

Port Townsend Chair Jennifer James-Wilson called the meeting to order at 6:00 p.m. PRESENT BY ZOOM: Port Townsend Directors – Jennifer James-Wilson, Doug Ross, Jeff Taylor and Connie Welch. Nathanael O’Hara joined the meeting at 6:05 p.m. Chimacum Directors – Dr. Kristina Mayer, Tami Robocker, Sarah Martin, Mickey Nagy, and Kathryn Lamka. Also present were Director of Communications Sarah Rubenstein and community members.

Chimacum Chair Dr. Kristina Mayer led the Pledge of Allegiance.

### Agenda

Kristina Mayer provided an overview of the agenda. She explained that discussion of a residency requirement would be included in the Superintendent Salary discussion. Jennifer James-Wilson made a motion to approve the agenda as described. Doug Ross seconded and the motion carried 10-0.

### Leadership Summaries

Human Capital Enterprises Consultant, Hank Harris presented the Leadership Summary and the Ideal Profile for each district. The Leadership Summaries included focus group and online survey feedback received from the districts’ stakeholders as strengths, challenges for the new superintendents and collaboration between the two districts and other East Jefferson County districts. Mr. Harris said both communities showed power in

- Love of community,
- Pride in place-based learning, and
- Staff devoted to students and families.

At the request of the Boards, Mr. Harris will enhance the collaboration section to clarify that the intent is not consolidation of the districts and that the new superintendents will be directed by the Boards to increase collaboration opportunities with other districts in the county.

### Ideal Profiles

Mr. Harris said the bullet points of the Ideal Profiles present stakeholder feedback. He encouraged the Boards to review and revise the profiles to ensure board priorities are also reflected.

### Refine Ideal Profiles

The Boards moved into district-specific breakout rooms to refine the Ideal Profiles. The Boards returned to the joint meeting at 7:05 PM. Jennifer James-Wilson will apply the Port Townsend Board’s revisions to their profile and the updated version will be presented for approval at their November 19 regular meeting. Kristina Mayer and Kathryn Lamka will apply the Chimacum Board’s revisions to their profile and the updated version will be presented for approval at their November 18 regular meeting.

### Superintendent Salary

Mr. Harris requested the new superintendent salary range for each district. The ranges reflect current information that may be adjusted as the process continues. Port Townsend currently plans to offer \$143,000 - \$150,000. Chimacum currently plans to offer \$140,000 - \$143,000 with the possibility of a tax sheltered annuity and other contractual items.

Port Townsend School District No. 50  
1610 Blaine Street  
Port Townsend, WA 98368  
Virtual Meeting via Zoom

Board of Directors  
Special Joint Board Meeting  
with Chimacum School District Board of Directors  
November 12, 2020  
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### Residency

The Chimacum Board will likely require the new superintendent to reside in the district. The Port Townsend Board strongly prefers the new superintendent to live in the district.

### Internal Candidate Application Process

Both Boards will require internal and external candidates to complete the same application process.

### Timeline and Next Steps

Harris gave a review of the Superintendent Search timeline noting:

- Recruitment window opens following approval of Ideal Profiles
- Consultant will review applications and conduct initial interviews
- Approximately January 10, consultant will send directors confidential link to all applications
- Directors will review applications prior to next joint meeting

### Next Meeting

The next joint special meeting will be January 14, 2021 at 6:00 PM. The Boards will meet in executive session to review the slate of applicants and select candidates to interview.

### **ADJOURNMENT**

Kristina Mayer entertained a motion to adjourn; Connie Welch so moved.

The meeting was adjourned at 7:41 PM.

