	189	178	244	240	221	253	241	265	268	269	247	239	239	299	230
7 th Grade	185	200	194	242	227	238	261	236	247	277	280	242	249	247	273
8 th Grade	182	174	218	203	227	248	230	266	228	253	280	277	231	261	242
9 th Grade	208	202	199	232	205	242	226	224	247	231	255	278	291	232	240
10 th Grade	178	194	188	210	223	201	225	221	217	258	231	262	268	298	222
11 th Grade	167	152	197	187	219	223	204	226	212	215	238	173	231	251	245
12 th Grade	104	127	119	160	159	179	189	190	208	200	196	190	162	193	218
Total Enrollment	2,349	2,478	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

*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. 2019*	Oct. 2020**	Projected Enrollment 2021-22	Projected Enrollment 2022-23	Projected Enrollment 2023-24	Projected Enrollment 2024-25	Projected Enrollment 2025-26
Primary Elementary (K-3)	1,026	926	1,144	1,143	1,135	1,139	1,112
Intermediate Elementary (4-5)	471	449	527	553	555	535	553
Middle School (6-8)	807	745	893	862	894	905	926
High School (9-12)	974	925	1,099	1,120	1,148	1,179	1,205
TOTAL	3,278	3,045	3,663	3,678	3,732	3,758	3,796

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

*Actual October 2019 Enrollment.

**Actual October 2020 Enrollment (see discussion on p. 16 regarding the impact of COVID-19 on enrollment).

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 400 students (approximately 12% 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 2020 Enrollment	Projected 2025/26 Enrollment
Steilacoom High School	133,374	41	1,025	925	1,205
Pioneer Middle School	103,128	31	775	745	926
Saltar's Point Elementary*	55,235	17	340	451	553
Anderson Island Elementary	11,366	2	40	16	7
Cherrydale Primary	42,083	17	340	366	447
Chloe Clark Elementary	59,333	26	520	542	658
Total Elementary			1,220	1,375	1,665
Total Secondary			1,800	1,670	2,131

*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	\$20,454
Middle School Student	\$48,708
High School Student	\$33,905

*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 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 is in early planning stages for this school but expects that it will be available for occupancy by 2025. The District's voters will need to approve a bond measure to fund the construction of this school. The District may also consider adding capacity at Cherrydale Primary School and Pioneer Middle School. In addition, the District plans to address enrollment capacity, make field improvements, and enhance other district facilities for curricular and co-curricular programs at Steilacoom High School.

3. SUMMARY

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

Currently, Saltar's Point Elementary, Chloe Clark Elementary and Cherrydale Primary are all over capacity based on Service Standards (see page 22). We also expect Pioneer Middle School would be over capacity if COVID-19 protocols would not have required remote learning during October 2020.

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

TAB VI THE DISTRICT'S FINANCE PLAN

1. INTRODUCTION

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

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

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

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

2. COST FACTORS

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

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

5. The posture of the local governmental planning agencies (i.e., City or County) will affect such items as off-site street improvements, landscaping, street signaling, and signage, etc.
6. The “bidding climate” at the time a new school project comes on line is terribly important. Normally, the less construction work available the more competitive the general contractors become and 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 2020 funding assistance ratio is 56.62% for those expenses that are defined as eligible for state funding assistance. However, the District's planned capacity project included in this six-year plan, a new elementary school, will not qualify for state funding.

The base to which the percent is applied is the cost of construction, as determined by the Construction Cost Allocation. The Construction Cost Allocation is an index of construction costs that is used by the state to hold, define, or limit their level of support. This particular construction cost index rarely matches the actual cost of school construction in districts across Washington State. Nevertheless, the Construction Cost Allocation for school construction costs for July 2020 was \$238.22 per square foot.

The formula for determining the amount of state matching support can be expressed as $A \times B \times C = D$, where

A= eligible area (determined by OSPI's student square footage allowances)
B= The Construction Cost Allocation (in dollars per square foot)
C= A school district's applicable state funding assistance rate
D= the amount of state fiscal assistance to which a district will be entitled. Qualification for state matching funds involves an application process. Districts may submit information for consideration by the State Board of Education, which meets once every two months during the year. Once approved, the district qualifies for matching funds in a sequence, which recognizes the existing approvals of previous submittals. Failure of a school district to proceed with a project in a timely manner can result in loss of a district's "place in line".

New construction projects are eligible for a state reimbursement at 100% of the Construction Cost Allocation for matchable construction costs. In addition, state statute provides that modernization of new-in-lieu-of replacement projects are eligible for state reimbursement at 100% of the Construction Cost Allocation.

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

Market demand for timber and wood products has been declining over the past decade, resulting in a substantial decrease in state matching revenues. Efforts in the State Legislature to supplement timber-generated revenues with general fund monies have been only partially successful. As noted in WAC 392-343-057, in the event that state matching monies are not available to fund a specific school project, then school districts may proceed at their own financial risk. At such time state monies do become available, reimbursement will be made to the district for the state's share of said project.

