

PORT TOWNSEND SCHOOL DISTRICT NO. 50
School Board Work/Study Session
October 12, 2015
“Discover the Power of Learning”

Mission:

In partnership with home and community, Port Townsend School District provides a learning environment where each student develops the knowledge and skills to become a creative, successful and engaged citizen.

01. Location/Time

01.01 Grant Street Elementary, 1637 Grant St., Gym, 6:00 p.m.

02. Call to Order

02.01 Roll Call
02.02 Pledge of Allegiance

03. Agenda

03.01 Agenda Approval

04. Recognition

04.01 Board
04.02 Superintendent
 04.020 Shining Stars
 04.021 Certificates of Recognition
 04.022 Lois Sherwood Nomination

05. Public Comments

06. Board Correspondence

06.01 Email from H. Hammett regarding High School football game September 25, 2015
06.02 Email from C. Helsley regarding High School football game September 25, 2015
06.03 Email from Principal Ehrhardt responding to concerns regarding High School football game

07. Reports

07.01 ASB Representative
07.02 School-Based Health Clinic – Karen Obermeyer, Susan O’Brien
07.03 School Resource Officer – Troy Surber
07.04 Bond Planning – Integrus Architects

08. New Business

09. Policy Review

09.01 Policy 6220 – Bid Requirements, 2nd review
09.02 Policy 3115 – Homeless Students: Enrollment Rights and Services, 1st review

10. Board Member Announcements/Suggestions for Future Meetings

11. Executive Session (if needed)

12. Next Meeting

12.01 October 26, 2015, Regular Meeting, Gael Stuart Board Room, S-11, 1610 Blaine Street, 6:00 p.m.

13. Adjournment

School Board

From: heather hammett <genhammett@yahoo.com>
Sent: Saturday, September 26, 2015 12:27 PM
To: Jan Boutillier; Carrie Ehrhardt; Scott Wilson; David Engle; School Board
Subject: Friday September 26th 2015

My name is Heather (Bell) Hammett. I am a PTHS Alumni Class 1992. I have supported the High School since I moved back to Port Townsend in 2008, coming to events, buying items to help the school etc... I guess if your not from town you don't really realize that us original people from here take the HS and who is involved with the students just as seriously as the Board, Principal, Athletic directors etc. Just because I have a full time job and take care of 4 kids (two of whom attend PTHS) doesn't mean I don't have a "say" bout how things go. Whether you get paid to work at the school, volunteer or just support the HS. It's about ALL the kids. Being respectful about how you approach parents or even sporting spectators is a huge thing, even if you feel they have done something in the wrong. Here is why I am so humiliated and embarrassed about what happened on Friday night at the PTHS Football game.

One of the football moms went to talk the athletic director about the cheerleaders cheering during the offensive huddle, saying that the team really need to hear and the cheers with the crowd and all made it hard for them to hear. he really didn't respond so she sat back down. later on the girls kept cheering so some moms were like shhhhhh gesturing to the cheerleaders, it's an offensive play. well some time round 4th quarter (i think) the althletic director came up to all us in the group that i was sitting in and begins with "I will NOT tell the cheerleaders to stop cheering, they work very hard to cheer" I was the only one to speak up (now realizing i shouldn't have) saying that I think the boys ALSO try hard at what they do and deserve it quiet, but before i could even get it all out He began pointing his finger in my face and literally yelling at me in front of the ENTIRE stadium that "YOU (meaning me and probably whoever else sitting with me) will NOT talk to children the way you did . I then stated You don't even know if or what i said if i said anything at all. He then pointed his finger in my face again looking right at me saying "I see you from down there" pointing down towards the field. That is why it embarrassed us and me. He just seemed to direct it towards me cuz I was the one to answer to his comment. either way I pretty much felt like a piece of dirt at the bottom of his shoe the rest of the night. This could have been handled so much professionally. Honestly, I wasn't even the one making comments to the cheerleaders or saying things the entire game. I have said shhhhhh and gestured as i stated earlier. He appalled all who heard within a 5 feet radius. I felt like a pion felt very bullied by your athletic director. Please see to it that he is talked to and taught how to handle these kind of situations. Him needing to also talk with the right people to which his anger was really directed at.

thank you for reading
Heather Hammett

School Board

From: pchensley4@gmail.com
Sent: Friday, September 25, 2015 11:35 PM
To: School Board
Subject: 9-25-15 FB Game

I attended my grandsons FB game at Memorial Field and observed a confrontation between Scott Wilson and a football mom which was embarrassing to watch. He behaved in a childish , unprofessional manner, and bullied Heather using his position as a school representative . It is sad to go and support our school as parents, grandparents and tax payers and witness bullying by educators.

I believe a private conversation may have been appropriate but in front of 50+ people in the stands he reduced a mother to tears. An apology in front of that crowd should be given.

There is a hesitation to even speak up as a citizen, family member, and alumni of this school at the risk of Scott penalizing the athletes, cheerleaders and students I support. That was the level of childishness I saw tonight. School and associated activities should be safe for parents, relatives and spectators in addition to student body. As a public school teacher Mr Wilson should be above reproach in the treatment of students and family and the community he serves.

Sincerely,

Paul and Christie Hensley

Sent from my iPhone

School Board

From: Carrie Ehrhardt
Sent: Tuesday, October 06, 2015 11:28 AM
To: School Board
Cc: David Engle
Subject: Response to Ms. Hammett

Dear School Board members,

I wanted to respond to the email that was sent to you by Heather Hammett, in regards to the incident at the football game on 9/25/15, where she felt inappropriately confronted by Mr. Wilson's (Assistant Principal and Athletic Director) behavior after she was identified as one of the football moms who was yelling at one or more cheerleaders to get them to quiet down, as she/they believed that it was distracting to the football players.

I was first made aware of the situation after the game when I came upon a cheerleader in tears, and her mother, while she reiterated to Mr. Wilson that she had been the subject of hurtful comments from one or more parents (mothers of football players) in the stands yelling at her to be quiet. The parent of the cheerleader questioned me as to why our cheerleaders were 'being bullied by adults'. Another fan who was nearby in the stands and saw the incident was also standing near the cheerleader to verify what had happened.

Mr. Wilson and I spoke immediately after the cheerleader left and again discussed the incident on Saturday. He informed me that he had been told during the game that one or more of the football moms were seen in the stands yelling at one or more cheerleaders, and that after he started watching and saw the behavior himself, he went up into the stands to handle the situation, where he was met with arguing from one or more of the football moms. This is the incident, as seen from a different perspective through Ms. Hammett's eyes, and reported to you in the email.

I spoke with Ms. Hammett by phone on Wednesday, 9/30/15, and after hearing the incident from her perspective, asked her to look at it through the eyes of a 15 year old cheerleader. I did not see the exchange between Mr. Wilson and the football mom(s) in the stands. But, I did tell her that if Mr. Wilson had overreacted in trying to protect our student cheerleaders, that I was sorry for that behavior, and very concerned that he needed to come into the stands to confront the situation at all. It was also my understanding from seeing an email exchange between Ms. Hammett and Mr. Wilson that he told her that he was sorry if she took his comments or actions as offensive, he was merely trying to get them to stop yelling at our cheerleaders.

