

**PORT TOWNSEND SCHOOL DISTRICT NO. 50**  
**6:00 p.m. Regular School Board Meeting**  
**October 24, 2016**  
***“Learning Through a Sense of Place”***

**Mission:**

Through community-focused maritime place-based projects, students develop effective thinking, effective action, and effective relationships. As a result, our students demonstrate meaningful accomplishments as engaged citizens.

**Vision:** We create and enable the culture, competence and conditions to ensure each student is prepared for meaningful work and engaged citizenship in our diverse and rapidly changing world.

**01. Location/Time**

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01.01 Gael Stuart Building, Room S-11, 1610 Blaine St., 6:00 p.m.

**02. Call to Order**

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- 02.01 Roll Call
- 02.02 Pledge of Allegiance

**03. Agenda**

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03.01 Agenda Approval

**04. Recognition**

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- 04.01 Superintendent
  - 04.010 Jefferson County Developmental Disabilities Advisory Board
  - 04.011 Hero Awards
- 04.02 Board

**05. Approval of Minutes**

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- 05.01 Minutes of the September 26, 2016 Regular Meeting
- 05.02 Minutes of the October 10, 2016 Special Meeting
- 05.03 Minutes of the October 10, 2016 Work/Study Meeting

**06. Public Comments**

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**07. Consent Agenda**

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- 07.01 Consent Agenda Approval
- 07.02 Approval of Personnel Action
  - 07.020 Accept resignation of Gail Gronwall, 1.0 FTE Special Education Teacher, Blue Heron Middle School, effective September 30, 2016
  - 07.021 Accept resignation of Nathan Land, High School Boys’ Assistant Soccer Coach, effectively immediately
  - 07.022 Accept resignation of Erica Dirksen, High School Assistant Girls’ Basketball Coach, effective immediately
  - 07.023 Recommend Kate Wenzl as 1.0 FTE Special Education Teacher, Leave Replacement, effective October 6, 2016
  - 07.024 Recommend Tara Clanton as High School Assistant Fast-pitch Coach, effective the 2016-17 school year.
- 07.03 Approval of Financial Reports
  - 07.030 Accounts Payable as of October 24, 2016
  - 07.031 Payroll – September, 2016

07.04 Donations

- 07.040 Accept donation of \$3,500 from UWF (University Women's Foundation) of Jefferson County for Alek's registration for 3<sup>rd</sup> grade students at Grant Street Elementary
- 07.041 Accept donation of \$2,500 from Jamestown S'Klallam Tribe to the Redhawk Mentor Program

## **08. Board Correspondence - None**

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## **09. Reports**

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- 09.01 ASB Representative
- 09.02 School-Based Health Clinic – Susan O'Brien
- 09.03 School Resource Officer – Chief Evans, Officer Troy Surber
- 09.04 Port Townsend Marine Science Center IMLS Grant – John Falk
- 09.05 Capital Levy Update – Brad Taylor, Director of Support Services
- 09.06 Superintendent
- 09.061 Calendar of Events
- 09.062 ESD Letter to Senator Rolfes regarding the McCleary Decision
- 09.07 Director of Finance and Business Operations – Amy Khile
- 09.070 Enrollment, October 2016
- 09.071 Fund Summary, August 2016
- 09.072 Fund Summary, September 2016
- 09.08 FAQ Flyer for New Elementary School – Ann Healy-Raymond

## **10. Action Items**

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- 10.01 Approve Procedure 1620 – Operating Principles, Board and Superintendent
- 10.02 Approve Procedure 1630 and Form 1630 – Evaluation of the Superintendent
- 10.03 Approve Policy 5281 – Personnel Disciplinary Action and Discharge
- 10.04 Approve Suspension of Policy 1720 (moved to 1620 P)

## **11. Unfinished Business**

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## **12. New Business**

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## **13. Policy Review**

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- 13.01 Policy 6106 – Allowable Costs for Federal Programs – First Review
- 13.02 Policy 6101 – Federal Cash and Financial Management – First Review

## **14. Board Member Announcements/Suggestions for Future Meetings**

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## **15. Next Meeting**

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- 15.01 Special Board Meeting, November 3, 2016, 1610 Blaine St., Room S-11, 4:00 pm
- 15.02 Work/Study Board Meeting, November 14, 2016, 1610 Blaine St., Room S-11, 6:00 pm

## **16. Executive Session – (if necessary)**

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## **17. Adjournment**

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# Certificate of Appreciation

2016

*The Jefferson County  
Developmental Disabilities Advisory Board  
and the  
Jefferson County Board of County Commissioners  
would like to*

*Thank you for being an Employer who Supports and  
Encourages Diversity in the Workplace!*

  
Phil Johnson  
Jefferson County  
Commissioner

  
Kathleen Kler  
Chair, Jefferson County  
Commissioner

  
David Sullivan  
Jefferson County  
Commissioner



Board Chair Nathanael O'Hara called the meeting to order at 6:00 p.m. PRESENT: Nathanael O'Hara, Jennifer James-Wilson, Keith White, Laura Tucker, and Connie Welch. Also present were Superintendent Polm, Gerry Coker, ASB (Associated Study Body) Representative, staff, and community members.

ASB Representative Gerry Coker led the Pledge of Allegiance.

#### Agenda Approval

A report from the ASB representative was added as Item 9.01. Jennifer James-Wilson moved to approve the agenda as amended. Keith White seconded and the motion carried 5-0.

#### Recognition

##### Board

Mr. White congratulated the high school football team on their success so far this season. Connie Welch recognized Mark Welch and his crew for their work at the Port Townsend Film Festival. Laura Tucker recognized Chris Pierson, high school teacher, for his efforts to present the Friday Salon series at the high school. Ms. James-Wilson recognized the star-gazing program at Blue Heron last week, organized by science teacher Jennifer Manning and featuring John Goar of the Hurricane Ridge Telescope Outreach Program. Mr. O'Hara praised the scores of Port Townsend High School students on the state assessment tests last spring, which were recently released. Mr. O'Hara also recognized Jennifer James-Wilson and her husband Scott Wilson's retirement from publishing the local newspaper, The Leader. Mr. White noted that the high school is presenting the College Fair on September 29, 2016 and praised the work of the high school staff in organizing that event.

#### Approval of Minutes

The following minutes were brought for approval:

- August 22, 2016 Budget Revision Hearing
- August 22, 2016 Regular Meeting
- September 12, 2016 Work/Study Meeting

Keith White moved to approve the minutes as presented. Laura Tucker seconded and the motion carried 5-0.

#### Public Comments

Todd Wexman spoke regarding the budget for the new elementary school construction. The board instructed Superintendent Polm to respond to Mr. Wexman's questions.

#### Consent Agenda

Ms. Tucker moved to approve the consent agenda. Mr. White seconded and the motion carried 5-0.

Included on the consent agenda were the following items: 1) Payroll for August, 2016; 2) Accounts Payable for September 26, 2016; 3) Recommend the following actions:

- Hires:
- Recommend Natalie Kasnick as 6 hr./day Special Education para educator, Blue Heron School, effective the 2016-17 school year
  - Recommend Patrick Murphy as 5 hr./day Special Education para educator, Grant Street Elementary, effective the 2016-17 school year
  - Recommend Jennifer Matney as 5 hr./day Special Education para educator, Grant Street Elementary, pending pre-employment testing, effective the 2016-17 school year



- Transfers:
- Recommend Irina Scott as 6.5 hr./day Title 1 para educator, pending completion of and passing pre-employment screening, effective the 2016-17 school year
  - Recommend Beth Johnson as 6.17 hr./day Special Education para educator, pending completion of and passing pre-employment screening, effective the 2016-17 school year
  - Approve transfer of Michael McKell, Blue Heron School para educator, to the 6.25 hr./day Special Education para educator position at Port Townsend High School, effective the 2016-17 school year.
  - Approve transfer of Shannon Grewell, Blue Heron School para educator, to the 6.5 hr./day para educator/library position at Blue Heron School, effective the 2016-17 school year
- Retirement/  
Resignation:
- Accept resignation of Lisa Minnihan, para educator, Blue Heron School, effective August 17, 2016
  - Accept resignation of Tom Webster, High School Baseball Coach, effective immediately
  - Accept resignation of Zach Wilson, Blue Heron Assistant Track Coach, effective immediately

### Board Correspondence – None

### Reports

#### ASB Representative

Gerry Coker reported that homecoming is on October 21<sup>st</sup>, and the ASB is busy organizing and planning events. ASB meetings are held on Tuesdays and Thursdays at 7:00 a.m. in the high school library; at present about 20 students are participating.

#### Superintendent

Superintendent Polm reported on the following:

- Attending high school soccer games
- Visiting school buildings
- Grant Street Open House on October 22, 2016
- Friday Salon on September 23, 2016
- Meeting with city partners regarding the new elementary school construction
- Mountain View campus partners, and plans for the new YMCA at that location. An inter-local agreement will be forthcoming between the District, as landowner, and the tenants at that location.
- PUD rate study session on September 19, 2016, regarding increases in utility rates. Discussion followed
- Safety/security cooperative meeting at Olympic Educational Service District 114
- His letter to The Leader newspaper regarding attendance awareness month. Principal Ehrhardt discussed some of the efforts at the high school to improve attendance.

#### Business Manager

Business Manager Amy Khile reported on enrollment for September, 2016. Enrollment for the alternative program, OCEAN, was discussed.

#### Action Items

Approve Policy 1620 – Board/Superintendent Relationship

Ms. James-Wilson moved to approved Policy 1620. Ms. Welch seconded and the motion carried 5-0.

Approve Policy 1630 – Evaluation of the Superintendent

Ms. James-Wilson moved to approve Policy 1630, replacing the two instances of the word “shall” in the first paragraph with the word “will”. Ms. Welch seconded and the motion carried 5-0.

Approve OCEAN field trip to Mt. Rainier

Daniel Molotsky, OCEAN teacher, noted that the dates of the trip should be October 13-15, 2016. Ms. James-Wilson moved to approve the OCEAN field trip to Mt. Rainier, October 13-15, 2016. Mr. White seconded and the motion carried 5-0.

Approve Maritime CTE Classes Grades 9-12 Field Trip on the Schooner Adventuress, October 20-22, 2016

Principal Ehrhardt explained that students are asked to donate money to the trip if possible, and then the remaining costs are covered through private donations and CTE (Career Technical Education) funds. Ms. Tucker moved to approve the Maritime CTE Classes Grades 9-12 Field Trip on the Schooner Adventuress, October 20-22, 2016. Ms. James-Wilson seconded and the motion carried 5-0.

Approve the New Elementary School Design

Superintendent Polm said this is the same material presented at the last board meeting. Ms. James-Wilson moved to approve the new elementary school design. Mr. White seconded and the motion carried 5-0.

Approve the Budget Estimate for the New Elementary School Construction

Ms. James-Wilson moved to approve the budget estimate for the new elementary school construction as presented. Ms. Welch seconded and the motion carried 5-0.

New Business

Schedule Board Retreat for January

Superintendent Polm suggested a 4-hour retreat be scheduled sometime in January for a mid-year report from principals and directors, and how school improvement plans are aligning with the district core principles and strategic goals. January 12, 2016 from 12-4 p.m. was discussed. The definite date will be confirmed at the October 10, 2016 board meeting.

Policy Review

Policy 3122 – Excused and Unexcused Absences

Superintendent Polm explained that the passage of Senate/House Bill 2449 during the last state legislative session precipitated some changes to this policy, including a stronger requirement that students and parents are notified of the expectation for regular school attendance, strengthening the emphasis on determining barriers to attendance, and establishing a community truancy board. Discussion followed. It was decided to refer this policy and the procedure to the Policy Review Committee for closer consideration.

Board Member Announcements/Suggestions for Future Meetings

Ms. Tucker will not be present for the October 10 and 24, 2016 board meetings. Ms. Welch will be absent for the October 24, 2016 board meeting. Mr. White will be on a trip to Russia, September 30-October 9, 2016.

Mr. White reported on the WSSDA (Washington State School Directors Association) legislative assembly on September 23-24, 2016, including:

- Discussion of the McCleary decision, including how to increase revenues in order to comply with that ruling
- Meeting with both candidates for the position of Superintendent of Public Instruction

Ms. James-Wilson said she was notified Port Townsend District's proposal for a presentation at the annual WSSDA conference in November had been declined.

The board's reading assignment of the book The Five Dysfunctions of a Team was discussed.

Superintendent Polm said management and leadership teams within the district are also reading the book.

It was decided to schedule special meetings on October 10, 2016 and November 3, 2016 at 4:00 p.m. to discuss the superintendent evaluation policies and procedures.

#### Executive Session

The regular meeting was adjourned at 7:45 p.m. to an executive session for approximately five minutes to discuss the performance of a public employee. The executive session was adjourned at 7:50 p.m. and the regular meeting reconvened. The regular meeting was adjourned by consensus at 7:50 p.m.

Respectfully submitted

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John A. Polm, Jr., Secretary

ATTEST: \_\_\_\_\_  
Nathanael O'Hara, Board Chair



Board Chair Nathanael O'Hara called the meeting to order at 4:00 p.m. PRESENT: Nathanael O'Hara, Keith White, Connie Welch, and Jennifer James-Wilson. EXCUSED: Laura Tucker. Also present was Superintendent Polm.

Nathanael O'Hara led the Pledge of Allegiance.

Agenda Approval

Keith White moved to approve the agenda. Jennifer James-Wilson seconded and the motion carried 5-0.

Public Comments – None

Superintendent Evaluation Procedures

Superintendent Polm explained that superintendent evaluations have evolved and changed since the adoption of TPEP (teacher principal evaluation procedure), becoming more evidence based. WASA (Washington Association of School Administrators) and WSSDA (Washington State School Directors' Association) worked to structure a similar process for superintendents. Although the law requires evaluation of superintendents annually, it does not specify which method to use. Dr. Polm indicated he would like to use the Washington Standards-Based Superintendent Evaluation (WSBSE) method and explained how this method works. Discussion followed. How much of the superintendent evaluation process to make public was discussed. How Maritime Discovery Schools (MDS) integrates into district strategic goals and plans, as well as the superintendent evaluation was considered. The board discussed which standards and strands from the WSBSE to begin with. Procedure 1630, Evaluation of the Superintendent, and Form 1630 were discussed.

Procedure 1620, Operating Principles, Board and Superintendent was reviewed.

Staff interaction with the media was discussed.

Adjournment

The meeting was adjourned by consensus at 5:20 p.m.

Respectfully submitted,

\_\_\_\_\_  
John A. Polm, Jr., Secretary

ATTEST: \_\_\_\_\_  
Nathanael O'Hara, Board Chair

Board Chair Nathanael O'Hara called the meeting to order at 6:00 p.m. PRESENT: Nathanael O'Hara, Keith White, Connie Welch, and Jennifer James-Wilson. EXCUSED: Laura Tucker. Also present were Superintendent Polm, staff, and community members.

Keith White led the Pledge of Allegiance.

#### Agenda Approval

Jennifer James-Wilson moved to approve the agenda. Keith White seconded and the motion carried 5-0.

#### Recognition

##### Board

Superintendent Polm discussed the following:

- The legislature and the McCleary decision.
- Superintendent Advisory Meeting regarding West Sound Tech, discussed possibility of a vessel operations class at Port Townsend High School next summer.
- Attended transportation co-op meeting regarding the remodel of the transportation site in Chimacum
- Participated in a bike ride with 7<sup>th</sup> grade students today.
- Food service in PT recognized in school-bites.com
- Maritime Discovery Schools presentation regarding free choice learning by John Falk at Fort Worden on October 26, 2016 from 9-11:00 a.m.

#### Public Comments - None

#### Board Correspondence

The board reviewed correspondence from Todd Wexman regarding the new elementary school construction, and Superintendent Polm's response.

#### Reports

##### Peninsula Housing Authority – Lincoln Building

Annie O'Rourke, Development Director, explained Peninsula Housing Authority (PHA) is interested in converting the Lincoln Building into affordable senior housing. Their application to the Housing Trust Fund in the spring of 2016 to seek funding was not successful. PHA asks that the proposed demolition of the Lincoln Building be postponed for another year to make it possible for them to apply for funding in the coming year.

##### Historical Background on Lincoln Building – Superintendent Polm

Superintendent Polm discussed some of the historical background of the Lincoln Building. He explained the attorneys for the District did see potential problems with proposed demolition if the Lincoln Building achieves historical status. PHA explained in order for the project to qualify for historical tax credits, the structure must be designated with historical status by the National Park Service; and if funding was approved, it wouldn't be until 2019 that construction would begin. High School Principal Carrie Ehrhardt voiced some concerns about the project, including traffic, safety concerns, and if the historical status requested by PHA would impede demolition of the building in the event their funding was not successful. Mr. White asked what the use for the vacant land would be after demolition occurs. Mr. Taylor said several suggestions have been made, but nothing has been decided.

He added that some extensive work would need to be done to secure the building for another five years while the PHA project gets approved. The board decided to await more information from Sundberg, Kennedy, and Ly-Au Young Architects, who are tasked with developing a long-range plan for the high school campus.

New Business

Strategic Plan 2016-2021

Ann Healy-Raymond explained this document is being revised to align it with place-based learning in the District. Dr. Polm and Ms. Healy-Raymond explained some of the goals, objectives, and strategies outlined in the plan. Dr. Polm said this document could be scheduled for publication by December, 2016. Discussion followed.

Policy Review

Policy 5281 – Personnel-Disciplinary Action and Discharge – First Review

Superintendent Polm explained that this policy is being updated to reflect: 1) that the law does not require discipline in every situation; 2) that sufficient cause is necessary for disciplinary action or discharge; 3) that reports of child abuse or neglect must be reported as required by law.