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 2019 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:	.483
Middle School – 6 through 8:	.103
High School – 9 through 12:	.138

Total: .724

Multi-Family Dwelling Units:

Elementary – K through 5:	.024
Middle School – 6 through 8:	.030
High School – 9 through 12:	.048

Total: .101

Source: 3 Square Blocks (2019 study on file with District).

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

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

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

As noted above, the District utilized an independent consultant to research the student generation rate specific to the District. 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 2020 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 \$24,000,000 (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 is \$3,956,931 for the 2021 Levy Year.

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 (Draft)						
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Maintenance Facility	\$ 1,750,000	\$ 2,750,000				
Small Works Projects	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000
District Safety and Security	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000	\$ 200,000
Asset Preservation				\$ 500,000	\$ 500,000	\$ 500,000
Technology System			\$ 200,000	\$ 750,000	\$ 750,000	\$ 750,000
Community Enhancement Projects				\$ 200,000	\$ 225,000	\$ 250,000
New Elementary School			\$ 1,000,000	\$ 11,000,000	\$ 15,000,000	\$ 2,000,000
High School Program Project				\$ 2,500,000	\$ 2,500,000	
High School Capacity/Facility Projects						\$ 10,000,000
Middle School Capacity /Program						\$ 17,000,000
Total Costs	\$ 2,150,000	\$ 3,150,000	\$ 1,600,000	\$ 15,350,000	\$ 19,375,000	\$ 30,900,000
Beginning Balance	\$ 1,300,000	\$ 3,770,000	\$ 740,000	\$ 260,000	\$ 19,930,000	\$ 575,000
Fund Balance						
Property Sale	\$ 4,500,000	\$ -				
Capital Levy (Option)						
GF Transfer	\$ 100,000	\$ 100,000	\$ 100,000			
Impact Fees	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
State Construction Assistance				\$ -	\$ -	\$ -
Short Term Financing (BAN)			\$ 1,000,000	\$ (1,000,000)		
Bond Proceeds	\$ -			\$ 36,000,000		\$ 39,000,000
Total Resources	\$ 4,620,000	\$ 120,000	\$ 1,120,000	\$ 35,020,000	\$ 20,000	\$ 39,020,000
Ending Balance	\$ 3,770,000	\$ 740,000	\$ 260,000	\$ 19,930,000	\$ 575,000	\$ 8,695,000

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

Student Factors-Single/Multi-Family

Elementary	.483/.024
Middle School	.103/.030
High School	.138/.048

Temporary Facilities Costs

Elementary
Middle School
High School

Student Capacity Per Facility

Elementary	475
Middle School	600
High School	1,200

Permanent/Temporary Square Footage

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

Site Acreage Site

Elementary	10 acres
Middle School	25 acres
High School	40 acres

State Funding Assistance

Rate: 56.62% (currently not eligible)