I reiterated the following six points to Ms. Hammett during our phone conversation:

- *It is neither the responsibility nor the right of parents, or any fan, to try to direct the behavior of the cheerleaders or the crowd, in the stands.
- *Coaches wear headsets to communicate between themselves and hand signals are used to communicate with the team.
- *We are enjoying a spirited fan base at our football games, which includes a large student section of fans. *The cheerleaders are expected to lead cheers and to be a part of the cheering fan base.
- *I think that the final score of that game was 52-0, demonstrating that our Redhawk football players did just fine without the cheerleaders needing to be quiet, and without any parent direction from the stands.
- *Moving forward, I had told both Mr. Wilson and Bethany Smith (cheer coach), that if the incident occurred again, that I was to be notified and I would handle the situation by removing the fan(s) who were yelling at our cheerleaders and have them escorted out of the stadium. I asked Ms. Hammett to be an advocate for our student cheerleaders by helping the other football moms to be aware of this, and that I would be happy to personally meet with any parents who wanted to discuss this further.

I felt that our phone conversation ended on a positive note.

Our most recent home football game was Friday, Oct. 2. We did not have any problems with fans (parents or others) yelling at our cheerleaders. It was a very spirited game with fans cheering appropriately. The final score was 58 – 0. Once again, our Redhawk football players and their coaches did just fine on their own.

I think that this matter has been successfully resolved. If further follow up is needed, please don't hesitate to let me know.

Thank you.

Carrie Ehrhardt, Principal
Port Townsend High School

This communication is for the sole use of the intended recipient(s) and may contain information that is confidential or legally protected. Any unauthorized review, disclosure, dissemination, distribution or use of this communication is prohibited and may be a violation of the Family Educational Records Privacy Act (FERPA) or other privacy protection laws and regulations. If you received this communication in error, please notify me immediately by phone at 360-379-4520, and delete the original message.

Jefferson County School Based Health Centers 2014-2015 Participation Report

Background:

School-Based Health Centers (SBHCs) were established during the 2008-2009 school year to address a need for adolescent primary and mental health care in East Jefferson County. Currently there are SBHCs in Port Townsend High School (PTHS) and Chimacum High School (CHS) providing students with two days^[1] of medical and two days^[2] of mental health care per week; in addition, mental health care is provided at Quilcene School one day per week. Medical services are provided by Advanced Registered Nurse Practitioners (ARNP) for medical services. Mental health services are delivered by counselors under a contract with Jefferson Mental Health Services.

Medical services are funded by Jefferson County Public Health and Jefferson Healthcare. Mental health services are funded by the Jefferson County Mental Health/Chemical Dependency sales tax. Services are available regardless of insurance or ability to pay – nearly 4 in 10 students at CHS and PTHS are low-income (see Free and Reduced Lunch rates table). Medical services focus on preventative services including immunizations, tobacco cessation, nutrition, eating and weight concerns, reproductive health care, physicals, and mental health counseling. Visits for injuries, illness, and infection are also common throughout the year.

Free and Reduced Lunch Rates	
OSPI, October 2014	%
Chimacum School District	48
Chimacum Creek Primary	56
Chimacum Elementary	57
Chimacum Middle	46
Chimacum High School	37
Port Townsend School District	47
Grant Street Elementary	54
Blue Heron Middle School	54
Port Townsend High School	36

Evaluation Methods:

For every medical visit, data on student concerns, clinician addressed topics, and referrals were recorded by the SBHC nurse practitioner. Additional demographic and health care access data were collected at each client’s first visit by clinical support staff in the SBHCs.

For every mental health visit, data on student concerns, clinician addressed topics, and referrals were recorded by the MH clinician. Additional demographic data were collected at each client’s first visit.

Data in this report were collected from August 2014 through June 2015.

SBHC Medical Services Report:

Pages 2-4

SBHC Mental Health Services Report:

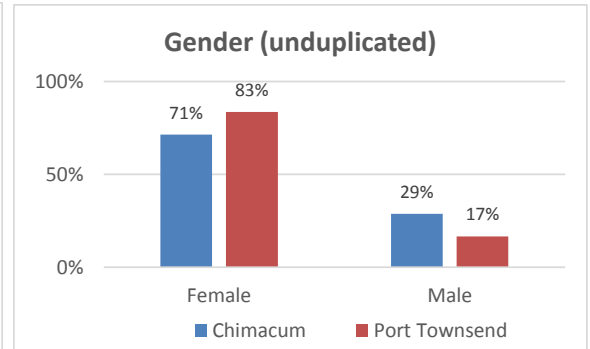
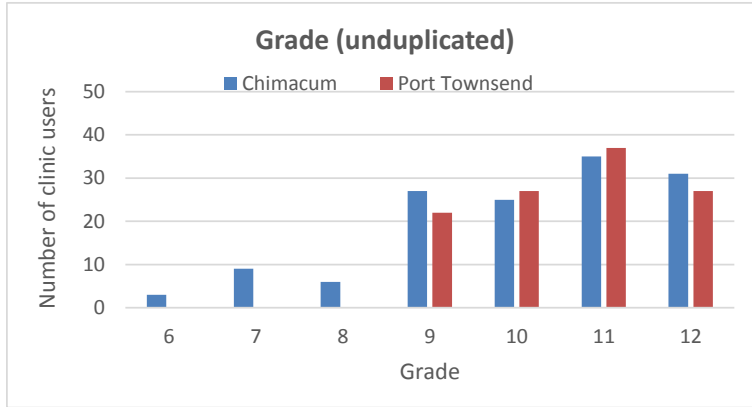
Pages 5-8

^[1] 8 hours PTHS, 12 hours CHS

^[2] 10 hours PTHS, 10 hours CHS

SBHC Demographics

The majority of students using the SBHC in Chimacum are 11th and 12th graders; 11th, 10th and 12th graders at Port Townsend. No middle school students are seen in Port Townsend. Most clinic users are female.



Chimacum saw students in **grades 6 through 12** while Port Townsend saw students in **grades 9 through 12**. The elementary, middle, and high school share a campus in Chimacum explaining the clinic use by younger students.

SBHC Clinic Usage

PTHS

Total visits: 288

Total # of clients: 113

Total # clinic days: 68

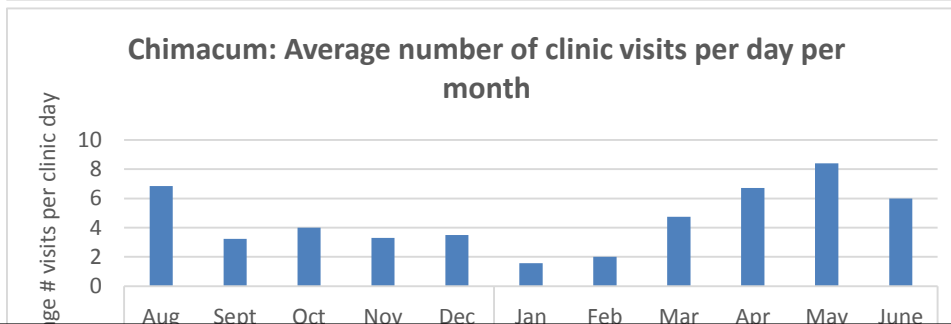
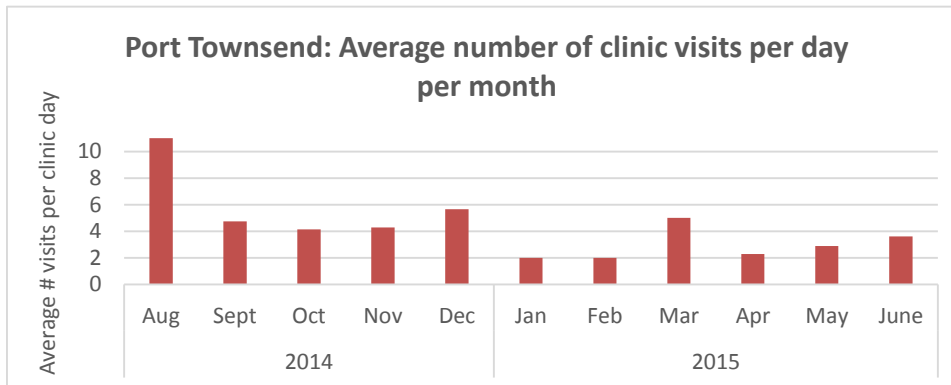
CHS