Respectfully submitted,

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Jennifer James-Wilson  
Board Chair



## Executive Summary Leadership Profile Port Townsend School District Superintendent Search

November 12, 2020

This report presents the findings of the Leadership Assessment conducted by Human Capital Enterprises in November 2020 for the position of Superintendent of the Port Townsend School District. The data contained herein were obtained from input received by Human Capital Enterprises through conducting individual interviews and focus groups, as well as from a review of the results of the online survey completed by stakeholders. The survey, interviews, and focus group meetings were structured to gather input in order to assist the Board in determining the primary characteristics desired in the new superintendent. Additionally, the stakeholder interviews and focus groups provide information for the consultants and for prospective applicants regarding the strengths of the District and some of the challenges that it will be facing in the coming years.

### Participation

In all, over one hundred external and internal stakeholders participated in our project. Of these, 78 individuals served in Focus Groups, and 60 individuals participated in the online survey. The numbers of participants, by stakeholder group are listed below:

<b>Focus Groups/Interviews/Survey</b>	<b>Number Involved</b>
School Board	5
Administrators, Supervisors, and Confidential Staff	14
Licensed Staff and Classified Staff	23
Parents and Community Members	92
Students	4
<b>Total</b>	<b>138<sup>1</sup></b>

We would like to thank all the participants who attended interviews, focus groups meetings, or completed the online survey, with a special call-out to Sarah Rubenstein and

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<sup>1</sup> In actuality, we might assume that some of the Focus Group attendees also participated in the online survey; thus, the total number of participants is approximated and can be expected to be less than this sum.

Katy Gaffney and for their great assistance with coordination and logistics. We are deeply appreciative for the coordination and commitment to the important work that takes place at Port Townsend School District every day and we are excited to help the Board find the next extraordinary leader for the schools of Port Townsend.

It should be emphasized that the delineations below are not a scientific sampling, nor should they necessarily be viewed as representing a majority opinion. Items are included if, in the consultant's judgment, they warranted the Board's attention, and are listed in order of prevalence.

## Strengths of the District

It is not difficult to find examples of Port Townsend School District's strengths. There is a pervasive belief among staff that this District is a place of collaboration, and an organization that values all voices. Many community members are themselves products of the Port Townsend School District, and the commitment to the community and its schools is very strong.

Specifically, there are a number of strengths within the District that deserve mention, and below are the six most salient themes that emerged from focus groups and the online survey.

### I. The Strategic Plan: Envisioning a Desired Future

Few school district strategic plans that we have seen envision an educational program as comprehensive and creative as Port Townsend's plan. It aspires to a model of student learning in a *place-based education*, in which staff and students connect to the remarkable history, culture and environment of Port Townsend. The Strategic Plan focuses on academic standards and student achievement and is enriched by a shared belief that achievement is enhanced through learning outside of the traditional classroom. Its goals include teaching and learning; technology; community engagement; a culture of wellness; operational stewardship; and learning spaces. The plan is truly an impressive reflection of this community's commitment to broaden and enrich the learning of its youngest generation.

### II. Learning Through a Sense of Place

As described above, a central feature of the strategic plan is the sense of place. Port Townsend's students live within the rich geography and historically significant environs of Port Townsend. Within the strategic plan, there is a foundation of

academic standards woven into a rich K-12 place-based education that ties social and environmental organizations throughout the schools and community. From the arts, to life on a ship, to canoe building, Port Townsend's commitment to place-based learning makes curriculum come alive in very meaningful ways, in ways that other school districts can only envy. Moreover, this 'learning through a sense of place' is truly a community-owned enterprise. Students and staff have the opportunity to engage and work with so many local entities which enables and fosters deep ties between students and community and greatly impacts the quality of life in Port Townsend.

### III. Environmental Stewardship

Port Townsend School District has evolved a number of initiatives that help children become aware of the choices they make in their lives and in the community. One example often mentioned is the nutritional services options in the school district, and this is a manifestation of how parents, staff, and students have worked diligently utilizing farm-to-table resources to build a healthy food choices program at the schools. It along with school gardens and a garden curriculum have extended the boundaries of student's experience to their local farming area. There is even a school apple orchard!