Construction Cost Allocation \$238.22

Site Cost per Acre

Elementary
Middle School
High School

Gen. Obligation Bond Interest Rate

Current Bond Buyer Index 2.22%

New Facility Construction Cost

Elementary (475) \$24,000,000

District Debt Service Tax Rate

Current \$/1,000 \$2.31

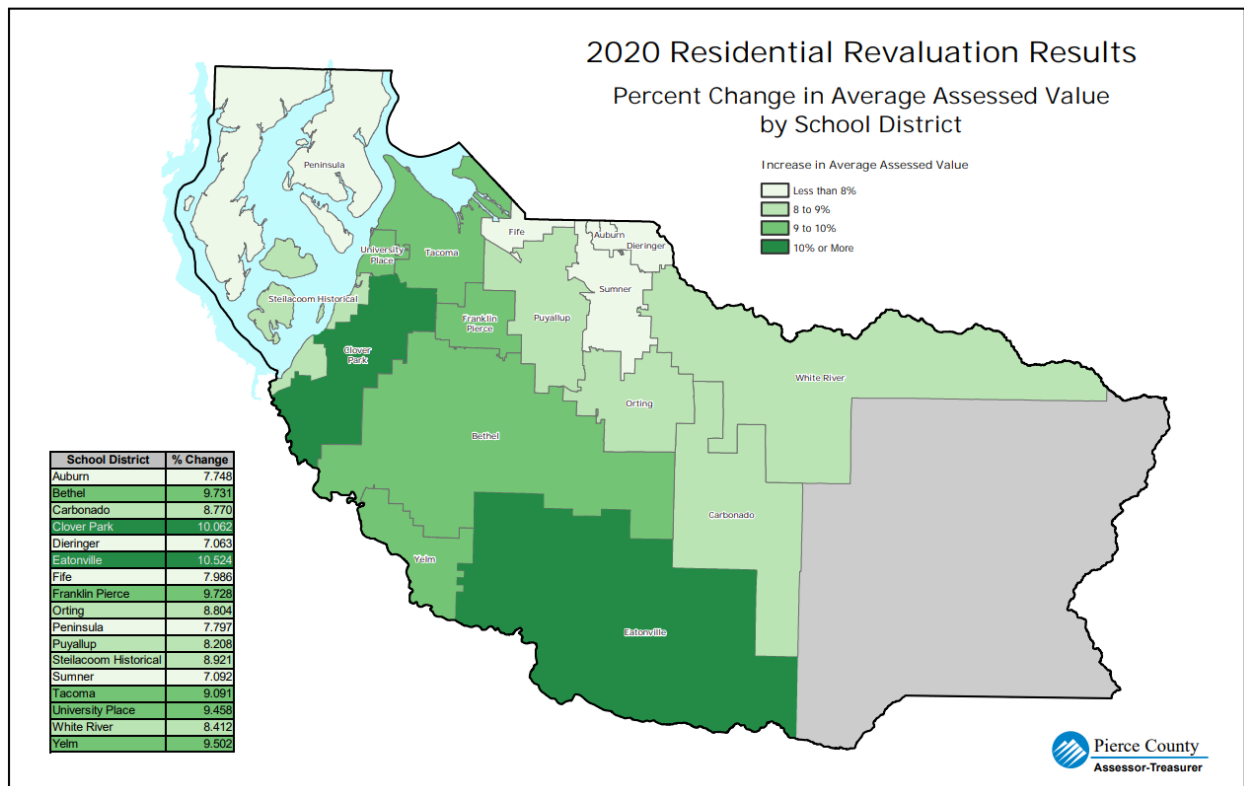
SPI Square Footage per Student

Elementary (K-5)	90
Middle School (6-8)	108
High School (9-12)	130
Special Education	144

Average Assessed Value

Single Fam. Res.	\$399,449
Multi-Family Res.	\$176,400
P.C. Assessor-Treasurer	

Average Assessed Value Percentage Changes by School District



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

STEILACOOM HISTORICAL SCHOOL DISTRICT							
SCHOOL IMPACT FEE CALCULATION							
2020							
School Site Acquisition Cost:							
((AcresxCost per Acre)/Facility Capacity)xStudent Factor							
				Student	Student		
	Facility	Cost/	Facility	Factor	Factor	Cost/	Cost/
	Acreage	Acre	Capacity	SFR	MFR	SFR	MFR
Elementary	10.00	\$ -	475	0.483	0.024	\$0	\$0
Middle	25.00	\$ -	600	0.103	0.030	\$0	\$0
High	40.00		1,200	0.138	0.048	\$0	\$0
					TOTAL	\$0	\$0
School Construction Cost:							
((Facility Cost/Facility Capacity)xStudent Factor)x(Permanent/Total Sq Ft)							
				Student	Student		
	%Perm/	Facility	Facility	Factor	Factor	Cost/	Cost/
	Total Sq.Ft.	Cost	Capacity	SFR	MFR	SFR	MFR
Elementary	99.99%	\$ 24,000,000	475	0.483	0.024	\$24,402	\$1,213
Middle	99.99%	\$ -	600	0.103	0.030	\$0	\$0
High	99.99%		1,200	0.138	0.048	\$0	\$0
					TOTAL	\$24,402	\$1,213
Temporary Facility Cost:							
((Facility Cost/Facility Capacity)xStudent Factor)x(Temporary/Total Square Feet)							
				Student	Student	Cost/	Cost/
	%Temp/	Facility	Facility	Factor	Factor	SFR	MFR
	Total Sq.Ft.	Cost	Size	SFR	MFR		
Elementary	0.01%	\$ -	20	0.483	0.024	\$0	\$0
Middle	0.01%	\$ -	25	0.103	0.030	\$0	\$0
High	0.01%	\$ -	25	0.138	0.048	\$0	\$0
					TOTAL	\$0	\$0
State Funding Assistance Credit:							
OCA x OSPI Square Footage x Funding Assistance % x Student Factor							
				Student	Student		
	Current	OSPI Square	District	Factor	Factor	Cost/	Cost/
	OCA	Footage	Funding %	SFR	MFR	SFR	MFR
Elementary	\$ 238.22	90	0.00%	0.483	0.024	\$0	\$0
Junior	\$ 238.22	108	0.00%	0.103	0.030	\$0	\$0
Sr. High	\$ 238.22	130	0.00%	0.138	0.048	\$0	\$0
					TOTAL	\$0	\$0
Tax Payment Credit:							
					SFR	MFR	
Average Assessed Value					\$399,449	\$176,400	
Capital Bond Interest Rate					2.22%	2.22%	
Net Present Value of Average Dwelling					\$3,547,132	\$1,566,443	
Years Amortized					10	10	
Property Tax Levy Rate					\$2.31	\$2.31	
Present Value of Revenue Stream					\$8,194	\$3,618	
Fee Summary:				Single	Multi-		
				Family	Family		
Site Acquisition Costs				\$0	\$0		
Permanent Facility Cost				\$24,402	\$1,213		
Temporary Facility Cost				\$0	\$0		
State Funding Credit				\$0	\$0		
Tax Payment Credit				(\$8,194)	(\$3,618)		
FEE (AS CALCULATED)				\$16,208	(\$2,406)		
REQUIRED LOCAL SHARE ADJUSTMENT				\$8,104	(\$1,203)		
(PER ORDINANCE)							
FINAL FEE				\$8,104	\$0		

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: October 28, 2020

Strategic Focus Area

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

BACKGROUND INFORMATION

Fees have been added and adjusted based on changes in operation and schedules.