Total Visits: 353

Total # of clients: 136

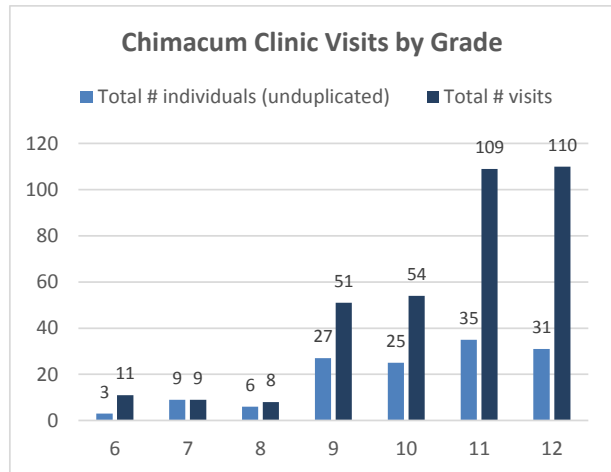
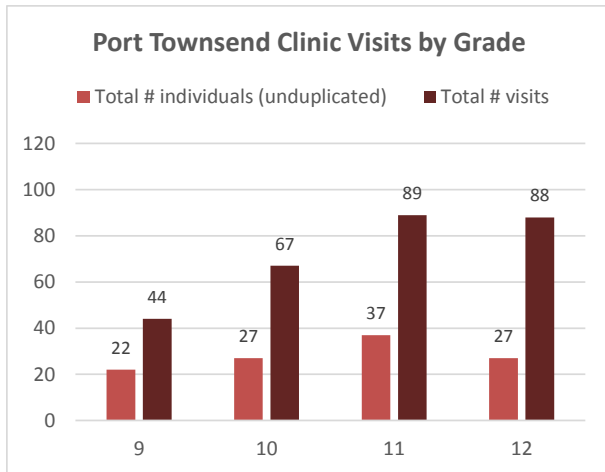
Total # clinic days: 78

Based on enrollment numbers (grades 9-12 only), **41% of CHS students and 27% of PTHS students** utilized SBHC physical health services during the 2014-2015 school year.



At Port Townsend, 11th graders had the greatest number of clinic users and number of total visits. On average, PT clinic users made 2.5 visits during the year.

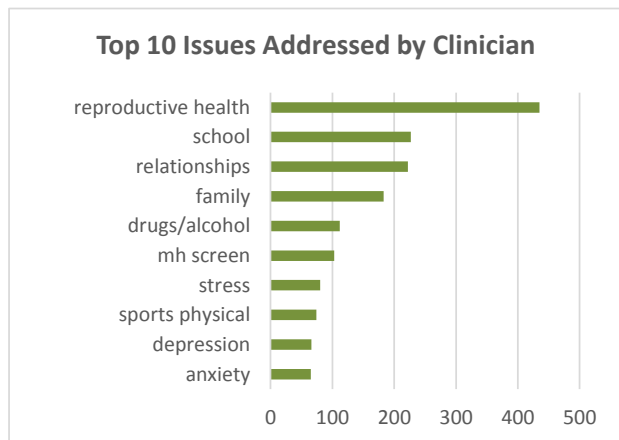
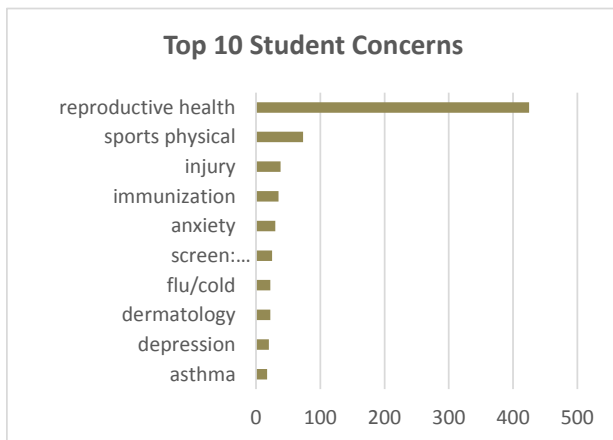
At Chimacum, 11th graders had the greatest number of clinic users and 12th graders had the greatest number of total visits. On average, 9th-12th grade clinic users made 2.7 visits during the year (6th-8th grade clinic users made 2.0 visits on average).



SBHC Visit Reasons

Top five clinic visit issues by category:

BEHAVIORAL HEALTH		PHYSICAL HEALTH		HEALTH EDUCATION
Student concern	Clinician addressed	Student concern	Clinician addressed	Clinician addressed
anxiety	school	reproductive health	reproductive health	pregnancy
depression	relationships	sports physical	sports physical	tobacco
eating/weight	family	injury	screen: vision/hearing/blood pressure	injury prevention
family	drugs/alcohol	immunization	injury	substance use
	mh screen	screen: vision/hearing/blood pressure	immunization	nutrition/exercise



The vast majority of visits are for reproductive health which may include STI screening, pregnancy test, birth control, emergency contraception, and education on risky sexual behavior and harm reduction techniques. Likely due in part to the SBHCs, Jefferson County has one of the **lowest teen pregnancy rates in Washington State** (Source: Table 17, WA State Dept. of Health, 2014 Vital Statistics. <http://www.doh.wa.gov/DataandStatisticalReports/VitalStatisticsData/AbortionPregnancyData/AbortionPregnancyTablesbyYear.aspx>.)

Student athletes are required to get a sports physical every two years. Both SBHCs provide this service which is also available to Quilcene students. Before fall sports begin in August, both clinics open to give students convenient and inexpensive access to sports physicals.

According to data from the 2014 Healthy Youth Survey (HYS), Jefferson County 12th graders have higher rates than state average for **current alcohol, cigarette, and e-cigarette use** as well as **marijuana** use for 10th and 12th graders.

Further, Jefferson County youth perceive that access to cigarettes, alcohol and marijuana is not very difficult and that most adults do not think youth drinking and smoking marijuana is “very wrong” (Source: 2012 HYS).