Board Member Announcements/Suggestions for Future Meetings

A special meeting is planned for Thursday, November 3, 2016 from 4-5:30 p.m. to discuss the superintendent evaluation procedure. A board retreat was scheduled for January 11, 2017 from 1-5:00 p.m.

Executive Session - None

Adjournment

The meeting was adjourned by consensus at 7:27 p.m.

Respectfully submitted,

\_\_\_\_\_  
John A. Polm, Jr., Secretary

ATTEST: \_\_\_\_\_  
Nathanael O'Hara, Board Chair



Gail R. Gronwall

523 Thorndyke Road, Port Ludlow, WA 98365

September 15, 2016

Dr. John A. Polm, Jr.  
Superintendent, Port Townsend School District  
1610 Blaine Street, Port Townsend, WA 98368

Subject: Resignation from Teaching Position

Dear Dr. Polm:

After teaching Special Education/Life Skills at Blue Heron School for the 2015/2016 school year and during 2016 Extended School Year, I now find it necessary to leave my current position as an educator due to the stress associated with the Life Skills program.

I realize that this decision requires the District to now find a replacement, but I am confident that a qualified teacher can be quickly recruited. My students are great people, and a good teacher will be fortunate to work with such a special class.

This letter provides two weeks' notice, and I plan to finish teaching on Friday, September 30, 2016.

Thank you for the opportunity to be a member of the Port Townsend teaching team and work with Special Needs students.

Sincerely,



Gail Gronwall  
Special Education and Life Skills Instructor  
Blue Heron School



# Blue Heron School



Port Townsend School District #50

3939 San Juan Avenue \* Port Townsend, Washington 98368

Main Office Tel # ~ 360.379.4540 \* Fax# ~ 360.302.2505

Principal - Matthew Holshouser

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Dear Dr. Polm and PTSD Board of Directors,

I hope this note finds you all well. I wanted to take a moment and highly recommend a candidate for a Special Education-Life Skills position here at Blue Heron School for the remainder of the 2016-2017 school year.

Ms. Kate Wenzl will serve as the Special Education-Life Skills instructor here at Blue Heron Middle School with a focused support, instruction, and collaboration for Grades 4 through 8 students and teachers for the remainder of the 2016-2017 school year.

Ms. Wenzl brings a rich array of talents and experiences that will be advantageous to both our students and staff here at Blue Heron Middle School. Ms. Wenzl has served as a Special Education Director, Principal, as well as Special Education instructor within the state of Washington. Kate also comes to us being Washington State Special Education K-12 highly qualified and certified and brings many instructional talents to our learning community.

In closing, I highly recommend Ms. Kate Wenzl to the Special Education instructor position on the Blue Heron Middle School campus within the Port Townsend School District. I believe she will be a welcomed addition to the Blue Heron team as well as an immediate impact upon the academic and overall success on many of our learners.

Start date: effective ~ Wednesday, October 4<sup>th</sup>, 2016.

Thank you for your time and consideration.

Be Well,

Matthew Holshouser

Blue Heron Middle School Principal

Scott,

For personal reasons, I'm resigning from my position as Boys Assistant Soccer Coach effective immediately.

Thanks very much.

Nathan Land.



**From:** Erica Dirksen <[emdirksen@hotmail.com](mailto:emdirksen@hotmail.com)>

**Date:** October 10, 2016 at 8:53:06 PM PDT

**To:** Scott Wilson <[swilson@ptschools.org](mailto:swilson@ptschools.org)>

**Subject:** Girls Basketball

I am giving my resignation as the Assistant Girls Basketball Coach. My job schedule conflicts with the practice times this year. I would like to continue on as a volunteer coach and I would love to keep learning the skills of coaching so when my schedule is more flexible I could have the opportunity to coach in Port Townsend.

Thanks

Erica Dirksen



Home of the Redhawks

## Port Townsend High School

1500 Van Ness, Port Townsend, WA 98368

Phone: 360.79.4520

Carrie Ehrhardt, Principal   Scott Wilson Assistant Principal  
Athletic Director

To:

Port Townsend District 50  
1500 Van Ness  
Port Townsend, WA 98368

From:

Scott Wilson  
Athletic Director  
Port Townsend School District 50  
1500 Van Ness  
Port Townsend, WA 98368

RE: Tara Clanton: Assistant Fast-Pitch Coach

Date: October 12, 2016

Dr. Polm and Members of the School Board,

After reviewing her experience and conducting the interview, I am formally recommending Tara Clanton for the position of Assistant Coach for the PTHS Fast-Pitch team.

Tara stepped in last season as a volunteer and developed a strong rapport with the head coach and with the team. Trust has been developed and it is clear that Tara can help tremendously in the team's efforts to be successful.

Sincerely,

Scott Wilson

Cc: Lysa Falge, Athletic Coordinator



ATHLETICS

2015-16

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of October 24, 2016, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$153,626.78. The payments are further identified in this document.

Total by Payment Type for Cash Account, CAPITAL PROJECTS:  
Warrant Numbers 3305 through 3312, totaling \$153,626.78

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
3305	B2 STRUCTURAL ENGINEERS	09/30/2016	1,050.00
3306	BANK OF AMERICA VISA	09/30/2016	20.20
3307	Integrus Architecture	09/30/2016	148,645.65
3308	PERKINS COIE LLP	09/30/2016	1,228.50
3309	PLATT	09/30/2016	208.46
3310	PORTER FOSTER RORICK LLP	09/30/2016	912.50
3311	SOUND MECHANICAL CONSULTING IN	09/30/2016	1,200.00
3312	TERRAPIN ARCHITECTURE PC	09/30/2016	361.47

8	Computer	Check(s) For a Total of	153,626.78
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2015-16

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of October 24, 2016, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$30,942.69. The payments are further identified in this document.

Total by Payment Type for Cash Account, GENERAL FUND:  
Warrant Numbers 61492 through 61508, totaling \$30,942.69

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
61492	BANK OF AMERICA VISA	09/30/2016	16,990.51
61493	BREMERTON SCHOOL DISTRICT	09/30/2016	50.00
61494	COOLE SCHOOL	09/30/2016	1,717.25
61495	Falge, Lysa Marie	09/30/2016	145.32
61496	FOLLETT SCHOOL SOLUTIONS	09/30/2016	1,488.20
61497	FOLLETT SCHOOL SOLUTIONS INC	09/30/2016	4,369.84
61498	Kasperson, Cara Marie	09/30/2016	214.97
61499	KING COUNTY DIRECTORS	09/30/2016	109.07
61500	LEADER	09/30/2016	665.00
61501	Polm JR, John A	09/30/2016	50.03
61502	ROSE THEATRE	09/30/2016	200.00
61503	Sanders, Heather Lyn	09/30/2016	400.00
61504	Shaw-Dankert, Sally Anne	09/30/2016	200.00
61505	SOL DUC HOT SPRINGS RESORT	09/30/2016	583.79
61506	SOS PRINTING	09/30/2016	3,451.59
61507	SWIFT PLUMBING INC	09/30/2016	232.12
61508	Tallarico, Mark Joseph	09/30/2016	75.00

17 Computer Check(s) For a Total of 30,942.69

2015-16  
Jack Ran

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of October 24, 2016, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$12,948.22. The payments are further identified in this document.

Total by Payment Type for Cash Account, GENERAL FUND:  
Warrant Numbers 61555 through 61555, totaling \$12,948.22

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
61555	CHIMACUM SCH DIST#49-CO-OP TRA	09/30/2016	12,948.22
1	Computer	Check(s) For a Total of	12,948.22

2015-16

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of October 24, 2016, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,528.08. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASSOCIATED STUDENT BODY:  
Warrant Numbers 10475 through 10478, totaling \$1,528.08

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
10475	BANK OF AMERICA VISA	09/30/2016	338.40
10476	CITY OF PORT TOWNSEND	09/30/2016	1,035.00
10477	GOOD SPORTS	09/30/2016	71.94
10478	SCHOOL DISTRICT #50	09/30/2016	82.74

4 Computer Check(s) For a Total of 1,528.08

2016-17

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of October 24, 2016, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$106,117.97. The payments are further identified in this document.

Total by Payment Type for Cash Account, GENERAL FUND:  
Warrant Numbers 61509 through 61554, totaling \$106,117.97

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
61509	AWSP	09/30/2016	3,296.00
61510	BANK OF AMERICA VISA	09/30/2016	9,965.48
61511	Brady, Cheryl J	09/30/2016	52.06
61512	CANON FINANCIAL SERVICES INC	09/30/2016	207.07
61513	CDW GOVERNMENT	09/30/2016	167.86
61514	CENTURLINK	09/30/2016	702.28
61515	Colton, Mary K	09/30/2016	46.11
61516	Condran, Lisa	09/30/2016	95.51
61517	CURTIS BROWN GROUP LTD	09/30/2016	750.00
61518	Dow, Benjamin S	09/30/2016	54.00
61519	FALLON, MARY (MOLLY)	09/30/2016	490.00
61520	FOOD CO-OP	09/30/2016	72.80
61521	GOOD TO GO	09/30/2016	19.00
61522	Hageman, Brandi R	09/30/2016	18.44
61523	HANKINSON, JANELLE	09/30/2016	4,221.25
61524	HI-TECH SECURITY INC	09/30/2016	327.00
61525	HIGHWAY SPECIALTIES LLC	09/30/2016	522.11
61526	IDVILLE	09/30/2016	377.31
61527	Kane, Patrick J	09/30/2016	33.48
61528	Kasperson, Cara Marie	09/30/2016	210.00
61529	KING COUNTY DIRECTORS	09/30/2016	1,305.26
61530	Kruse, Jennifer Kathleen	09/30/2016	518.92
61531	Larsen, Stacey C	09/30/2016	226.62
61532	Montgomery, Kimberly B	09/30/2016	52.05
61533	NORTHWEST MARITIME CENTER	09/30/2016	300.00
61534	OFFICE DEPOT	09/30/2016	239.76
61535	OLYMPIC EQUIPMENT RENTALS	09/30/2016	11,482.99
61536	OVERMAN, JANIE	09/30/2016	1,000.00
61537	PENINSULA PEST CONTROL INC	09/30/2016	70.85
61538	POSTAGE BY PHONE RESERVE ACCOU	09/30/2016	1,000.00
61539	PUBLIC UTILITY DISTRICT	09/30/2016	9,639.10
61540	Quayle, Darlene E	09/30/2016	306.71
61541	REVOLVING FUND	09/30/2016	853.75

Check Nbr	Vendor Name	Check Date	Check Amount
61542	Rubenstein, Sarah Margaret	09/30/2016	121.23
61543	SCHOLASTIC INC	09/30/2016	354.25
61544	SOS PRINTING	09/30/2016	215.00
61545	Stankus, Jennifer K	09/30/2016	104.22
61546	Steinke, Kaleen A	09/30/2016	130.77
61547	SUPPLYWORKS	09/30/2016	1,384.10
61548	SWIFT PLUMBING INC	09/30/2016	1,227.45
61549	THE MATH LEARNING CENTER	09/30/2016	4,196.50
61550	THREE TREE PRODUCTION LLC	09/30/2016	225.63
61551	WALTER E NELSON CO	09/30/2016	77.80
61552	WASH SCHOOLS RISK MGMT POOL	09/30/2016	49,073.50
61553	Wentzel, Joy Gribko	09/30/2016	325.00
61554	WESTBAY AUTO PARTS	09/30/2016	58.75
46	Computer	Check(s) For a Total of	106,117.97

2016-17

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of October 24, 2016, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$20.20. The payments are further identified in this document.

Total by Payment Type for Cash Account, CAPITAL PROJECTS:  
Warrant Numbers 3313 through 3313, totaling \$20.20

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
3313	BANK OF AMERICA VISA	09/30/2016	20.20
1	Computer	Check(s) For a Total of	20.20



The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of October 24, 2016, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$686.63. The payments are further identified in this document.

Total by Payment Type for Cash Account, Wire Transfers:  
Wire Transfer Payments 201600004 through 201600005, totaling \$686.63

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
201600004	DEPARTMENT OF REVENUE	10/03/2016	628.97
201600005	DEPARTMENT OF REVENUE	10/03/2016	57.66
2	Wire Transfer Check(s) For a Total of		686.63

2016-17

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of October 24, 2016, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$14,443.06. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASSOCIATED STUDENT BODY:  
Warrant Numbers 10479 through 10500, totaling \$14,443.06

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
10479	AWSP	09/30/2016	75.00
10480	Baabahar, Ahmad L	09/30/2016	44.57
10481	BANK OF AMERICA VISA	09/30/2016	1,174.69
10482	BRODIE UPHOLSTERY	09/30/2016	723.76
10483	DON'S PHARMACY	09/30/2016	16.34
10484	EASTBAY TEAM SALES	09/30/2016	94.84
10485	Falge, Lysa Marie	09/30/2016	291.56
10486	GEAR UP SPORTS LLC	09/30/2016	2,192.04
10487	GRAD NIGHT 2017	09/30/2016	568.18
10488	Hageman, Brandi R	09/30/2016	21.80
10489	Heilig, Alex T	09/30/2016	149.99
10490	HOLLY'S FLOWERS	09/30/2016	43.60
10491	LAKES HIGH SCHOOL	09/30/2016	140.00
10492	Massie, Samantha G	09/30/2016	7.07
10493	PENINSULA DAILY NEWS	09/30/2016	135.20
10494	POWER HOUSE	09/30/2016	3,995.10
10495	PROSTOCK ATHLETICS	09/30/2016	96.68
10496	SAFEWAY	09/30/2016	26.75
10497	SCHOOL DISTRICT #50	09/30/2016	129.26
10498	TAHOMA XC RUNNING CLUB	09/30/2016	125.00
10499	Tracer, Jennifer	09/30/2016	170.68
10500	WALSWORTH PUBLISHING CO	09/30/2016	4,220.95

22 Computer Check(s) For a Total of 14,443.06

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of October 24, 2016, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$103,296.86. The payments are further identified in this document.

Total by Payment Type for Cash Account, GENERAL FUND:  
Warrant Numbers 61556 through 61629, totaling \$103,296.86

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
61556	ARROW LUMBER & HARDWARE	10/14/2016	256.96
61557	Benson, Donna C	10/14/2016	10.00
61558	BLICK ART MATERIALS	10/14/2016	271.69
61559	Braden, Dawn M	10/14/2016	231.88
61560	CENEX FLEETCARD	10/14/2016	499.27
61561	CITY OF PT TOWNSEND	10/14/2016	6,848.61
61562	CLARK SECURITY PRODUCTS INC	10/14/2016	193.79
61563	Colton, Mary K	10/14/2016	12.88
61564	COOPER FUEL & AUTO REPAIR	10/14/2016	7.60
61565	COSTCO	10/14/2016	93.04
61566	DAIRY FRESH FARMS INC	10/14/2016	986.28
61567	DIGITAL INSURANCE INC	10/14/2016	500.00
61568	DM DISPOSAL CO INC	10/14/2016	3,465.14
61569	DREAMBOX LEARNING	10/14/2016	236.26
61570	EDENSAW WOODS	10/14/2016	163.50
61571	ESD 114	10/14/2016	13,138.14
61572	Falge, Lysa Marie	10/14/2016	162.00
61573	FALLON, MARY (MOLLY)	10/14/2016	730.00
61574	FOOD CO-OP	10/14/2016	199.20
61575	FOOD SERVICES OF AMERICA	10/14/2016	8,786.81
61576	GREENTREE COMMUNICATIONS	10/14/2016	189.14
61577	Gronwall, Gail R	10/14/2016	9.89
61578	Gustafson, Emily A	10/14/2016	360.00
61579	Hageman, Brandi R	10/14/2016	276.83
61580	HANKINSON, JANELLE	10/14/2016	3,740.00
61581	HENERY HARDWARE	10/14/2016	761.57
61582	HIGHWAY SPECIALTIES LLC	10/14/2016	24.53
61583	HOUGHTON MIFFLIN HARCOURT	10/14/2016	6,908.62
61584	IXL LEARNING INC	10/14/2016	1,031.00
61585	JAMESTOWN NETWORKS	10/14/2016	2,256.30
61586	JEFF CO DEPT OF PUBLIC WORKS	10/14/2016	5.99
61587	JEFFERSON TRANSIT	10/14/2016	60.00
61588	JIVE COMMUNICATIONS, INC.	10/14/2016	5,527.06

Check Nbr	Vendor Name	Check Date	Check Amount
61589	JW PEPPER & SON INC	10/14/2016	59.96
61590	Kane, Patrick J	10/14/2016	956.99
61591	KEY CITY FISH	10/14/2016	434.50
61592	Khile, Amy Jo	10/14/2016	54.00
61593	Kienle, Michelle Joan	10/14/2016	16.52
61594	KING COUNTY DIRECTORS	10/14/2016	4,460.12
61595	LANCE, PHILIPPA	10/14/2016	6,960.00
61596	LEADER	10/14/2016	400.25
61597	Lynch, Jason Edward	10/14/2016	34.34
61598	MAIL PLUS	10/14/2016	26.16
61599	MASCO PETROLEUM	10/14/2016	3,589.68
61600	McGinnis, Laurie Kathleen	10/14/2016	54.00
61601	Mitchell, Sara Catherine	10/14/2016	48.60
61602	OLYMPIC SPRINGS	10/14/2016	75.37
61603	OLYMPIC PENINSULA CONSULTANTS	10/14/2016	450.00
61604	OSPI	10/14/2016	744.32
61605	PACIFIC OFFICE EQUIPMENT	10/14/2016	2,246.02
61606	PANE D/AMORE	10/14/2016	60.00
61607	Pangelinan, Kathryn A	10/14/2016	188.23
61608	PART WORKS INC	10/14/2016	504.05
61609	PENINSULA PEST CONTROL INC	10/14/2016	457.80
61610	Polm JR, John A	10/14/2016	100.55
61611	PORTER FOSTER RORICK LLP	10/14/2016	6,250.00
61612	SAFEWAY	10/14/2016	29.49
61613	Sanders, Heather Lyn	10/14/2016	56.34
61614	SCHOLASTIC INC	10/14/2016	516.02
61615	SCHOOL DUDE.COM	10/14/2016	1,537.13
61616	SCHOOL HEALTH CONSULTANTS, INC	10/14/2016	4,400.00
61617	Shaw, Sheri Janell	10/14/2016	259.95
61618	SKOOKUM CONTRACT SERVICES	10/14/2016	2,778.65
61619	SOS PRINTING	10/14/2016	450.13
61620	STAPLES	10/14/2016	127.38
61621	SUPPLYWORKS	10/14/2016	1,278.91
61622	Turay, Lisa	10/14/2016	200.00
61623	WASH STATE FERRIES	10/14/2016	1,277.25
61624	WASHINGTON TRACTOR	10/14/2016	100.81
61625	Watson, Kelley	10/14/2016	521.94
61626	Wentzel, Joy Gribko	10/14/2016	326.12
61627	WINFIELD SOLUTIONS LLC	10/14/2016	984.49
61628	WSIPC	10/14/2016	2,211.26
61629	Young, Dawn Leslie	10/14/2016	125.55

74 Computer Check(s) For a Total of 103,296.86

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of October 24, 2016, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$122,100.94. The payments are further identified in this document.