Chromebook fees related to repairs and replacement have been included. There is no fee for use of the Chromebook.

If students are able to participate in sports, Pioneer Middle School will only charge the ASB Card fee and this revenue should cover any costs related to game officials.

Steilacoom High School will charge the ASB Card fee for participation in clubs and sports. Clubs that have an additional cost related to a national organization, competitions or performance will charge their club fee. Athletic programs will charge 50% of their fee at the end of the shortened full season. For sports that are cancelled before the end of the shortened full season, families will only be charged 25%.

Last month the Board approved changes to the fee policy related to families who qualify for free- and reduced-price meals. This new schedule incorporates that change.

RECOMMENDED ACTION:

It is the recommendation of the Superintendent to adopt the revised fee schedule.

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

Steilacoom Historical School District

2020-2021 Student Fee Schedule

DISTRICTWIDE

School Field Trips	Price to be determined	Lost or Damaged Equipment	Replacement or Repair Cost
NSF Check Fee	20.00	Lost or Damaged Library or Textbook	Replacement Cost
Online Payment Convenience Fees	No Charge	Chromebook fees	Next page

PIONEER MIDDLE SCHOOL

Yearbook-subject to vendor pricing	approx. 35.00	ASB Card & Activity Fees	
Planner	5.00	ASB Card required for Sports and Clubs	15.00
Builder's Club	3.50	Athletic Fee per sport, excluding football	45.00
		Athletic Fee Football	75.00
		Athletic Fee Football, multiple players	50.00
		Choir Fee	15.00
		Students qualifying for free/reduced lunch	No fees

Field Trips

6th Grade Outdoor School	150.00
8th Grade Wild Waves	20.00

STEILACOOM HIGH SCHOOL

Yearbook-subject to vendor pricing	approx. 70.00	Athletic Event Prices	
Edgenuity-Credit Retrieval	50.00	Gate Ticket - Adults and Students w/o ASB Card	6.00
Parking	50.00	Gate Ticket - Visiting Students w/ASB Card	4.00
Transcript (certified only-each)	6.50	Gate Ticket - Students w/ASB Card	Free
ASB Card for Sports and Clubs	25.00	Gate Ticket - All K-5 Students	2.00
		Gate Ticket - Seniors (62+)	2.00
		Family Pass	12.00
		Steilly Pass*	Varies per season/sport

Club/Activity Fees (ASB card purchase required)

Anime Club	5.00
ASL Club	5.00
Band	25.00
Book Club	5.00
Cheer	50.00
Choir	25.00
Creative Writing	5.00
DECA	30.00
Digital Gaming	5.00
Drama Club	5.00
FCCLA	20.00
Key Club	15.00
Leadership	15.00
Math Team	5.00
Model UN	5.00
National Honor Society first year	10.00
National Honor Society subsequent years	5.00
Skills USA Film Club	8.00
Spanish Club	5.00

Athletic Fees (ASB card purchase required)

Football	100 /50/25
Basketball	75 /37.50/18.75
Soccer	75 /37.50/18.76
Volleyball	75 /37.50/18.77
Wrestling	75 /37.50/18.78
Baseball/Fastpitch	75 /37.50/18.79
Track	75 /37.50/18.80
Swimming	50 /25/12.50
Cross Country	50 /25/12.51
Bowling	50 /25/12.52
Golf	50 /25/12.53
Tennis	50 /25/12.54

20-21 Season

50% of full season fee

20-21 Shortened Season

25% of full season fee

Students qualifying for free/reduced lunch	No fees
--	---------

Club fee charged for National organization dues, performances or competitions only

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: 10/28/20

Strategic Focus Area

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

BACKGROUND INFORMATION

POLICY 2331 Controversial Issues

This policy is being updated to provide greater clarity. The prior version appeared to only address guest speakers. The update gives more guidance regarding definition of controversial issues. The revision encourages diversity of thought and the protections of dignity, personality, and intellectuality of the student and teacher.

The revision emphasize professional judgment and refers to the principal when there is doubt about the appropriateness of the issue.

The revision emphasizes balanced presentation of materials and references regarding a controversial issue. If the presentation involves a guest speaker, teachers will provide for opposing views to the guest speaker.

Maintains the right for students to opt out and be given an alternative assignment.