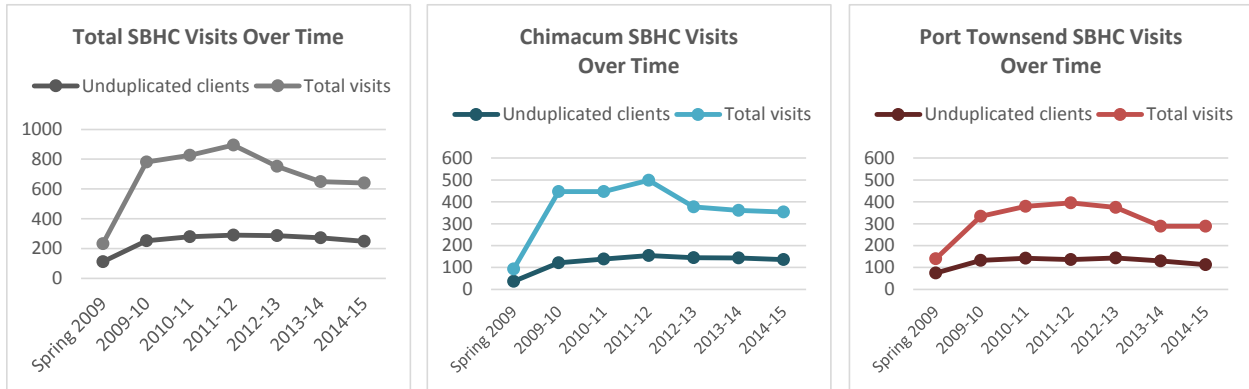
A third of 10th graders and 12th graders in Jefferson County reported experiencing **depressive feelings** in the past year. One in 5 10th graders and 1 in 4 12th graders reported having **seriously considered suicide** in the past year (Source: 2014 HYS).

SBHC clinicians regularly address all of these issues with students, working to educate and empower our youth to make healthier choices!

SBHC Referrals

Referrals for students are made on a consistent and ongoing basis to a variety of providers and organizations in the area. Common referrals from the SBHCs are for mental health services (SBHC MH counselor or out-patient), additional medical or public health services, school counselor, domestic violence resources, insurance plans (Apple Health and Take Charge), among others.

SBHC Clinic Usage Over Time

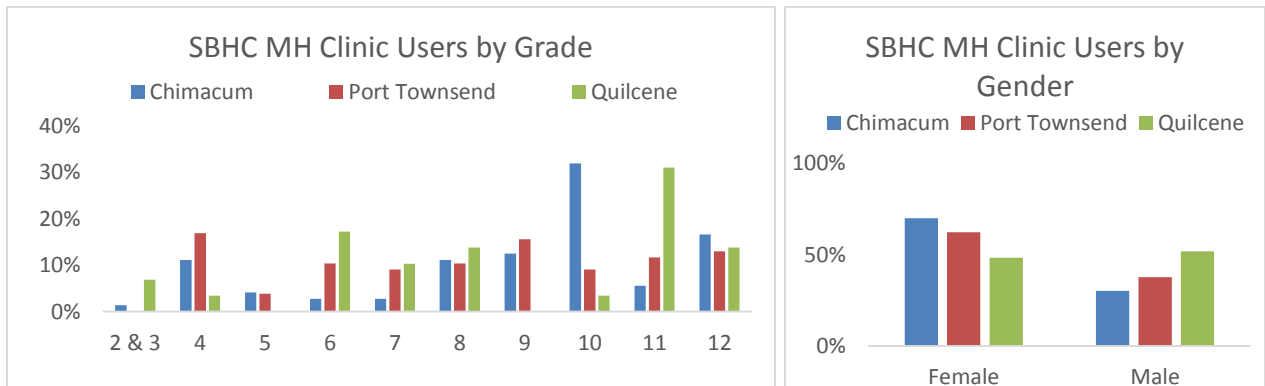


The total number of clients in 2014-15 is about the same as previous years; total visits were about the same as the past 1-2 years.

SBHC Mental Health

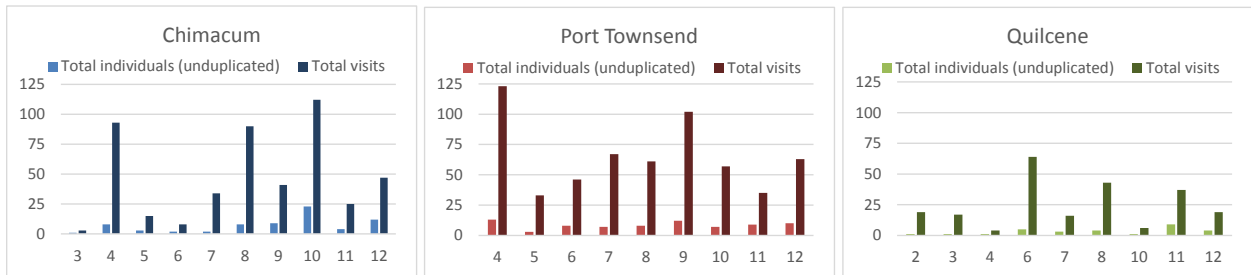
Demographics

The majority of students using MH services at Chimacum are in 10th grade, at Port Townsend students are from most grades and the majority at Quilcene are in 11th grade. At Chimacum and Port Townsend, the majority are female, at Quilcene an equal proportion of females and males were seen.



Unduplicated (# individual clients) and Total MH Visits by Grade:

Analysis by grade for total visits (dark bars) compared to the unduplicated number of individuals using MH services (light bars) shows highest clinic use by 4th, 8th and 10th graders at Chimacum; 4th and 9th graders at Port Townsend, and 6th graders at Quilcene.



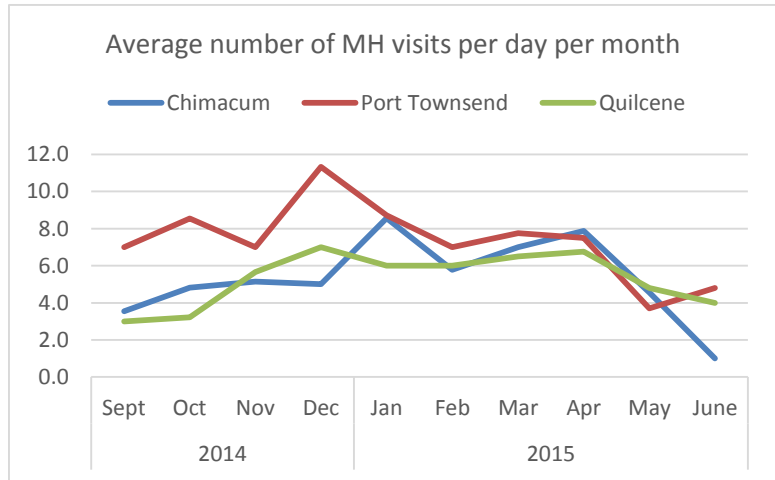
Visits

Port Townsend had the highest number of MH visits and clients and the highest average visits per day. Chimacum had the highest range in number of MH visits per client. Quilcene had the highest average number of MH visits per client. The proportion of students in grades 9-12 using SBHC MH services ranged from 9% to 17%.