Total by Payment Type for Cash Account, CAPITAL PROJECTS:  
Warrant Numbers 3314 through 3317, totaling \$122,100.94

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
3314	KING COUNTY DIRECTORS	10/14/2016	104,743.80
3315	NWA	10/14/2016	9,550.00
3316	Taylor, Brad James	10/14/2016	157.14
3317	THE ROBINSON COMPANY INC	10/14/2016	7,650.00
4	Computer	Check(s) For a Total of	122,100.94

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of October 24, 2016, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$9,268.01. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASSOCIATED STUDENT BODY:  
Warrant Numbers 10501 through 10517, totaling \$9,268.01

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
10501	ASB IMPREST FUND	10/14/2016	1,080.50
10502	CLOUD 9 SPORTS	10/14/2016	653.39
10503	COSTCO	10/14/2016	694.51
10504	Dow, Benjamin S	10/14/2016	10.99
10505	EASTBAY TEAM SALES	10/14/2016	119.90
10506	Falge, Lysa Marie	10/14/2016	917.81
10507	Gambill, Tom George	10/14/2016	1,772.83
10508	GOOD MAN SANITATION	10/14/2016	230.56
10509	HARLAN FAIRBANKS	10/14/2016	207.50
10510	HUDL	10/14/2016	908.00
10511	KING COUNTY DIRECTORS	10/14/2016	676.56
10512	LAKEWOOD HIGH SCHOOL	10/14/2016	170.00
10513	OLYMPIC LEAGUE	10/14/2016	300.00
10514	PROSTOCK ATHLETICS	10/14/2016	122.46
10515	Russell, Julie Ann	10/14/2016	35.19
10516	SAFEWAY	10/14/2016	16.46
10517	WALSWORTH PUBLISHING CO	10/14/2016	1,351.35

17 Computer Check(s) For a Total of 9,268.01



PORT TOWNSEND SCHOOL DISTRICT NO. 50

Payroll for the month of September, 2016

We, the undersigned, do hereby certify that the foregoing payroll is just, true and correct; that the persons whose names appear hereon actually performed services as stated for the time shown, and that the amounts are actually due and unpaid,

\_\_\_\_\_  
Clerk of District

Approved gross in the sum of	\$	<u>724,680.86</u>	Employee Gross
		<u>286,243.02</u>	Employer Contribution
		_____	Payroll Adjustment*
		<u>1,010,923.88</u>	Total Distribution

DIRECTORS:

_____	_____
_____	_____
_____	_____

\*Provision is made for the adjusting of employee and employer benefits as necessary.

# REPORT OF MONETARY DONATIONS

To the Board of the Port Townsend School District:

Date of donation Sept 19, 2016

Name of donor UWF of Jefferson County

Address of donor P.O. Box 644

Port Townsend, WA 98368

Purpose of donation:

Amount:

Alek's registration for 3rd grade

\$ 3,500<sup>00</sup>

Students at Grant Street

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Received by \_\_\_\_\_

Sue Conder

**Bldg. Administrator**

# Donation of Gift(s) Report

To the Board of the Port Townsend School District:

Date of donation: 9/22/16

Name of donor: RON W. ALLEN ; JAMESTOWN S'KALLAM TRIBE

Mailing address of donor: 1033 OLD BLYN HIGHWAY  
SEQUIM, WA 98382


Item(s) donated:

Approximate Value:

CHECK  
TO REDHAWK  
MENTORS

\$2,500

Received by: SCOTT R. WILSON

 \_\_\_\_\_

Administrator (Building Principal and/or Superintendent)

8/25/14

# Jefferson County School Based Health Centers 2015-2016 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<sup>[1]</sup> of medical and two days<sup>[2]</sup> 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 – more than 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, May 2016	%
Chimacum School District	48
Chimacum Creek Primary	58
Chimacum Elementary	55
Chimacum Middle	50
<b>Chimacum High School</b>	<b>37</b>
Port Townsend School District	48
Grant Street Elementary	56
Blue Heron Middle School	50
<b>Port Townsend High School</b>	<b>39</b>

## 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 2015 through June 2016.

**SBHC Medical Services Report:**

**Pages 2-5**

**SBHC Mental Health Services Report:**

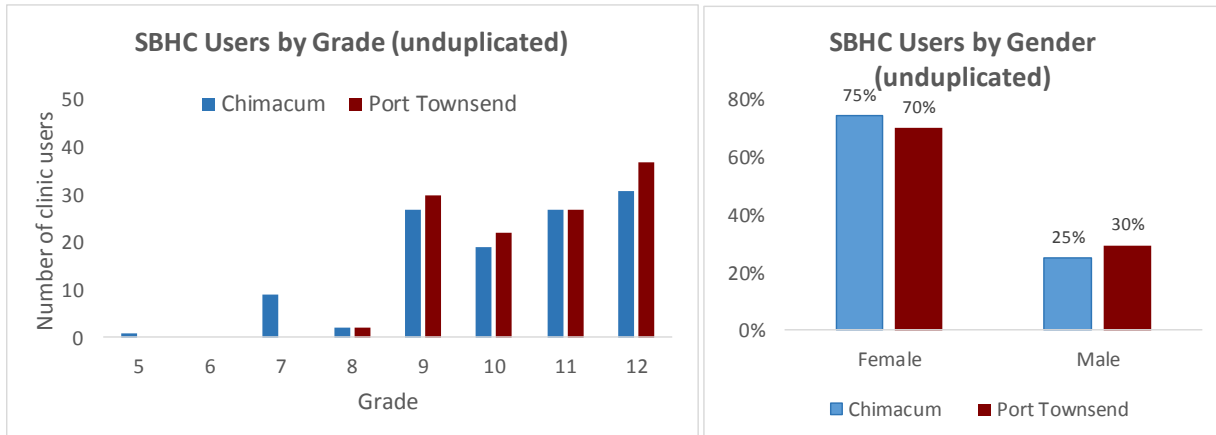
**Pages 6-9**

<sup>[1]</sup> 14 hours PTHS, 14 hours CHS

<sup>[2]</sup> 14 hours PTHS, 14 hours CHS, 7 hours Quilcene

## SBHC Demographics

The majority of students using the SBHC in Chimacum and Port Townsend are 9<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders; a few younger students were served. Most clinic users are female.



Chimacum saw students in **grades 5 through 12** while Port Townsend saw students in **grades 8 through 12**. The elementary, middle, and high school share a campus in Chimacum explaining the clinic use by younger students.

SBHC Students report having a usual place for care:	Chimacum	Medical 69%	Dental 66%
	Port Townsend	86%	71%
SBHC Students report having visited a provider in the past year:	Chimacum	44%	39%
	Port Townsend	48%	38%
2014 Healthy Youth Survey 10th graders report a routine checkup in the past year:	Jefferson County	61%	80%
	Washington State	66%	79%

Almost 7 out of 10 Chimacum students using the SBHC reported having usual medical and dental providers, but fewer than half reported having visited them in the past year.

Almost 9 out of 10 Port Townsend students using the SBHC reported having a usual medical provider and 7 out of 10 reported having a usual dental provider, but fewer than half reported having seen a medical or dental provider in the past year.

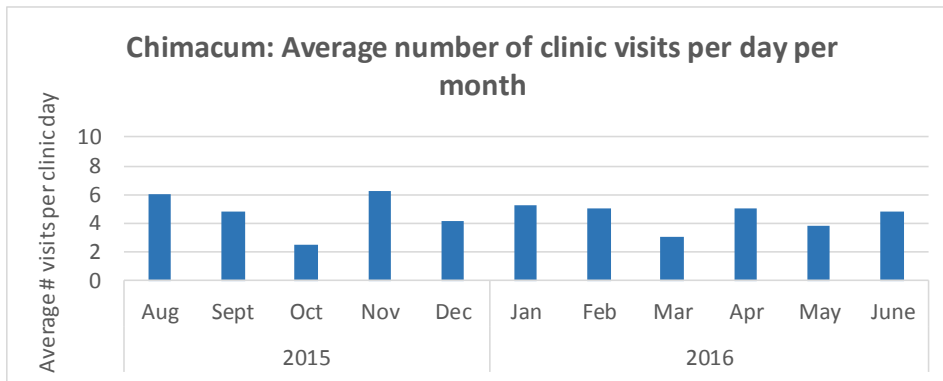
Compared to the Healthy Youth Survey results for 10<sup>th</sup> graders, SBHC users report lower rates of past year medical and dental provider visits.

## SBHC Clinic Usage

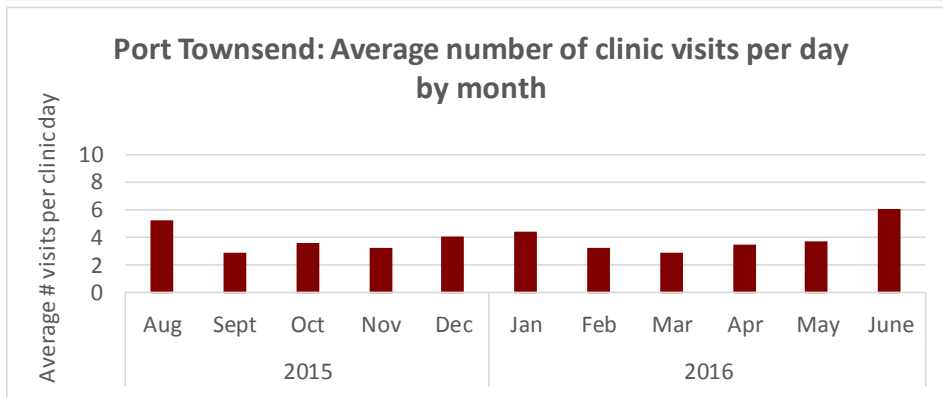
**CHS**  
**Total Visits: 288**  
**Total # of clients: 119**  
**Total # clinic days: 66**

**PTHS**  
**Total visits: 261**  
**Total # of clients: 130**  
**Total # clinic days: 70**

Based on enrollment numbers (grades 9-12 only), **31% of CHS students** and **28% of PTHS students** utilized SBHC physical health services during the 2015-2016 school year.

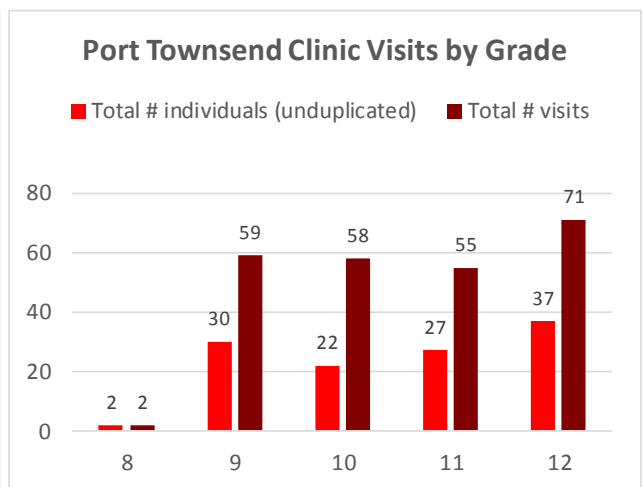
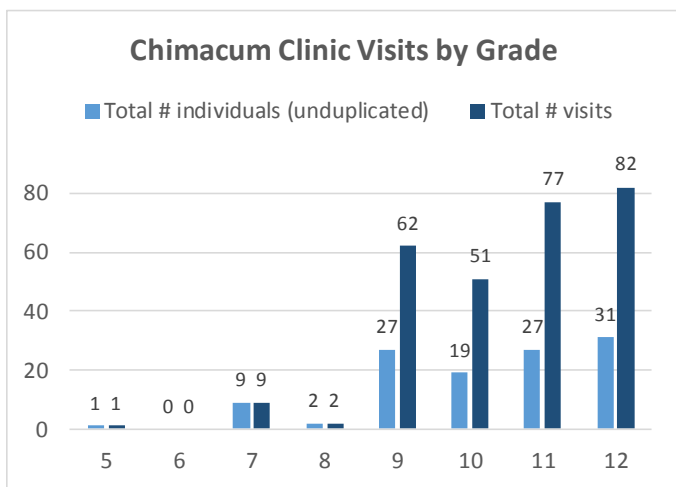


**OVERALL AVERAGES:**  
 CH: 26 visits per month;  
 5 visits per clinic day  
 PT: 24 visits per month;  
 4 visits per clinic day



At Chimacum, 12<sup>th</sup> graders had the greatest number of clinic users and number of total visits. On average, 9<sup>th</sup>-12<sup>th</sup> grade clinic users made 2.6 visits during the year (5<sup>th</sup>-8<sup>th</sup> grade clinic users made 1.0 visit on average).

At Port Townsend, 12<sup>th</sup> graders had the greatest number of clinic users and number of total visits. On average, PT clinic users made 1.9 visits during the year.

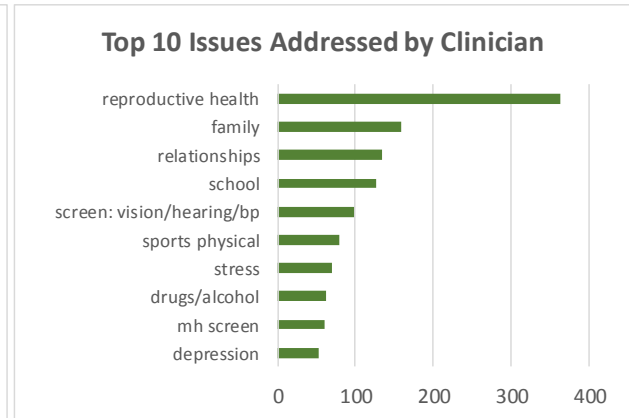
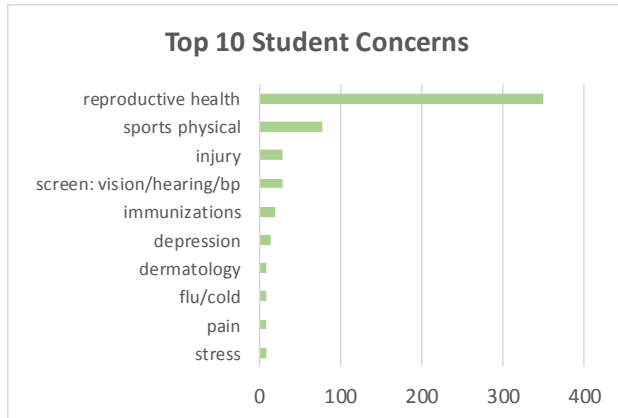




## SBHC Visit Reasons

### Top five clinic visit issues by category:

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



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. According to data from the 2014 Healthy Youth Survey (HYS), 6 out of 10 Jefferson County 12<sup>th</sup> graders report ever having had sex. Possibly due in part to the SBHC's, Jefferson County has one of the **lowest teen pregnancy rates in Washington** (Table 17, WA State Dept. of Health, 2014 Vital Statistics. <http://www.doh.wa.gov/DataandStatisticalReports/VitalStatisticsData/AbortionPregnancyData/AbortionPregnancyTablesbyYear.aspx>.) and high rates of screening might explain Jefferson's **higher rate of sexually transmitted infections** in people aged 15-19 compared to Washington (WA State Dept. of Health, Community Health Assessment Tool, 2012-14).

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.