Students have also taken the initiative to make citywide changes. High school service clubs are an example of this. They have impacted student voice on climate change and have a track record of success as is evidenced by the citywide elimination of plastic straws. These initiatives and many others have helped educate Port Townsend children on the importance of their stewardship of the environment.

### IV. Community Investment in the Schools

No District can educate children on its own, and Port Townsend is a true example of this. There is deep partnership and collaboration among the community. Parent groups and dozens of community agencies partner with the District on everything from the work of the Maritime and Oceans groups to the trades. Service organizations step forward to assist the District by fostering school and student initiatives. City agencies including the library and police play a critically supportive role. There are also many numerous agencies and organizations providing resources for families.

Since 2007 the Port Townsend Education Foundation has stepped forward to assist the District and provide grants for teacher instructional needs that enhance the

educational opportunities for students. Their financial largesse has a visible impact in the schools. Moreover, numerous individual citizens have stepped forward to share their expertise, many becoming mentees and tutors for students. And finally, the citizenry as a whole provided the funding necessary to build a new elementary school with a 73% yes vote in 2016. These are just a sampling of the myriad kinds of community support here.

V. Dedicated Staff

It takes a talented and generous staff to educate children even in the best of times. The current times have required staff to rethink and retool the way they work. Whether it's the District Office staff, a site administrator, a bus driver or a classroom teacher, it's obvious that staff in Port Townsend have worked diligently on behalf of the children of this community. This is echoed by many of the responses in the community survey which spoke to the work of teachers and support staff, and the impact they had on one's children.

VI. A Skilled Board of Directors

The Board of Directors consists of five very dedicated public servants, two of whom are relatively new to the Board. Individually they are seen as strong, capable individuals with a perspective that strengthens the Board as a whole. They are viewed as collectively positive and forward thinking, and they work professionally and effectively as a team for the benefit of students. With clarity provided by the strategic plan coupled with annual Board goals, the Board remains focused on the governance decisions based on what guides them and not what 'whims and wishes' that may arise.

## Challenges for the New Superintendent

I. Equal Access for All Students

Disparity in access for students Port Townsend can be seen in a few different ways – the most salient two being *economic* and *racial* that were often identified in interviews, focus groups, and surveys.

The concern of economic disparity for students and families in Port Townsend was the most significant complexity indicated by the constituents. The social emotional well-being of so many children is on the radar of agencies and District staff, but there is great need and this must be continued and enhanced. Trauma informed

work, health care needs, provision for food and basic necessities, and sometimes shelter were frequently cited as high needs and serious challenges for the district.

Equal access also includes the underlying racial disparity. Community outreach, staff and consultants are working in district schools to address and support equity and inclusion. Training and coaching in social justice and mindfulness are occurring in the schools. And, like in so many other communities across our country, there is an urgency to do more. Stakeholders, including students, are clear that not all students are equally served by the school district.

At-risk children and their families will impact decisions being made at the District, as they should. A focus on how to support these children outside and within the school day will be a priority. Beyond the basic necessities it appears there is not equity in classroom instruction, digital access, and access to help and materials needed to succeed in school. We heard anecdotes that many at-risk children have disengaged or simply left the schools and/or the District.

## II. The Impact of Covid and a Post Covid Environment

There were many success stories about teaching and learning in the current COVID environment, but there was also concern about the consistency and quality of work being done throughout the District. Certainly, these are challenging times for all children, staff and families. The purchase of needed technology for all students was a major district investment and will continue to be. The support for staff to access and provide instruction is demanding. And of course, the program has had to be designed to reach as many students and families as possible. Many children have left the District for home school and other options. The challenge is how to continually monitor and adapt programs as COVID continues to impact lives.

Staff and parents also see a learning opportunity to enhance the curricular/extra-curricular program when schools ultimately return and to find ways to attract and bring back students to schools. Technology use and access may lead to comfort with and a more integrated use of teaching and learning tools. Teachers will likely take from this experience a rethinking about instruction and content – not just through technology but with new insight. There is a hope that a capable leader will see the opportunities here and ensure an even higher-quality instructional practice when students do return to the physical classroom.