<p>Chimacum</p> <p>Total visits: 468</p> <p>Total # of clients: 72</p> <p>Av visits/client: 6.5</p> <p>Range: 1 to 35</p> <p>Total days: 84</p> <p>Av visits/day: 5.6</p>	<p>Pt Townsend</p> <p>Total visits: 587</p> <p>Total # of clients: 77</p> <p>Av visits/client: 7.6</p> <p>Range: 1 to 31</p> <p>Total days: 84</p> <p>Av visits/day: 7.1</p>	<p>Quilcene</p> <p>Total visits: 225</p> <p>Total # of clients: 29</p> <p>Av visits/client: 7.8</p> <p>Range: 1 to 28</p> <p>Total days: 46</p> <p>Av visits/day: 4.9</p>	<p>Based on enrollment:</p> <p>14% of Chimacum,</p> <p>9% of Pt Townsend, and</p> <p>17% of Quilcene 9-12th grade students utilized SBHC mental health services during the 2014-2015 school year.</p>
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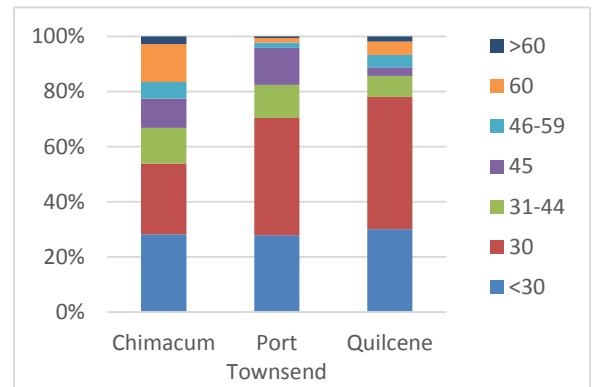
The highest average MH visits per clinic day were in December for Port Townsend and Quilcene and in January for Chimacum.

Quilcene had the most consistent average number of MH visits per month (range: 3.0 to 7.0).



SBHC MH Visit Length:

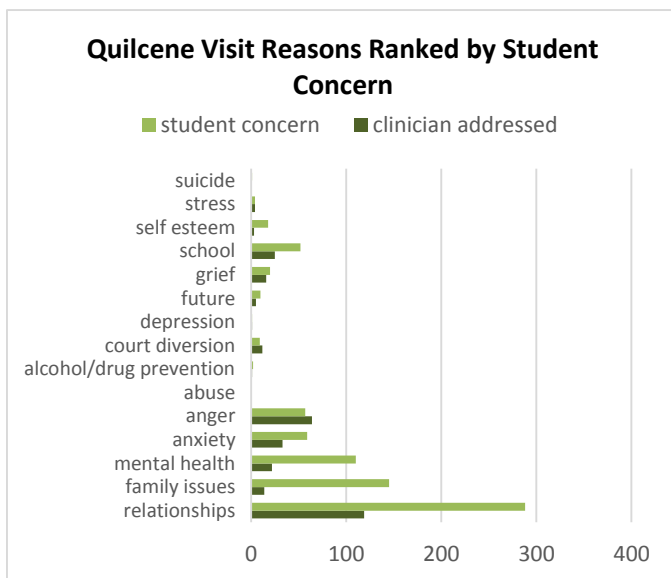
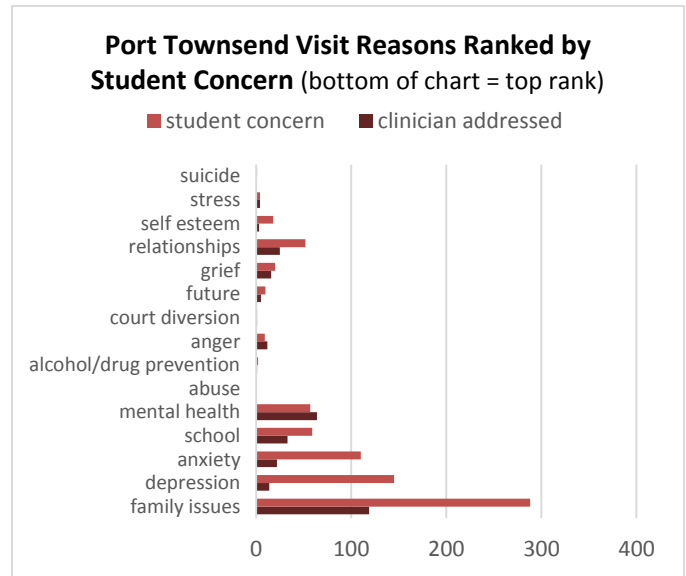
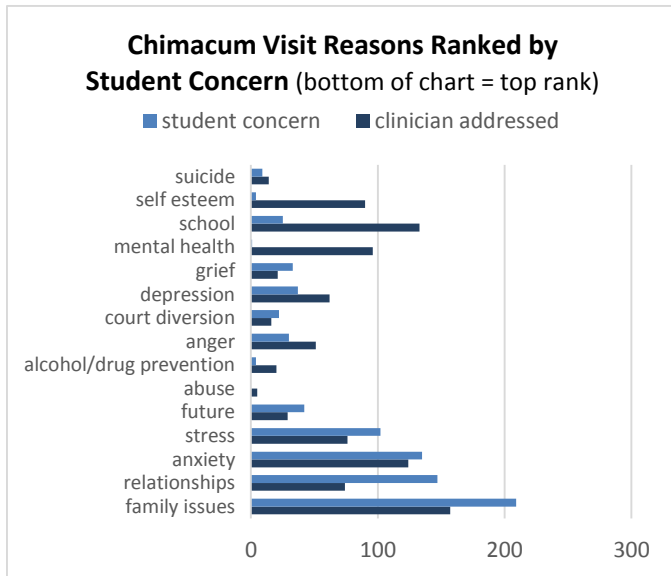
The majority of MH visits were 30 minutes long; about one quarter of visits were less than 30 minutes at all three schools. Almost half of Chimacum visits were longer than 30 minutes compared to about one quarter of visits in Port Townsend and Quilcene.



Top Reasons for SBHC MH Visits:

Family was the first or second top reason for SBHC MH visits identified by both students and clinicians at all schools. Relationships were a top reason for visits at Chimacum and Quilcene. Family and anxiety were the two top 5 visit reasons identified by both students and clinicians at all three schools.

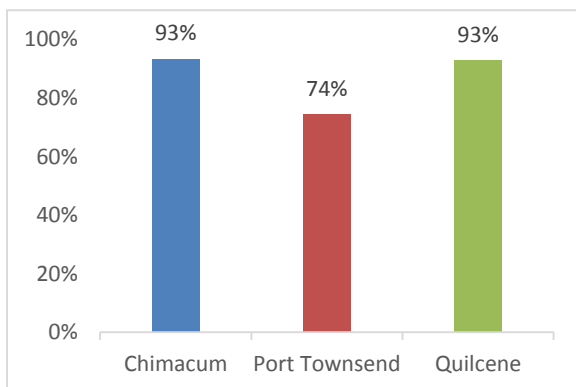
	Chimacum	Port Townsend	Quilcene
Student Concern	Family	Family	Relationships
	Relationships	Depression	Family
	Anxiety	Anxiety	Mental health
	Stress	School	Anxiety
	Future	Mental health	Anger
% of total	79%	85%	81%
Clinician Issue Addressed	Family	Family	Relationships
	School	Mental health	Family
	Anxiety	School	Mental health
	Mental health	Relationships	Anxiety
	Self Esteem	Anxiety	Court Diversion
% of total	62%	82%	82%



For the top two visit reasons at each school, more students identified the reason than clinicians reported addressing it thereby indicating that additional reasons were identified and addressed by the clinician. The profile of other visit reasons identified by students vs. those addressed by clinicians differs by school (difference between the bar pairs for each issue (light vs. dark bars).

Other visit reasons not represented in the chart categories included: sexual identity, behavior, social skills, self-harm, feelings, body image, and sleep.