Two-thirds of 10<sup>th</sup> graders and three-quarters of 12<sup>th</sup> graders reported feeling **nervous or anxious** within the past 2 weeks. A third of 10<sup>th</sup> and 12<sup>th</sup> graders in Jefferson County reported experiencing **depressive feelings** in the past year. One in 5 10<sup>th</sup> graders and 1 in 4 12<sup>th</sup> graders reported having **seriously considered suicide** in the past year. (Source: 2014 HYS)

Jefferson County 12<sup>th</sup> graders have higher rates than state average for **current alcohol, illegal drug, marijuana, cigarette, and e-cigarette use**. One in four 10<sup>th</sup> graders and almost half of 12<sup>th</sup> graders report drinking alcohol at least once in the past month, and more than one in four 12<sup>th</sup> graders report **problem or heavy alcohol drinking** in the past month. (Source: 2014 HYS)

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." In addition, only 6 out of 10 Jefferson County 10<sup>th</sup> graders report that no one in their household uses marijuana, and less than half of 12<sup>th</sup> graders report that their parents have talked to them about not using alcohol and marijuana. (Source: 2014 HYS)

In Jefferson County, one in five 10<sup>th</sup> and 12<sup>th</sup> graders is overweight or obese. Seven out of ten 10<sup>th</sup> graders report not getting an hour of physical activity every day and more than half have 3 or more hours of screen time daily. At the same time, three out of

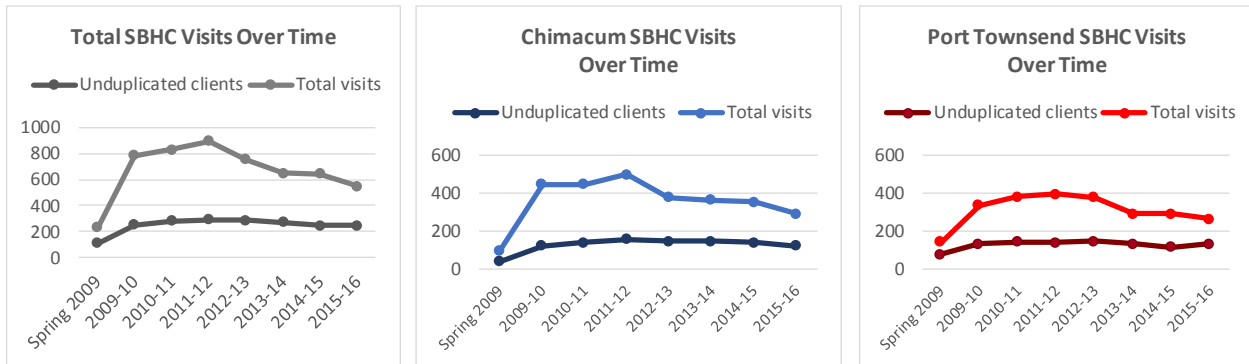
four 10<sup>th</sup> graders report drinking sugar-sweetened beverages in the past week, 3 out of 10 report not eating breakfast yesterday and almost 7 out of 10 report not eating the recommended 5 fruit or vegetable servings daily.

**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 mental health 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

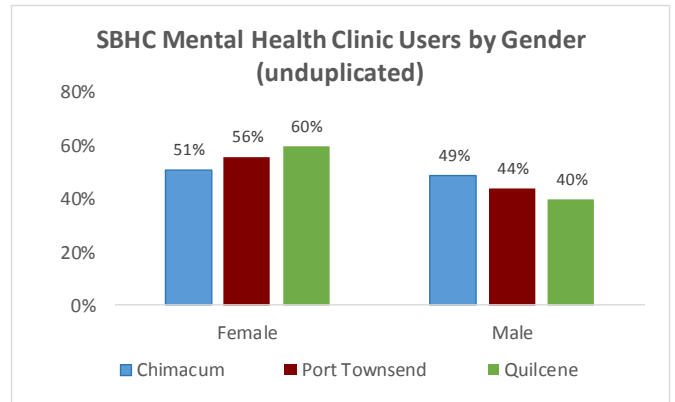


The total number of clients in 2015-16 is about the same as previous years; total visits were about the same as the past 1-2 years.

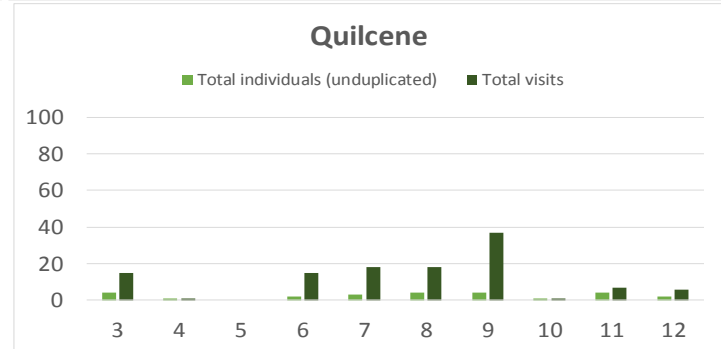
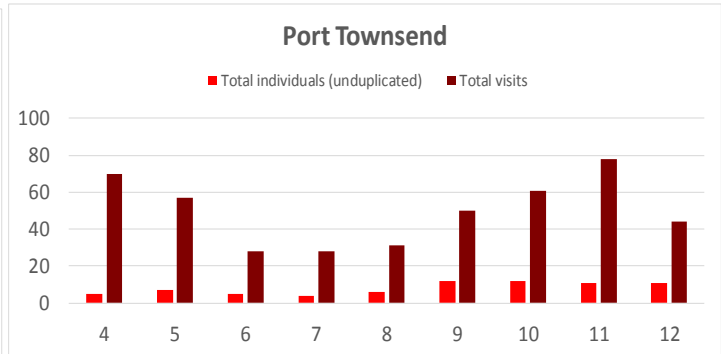
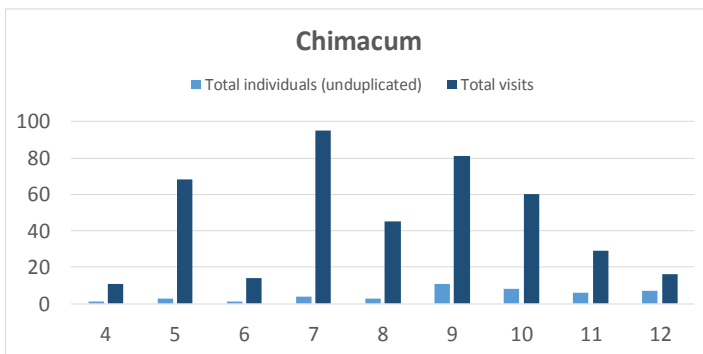
# SBHC Mental Health

## Demographics

At Chimacum, an equal proportion of females and males were seen, and at Port Townsend and Quilcene, there were slightly more female users than male.



### Total Individuals (unduplicated) and Total Visits by Grade:



The majority of students using MH services at Chimacum are in 9<sup>th</sup> grade, students using MH services at Port Townsend are predominantly from high school grades and Quilcene students are spread across many grades (light colored bars). 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 5<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> graders at Chimacum; 4<sup>th</sup>, 5<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders at Port Townsend, and 9<sup>th</sup> graders at Quilcene.

## Visits

Chimacum had the largest range in number of MH visits per client, the highest average number of MH visits per client and the highest average visits per day. Port Townsend had the highest number of MH visits and clients, as well as the most total clinic days. The proportion of students in grades 9-12 using SBHC MH services ranged from 6% to 11%.

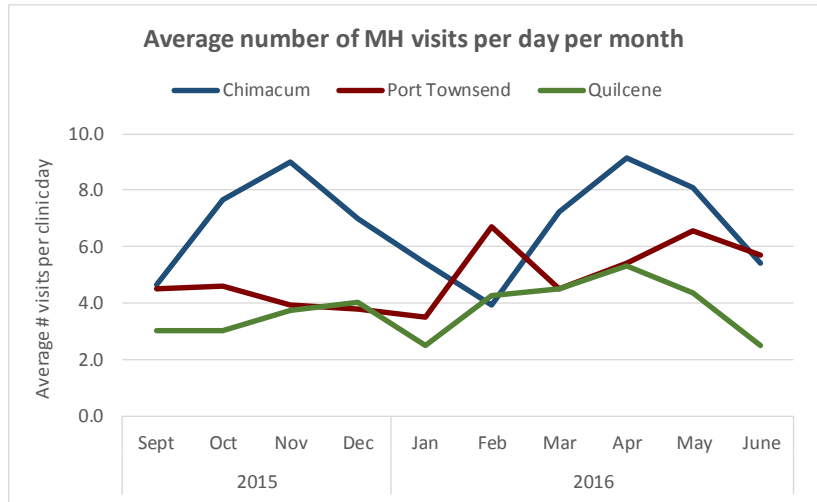
<p><b>Chimacum</b>                  Total visits: 431                  Total # of clients: 45                  Av visits/client: 9.6                  Range: 1 to 51                  Total days: 64                  Av visits/day: 6.7</p>
--

<p><b>Pt Townsend</b>                  Total visits: 479                  Total # of clients: 75                  Av visits/client: 6.4                  Range: 1 to 30                  Total days: 99                  Av visits/day: 4.8</p>
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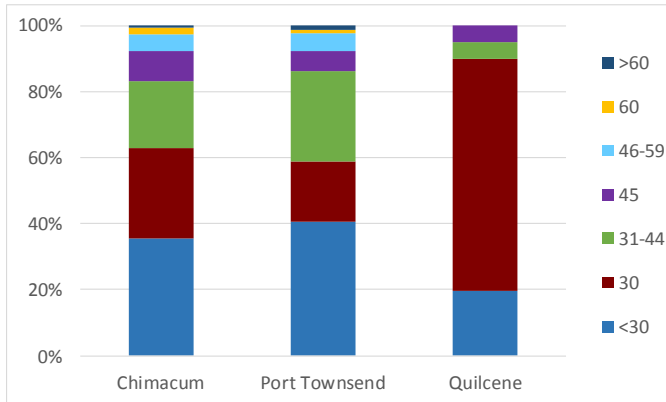
<p><b>Quilcene</b>                  Total visits: 118                  Total # of clients: 25                  Av visits/client: 4.7                  Range: 1 to 24                  Total days: 31                  Av visits/day: 3.8</p>
--

Based on enrollment:  
**10% of Chimacum, 11% of Pt Townsend, and 6% of Quilcene** 9-12<sup>th</sup> grade students utilized SBHC mental health services during the 2015-2016 school year.

The highest average MH visits per clinic day were in November and April for Chimacum (blue line), in February and May for Port Townsend (red line), and in April for Quilcene (green line). Quilcene had the most consistent average number of MH visits per day (range: 2.5 to 5.3).



**SBHC MH Visit Length:**



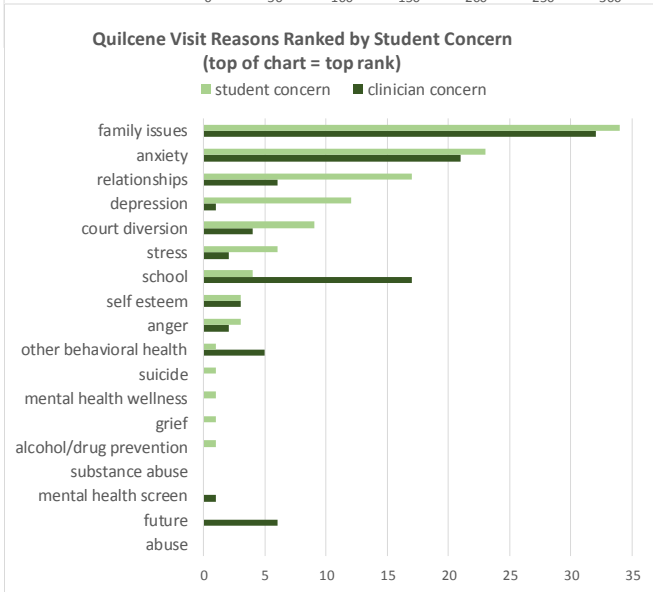
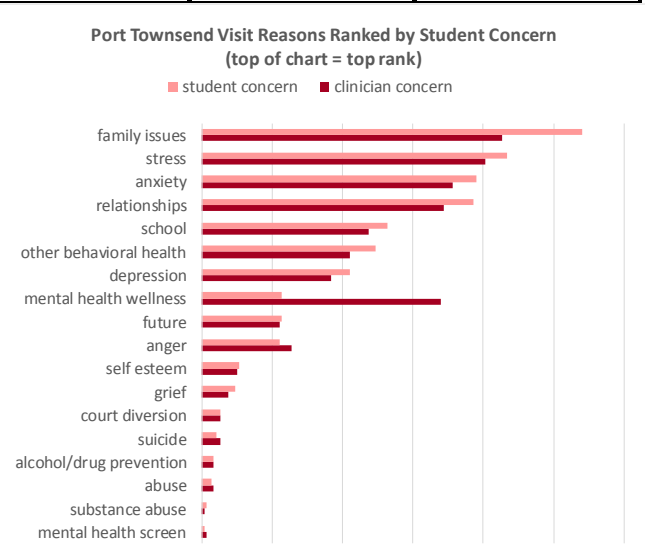
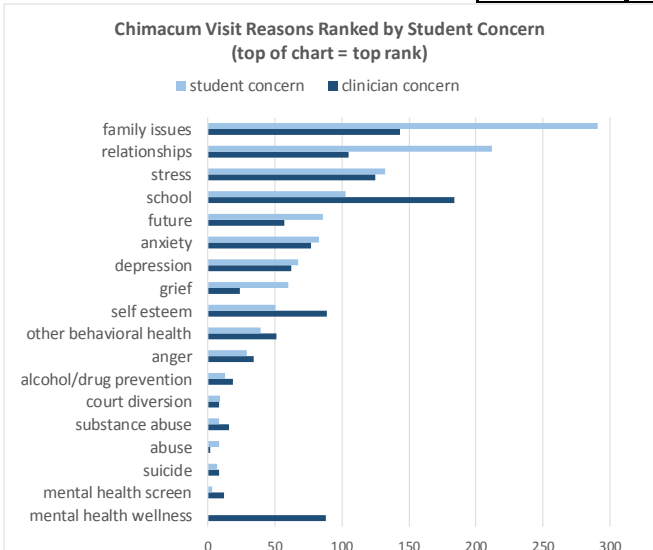
The majority of MH visits at Chimacum and Port Townsend were less than 30 minutes long. Most of the visits at Quilcene were 30 minutes long. Approximately 2 out of 5 visits at Chimacum and Port Townsend were longer than 30 minutes and 1 out of 10 were longer than 60 minutes. About 1 out of 10 visits were longer than 30 minutes at Quilcene and none were longer than 45 minutes.

**Top Reasons for SBHC MH Visits:**

Family, relationships, stress and school were the top reasons for SBHC MH visits identified by both students and clinicians at Chimacum and Port Townsend schools. Anxiety was in the top five reasons identified by both students and clinicians at Port Townsend and Quilcene.

Family and relationships were in the top 5 visit reasons identified by both students and clinicians at all three schools.

	Chimacum	Port Townsend	Quilcene
<b>Student Concern</b>	family	family	family
	relationships	stress	anxiety
	stress	anxiety	relationships
	school	relationships	depression
	future	school	court diversion
<b>% of total</b>	69%	67%	82%
<b>Clinician Issue Addressed</b>	school	family	family
	family	stress	anxiety
	stress	anxiety	school
	relationships	relationships	future
	self esteem	MH Wellness	relationships
<b>% of total</b>	59%	64%	82%

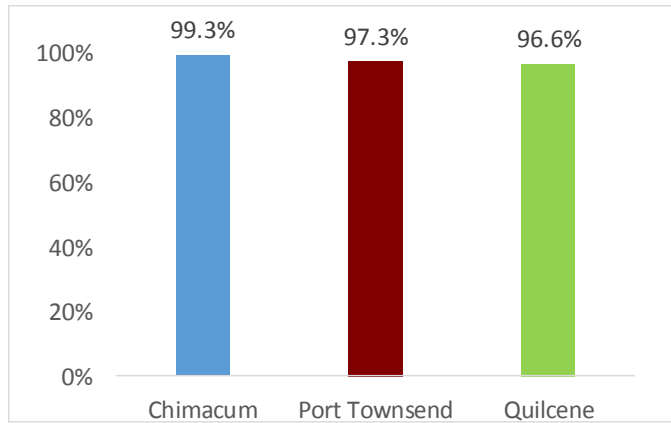


For the top three visit reasons at each school, more students identified the reason than clinicians reported addressing it thereby indicating that additional reasons were identified and addressed by the clinician.

Other behavioral health reasons included: eating disorders, social skills, self-harm, panic attacks and PTSD, behavior, physical health and sleep difficulties.

**Services Provided: Individual Therapy**

The vast majority of services were individual therapy – 99% at Chimacum and 97% at Port Townsend and Quilcene. Other services were provided, often along with individual therapy, and included primarily contacting/working with other agencies, family, or school staff and crisis intervention.



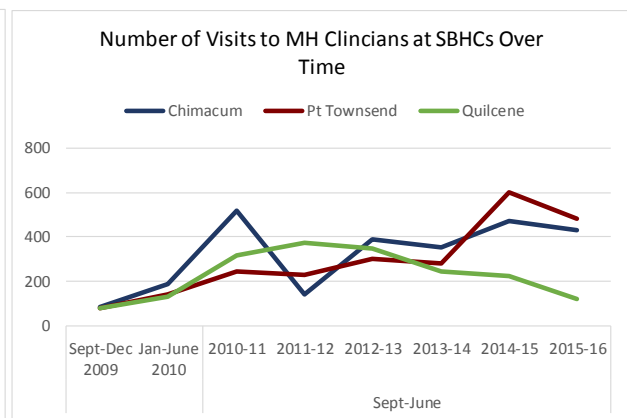
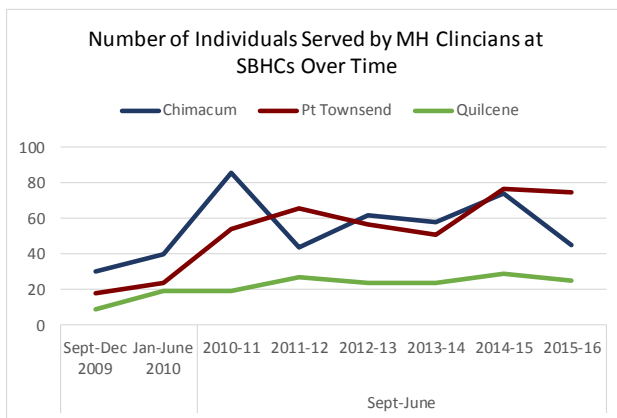
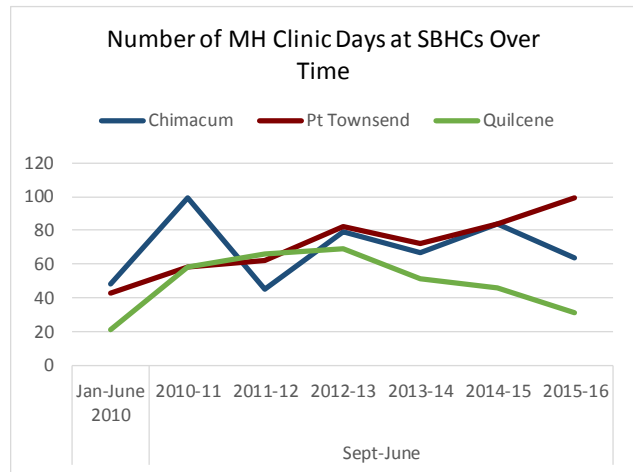
**Referrals**

The most common referrals from the SBHC MH clinicians were for outpatient mental health services and medical services.