III. Ensuring Accountability of Educational Program

The District's Strategic Plan includes goals and actions based on standards-based instruction. Certainly, these are and can be imbedded within place-based instruction, but the question that arose during our engagement was the accountability and articulation of how this is being accomplished. Are students actually and routinely learning to the standards within the place-based learning?

Some parents also raised concern about the consistency of curriculum materials and instruction throughout the grades and across schools. There seems to be some apprehension that horizontal and vertical alignment throughout the district should be a larger priority.

IV. Student Achievement and Multiple Measures of Success

Test score data in Port Townsend is an area of focus, as academic subject area growth is inconsistent in several subjects, particularly math. Of course this year will present new challenges, and perhaps could bring increased alarm. As such the District's work on Multiple Measures of Success (MTSS) will be of even more importance.

There was also some concern regarding identification and enrollment in Advanced Placement courses, as well as increasing need for student access to the Oceans program. Data points on the students leaving the District need monitoring; where are students enrolled and why students are leaving the District? Does the District have access to track the success of students graduating from the District? Are students not graduating later earn a high school equivalency diploma? Have they remained in the area? In what capacity?

V. Financial Picture

In addition to fiscal pressures posed by the current public health crisis and state revenue losses, Port Townsend also faces the challenge of, and the revenue loss from, declining enrollment.

A new leader will face pressures to recommend budgetary reductions and assist in identifying new monies. Very likely there will be difficult decisions to be made by the Board and the new superintendent in order to determine what is in the best interest of students and what programs, not only to enrich but sustain a strong educational program that exemplifies Port Townsend.



## Collaboration with Chimacum and other East Jefferson County districts.

We received considerable input from stakeholders in both Chimacum and Port Townsend regarding the notion of inter-district collaboration and what that looks like. There is high interest in shared resources such as elective teachers (*French* was often mentioned) which one district would be unable to afford but collectively the two districts (or even three or four districts) could support. Many mentioned athletics programming as well. Other more tightly-connected endeavors were generally not seen as high-value at the current moment.

## Ideal Profile of the new Port Townsend Superintendent

This section refers to the specific criteria that the consultant will use in identifying outstanding prospects for the position of Superintendent of Schools. It is also a document which the Board will use in its deliberations in the *Select* phase of the search.

These characteristics emanate from feedback from the Focus Groups and Interviews and from the results of the *Superintendent Search Survey*. Within the Focus Groups, Interviews, and Survey, our first two questions ask about strengths and complexities of District; and the third question asks specifically about Desired Characteristics of a new leader. The responses to all three of those questions help inform and shape the establishment of this criteria.

Distilling a list from so much input is both an art and a science, but ultimately must reflect the desires of the elected school board. To that end, I provide to the Board these eleven Desired Characteristics as a composite voice from your community and your stakeholders – and as a draft for you to consider.

### **The Board of Directors of the Port Townsend School District seeks an exceptional educational leader who has:**

- A strong foundational experience as an inspiring district leader.
- Evidence of success working with an involved supportive community of stakeholders.

### **and who embodies the following:**

- Leads through a lens of equity, focused on opportunity and success for all students.
- Embraces and builds upon the initiatives of the District's strategic plan with a deep commitment to place-based education.
- Promotes, supports, and celebrates a climate of continuous improvement.
- Invites, listens, and values the opinions, expertise, and contributions of students, staff, parents and community.
- Commits to a collaborative spirit with other school districts in ensuring a regional system of excellent schools.
- Engages visibly in the work and achievements of students, staff, and the community.
- Recognizes the importance of deep connections with a broad array of community partners and is skilled at the communication and outreach that is required to sustain them.
- Envisions educational innovation.
- Is fiercely curious and passionate about educating youth with a commitment to working with staff and community on behalf of children.