Visit Type: Individual Therapy



The vast majority of visits were for individual therapy – 93% at Chimacum and Quilcene, 74% at Port Townsend – the remaining visits were primarily for contact/work with other agencies, family, or school staff.

Referrals

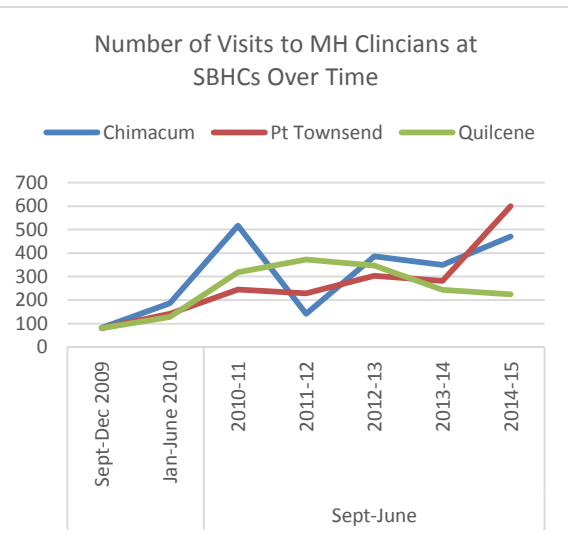
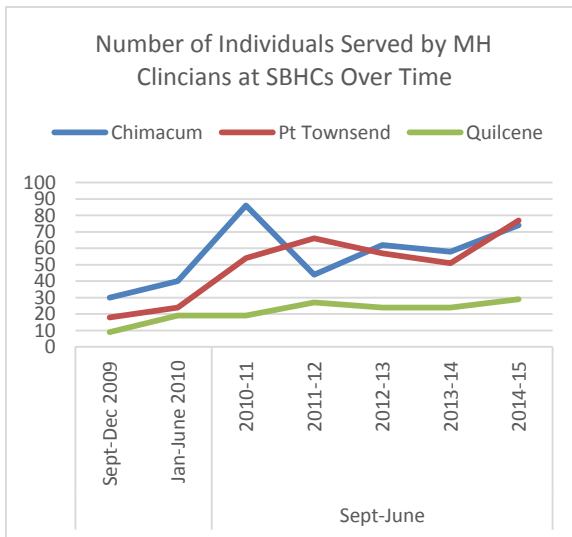
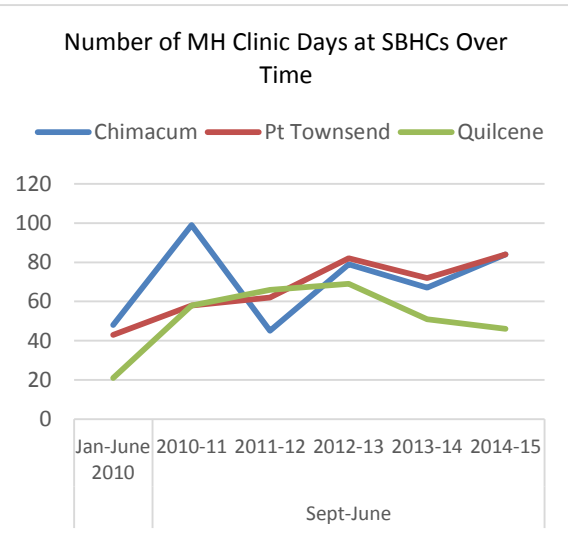
The most common referrals from the SBHC MH clinicians were for outpatient mental health services and for medical services. Note: No referrals were logged for Quilcene.

SBHC Mental Health Visits Over Time

Note that the trend over time for SBHC MH services is difficult to interpret due to changes in days and hours MH clinicians over the years.

In 2014-15, the number of MH clinic days at Chimacum and Port Townsend was up while it was down in Quilcene compared to previous years (chart to the right). The total number of individuals using SBHC MH services was up in all three schools (chart below on the left); total visits were up in Chimacum and Port Townsend and down slightly in Quilcene (chart below on the right).

Note: The spike in 2010-11 in Chimacum resulted from increased MH services in May/June 2011 to help students cope after the suicide of a classmate.



Learning Environments that are Relevant, Rigorous and Connected to the Community



■ Foster *place-based learning* through flexible spaces

■ Continue to improve *access to technology*, both during and outside of school hours

■ Presence of *community partnerships* within our schools

■ Spaces that *draw students to learning*

■ *Students* as central to the design

■ Utilize all of *Port Townsend's diversity* as a platform for learning

■ School as a *portal to community "text"*

■ Support *teacher collaboration*



Healthy Schools, Healthy Community



■ Foster *active and healthy lifestyles* for students and families

■ Create schools that enhance our *sense of community and care for students*

■ Promote student nutrition through connection and integration of *school-community kitchen with teaching garden*

■ *Hands on student learning with food and plants, improving the health of children and the greater community*

■ Become more *responsible stewards* for a healthy future



Outdoor Learning - No Child Left Indoors!



■ Provide *access* to nature and natural playscapes that *honor* the outdoors

■ *Promote* discovery, hands-on learning, social interaction, creative thinking and play

■ *Interactive* outdoor learning environments, so “field trips” don’t require a bus

■ *Connect* indoor to outdoor learning spaces with abundant *daylight*



Responsible Design Reflecting Values of the Community



■ *Re-invest in our school facilities*

■ *Energy efficient design to keep operating costs down*

■ *Visible renewable energy*

■ *Enhance opportunities for passive supervision through building and site placement with “eyes on the street”*

■ *Sustainability at the heart of the design*

■ *Put people first with an age-friendly campus for the right year old to the eighty year old*

■ *Walkable and bike-able campus that connects school to the community*

■ *Model what sustainable stewardship of our ocean planet looks like in practice*