**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 of the MH clinicians over the years. In 2015-16, the number of MH clinic days at Port Townsend was up while it was down in Chimacum and Quilcene compared to previous years (chart to the right). The total number of individuals using SBHC MH services was down in all three schools (chart below on the left); total visits were also down in all three schools (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.





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# The 95 Percent Solution

*School is not where most Americans learn most of their science*

John H. Falk and Lynn D. Dierking

The scientific research and education communities have long had a goal of advancing the public's understanding of science. The vast majority of the rhetoric and research on this issue revolves around the failure of school-aged children in the United States to excel at mathematics and science when compared with children in other countries. Most policy solutions for this problem involve improving classroom practices and escalating the investment in schooling, particularly during the precollege years. The assumption has been that children do most of their learning in school and that the best route to long-term public understanding of science is successful formal schooling. The "school-first" paradigm is so pervasive that few scientists, educators or policy makers question it. This despite two important facts: Average Americans spend less than 5 percent of their life in classrooms, and an ever-growing body of evidence demonstrates that most science is learned outside of school.

We contend that a major educational advantage enjoyed by the U.S. relative to the rest of the world is its vibrant free-choice science learning landscape—a landscape filled with a vast array of digital resources, educational television and radio, science

museums, zoos, aquariums, national parks, community activities such as 4-H and scouting and many other scientifically enriching enterprises. The sheer quantity and importance of this science learning landscape lies in plain sight but mostly out of mind. We believe that nonschool resources—used by learners across their lifetimes from childhood onward—actually account for the vast majority of Americans' science learning. If this premise is correct, then increased investment in free-choice (also known as informal) learning resources might be a very cost-effective way to significantly improve public understanding of science. Taking this view, though, requires dismantling a widespread misconception that out-of-school educational experiences only support superficial science learning and the recreational interests of a limited percentage of the curious public, rather than the learning of real science by all citizens.

Traditional assumptions about the source of science knowledge are deeply held. Historian of science Steven Turner locates the beginning of today's Public Understanding of Science movement in the 1980s. Its hallmarks were "new, vigorous efforts to promote public knowledge of science and to instill confidence and support for the scientific enterprise." The major focus of this effort was a widespread reassessment of the content and goals of school science teaching and a shift of curricular reform efforts toward the needs of the substantial majority of students who would not pursue scientific and technological careers or postsecondary training in technical subjects. This reform movement went forward under the catchy slogan "scientific literacy," but its other motto, "science for all," better expresses its true political and pedagogical objectives.

The unquestioned focus was to increase the quantity of qualified science teachers and by doing so, the quality of teaching. This assumption shaped years of research on the public understanding of science, summarized biannually by the National Science Board in their *Science and Engineering Indicators* series. National organizations such as the American Association for the Advancement of Science and the National Academies of Sciences commissioned white papers focusing on the issue, and science-education reform efforts were funded by the National Science Foundation and the Department of Education.

Over the ensuing years, the content and approach to teaching science in schools has varied from year to year and from district to district. However, the general commitment to science for all has remained a basic tenet of school-based science education. Also fundamentally unchanged over the past 25 years is the assumption by virtually all within the science education community—scientists, science educators, science learning researchers, education policy makers and the public—that if science for all is the goal, then schools are the most effective conduit.

However, a range of data are emerging that suggest other interpretations that at the very least raise important questions about the prevailing paradigm that schooling is the primary mechanism for public science learning. For example, for more than a decade, performance by U.S. school-aged children on international tests such as the quadrennial Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA) has followed a consistent pattern. Elementary-school-aged U.S. children perform as well as or better

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*John H. Falk and Lynn D. Dierking are Sea Grant professors in free-choice science learning, College of Science, Oregon State University. Their research focuses on youth, adults, and families in free-choice learning environments such as museums, libraries, and community organizations. Falk has a joint doctorate in biology and education from the University of California, Berkeley. Dierking received her Ph.D. in science education from the University of Florida, Gainesville. Address for Falk/Dierking: 237/235 Weniger Hall, Corvallis, OR 97331. Email: falkj@science.oregonstate.edu; dierkinl@science.oregonstate.edu*

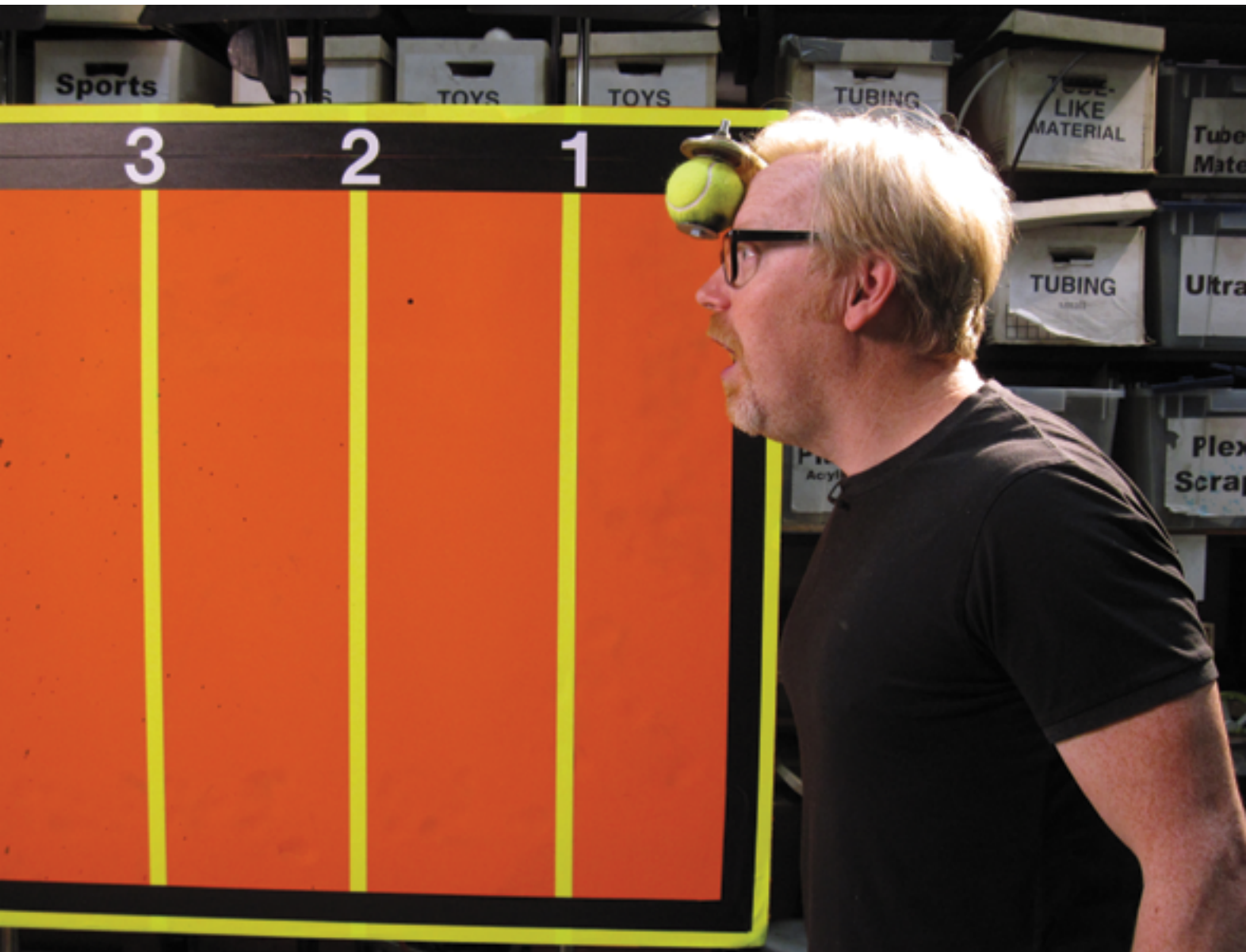
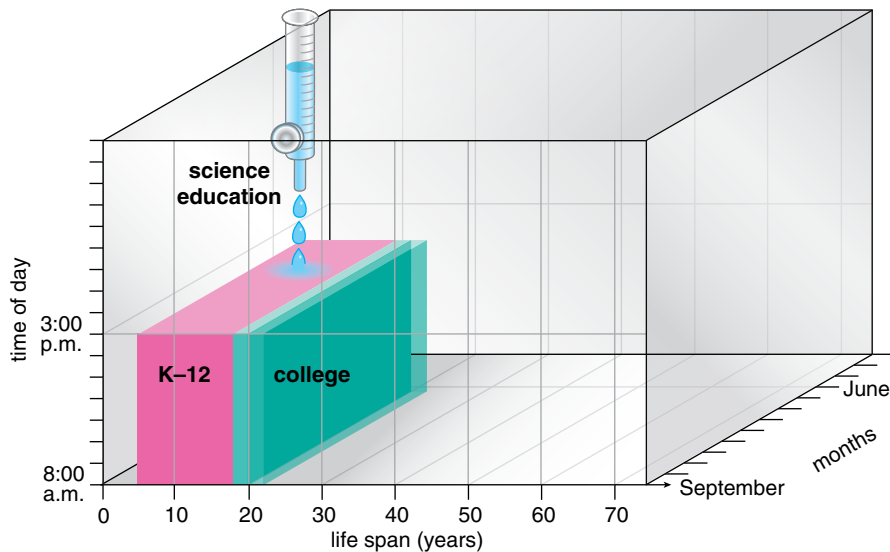


Figure 1. Recent findings challenge the longstanding belief that the place for science knowledge acquisition is the classroom. International comparisons of trends in science knowledge over lifetimes suggests that much if not most science knowledge is acquired outside of school. This raises important questions about where our efforts should be spent if we want to improve public understanding of science. A powerful example of free-choice exposure to science is the highly praised *MythBusters* television program, which exemplifies the central aspects of scientific exploration: hypothesis, experiment and measurement. Here cohost Adam Savage takes on the folk knowledge that sneezes are expelled at 100 miles per hour. A bit of snuff, a high-speed camera, a spirit of inquiry and a calculation of distance over time yields an engaging lesson in science. And an answer: Sneezes travel about 40 miles per hour. (Photograph courtesy of The Discovery Channel.)

than most children in the world, but the performance of older U.S. children has been mediocre at best. Interestingly, however, for more than 20 years, U.S. adults have consistently outperformed their international counterparts on science literacy measures, including adults from South Korea and Japan, as well as Western European countries such as Germany and the United Kingdom. If schooling is the primary causative factor affecting how well the public understands science, how do we explain these findings?

For starters, most in the U.S. science learning community agree that the quality of school science education is better at the secondary level than at the preschool and elementary levels. Recent statistics show that only about 4 percent of U.S. school teachers of kindergarten through second grade (K–2) majored in science or science education as undergraduates, and many took no college-level science courses at all. However, the quality of science instruction at that level is almost a moot point because science instruction itself

so rarely occurs. Indicative of the situation nationwide, a 2007 study of San Francisco Bay–area elementary schools found that 80 percent of K–5 multiple-subject teachers who are responsible for teaching science in their classrooms reported spending *60 minutes or less per week* on science; *16 percent of teachers reported spending no time at all on science*. Consistent science instruction in U.S. schools only begins at the middle-school level, when every student takes at least one or two science courses, usually taught by individuals with some



**Figure 2.** On average, only about 5 percent of an American's lifetime is spent in the classroom, and only a small fraction of that is dedicated to science instruction. Emerging data suggest that the best way to increase the public understanding of science is to reach people during the other 95 percent of their life.

science background. Interestingly, it is just at the point when school-based science instruction begins in earnest that American children start falling behind their international peers. Meanwhile, what accounts for the high performance of American adults?

Although data show that taking college-level science courses dramatically improves public science literacy, only about 30 percent of U.S. adults have ever taken even one college-level science course. Thus, the superior science literacy of the U.S. general public relative to other countries cannot be easily explained by schooling either at the precollege or college levels. Developers of the large-scale national science literacy tests, the results of which are compared internationally, claim that these measures reliably measure the knowledge of representative samples of target populations, so it follows that other factors beyond schooling must explain or at least significantly contribute to the U-shaped pattern of Americans' comparative performance on science literacy measures.

### Science in the Wild

A growing body of evidence supports the contention that the public learns science in settings and situations outside of school. A 2009 report by the National Research Council, *Learning Science in Informal Environments: Places, People and Pursuits*, describes a range of evidence demonstrating that even everyday experiences such as a

walk in the park contribute to people's knowledge and interest in science and the environment. Adults visit settings such as national parks, science centers and botanical gardens not only to relax and enjoy themselves, but equally to satisfy their intellectual curiosity and enhance their understanding of the natural and human-made world. Even more common is the science people learn while engaged in efforts to satisfy their personal need to know. Sometimes the need is fleeting. For example, individuals may choose to watch a nature show on television, or invest time, energy and money in supporting their children's science learning by taking them to national parks, science centers and zoos, or encourage their children to participate in a wide variety of extracurricular experiences such as scouting and summer nature camps.

One specific example of the role that out-of-school institutions play in the support of the public's science learning comes from more than a decade of research at the California Science Center in Los Angeles. Findings from one part of this series of studies—large-scale, random telephone surveys—found that more than 60 percent of Los Angeles residents had visited the Science Center since it was renovated in 1998, including residents of all races/ethnicities, neighborhoods, incomes and education levels. Findings also showed that a majority of former visitors (95 percent) self-reported that the experience increased their understanding of sci-

ence and technology as well as piqued their interest in science and prompted further inquiries after the visit.

These data were validated by a "conceptual marker" in the form of a specific scientific concept—homeostasis. Prior to the opening of the new science center, only 7 percent of the Los Angeles public could define this term (including first-time visitors to the California Science Center). However, because of a popular exhibition experience designed to teach this concept—a 50-foot animatronic woman—a majority of Science Center visitors could define the term upon exiting the museum. The ability to correctly explain this one scientific concept has increased nearly threefold in Los Angeles over the decade following the reopening of the Science Center. By tracking this conceptual marker, we can directly attribute the increase in understanding to visits to the Science Center. These data, along with data from other science centers and comparable free-choice science learning settings, have shown that the majority of visitors significantly increase their conceptual understanding of science on a variety of levels—basic information, breadth and depth of understanding—immediately following a visit, and for most of these individuals this understanding persists and grows for two or more years after the experience. Similar science learning outcomes have been found for youth and after-school program experiences, and both print and broadcast media sources have long since been shown to be vital to both children's and adults' understanding of health, science and environmental issues.

Historically, the majority of attention paid to out-of-school science learning, including most academic research, has been directed to experiences like visiting a museum, science center, zoo or aquarium, or watching broadcast media such as NOVA shows and the like. Although, as suggested above, these free-choice science learning experiences are undoubtedly important contributors to the public's science literacy, they represent only the most conspicuous part of the free-choice science learning landscape. Equally important but much less discussed and studied are education situations that support long-term, more in-depth opportunities for science learning. A wide range of adolescents and adults are



engaged in hobbies that involve science, including model rocketry, raising ornamental fish, gardening, rock collecting and star gazing. Hobbyists such as these often possess deep specialized knowledge of science and invest considerable amounts of money in equipment, travel, education and training to refine their craft. Equally important are the many events in life, often highly personal, which demand increased understanding of science “right now.” For example, when individuals are diagnosed with leukemia or heart disease, they and their loved ones invest large amounts of time researching websites and medical reports in order to learn as much as possible about the particular disease. Similar behaviors arise when an environmental crisis occurs such as a toxic spill or the discovery of radon gas seeping from the rock on which one’s home is built. With an increasingly accessible Internet, becoming informed about such issues is easy, even routine.

A small but compelling set of data is beginning to emerge showing that the nonstudent public also gathers in-depth science knowledge outside of school. Our research shows that free-choice learning experiences represent the single greatest contributors to adult science knowledge; childhood free-choice learning experiences also significantly contributed to adult science knowledge. Schooling ranks at the bottom of significant sources of adult science knowledge. Specifically, our research shows that science information sources such as books, magazines, discussions with experts, and the Internet represented the primary mechanisms the public uses to delve more deeply into a topic. During the recent dramas surrounding the deep-water oil spill in the Gulf of Mexico, news websites such as CNN and CNBC, information websites such as [www.theoil drum.com](http://www.theoil drum.com) and even the government’s own NOAA website were humming with activity as the public tried to get below the superficial headlines of the six o’clock news. These and other data suggest that the importance of school as a source of science learning is actually declining among the public as citizens utilize an ever-broadening range of information resources, including most dramatically the Internet, which now represents the major source of science information for all citizens, including young children. According to research conducted by the

Pew Internet & American Life Project, 2006 was the tipping point when the Internet exceeded even broadcast media as a source of public science information. The medical profession has come to appreciate that the public today is far more likely to seek medical information online than from a “live” healthcare professional; as stated earlier, individuals with serious ailments use the Internet for continued, deep learning about their illnesses.