Directs teachers to refrain from

- Present their own personal position as the only acceptable position which may be taken on that particular issue;
- Seek to bring about a single conclusion to which all students must subscribe, and
- Suppress a student's view on that issue as long as the expression of that view is not a derogatory, malicious, or abusive toward other students' views.

RECOMMENDED ACTION:

It is recommended that the board move the policy revision to a second reading.

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

CONTROVERSIAL ISSUES ~~GUEST SPEAKERS~~

~~The district will offer courses of study which will afford learning experiences appropriate to the level of student understanding.~~

The instructional program will respect the right of students to face issues, to have free access to information, to study under teachers in situations free from prejudice and to form, hold, and express their own opinions without personal prejudice or discrimination.

The district encourages staff members to provide for the free and orderly flow and examination of ideas so that students may gain the skills to gather and arrange facts, discriminate between facts and opinion, discuss differing viewpoints, analyze problems and draw their own tentative conclusions.

A controversial issue arises when one or more of the proposed solutions to a problem is in conflict with the cherished interests, economic or social beliefs, group affiliations, or political expectations of a section of the citizens of the community.

Controversial issues will be handled as they arise and will not be avoided in order to restrict or restrain the academic freedom of either the teacher or the student.

Controversial issues arising in the normal classroom setting be handled as a regular aspect of instruction and learning in such a way as to not inhibit the dignity, personality or the intellectuality of either the teacher or the student.

When confronting controversial issues, teachers will:

- Exercise professional judgment in determining the appropriateness of the issue to the curriculum and the maturity of the students. When in doubt regarding appropriateness, the matter should be referred to the principal;
- ~~Teachers will~~ Plan discussions and procedures, including the use of guest speakers to gain divergent points of view, with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, the importance of facts, the value of judgment and the virtue of respect for conflicting opinions;
- Make available materials and references presenting all sides of ~~When an invited speaker expresses opinions which are partisan or considered controversial by a large portion of the community, the school will provide~~ issues;
- ~~If the teacher and the principal believe the~~ Provide for the presentation of opposing views whenever a guest speaker's topic is controversial, ~~they will develop a plan whereby the issue(s) can be presented in an objective, unbiased manner; and~~
- ~~In the event the speaker's topic is determined to be controversial, the teacher will~~ To the extent possible, notify students beforehand that any student who does not wish to attend ~~the a guest speaker presentation on a controversial topic~~ may have an alternative assignment; and

- Consult with their principal when controversial topics or issues are anticipated to create disruption in the learning environment or where students or their families may wish to request an alternative assignment.

When confronting controversial issues, **teachers will not:**

- Present their own personal position as the only acceptable position which may be taken on that particular issue;
- Seek to bring about a single conclusion to which all students must subscribe, and
- Suppress a student's view on that issue as long as the expression of that view is not a derogatory, malicious, or abusive toward other students' views.

The superintendent will establish procedures for the approval of the use of a guest speaker.

Adoption Date: 2.27.08

~~Reviewed-Revised~~ Date: 5.11.16; 10.28.20

Steilacoom Historical School District No. 1

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

BOARD OF DIRECTORS

Board Meeting Date: October 28, 2020

Strategic Focus Area

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

BACKGROUND INFORMATION

Policy 3120 Enrollment and Policy 3131 Student Transfers are revised for clarity and to align with current practices. Policy 3144 Release of Information Concerning Student Sexual And Kidnapping Offenders is recommended for deletion.

Policy 3120 - Revisions include – additional language to describe convictions that are required to be disclosed and what records our district will request from the student's previous school.

Policy 3131 – An additional section is included to address the scenario of a student moving out of the district to another country. Previously, if a district did not receive confirmation from the receiving school (in another country), we would have to use a “negative” withdrawal code. A negative code can impact our graduation report. OSPI and the State Auditor's Office have provided this guidance that allows written confirmation from a parent.

This addition results in a change to the title of the policy.

Policy 3144 - The board's adoption of Policy 3143 District Notification of Juvenile Offenses and Threats of Violence on September 23, 2020 makes this policy unnecessary.

RECOMMENDED ACTION:

It is the recommendation of the Superintendent to approve Policies 3120 and 3131 and to delete Policy 3144.

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

ENROLLMENT

The superintendent or designee will develop procedures for enrolling students, recording attendance behavior, and counseling and correcting students with attendance problems. When enrolling a student who has attended school in another school district, the parent and student will be required to briefly indicate in writing whether or not the student has:

- A. Any history of placement in a special education program;
- B. Any past, current or pending disciplinary actions;
- C. Any history of violent behavior ~~or convictions~~;
- D. Adjudications or convictions described in RCW 13.04.155, which included diversion agreements related to a violent offenses, offense, a sex offenses, firearm offense, inhaling toxic fumes, a drug offense, a liquor violation, assault, kidnapping, harassment, stalking or dangerous weapon offenses, and controlled substance offenses arson;
- E. Any unpaid fines or fees from other schools; and
- F. Any health conditions affecting the student's educational needs.