Welcoming Identity that Values Education and Community

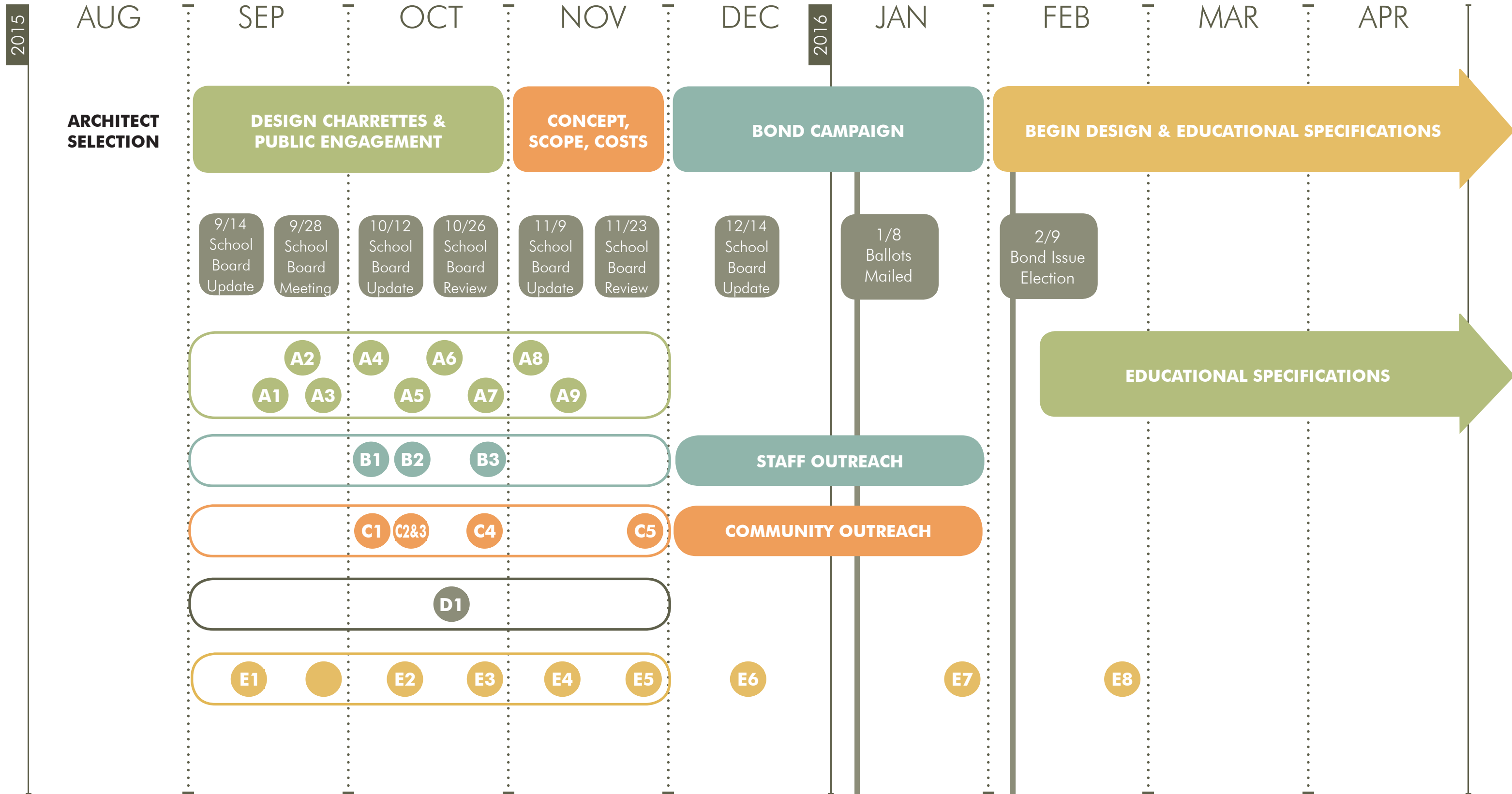


■ *Welcoming and friendly atmosphere*

■ *Create a deepened sense of a whole, more connected community through integration into the existing city landscape*

■ *Campus hub that invites students and community, integrating learning with access to family services*





GROUP KEY: A: DESIGN COMMITTEE B: STAFF & ADMINISTRATION C: PORT TOWNSEND COMMUNITY D: STUDENTS E: SCHOOL BOARD

2015

SEP

School Board - E1

• Overview of Pre-bond & Planning Process **14**
 YMCA Gym 6 - 8 PM

Kickoff with Design Committee - A1

• Review Pre-bond Process & Schedule **16**
 • Educational Specifications
 • Review Current Pre-bond & Project Scope
 • **Group Exercise: "Hopes & Fears"**
 Board Room, 1610 Blaine Street 3:30 - 5 PM

Schedule & Site Analysis - A2

• Schedule and Process Review **23**
 • Program Overview
 • Site Analysis Overview
 • **Discussion: Site Placement Pros & Cons**
 Board Room, 1610 Blaine Street 3:30 - 5 PM

School Board

28
 YMCA Gym 6 - 8 PM

Program Adjacency Workshop - A3

• Discuss Characteristics of & Relationships **30**
 Between Educational Program Spaces
 Board Room, 1610 Blaine Street 3:30 - 5 PM

OCT

Sustainability Workshop - A4 & C1

• Sustainable Schools / Sustainable **7**
 Communities
 • Living Building / LEED / WSSP
 • Facility & Curriculum Sustainability Goals
 Board Room, 1610 Blaine Street 10 AM - 12 PM

District Listening Sessions - B1

• Meet with Custodial and Classified Staff **7**
 Board Room, 1610 Blaine Street 1 PM

School Board - E2

• Progress Update: Process, Program, **12**
 Cost Model and Site
 Grant Street Gym 6 - 8 PM

Community Partners Workshop - A5 & C2

Discuss with Community Partners: **14**
 • Community Resources that Support School
 • School Resources that Support Community
 Board Room, 1610 Blaine Street 10 AM - 12 PM

District Listening Sessions - B2

• Review Curriculum and Program Space **14**
 Needs with Principal & Staff
 TBD 1 PM

City of Port Townsend Meeting - C3

• Meet with Lance Bailey, City Planner **14**
 City of Port Townsend 3 PM

OCT

Student Listening Sessions - D1

• Exercises with Grant Street Students **21**
 • **Group Exercise: (Re)Imagining Exercises**
 Grant Street

Workshops & Concept Review - A6

• Review of Community Partners Workshop **21**
 • Review of Sustainability Workshop
 • **Group Exercise: Explore First Concepts**
 Board Room, 1610 Blaine Street 3:30 - 5 PM

School Board - E3

• Progress Update & Revisions **26**
 YMCA Gym 6 - 8 PM

Progress Review - B3

• Review of Work so Far **28**
 • Staff Feedback
 Grant Street Library 1 PM

Concept Design Workshop - A7

• Review Concept Design Schemes **28**
 • Evaluate Against Project Vision & Goals
 • **Group Exercise: Analyzing Concepts**
 Board Room, 1610 Blaine Street 3:30 - 5 PM

Community Review - C4

• Listening Station Booth **31**
 • Review of Work so Far
 Port Townsend Farmers Market

Learning Setting Tours

• Tour Exemplary School Environments **TBD**
 • Tour Exemplary Community Learning Settings
 TBD

NOV

Concept Design Review - A8

• Review Revised Concept Schemes **4**
 • Review Scheme Costs
 • Select Scheme for Project
 Board Room, 1610 Blaine Street 3:30 - 5 PM

School Board - E4

• Concepts and Costs **9**
 • Reading of School Board Bond Resolution
 YMCA Gym 6 - 8 PM

Bond Outreach - A9

• Review Bond Outreach Message **11**
 and Materials
 Board Room, 1610 Blaine Street 3:30 - 5 PM

School Board - E5

• Update on Concepts and Costs **23**
 • Approve School Board Bond Resolution
 YMCA Gym 6 - 8 PM

Community Review - C5

• Community Open House **TBD**
 • Listening Stations
 TBD

MANAGEMENT SUPPORT

Bid Requirements

The board of directors of the Port Townsend School District recognizes the importance of maximizing the use of district resources, the need for sound business practices in spending public money, the requirement of complying with state laws governing purchasing, the importance of standardized purchasing regulations, and the need for clear documentation in meeting auditing requirements.