### Science on the Side

Another emerging area of research investigates science-related hobbies. Research conducted by Marni Berendsen, education researcher and project director of the NASA Night Sky Network, showed that amateur astronomy club members lacking college-level astronomy training often knew more general astronomy than did undergraduate astronomy majors. Research by others has also shown hobbyists, many with little formal training, exhibiting high levels of knowledge and depth of understanding. Such hobbyists often have collegial relationships with experts in the field and some, having put themselves in the right place at the right time, have contributed scientific discoveries. For example, on March 18–19, 2010, amateur astronomer Nick Howes was working from his desktop computer in Great Britain using a remotely controlled 2-meter telescope located in Hawaii and operated by the Faulkes Telescope Project. He dialed up the coordinates of a comet he had been observing, calibrated his camera and snared a set of six photos showing an object moving away from the icy nucleus of the comet. What he captured was the breakup of comet C2007 C3, an observation hailed by the International Astronomical Union as a “major astronomical discovery.”

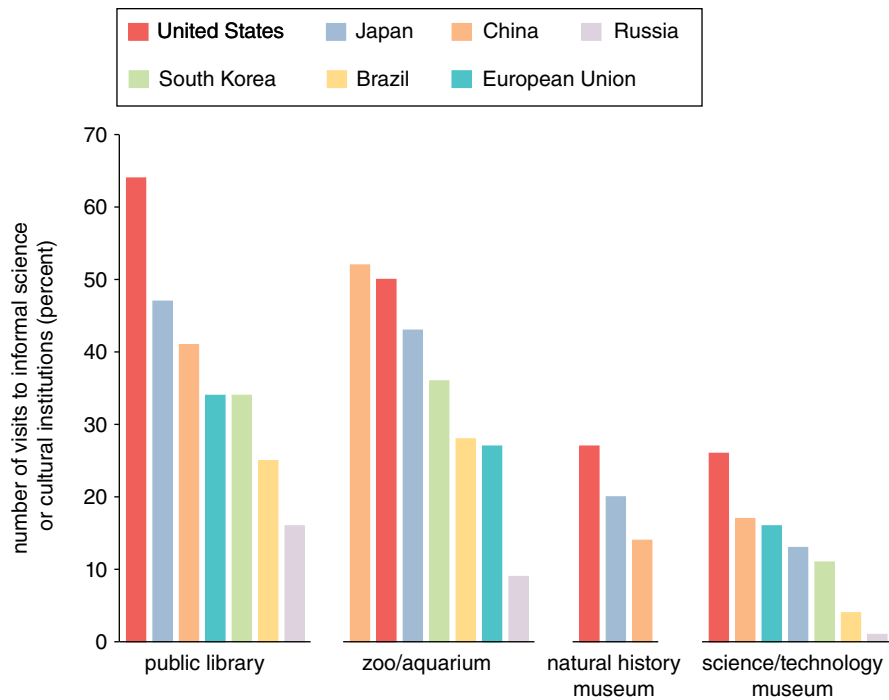
Investigations of everyday science literacy have yielded other interesting data. For example, a series of studies by Canadian science-education researcher Wolff-Michael Roth and colleagues found that members of an environmental activist group working on the revitalization of a local creek and its watershed acted and learned using knowledge derived from a wide variety of resources, virtually none of which required or drew from school-based sources. Similar research by others reinforces that much of what is learned in school actually relates more to learning



Figure 3. Tess, the 50-foot animatronic body simulator, is part of the World of Life permanent gallery at the California Science Center in Los Angeles. When she arrived, 7 percent of Angelenos could define the term *homeostasis*. That figure had almost tripled by a decade later. (Photograph courtesy of the California Science Center.)

for school, as opposed to learning for life. One study found that the number or level of mathematics courses taken in school correlated poorly, if at all, with mathematical performance in out-of-school, everyday-life situations. In another study of mathematics learning, even individuals who did not do well or were not formally trained in school mathematics demonstrated the ability to use math successfully in everyday life—for example, sellers of candy in street markets and shoppers selecting good deals. Success in technical and scientific training courses for ship officers was shown to be unrelated to the relevant knowledge required onboard. As observed by Roth and his colleagues in their investigation of adults working on a local environmental issue, “There was little that looked like school science, and there was little done in school science that prepared these adults for this or any other similar kinds of problematic situations in life.”

Although the role of free-choice learning experiences remains contest-



**Figure 4.** The U.S. public has a lush endowment of free-choice opportunities to learn science, which it uses extensively. The relative patronage of science-oriented institutions shown above may explain why the disappointing gap in science proficiency of U.S. youngsters compared to their most advanced peers worldwide disappears as the youngsters become adults.

ed, few would argue that out-of-school experiences support the public's science interest and attitudes. However, recent research by Robert H. Tai and associates, utilizing data from the National Educational Longitudinal Study (NELS), pushes the potential importance of this role far beyond what most have assumed. Tai's research group found that attitudes toward science careers, formed primarily during out-of-school time in early adolescence, appeared to be the single most important factor in determining children's future career choices in science. Among a random sample of 3,359 NELS participants who finished college, those who expected at age 13 to have a science career, compared to those with other career expectations, were two times more likely to have graduated with a degree in the life sciences and three times more likely to have a degree in the physical sciences or engineering. Interestingly, achievement in school mathematics, considered a critical filter and a major focus of today's high-stakes testing, was not as important a predictor as was interest in the topic.

Despite alternative interpretations for U.S. adults' higher science literacy scores internationally and the growing body of evidence supporting the critical role of free-choice learning experi-

ences, most still consider such experiences a nicety rather than a necessity, an adjunct to the serious business of learning that takes place in classrooms. Most policy and funding initiatives continue to be directed towards improving in-school performance based on the rarely questioned assumption that classroom-based education is the exclusive route to achieving desired educational outcomes.

A major justification for these arguments is the issue of equity. After all, schooling is the "great leveler," the mechanism for eliminating socioeconomic disparities. If only, the argument goes, schools could all be brought up to comparable levels of quality, historic inequalities could be overcome. A recent study on the "performance gap" in reading between advantaged and disadvantaged children in Baltimore was designed to highlight just this issue; however, the results ran counter to expectations. Data from this major longitudinal study showed that over the first five years of schooling, the in-school performance gains in reading of low-income, inner-city Baltimore children was completely equivalent to that of affluent, suburban Baltimore children; in fact in some cases the inner-city children's gains were greater than those shown by their more economi-

cally and socially advantaged suburban counterparts. However, each and every summer of the study, the inner-city children fell woefully behind; the suburban children continued to gain in performance while the inner-city children stagnated or even declined in performance.

The authors concluded that much of the "gap" in performance between disadvantaged and advantaged children appeared to be the consequence of what happened outside of school. Interestingly, these authors, and many others who have read this research, interpret the findings as evidence that disadvantaged children need to spend more time in school! Of course, an alternative interpretation could be that what happens in school is not sufficient to ensure equity among all children and adults. If, as we've argued all along, school is *not* where Americans learn much of what they know, including science, then it follows that what happens outside of school profoundly influences learning. Rather than increasing school time, perhaps we should be investing in expanding quality, out-of-school experiences for disadvantaged children.

### Nonacademic Academics

Supporting evidence for the important role that out-of-school experiences have on children's learning is emerging from a variety of fronts. For example, a recent meta-analysis of experimental and quasi-experimental evaluation findings for after-school programs showed that such programs need not be academically focused in order to have academic impact. In fact, because the authors were interested in programs with a socio-emotional learning focus, academic-only after-school programs were not included in the study, and investigators still observed gains overall in the grades children earned. Similarly, a recent evaluation of Chicago's After-School Matters found that programs without an explicit academic focus (they focused instead on career awareness and development) had a positive effect on several school-related outcomes, including graduation rates and attendance. On a completely different front, data from the Programme for International Student Assessment showed that a major predictor of high achievement on the test was participation in out-of-school, free-choice learning





Mitch Kezar/Getty Images



Galen Rowell/Corbis



**Figure 5.** The ubiquity of opportunities for informal science learning is often underestimated. Informative interludes range from strolling with a birdwatching manual to touring the hydrosphere at one of the nation’s great aquariums. Knowledge seekers can enter the boundless Web or curl up with the iPad app *The Elements*—sound, scholarly and hugely popular. (Bottom left image from WebMD.com; bottom right image courtesy of Touch Press.

experiences such as visits to science museums.

As the Baltimore study and other research cited above make clear, not just summer experiences but all kinds of free-choice childhood experiences significantly contribute to a person’s science literacy; early childhood experiences form a particularly critical foundation for all future science learning. The 2009 report on learning science in informal environments from the National Research Council, cited earlier, found that not only do free-choice science learning experiences jump-start a child’s long-term interest in science topics, they also can significantly improve

science understanding among populations typically underrepresented in science. The report recommended that to make informal science relevant to children and youth within a community, the development of programming and experiences should be a collaborative effort between the informal science organization, local education institutions, and other entities within the community such as science-related industries and businesses.

Similar ideas have recently been voiced by a range of organizations, such as the National 4-H Council and the American Youth Policy Forum. None has stated it so clearly

and forcefully as the Harvard Family Research Project, which stated:

The dominant assumption behind much current educational policy and practice is that school is the only place where and when children learn. This assumption is wrong. Forty years of steadily accumulating research shows that out-of-school, or “complementary learning” opportunities are major predictors of children’s development, learning, and educational achievement. The research also indicates that economically and otherwise disadvantaged children are less likely than their more-ad-





**Figure 6.** A great favorite of young and old: combustion chemistry. “When I talk to my Nobel colleagues,” said Sir Richard Roberts, winner of the 1993 Nobel Prize in Physiology or Medicine, “More than half of them got interested in science via fireworks.” (Photographs courtesy of Bryan Jackson and Zambelli Fireworks.)

and the public need to continue to focus on equity to ensure that this trend continues.

### Serious Fun

However, as the potential beneficial relationship between science learning and OST becomes better understood, there is a temptation to hand these programs over to schools. This would be a huge mistake. It is exactly because free-choice learning is *not* like school that it has such value. What is important is that children and youth perceive the free-choice learning experiences that often occur in typical OST programs as personally meaningful, engaging and, dare we say, *fun*—what educator David Alexander calls, “the learning that lies between play and academics.” The inclusion of free-choice science learning experiences in the lives of children is essential because young children in particular learn through play. The prevalence of a play-oriented medium for educational delivery, which is very common in the free-choice parts of the science education landscape, has been shown to encourage children to interact with each other, adults and the objects surrounding them in ways that significantly support the development of science inquiry skills.

If OST programs are merely devices to extend the school day with more hours of the same pedagogical experiences, they are unlikely to be successful, particularly in the long term. In fact, it’s quite likely that they will do more harm than good by reinforcing stereotypes of science and science professionals as dry and boring and schoollike. Our skepticism and concerns revolve around the fact that current discussions about increasing the scope and quality of OST programs, though well-intentioned, almost always focus on how such programs can support children and youth’s achievement in school, rather than how such programs should support children and youth in life.

It seems reasonable to assume that out-of-school science-learning experiences are fundamental to supporting and facilitating lifelong science learning. We would argue that the current state of science literacy in America cannot be explained otherwise. One of the major ways that U.S. adults and children under the age of 12 differ from their counterparts in other countries is their access to and use of free-choice science learning opportunities. Compared

vantaged peers to have access to these opportunities. This inequity substantially undermines their learning and chances for school success.

Fortunately, there are increasing opportunities for youth and families from poor and underserved communities to engage in out-of-school-time (OST) science experiences, driven by such efforts as the NSF Informal Science Education program, which invests in community-based science education ef-

forts. According to the Harvard Family Research Project’s 2007 Study of Predictors of Participation in Out-of-School-Time Activities, participation rates in before- and after-school programs have increased at all levels of family income, with the greatest increase among the lowest-income youth. They attribute this trend to an increasing policy focus on the benefits of OST, along with extensive funding for the 21st Century Community Learning Centers, a program of the U.S. Department of Education. They suggest that policymakers

with other countries, the U.S. has a luxurious endowment of such destinations. In the same studies that demonstrated high correlations between adult science literacy and levels of schooling, utilization of the free-choice science learning landscape was a strong correlate, as was shown in the Los Angeles findings discussed earlier in this article. In other words, utilization of these resources could be a primary or at least a highly important causal factor in U.S. adults' relatively high performance on international measures of science literacy and interest.

Similarly, the simplest explanation for why American 8-year-olds do so well compared with their counterparts in other countries on the TIMSS and PISA tests is that young American children have greater exposure to free-choice science learning opportunities than do children in any other country. Unfortunately, utilization of these learning opportunities declines precipitously after age 12 in the U.S. As has been shown repeatedly, the best predictor of student success in school is family life. The quality of parenting is more important than socioeconomic factors, race/ethnicity or quality of school. Children with parents who support their learning at home do better than children with parents who do not. A logical and perhaps more effective way for parents to support their children's learning beyond providing homework help is through free-choice learning experiences. However, as the Baltimore research cited above so clearly highlights, the availability and opportunities for accessing free-choice science learning experiences are *not* independent of income and geography.

By challenging the assumption that school is the primary place where Americans learn science, our goal is not to diminish the importance and value of schooling, but rather to suggest that what goes on in the other 95 percent of a citizen's life may be equally important, and possibly more important to increasing science literacy among the public. Although we are not advocating any diminishment in the efforts to improve and expand school-based science education, we do strongly propose that it is time to seriously question whether, in the 21st century, schooling should continue to be viewed as the most important and effective mechanism for advancing the public's scientific interest and understanding.



Jacques M. Chanet/Corbis

**Figure 7.** This child at play receives lessons in the physiology of hearing, the physics of sound, and the mechanics of biological adaptation, as well as the chance to pretend to be a fox.

Insufficient data exist to conclusively demonstrate that free-choice science learning experiences currently contribute more to public understanding of science than in-school experiences, but a growing body of evidence points in this direction. There certainly are insufficient data to refute the claim that free-choice learning is vitally important. Surely the best informed and most science-literate citizens are those who enjoy maximal benefits from both in- and out-of-school science learning opportunities. Thus, we would argue for increased efforts to measure the cumulative and complementary influences of both in- and out-of-school science learning. However, given that at present school-based science education efforts receive an order of magnitude more resources than free-choice learning options, even a modest change in this ratio could make a huge difference. The data suggest it would be a wise investment.

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For relevant Web links, consult this issue of *American Scientist Online*:  
<http://www.americanscientist.org/issues/id.87/past.aspx>



## Port Townsend Schools Capital Levy Update – October 24, 2016

Port Townsend voters approved the four-year, \$4.726 million capital levy in February of 2012.

Port Townsend School District has completed projects throughout the district, including small renovations, major maintenance and improvement projects, technology improvements, and athletic projects.

Status of the projects is noted below; currently, there is a budget underspent of \$2.081 million.

### Buildings

#### In progress

- |   |                  |
|---|------------------|
| • <b>Replace district sidewalks</b>       | <b>\$80,000</b>  |
| • <b>Safety and security systems</b>      | <b>\$66,000</b>  |
| • <b>Grant Street Improvements</b>        | <b>\$446,000</b> |
| • <b>Blue Heron Improvements</b>          | <b>\$104,000</b> |
| • <b>Other district wide improvements</b> | <b>\$261,000</b> |
| • <b>Bus barn</b>                         | <b>\$591,000</b> |
| • <b>Lincoln building</b>                 | <b>\$488,000</b> |

#### Complete

- **Carpets and Flooring through out district**
- **Air Handling system at High School Auditorium**
- **Complete control upgrade at High School**
- **Upgrading High School Gym roof**
- **Stuart building re-roof**
- **Blue Heron roof preservation**
- **New lighting at High School auditorium**

### Technology

#### In progress

- |   |                 |
|---|-----------------|
| • <b>Upgrade and replace technology</b> | <b>\$45,000</b> |
|---|-----------------|

#### Complete

- **New phone system**

### Athletics

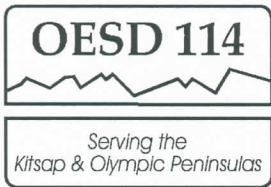
#### Complete:

- **Blue Heron Track.**
- **New lighting at Blue Heron Gym**
- **New light at High School Gym**
- **New bleachers at High School Gym**

PORT TOWNSEND SCHOOL DISTRICT NO 50  
CALENDAR OF EVENTS  
October 24, 2016 – November 28, 2016

October 24	School Board regular meeting, 6 pm
October 25	HS picture retake day, 8-10:30 am Senior group photo, 11 am
October 26	BH picture retake day 2-hr. early release, all schools
October 28	HS Friday Salon, 1:45 pm
October 29	GS Carnival, 12-3 pm
November 2	2-hr. early release, all schools
November 3	School Board special meeting, 4-5:30 pm
November 4	HS Fall Play, 7 pm BH end of first quarter
November 5	HS Fall Play, 7 pm
November 6	Daylight savings time ends
November 9	2-hr. early release, GS and BH only
November 11	VETERANS' DAY, NO SCHOOL HS Fall Play, 7 pm
November 12	HS Fall Play, 7 pm
November 14-18	GS, BH Book Fair
November 14	HS winter sports practices begin GS, BH Parent/Teacher conferences 3-hr. early release, GS and BH only School Board work/study meeting, 6 pm
November 15	GS, BH Parent/Teacher conferences 3-hr. early release, GS and BH only
November 16	GS, BH Parent/Teacher conferences 2-hr. early release, ALL schools
November 17	GS, BH, HS Parent/Teacher conferences 3-hr. early release, ALL schools

November 18	GS, BH Parent/Teacher conferences 3-hr. early release, ALL schools HS Fall Play, 7 pm
November 19	HS Fall Play, 7 pm
November 22	GS picture retake day
November 23	2-hr. early release, staff and students
November 24-25	Thanksgiving break, NO SCHOOL
November 27-Dec 2	BH Writers in Schools
November 28	School Board regular meeting, 6 pm



**Olympic Educational Service District 114**  
105 National Avenue North • Bremerton, WA 98312  
(360) 478-6880 • FAX (360) 478-6869

Office of the Superintendent

Gregory J. Lynch

October 17, 2016

Senator Christine Rolfes  
PO Box 40600  
Olympia, WA 98504-0600

Dear Senator Rolfes:

Please accept our thanks for the work you have done, and continue to do, around finding ways to fully fund K-12 education. We especially appreciate your efforts as part of the Governor’s Education Task Force, and as a key legislator who directly represents a number of school districts in our region.