The school enrolling the ~~district receives information that a student~~ will request the student's permanent record—including records of has a history of disciplinary action, history of actions, criminal or violent behavior or behavior listed in RCW 13.04.155, attendance records, immunization records, or other behavior that indicates the student could be a threat to the safety of staff or students, the student's teachers and academic performance—from the school the student previously attended.
building security personnel

If a school principal receives information about adjudications or convictions described in RCW 13.04.155, then he or she will follow the procedure described in Policy 3143 – Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm be informed.

~~The~~A district ~~will~~may require students or their parents to provide proof of residency within the district, such as copies of phone and water bills or lease agreements. The ~~school~~ district will not require proof of residency or any other information regarding an address for any student who is eligible by reason of age for the services of the district if the student does not have a legal residence. For students who meet the definition of homeless, the district will immediately enroll the student, including while any enrollment dispute is pending (see 3115 – ~~Homeless~~ Students Experiencing Homelessness - Enrollment Rights and Services).

~~The~~A district will not inquire into a student's citizenship or immigration status or that of his/her parents or guardians.

-The district will conditionally accept applications, including electronic applications, for enrollment and course registration for a student of a military family transferred to, or is pending transfer to, a military installation within the state (see 2100 – Educational Opportunities for Students with a Parent in the Military).

-The request for enrollment may be made by the student, parent or guardian.

Since accurate enrollment and attendance records are essential both to obtain state financial reimbursement and to fulfill the district's responsibilities under the attendance laws, the district will be diligent in maintaining such records.

Cross Reference: [Board Policy 2255](#)

[Board Policy 2100](#)

Legal References: [RCW 28A.225.215](#)

[RCW 28A.225.330](#)

[WAC 392-121-106](#)

[392-121-108](#)

[392-121-122](#)

Management Resources: [392-121-182](#)

[392-169-022](#)

Alternative Learning Experience
Programs

Educational Opportunities for Students
with a Parent in the Military

Enrollment of children without legal
residences

Enrolling Students from other districts
— Requests for information and
permanent records

Definitions — enrolled student

Definitions - Enrollment exclusions

Definitions — Full-time equivalent
students

Alternative learning experience
requirements

Running start student — definition

2014 June Issue

2020 August Issue

Adoption Date: 2.27.08

Steilacoom Historical School District

Revised: 10.26.11; 7.24.14; 9.25.19

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

BOARD OF DIRECTORS

Board Meeting Date: October 28, 2020

Strategic Focus Area

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

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

~~DISTRICT ATTENDANCE AREA~~ TRANSFERS

District Attendance Area Transfers

Each student in the district is required to attend the school designated for the geographic attendance area in which he or she resides.

A parent or guardian may request that his or her child be allowed to attend another school in the district. Requests must be submitted, in writing, to the principal of the building at which the student is currently assigned. Secondary students who request attendance area transfers are subject to the Washington Interscholastic Activities Association's eligibility rules.

Transfers may be granted if:

- A. A financial, educational, safety, or health condition affecting the student would be reasonably improved as a result of the transfer;
- B. Attendance at another school in the district is more accessible to the parent's place of work or to the location of child care; or
- C. There is some other special hardship or detrimental condition affecting the student or the student's immediate family which would be alleviated as a result of the transfer. Special hardship or detrimental condition includes, but is not limited to, the following:
 - A student who moves to a new attendance area in the district during the school year may elect to transfer at the time of the move or at the end of the semester or grading period.
 - For a high school sophomore or junior, transfers may only be approved to coincide with the beginning of a new grading period.
 - A senior may elect to finish the school year without transferring to a new school, but must declare his or her preference prior to the beginning of the last semester.

The principal of the currently-assigned school ~~shall~~will consult with the principal of the school to which the student desires to transfer to determine:

1. Whether space is available in the grade level or classes at the building in which the student desires to be enrolled;
2. Whether appropriate, educational programs or services are available to improve the student's condition as stated in requesting the transfer; and
3. Whether the student's transfer is likely to create a risk to the health or safety of other students or staff at the new building.

Transportation is the responsibility of the parent. Transfers must be granted if the student is a child of a full-time certificated or classified school employee unless:

- A. The student has a history of convictions, violent or disruptive behavior, or gang membership;
- B. The student has been expelled or suspended from school for more than ten consecutive days; or
- C. Enrollment of a non-resident child would displace a child who is a resident of the district (the child must be permitted to remain enrolled until he or she completes his or her schooling).

Parents shall be informed annually of the district's attendance area transfer option. The district shall make available for public inspection the Superintendent of Public Instruction's annual information booklet on enrollment options in the state at each school building, the central office and local public libraries.

Reporting Transfers out of the District

When students move out of the district without notification of where they will be enrolling once they have moved, it can be challenging to know how to report the transfer appropriately and ensure the student's educational records are forwarded. To address these challenges, the district will follow the Comprehensive Education Data and Research System (CEDARS) Reporting Guidance for reporting students as confirmed or unconfirmed transfers both inside and outside of Washington.