Use of State Funds for Purchases

Whenever the estimated cost of furniture, supplies, equipment (*except books*) will cost:

- *less than \$40,000, no competitive bidding process is required to make the purchase;*
- *between \$40,000 and \$75,000, the board will follow the informal competitive bidding process by requiring quotes from at least three different sources to be obtained in writing or by telephone and recorded for the public to review;*
- *over \$75,000, the board will follow the formal competitive bidding process by: 1) preparing clear and definite plans and specifications for such work or purchases; 2) providing notice of the call for formal bids by publication in at least one newspaper of general circulation in the district at least once each week for two consecutive weeks; 3) providing the clear and definite plans and specifications to vendors interested in submitting a bid; 4) require that bids be in writing; 5) open and read bids in public on the date and in the place named in the notice; and 6) file all bids for public inspection after opening.*

~~or work meets or exceeds the amount specified by law for formal bids, formal bids shall be called for by issuing public notice in at least one (1) newspaper of general circulation once each week for two (2) consecutive weeks. Clear and definite specifications shall be prepared and made available to vendors interested in submitting a bid.~~

~~When the estimated cost of furniture, supplies, equipment or work meets or exceeds the amount specified by law for informal bids, informal bids shall be solicited from responsible vendors or, if a works project, licensed contractors who appear on the District's small works roster.~~

The board may waive bid requirements for purchases:

- *clearly and legitimately limited to a single source of supply;*
- *involving special facilities or market conditions;*
- *in the event of an emergency;*
- *of insurance or bonds; and*
- *involving public works in the event of an emergency*

“Emergency” means unforeseen circumstances beyond the district’s control that present a real, immediate threat to the proper performance of essential functions or will likely result in material loss or damage to property, bodily injury, or loss of life if immediate action is not taken. Whenever bid requirements are waived, a document explaining the factual basis for the exception and the contract will be recorded and open for public inspection.

~~Bid procedures shall be waived when the board declares an emergency for purchases involving special facilities or market conditions, for purchases of insurance or bonds or when purchases are clearly limited to a single source of supply. Any time bid requirements are waived pursuant to this provision, a document explaining the factual basis for the exception and the contract shall be recorded and open for public inspection.~~

The board may by resolution reject any and all bids and make further calls for bids in the same manner as the original call. The board reserves the right to purchase through an inter-local cooperative agreement with another governmental agency provided such agency has complied with the bidding requirements that are applicable to school districts.

~~The board shall~~ **will** include in each contract a proviso requiring the contractor to prohibit any of its employees who has ever been convicted of or pled guilty to any of the child related felonies from working where he/she would have contact with public school ~~children~~ **students**. The contract shall also provide that failure to comply with this requirement is grounds for immediate termination of the contract.

Use of State Funds for Improvements or Repairs

The board may make improvements or repairs to district property through a district department without following the competitive bidding process if the total cost of improvements or repairs does not exceed \$75,000. If the board estimates that the total cost is \$75,000 or more, the board will follow the formal competitive bidding process outlined above unless the contract is let using the small works roster process authorized by RCW 39.04.155 or under any other procedure authorized for school districts.

Use of Federal Funds

When federal funds are used for procurement of supplies, other property, or professional services, the following steps will be followed:

- 1. An order for supplies or other property that totals \$75,000 or more must be publicly solicited using sealed bids. Orders for less than \$75,000 may be procured using price or rate quotations from three or more qualified sources.*
- 2. A professional services contract that totals \$100,000 or more must be publicly solicited using sealed bids. Services contracts for less than \$100,000 may be procured using price or rate quotations from three or more qualified sources.*
- 3. Procurement by noncompetitive proposals may only be used when it is infeasible to use informal quotes or sealed bids and one of the following circumstances applies:*
 - The item is only available from a single source;*
 - The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;*
 - The awarding agency (e.g. OSPI) authorizes noncompetitive proposals; or*
 - After solicitation of a number of sources, competition is determined inadequate*
- 4. For any procurement transaction over \$25,000, the vendor or contractor must not be suspended or debarred from participating in federal assistance programs; and*
- 5. For any subcontract award in any amount, the grantee must not be suspended or debarred.*

~~The superintendent shall~~ **will** establish bidding and contract awarding procedures for all purchases of furniture, equipment, supplies (except books) or public works projects consistent with state law.

	Telephone solicitation, limitations – Emergencies
RCW 28A.400.330	Crimes Against Children – Contractor Employees – Termination of Contract
RCW 39.04.155	Small Works Roster <i>contract procedures</i> – <i>Limited public works process definition</i> Contract Award – Process
RCW 39.04.280	Competitive Bidding Requirements – Exemptions
RCW 39.30.060	Bids on public works – Identification, substitution of contractors Subcontractors must be identified – When
RCW 43.19.1911	Competitive Bids – Notice of Modification or Cancellation – Cancellation Requirements – Lowest Responsible Bidder – Preferential Purchase – Life Cycle Costing
34CFR § 80.36	Procurement
34 CFR § 85	Debarment and Suspension
Management Resources:	
<i>Policy News, June 2013</i>	<i>Bid limit increase offers districts more flexibility and greater savings</i>
<i>Policy News, April 2012</i>	<i>Bid requirements policy revised to address audit concerns</i>
<i>Policy News, February 2011</i>	<i>Bid Requirements</i>
<i>Policy News, June 2001</i>	Legislation Further Simplifies Bid Compliance
<i>Policy News, October 2005</i>	Competitive Bid Process Change

Date: 10/12/81; 5/9/94; 1/25/99; 11/24/03; 6/14/10; 1/24/11_____

STUDENTS

Homeless Students: Enrollment Rights and Services

To the extent practical and as required by law, the district will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

- A. Sharing the housing of other persons due to loss of housing or economic hardship;
- B. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
- C. Living in emergency or transitional shelters;
- D. Are abandoned in hospitals;
- E. Awaiting foster care placement;
- F. Living in public or private places not designed for or ordinarily used as a regular sleeping accommodations for human beings;
- G. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
- H. Are migratory children living in conditions described in the previous examples.

The superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families.

According to the child's or youth's best interest, homeless students will continue to be enrolled in their school of origin while they remain homeless or until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school in which attendance area the student is actually living, or other schools. Attendance rights *acquired* by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families resident in the district.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing. The district's liaison will carry out dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. However, enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including academic records, medical records, proof

of residency, mailing address or other documentation. If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. However, emergency contact information cannot be demanded in a form or manner that constructs a barrier to enrollment and/or attendance at school.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students.

The superintendent will:

- ***Strongly encourage district staff, including substitute and regular bus drivers to annually review the video posted on the OSPI website on identification of student homelessness***
- ***Strongly encourage every district-designated homeless student liaison to attend trainings provided by the state on identification and serving homeless youth***
- ***Ensure that the district includes in materials provided to all students at the beginning of the school year or at enrollment, information about services and support for homeless students (i.e., the brochure posted on the OSPI website)***
- ***Use a variety of communications each year to notify students and families about services and support available to them if they experience homelessness (e.g., distributing and collecting and annual housing intake survey, providing parent brochures directly to students and families, announcing the information at school-wide assemblies, posting information on the district's website***

Cross References:	Policy 3120	Enrollment
	Policy 3231	Student Records
	Policy 3413	Student Immunization and Life-Threatening Conditions
Legal References:	RCW 28A.225.215	Enrollment of children without legal residences
	RCW 28A.320.145	Support for homeless students
	20 U.S.C 6301 et seq.	No Child Left Behind Act, 2002

Management
Resources

42 U.S.C. 11431 et. seq.
Policy News, Oct 2002

McKinney-Vento Homeless Assistance Act
NCLB Addresses Homeless Students

Policy News, Oct 2004

Homeless Students: Enrollment Rights and Services
Update

Policy News, Dec 2014

*Homeless Students: Enrollment Rights and Services
new legal requirements*

*Posters and Other Materials for Community Outreach
- OSPI*

Date: 12/8/03; 5/23/05; _____

PORT TOWNSEND SCHOOL DISTRICT NO. 50