While we appreciate and recognize some progress in addressing a chronic funding shortfall, there is still a significant gap between where we are now, and where we need to be in order to meet the educational needs of all students. As we move into the new biennium, we hope our collective perspective on priorities for additional funding will help inform your decisions as both a member of the governor’s Task Force, and as a strong education advocate for the citizens you ably serve in our region.

During our recent regional superintendents' meeting, we discussed and reached consensus on the following funding priorities:

1. Fund compensation first.
2. Provide state-wide, affordable health care options.
3. Equalize salary allocation model funding between school districts.
4. Preserve Local Effort Assistance (LEA).
5. Maintain the 28% levy authority and do not revert to the 24% levy authority until compensation is fixed first, and an additional revenue source is identified to fund all other programs not considered “enhancements.”
6. Enact legislation that clarifies what local levy dollars can and cannot be used for.

As you develop solutions to address the many unresolved and long-standing issues, we remain available to provide essential feedback ahead of any final solutions. Thank you again for your tireless work and outstanding support of public education.

Collectively,

  
\_\_\_\_\_  
Gregory J. Lynch,  
OESD 114 Superintendent

  
\_\_\_\_\_  
Dana Rosenbach  
Superintendent, North Mason School District

**Board of Directors**  
Elizabeth Drew • Carl Johnson • Shirley Johnson • Katie Proteau • Donn Ring • Conrad Green • Cliff Huenergard  
Gregory J. Lynch, Superintendent

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David Bingham  
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Superintendent, North Kitsap School District

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Superintendent, Port Angeles School District

Dr. John Polm  
Superintendent, Port Townsend School District

Scott M. Carter  
Superintendent, Queets-Clearwater School District

Wally Lis  
Superintendent, Quilcene School District

Diana Reaume  
Superintendent, Quillayute Valley School District

Gary Neal  
Superintendent, Sequim School District

Karst Brandsma  
Superintendent, South Kitsap School District

cc: Governor Jay Inslee  
WASA Executive Director Bill Keim  
WASBO Executive Director Nancy Moffatt  
Legislative District 24: Senator Jim Hargrove, Rep. Kevin Van De Wege, Rep. Steve Tharinger.  
Legislative District 23: Rep. Sherry Appleton, Rep. Drew Hansen  
Legislative District 26: Senator Jan Angel, Rep. Jesse Young, Rep. Michelle Caldier  
Legislative District 35: Senator Tim Sheldon, Rep. Dan Griffey, Rep. Drew MacEwen  
OESD 114 School District Superintendents  
OESD 114 Superintendent

**Board of Directors**

Elizabeth Drew • Carl Johnson • Shirley Johnson • Katie Proteau • Donn Ring • Conrad Green • Cliff Huenergard  
Gregory J. Lynch, Superintendent



PTSD ENROLLMENT FY 2016-2017  
October-2016

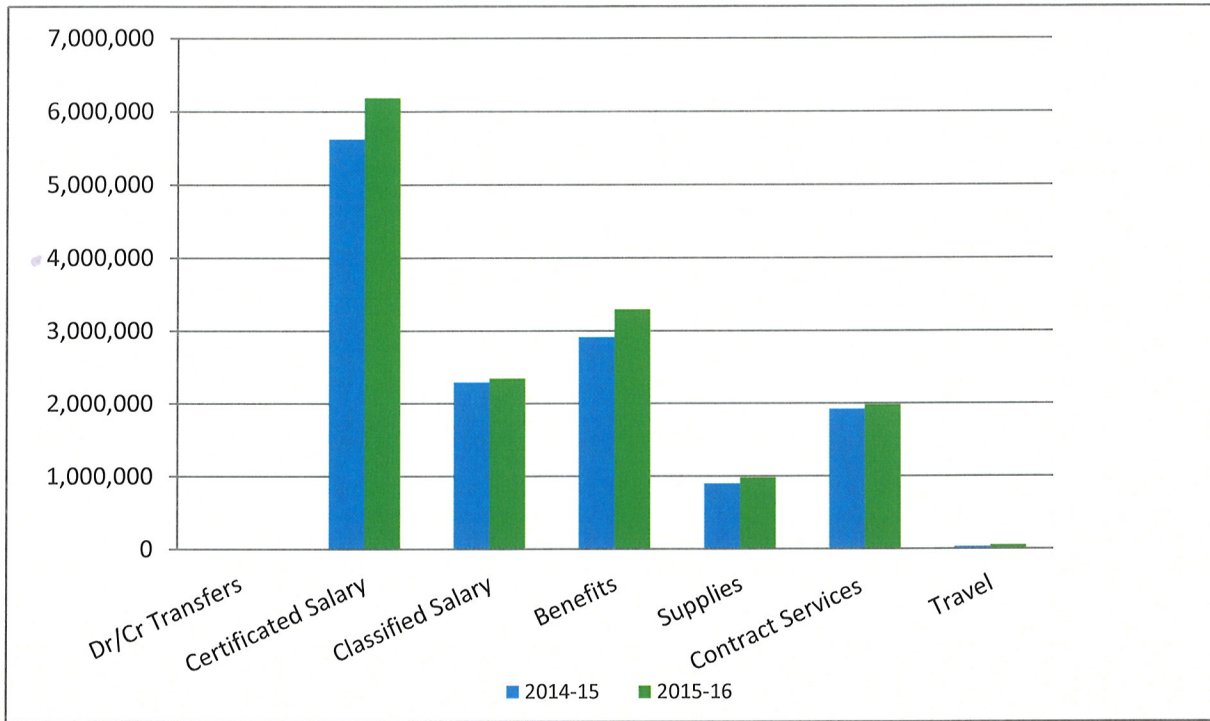
Prelim  
Revised  
10/3/16

	Current Month Totals						Comparison to Prior Month (September)		COMPARE TO BUDGET	
	Headcount		FTE *		Prior Mo	Diff	FY17 AAFTE * BUDGET	VARIANCE from Oct Target		
	Headcount	FTE	Headcount	FTE						
<b>TOTAL-Elm</b>	<b>327</b>	<b>323.87</b>	<b>8</b>	<b>8.00</b>	<b>-</b>	<b>-</b>	<b>331.87</b>	<b>-</b>	<b>354.0</b>	<b>(22.13)</b>
	Bldg - Blue Heron	ICE/OCEAN - ALE	OPEPO/Other							
	Headcnt	FTE	Headcnt	FTE	Headcnt	FTE				
Kindergarten	71	69.80	-	-	71	69.80	68.80	1.00	88.0	(18.20)
Grade 1	94	94.00	1	1.00	95	95.00	94.00	1.00	95.0	0.00
Grade 2	75	73.07	4	4.00	79	77.07	79.07	(2.00)	75.0	2.07
Grade 3	87	87.00	3	3.00	90	90.00	90.00	-	96.0	(6.00)
<b>TOTAL-Middle</b>	<b>395</b>	<b>392.29</b>	<b>35</b>	<b>34.55</b>	<b>21</b>	<b>21.09</b>	<b>-</b>	<b>-</b>	<b>424.0</b>	<b>23.93</b>
	Bldg - PTHS	ICE/OCEAN - ALE	OTHER							
	Headcnt	FTE	Headcnt	FTE	Headcnt	FTE				
Grade 4	62	62.00	8	8.00	10	10.00	78.00	2.00	77.0	3.00
Grade 5	66	66.60	9	9.00	11	10.40	87.00	(1.00)	80.0	6.00
Grade 6	110	109.72	7	7.00			116.72	-	110.0	6.72
Grade 7	80	78.97	5	4.70			81.52	2.15	80.0	3.67
Grade 8	77	75.00	6	5.85		0.69	83.31	(1.77)	77.0	4.54
<b>TOTAL-High</b>	<b>331</b>	<b>312.60</b>	<b>36</b>	<b>30.20</b>	<b>-</b>	<b>-</b>	<b>337.00</b>	<b>5.80</b>	<b>321.0</b>	<b>21.80</b>
<b>SUB-TOTAL</b>	<b>- (w/out Running Start)</b>	<b>1,028.76</b>	<b>72.75</b>	<b>21.09</b>	<b>1,153</b>	<b>1,122.60</b>	<b>1,115.42</b>	<b>7.18</b>	<b>1,099.0</b>	<b>23.60</b>
Running Start -- non-CTE					69	34.67	n/a	n/a	29.0	
Running Start -- CTE					1,222	1,158.60	n/a	n/a	2.0	
<b>TOTAL FTE including Running Start</b>							<b>1,115.42</b>	<b>7.18</b>	<b>1,130.00</b>	

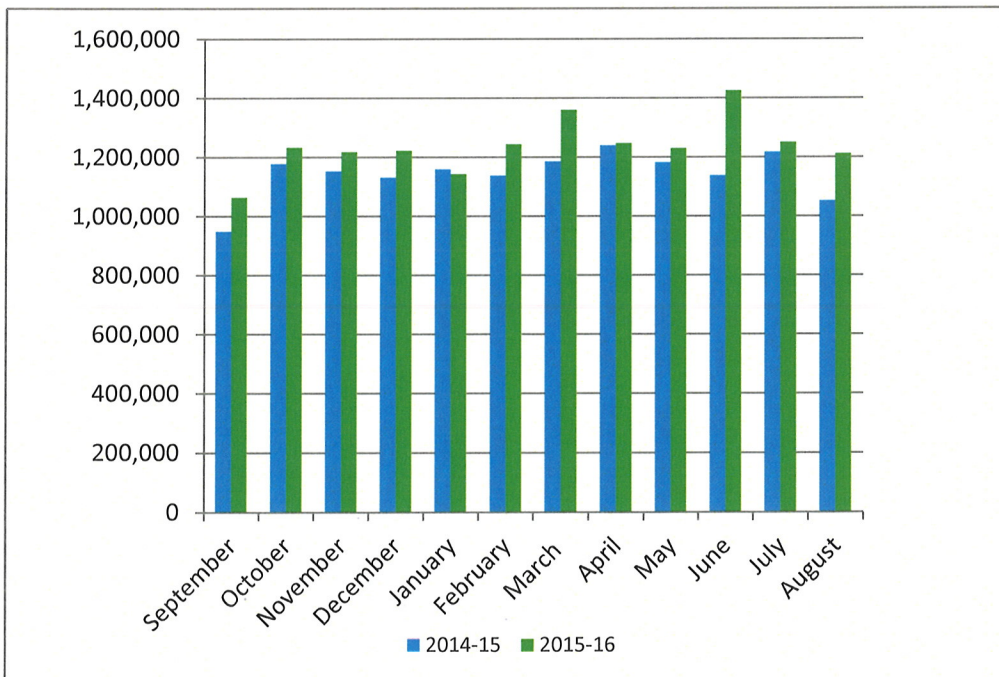
# Fund Summary - August 2016

	General Fund	Capital Projects	Debt Service	ASB	TVF
Beginning Fund Balance	517,948.78	1,203,191.36	123,097.26	320,496.30	183,715.92
Plus Revenues	<u>15,073,285.61</u>	<u>42,461,781.87</u>	<u>64,676.26</u>	<u>255,689.16</u>	<u>115,581.85</u>
Total Resources	15,591,234.39	43,664,973.23	187,773.52	576,185.46	299,297.77
Less Expenditures and Operating Transfers Out	<u>14,843,444.29</u>	<u>1,379,370.73</u>	<u>60,099.33</u>	<u>247,532.36</u>	<u>-</u>
Ending Fund Balance	<u><u>747,790.10</u></u>	<u><u>42,285,602.50</u></u>	<u><u>127,674.19</u></u>	<u><u>328,653.10</u></u>	<u><u>299,297.77</u></u>

**Port Townsend School District**  
**Year to Date Expenditures by Object**  
 August 31, 2016  
 \$14,843,444

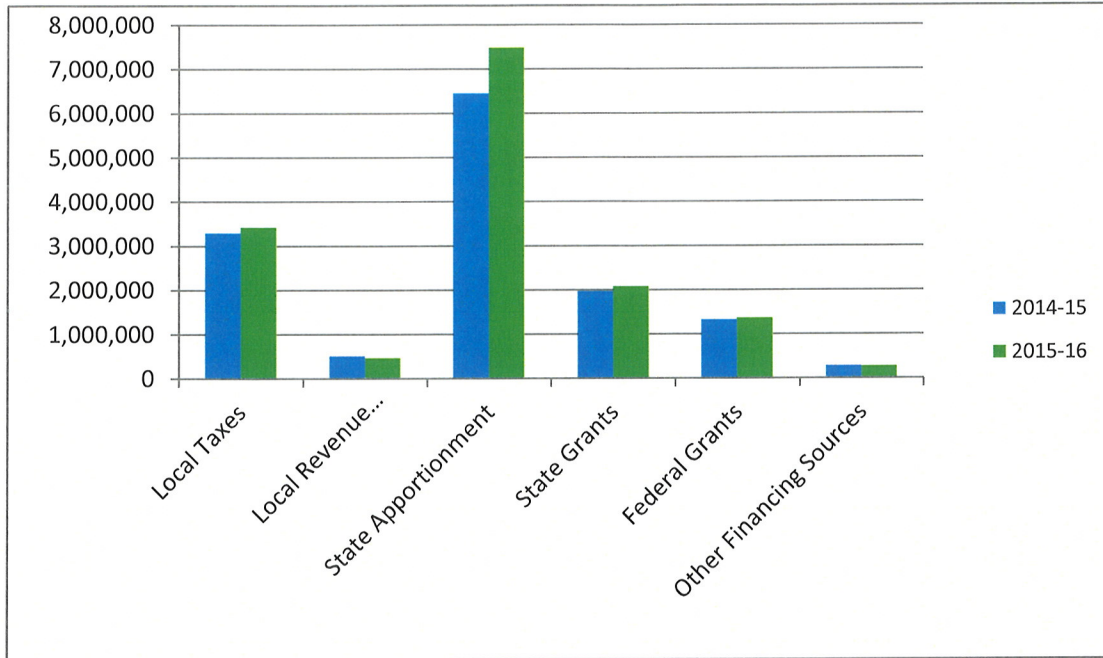


**General Fund Expenditure Comparative**



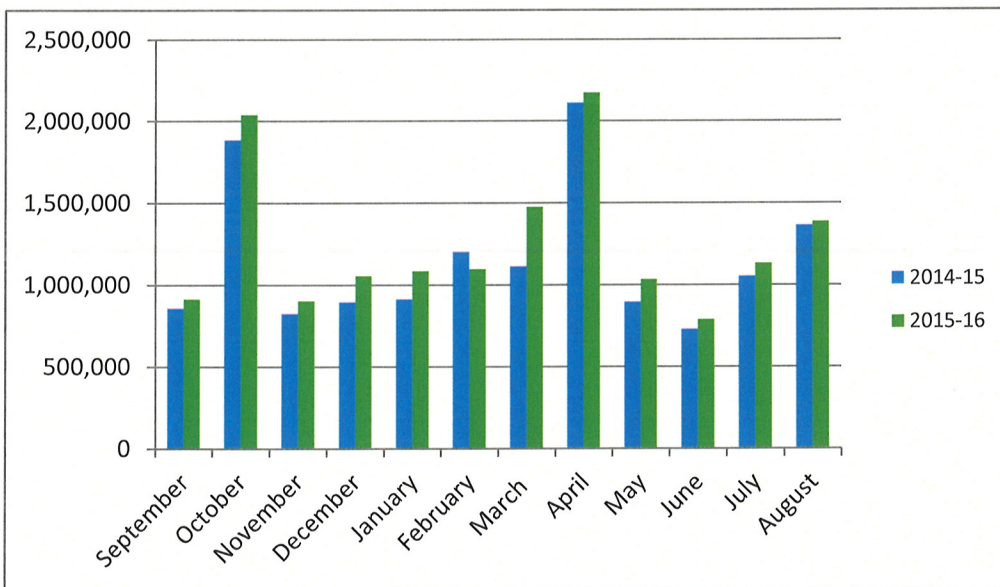
Expenditures as a percentage of budget is 98.85% and we are 100% through the year

**Port Townsend School District**  
 Year to Date Revenue by Source  
 August 31, 2016  
 \$15,073,286



Federal Grant revenue includes \$210,206 in Federal Forest Revenue

**General Fund Revenue Comparison**



100% through the year we have collected 99.71% of budgeted revenues.