To confirm the transfer of a student who has emigrated to another country, the district will obtain written confirmation, but need not obtain an "official" writing. This means that if a parent informs a school administrator that the family is leaving the country and a school administrator documents the conversation in writing and includes it in the student's file, the district may report the out of country transfer as confirmed. However, the district will not report a transfer as confirmed if information that a student has moved is reported from a student's friend rather than a parent.

Legal References: [RCW 28A.225.270](#)
[28A.225.300](#)
[28A.225.290](#)
[RCW 28A.225.225](#)

Intradistrict enrollment options policies
 Enrollment options information to parents
 Enrollment options information booklet
 Application from nonresident students or
 students receiving home-based
 instruction to attend district school –
 School employees' children –
 Acceptance and rejection standards -
 Notification

Management Resources: *Policy News*, June 2003

Enrolling Children of School Employees

Adoption Date: 2.27.08

School District Name: Steilacoom Historical School District

Revised: 8.11.11, 9.21.18

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: October 28, 2020

Strategic Focus Area

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

BACKGROUND INFORMATION

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This addition results in a change to the title of the policy.

Policy 3144 - The board's adoption of Policy 3143 District Notification of Juvenile Offenses and Threats of Violence on September 23, 2020 makes this policy unnecessary.

RECOMMENDED ACTION:

It is the recommendation of the Superintendent to approve Policies 3120 and 3131 and to delete Policy 3144.

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

~~RELEASE OF INFORMATION CONCERNING STUDENT SEXUAL AND KIDNAPPING OFFENDERS~~

~~The district recognizes its responsibility for the health and safety of all students, including students required to register as a sex or kidnapping offender enrolled within the district. Therefore, the board will take appropriate precautionary measures in situations where the building principal has been advised by law enforcement officials that a student required to register as a sex or kidnapping offender is enrolling or is attending a school within the district.~~

~~Principal Responsibilities~~

~~When a principal receives notice from law enforcement or a court that a sex or kidnapping offender will be attending the principal's school, the principal will provide the information received to every teacher of the student and to any other personnel who, in the judgment of the principal, supervises the student or for security purposes should be aware of the student's record.~~

~~Collaboration~~

~~The principal will work with law enforcement and courts to coordinate the receipt of notifications regarding students registered as sex or kidnapping offenders. The principal or designee will also consult and collaborate with department of corrections, juvenile justice staff, treatment providers, victim support groups, and families, as applicable, when working with students required to register as a sex or kidnapping offender.~~

~~Confidentiality~~

~~Any information received by a principal or school personnel as a result of a notification is confidential and may not be further disseminated except as provided in RCW 28A.225.330, other statutes or case law, and the Family and Educational Privacy Rights Act (FERPA), 20 U.S.C. § 1232g et. seq.~~

~~Any school district employee who releases information under RCW 28A.225.330 is immune from civil liability for damages unless it is shown that the school district or district employee acted with gross negligence or in bad faith.~~

~~Inquiries by the Public~~

~~Inquiries by the public at large (including parents and students), regarding students required to register as a sex or kidnapping offender are to be referred directly to local law enforcement. Law enforcement agencies receive relevant information about the release of sex and kidnapping offenders into communities and decide when such information needs to be released to the public.~~

~~Student Rights and Responsibilities~~

~~All students, including those students required to register as a sex or kidnapping offender, have a constitutional right to a public education. A student required to register as a sex or kidnapping offender is also required to notify law enforcement of their intent to enroll in school.~~

~~Written Procedures~~

~~The Superintendent or his/her designee will adopt written procedures for school principals describing how they will disseminate information received about students who are sex or kidnapping offenders with appropriate school personnel.~~

Cross-References:	Board Policy 3143—District Notification of Juvenile Offenders Board Policy 3120—Enrollment
Legal References:	RCW 4.24.550 Sex offenders and kidnapping offenders—Release of information to public—Web site RCW 9A.44.130 Registration of sex offenders and kidnapping offenders—Procedures—Definition—Penalties RCW 13.04.155 Notification to school principal of conviction, adjudication, or diversion agreement—Provision of information to teachers and other personnel—Confidentiality RCW 13.40.215 Juveniles found to have committed violent or sex offense or stalking—Notification of discharge, parole, leave, release, transfer, or escape—To whom given—School attendance—Definitions RCW 28A.225.330 Enrolling students from other districts—Requests for information and permanent records—Withheld transcripts—Immunity from liability—Notification to teachers and security personnel—Rules RCW 72.09.345 Sex offenders—Release of information to protect public—End of sentence review committee—Assessment—Records access—Review, classification, referral of offenders—Issuance of narrative notices 20 U.S.C. 1232g et.seq Family and Educational and Privacy Rights Act of 1994 Art. IX, Section 1, Washington State Constitution
Management Resources:	2018—August Issue Policy News, December 2006 Student Sex and Kidnapping Offender Notice Requirements

~~Adoption Date: 2.27.08~~
~~School District Name: Steilacoom Historical School District~~
~~Revised: 6.26.14; 12.12.18~~

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1

BOARD OF DIRECTORS

Board Meeting Date: 10/28/20

Strategic Focus Area

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

BACKGROUND INFORMATION

POLICY 3535 Financial Aid Advising Day

This is a new policy. The purpose is to increase financial aid application completion rates, especially among underrepresented students.

Our district is a part of a consortium that has been working on this for several years (PSCCN/Pierce County Strong).

Research has shown that increased completion of student aid applications in other states has led to increases in high school graduation and college matriculation.

Between September 1 and December 1 each year, all districts with a high school must provide both a financial aid advising day and notification of financial aid opportunities to parents and guardians of any student entering the twelfth grade. Relevant information is shared with seniors through advisory and English classes. Information has gone out to families via the College and Career newsletter linking families to Pierce County advising events. The high school team met today to set dates for the events to be completed before December 1st.

The high school has been holding FA events for several years. This year, it will be boosted through advisory and more frequent communication. Advisory and the High School and Beyond Plan will address these requirements:

- The eligibility requirements of the Washington College Grant;
- The requirements of the financial aid advising day;
- The process for opting out of the financial aid advising day; and
- Any community-based resources available to assist parents and guardians in understanding the requirements of and how to complete the free application for federal student aid and the Washington application for state financial aid.

Advisory lessons and special events will emphasize awareness of FA, the behaviors that increase success in applications.

RECOMMENDED ACTION:

It is recommended that the board move the policy revision to a second reading.

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

Financial Aid Advising Day

Purpose:

To increase financial aid application completion rates, especially among underrepresented students. Research has shown that increased completion of student aid applications in other states has led to increases in high school graduation and college matriculation, especially for students in underrepresented groups. Washington's new Financial Aid Advising Day, in conjunction with related High School and Beyond Plan requirements, provide districts with a framework for improving Washington's low financial aid application completion rates and better supporting students' post-high school goals to attend college.

Scope of financial aid advising day(s):

Between September 1 and December 1 each year, all districts with a high school must provide both a financial aid advising day and notification of financial aid opportunities to parents and guardians of any student entering the twelfth grade. The notification must include information regarding:

- The eligibility requirements of the Washington College Grant;
- The requirements of the financial aid advising day;
- The process for opting out of the financial aid advising day; and
- Any community-based resources available to assist parents and guardians in understanding the requirements of and how to complete the free application for federal student aid and the Washington application for state financial aid.

Per current High School and Beyond Plan requirements, all students must show evidence of receiving the following information about the federal and state financial aid programs, as applicable:

- Documentation necessary for completing federal and state applications;
- The importance of application timeliness (need to submit early) and submission deadlines;
- Information specific to students who are, or have been, in foster care;
- Information specific to students who are, or are at risk of experiencing, homelessness;
- Information specific to students whose family member or guardian(s) will be required to provide financial and tax information necessary to complete applications, and
- Opportunities to participate in sessions that assist students and, when necessary, their family member(s) or guardian(s), fill out financial aid applications.
- Relevant resources and information provided on the Washington Student Achievement Council's [website](#)
- Information on the College Bound Scholarship

Districts may choose to combine offering the financial aid advising day(s) concurrently, ensuring all seniors have completed this required component of their High School and Beyond Plan.

A “financial aid advising day” means a day or series of days occurring by December 1st of each year that includes, but is not limited to, dedicated time during regular school hours for staff to:

- Provide information to twelfth grade students on the free application for federal student aid (FAFSA), the Washington application for state financial aid (WASFA), and the college board's CSS profile;
- As appropriate and whenever possible, assist twelfth grade students in completing the FAFSA and WASFA;
- In conjunction with the Washington Student Achievement Council, distribute information on the Washington college grant and demonstrate the use of the college financial aid calculator.

The district may choose the date, or series of dates, on which to hold a financial aid advising day.

Whenever possible, districts shall provide spoken language interpreter services for limited English-speaking families.

Schools must allow students over the age of eighteen to opt out and parents or guardians of students under the age of eighteen to opt their student out of scheduled financial aid advising day activities.

A student may not be penalized for failing to complete financial aid applications or for opting out of activities under subsection of this section. Educational staff, including instructional, administrative, and counseling staff, may not be assessed or penalized on the basis of students' completion of financial aid forms or students' decisions to opt out under subsection of this section.

In the administration of the financial aid advising day, personally identifiable student or family information must be protected in accordance with state and federal privacy laws.

Legal References:	RCW 28A.230 – Compulsory Coursework and Activities; RCW 28A.300 – Superintendent of Public Instruction RCW 28B.77 – Student Achievement Council WAC 180-51 – High School and Beyond Plan
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Management Resources:	2020 - August Issue
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Adoption Date: 10.28.20