# Highlights

August 31, 2016

	August Revenues	YTD Revenues	August Expenditures	YTD Expenditures
<b>General Fund</b>				
Apportionment	720,169	7,201,692		
Local Tax Collection	23,318	3,421,914		
Special Education - State	207,811	1,363,013	183,450	2,308,950
Extracurricular			4,646	405,925
MDS		132,010	6,019	132,497
Food Service	2,801	347,713	27,497	446,549
<b>Capital Projects</b>				
Local Tax Collection	8,769	1,187,094		
Capital Levy Expenditures				759,936
Bond Expenditures				555,364
<b>Debt Service</b>				
Non-Voted Principal/Interest				59,693
<b>ASB</b>				
General Student Body	5,736	47,919	737	5,676
Athletics	15,865	47,680	10,903	93,904
Clubs	11,524	132,252	7,720	114,207
<b>Transportation Vehicle</b>				
Depreciation		114,737		
Interest		845		

1. includes year end accruals of \$46,757

2. includes year end accruals of \$19,128 from USDA grant

# Current vs Prior Year

## August 31, 2016

	Adopted (Revised) 15-16 Budget	August 2016 Year To Date	August 2015 Year To Date	Difference
<b>Revenues</b>				
Local Tax	3,380,073	3,421,914	3,292,285	129,629
Local Non Tax	471,670	468,088	507,131	(39,043)
State General Purpose	7,552,081	7,473,963	6,443,568	1,030,395
State Special Purpose	2,015,175	2,072,383	1,968,566	103,817
Federal General Purpose	210,227	210,227	183,734	26,492
Federal Special Purpose	1,202,924	1,149,719	1,142,998	6,721
Other Agencies/Sources	285,516	276,991	281,633	(4,642)
Total	15,117,666	15,073,286	13,819,916	1,253,370
<b>Expenditures</b>				
<b>Employee Costs</b>				
Payroll - Certificated	5,714,432	6,177,909	5,613,818	564,092
Payroll - Classified	2,302,848	2,345,475	2,289,932	55,543
Payroll - Benefits	3,229,049	3,285,945	2,911,865	374,080
	11,246,329	11,809,330	10,815,615	
% of overall expend	75%	80%	79%	
<b>Non Employee Costs</b>				
Supplies	1,074,297	978,781	901,667	77,113
Contract Services	2,660,865	1,980,563	1,923,258	57,305
Travel	25,125	52,515	34,311	18,204
Capital Outlay	7,000	22,256	44,855	(22,599)
	3,767,287	3,034,114	2,904,091	
% of overall expend	25%	20%	21%	
Total	15,013,616	14,843,444	13,719,706	1,123,738
Revenue less expenditures	104,050	229,841	100,209	129,632
Actual % of budget consumed		98.9%	98.3%	

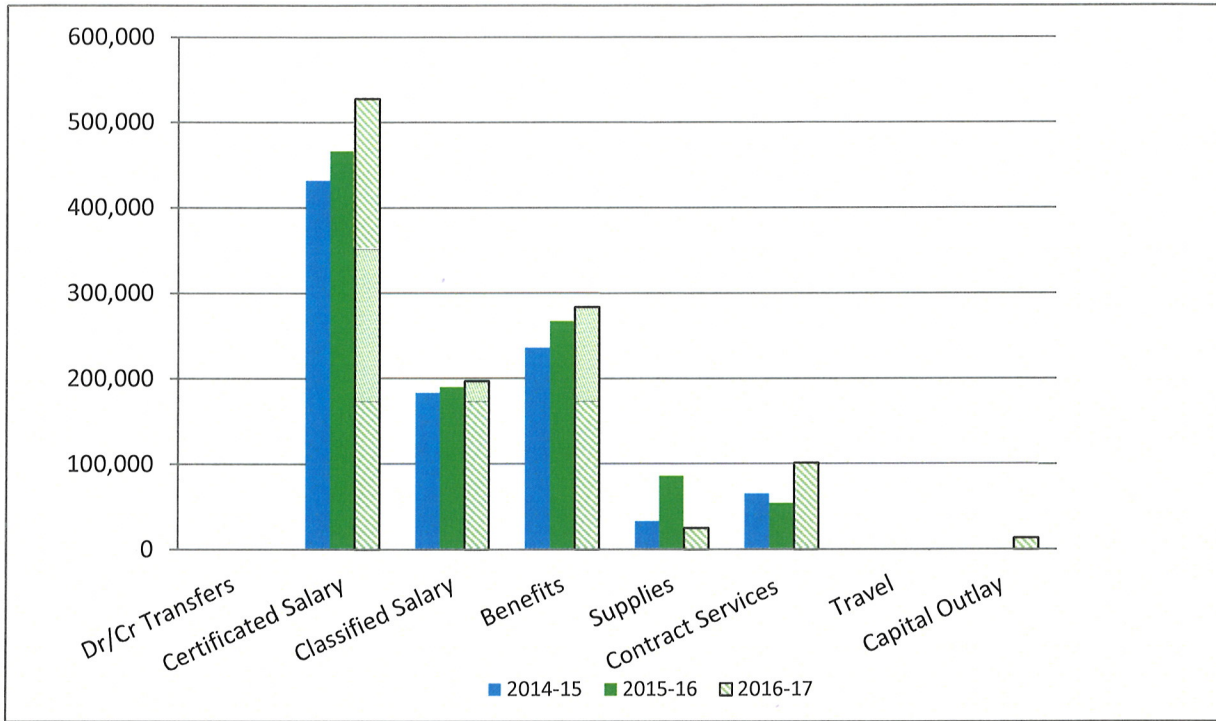
# Fund Summary

## September 2016

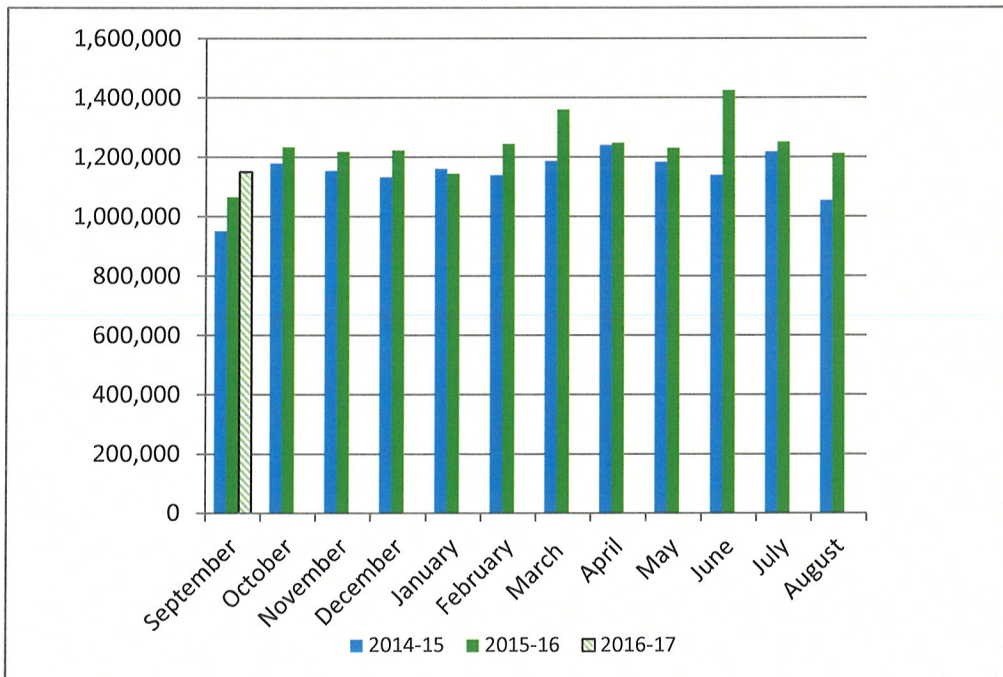
	General Fund	Capital Projects	Debt Service	ASB	TVF
Beginning Fund Balance	728,683	42,285,603	127,674	328,653	299,298
Plus Revenues	<u>980,776</u>	<u>81,489</u>	<u>503</u>	<u>41,514</u>	<u>100</u>
Total Resources	1,709,458	42,367,092	128,177	370,167	299,398
Less Expenditures and Operating Transfers Out	<u>1,150,510</u>	<u>73</u>	<u>-</u>	<u>15,360</u>	<u>-</u>
Ending Fund Balance	<u><u>558,948</u></u>	<u><u>42,367,019</u></u>	<u><u>128,177</u></u>	<u><u>354,807</u></u>	<u><u>299,398</u></u>



**Port Townsend School District**  
 Year to Date Expenditures by Object  
 September 30, 2016  
 \$1,150,510



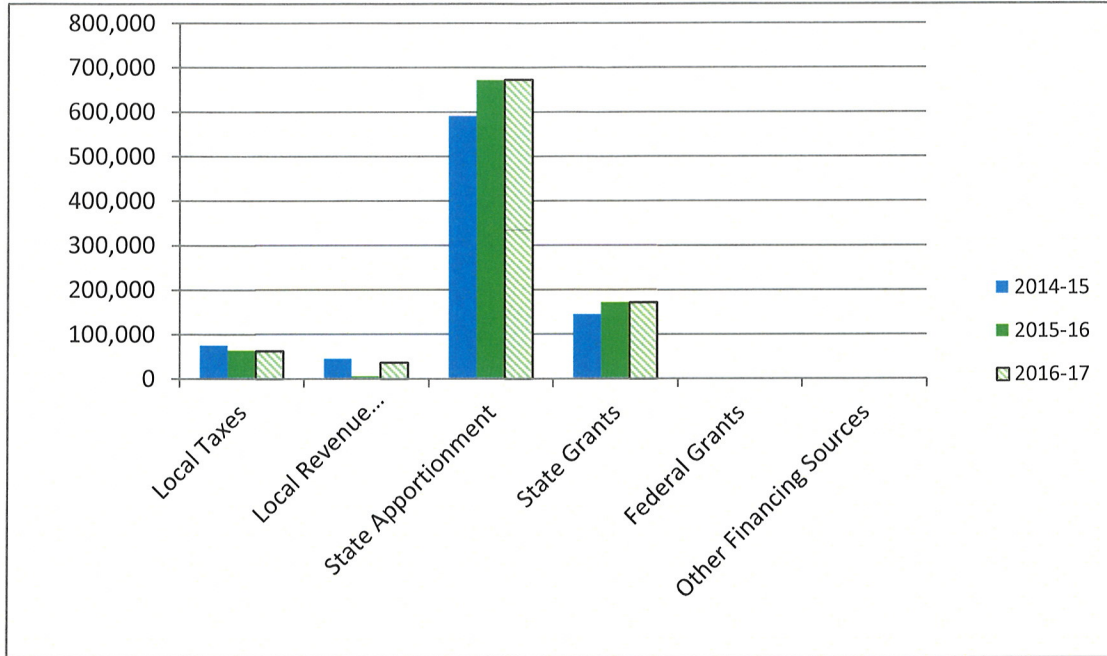
**General Fund Expenditure Comparative**



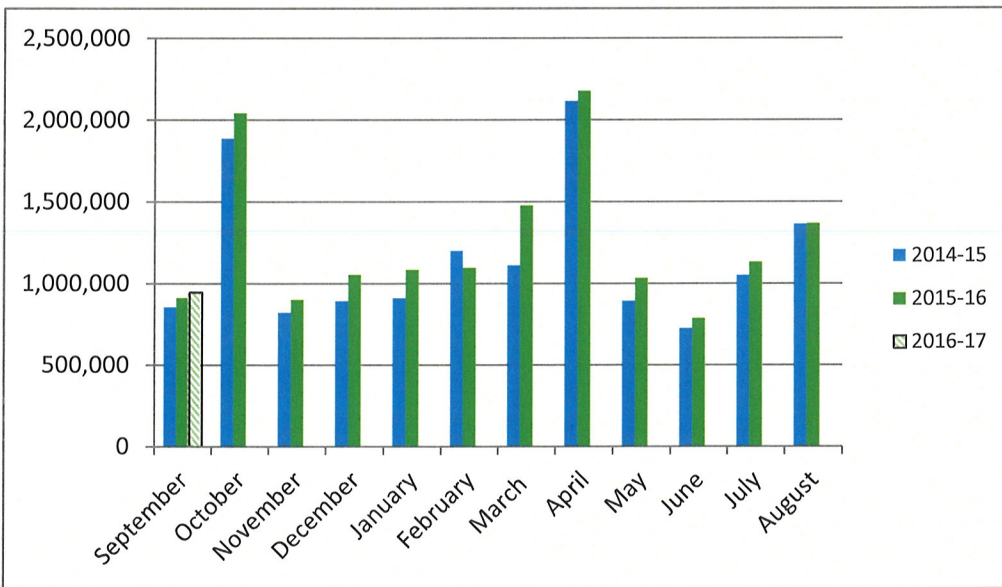
Expenditures as a percentage of budget is 7.45% and we are 8.33% through the year



**Port Townsend School District**  
 Year to Date Revenue by Source  
 September 30, 2016  
 \$945,655



**General Fund Revenue Comparison**



8.33% through the year we have collected 6.25% of budgeted revenues.

# Current vs Prior Year

## September 30, 2016

	Adopted 16-17 Budget	September 2016 Year To Date	September 2015 Year To Date	Difference
<b>Revenues</b>				
Local Tax	3,527,025	62,963	63,264	(301)
Local Non Tax	530,225	37,411	5,712	31,699
State General Purpose	7,476,001	672,835	672,179	657
State Special Purpose	2,183,810	172,446	171,661	785
Federal General Purpose	0	0	0	0
Federal Special Purpose	1,333,391	0	0	0
Other Agencies/Sources	78,500	0	0	0
	<hr/>			
Total	15,128,952	945,655 6.25%	912,816	32,839
<b>Expenditures</b>				
<b>Employee Costs</b>				
Payroll - Certificated	6,230,878	527,609	466,333	61,276
Payroll - Classified	2,433,511	197,571	190,020	7,551
Payroll - Benefits	3,424,949	284,196	267,219	16,977
	<hr/>			
	12,089,338	1,009,377	923,573	
% of overall expend	78%	88%	87%	
<b>Non Employee Costs</b>				
Supplies	853,281	25,442	85,768	(60,326)
Contract Services	2,381,306	101,627	53,900	47,727
Travel	25,301	384	675	(291)
Capital Outlay	90,000	13,680	0	13,680
	<hr/>			
	3,349,888	141,133	140,343	
% of overall expend	22%	12%	13%	
Total	15,439,226	1,150,510	1,063,916	86,594
Revenue less expenditures	(310,274)	(204,855)	(151,100)	(53,755)
Actual % of budget consumed		7.45%	7.09%	

# Highlights

September 30, 2016

	September Revenues	YTD Revenues	September Expenditures	YTD Expenditures
<b>General Fund</b>				
Apportionment	649,926	649,926		
Local Tax Collection	62,963	62,963		
Special Education - State	115,849	115,849	166,806	166,806
Extracurricular			37,076	37,076
MDS		0	39,609	39,609
Food Service	17,576	17,576	22,787	22,787
<b>Capital Projects</b>				
Local Tax Collection	21,532	21,532		
Interest Revenue	5,957	5,957		
Local Support Non Tax	54,000	54,000		
Capital Levy Expenditures				
Bond Expenditures				
<b>Debt Service</b>				
Non-Voted Principal/Interest	503	503		
<b>ASB</b>				
General Student Body	9,592	9,592	421	421
Athletics	5,043	5,043	2,709	2,709
Clubs	15,414	15,414	11,662	11,662
<b>Transportation Vehicle</b>				
Interest	100	100		

**District Mission:** Through community focused maritime place-based projects, students develop effective thinking, effective action, and effective relationships. As a result, our students demonstrate meaningful accomplishments as engaged citizens.

**Core Principles:**  
Innovation impacts real community needs

Empowered learners own their learning

Learning is connected day-to-day and year-to-year

Learning is embedded in authentic activities and projects

Meaningful relationships develop while learning

Our maritime community, in all its facets, provides rich resources for place based learning.

PLACE  
STAMP  
HERE

---

*“We are looking forward to having a structure that reflects the quality work that happens at Grant Street School every day. It’s going to be wonderful to have all of elementary students under one roof; safe and proud of their learning environment.”*

- Sarah McNulty, Parent

---

**Port Townsend School District**  
1610 Blaine Street  
Port Townsend, WA 98368



## Frequently Asked Questions New Elementary School Project



**PORT TOWNSEND**  
School District  
LEARNING THROUGH A SENSE OF PLACE





## Port Townsend School District's New Elementary School Frequently Asked Questions

When will the new school open?

The new school is scheduled to open in the Fall of 2018.

What is the name of the new elementary school?

The new school is still unnamed. Look for a contest to name the new school during the 2016-17 school year. Join in to help name the new school!

Who designed the building?

Community members, students, and Pre-K through Grade 5 teachers and staff helped to create the vision for the new elementary school. Based on their vision statements, the architectural firm Integrus, of Seattle, created the building design.

What is the name of the construction company?

The construction company is Absher Construction of Puyallup, WA. This construction company of many years of experience building elementary schools.

Who is the project manager?

The project manager, Kirk Robinson, of The Robinson Company, of Seattle, will manage the project for the district and work with both Integrus and Absher to ensure an efficiently run and cost effective project.

What grade levels will attend the school?

Students Pre-K through 5th grade will attend the school, including the multiage grades 1-5 OPE-PO program.

Is this an environmentally designed building?

Yes, this building will meet rigorous standards for environmental design.

When will the new construction begin?

Soil testing is the first step in construction, which has already been completed. Noticeable construction activity will begin in the Spring of 2017.

Will this building be designed for student safety?

The building will have a gate that closes the courtyard during the school day to limit access and ensure student safety. Additionally, there will be a limited number of entry points into the building to allow full supervision of who enters and leaves the school.

What provisions will be made in the building design to ensure individuals with disabilities have equal access?

There is a walkway from the bus area to the main office entrance that will be accessible to wheelchairs. At the courtyard entrance to the school on Grant Street, there will be a ramp to walk up to the next level with a wheelchair that will meet the Americans with Disabilities Act standards. An elevator to the library bridge level will also be available.

What will happen for recess during construction?

Recess schedules are being made that have a smaller number of classes go to recess at a time, creating the ability to have a smaller play area during construction.

How much space will the new school site have for outdoor features such as a play area and the school garden?

The play area has been increased in size dramatically in design revisions and will include a field to allow organized sports both during the school day and for community groups after school. The school garden space has also been dramatically increased and will become a production garden that will feed students at the new elementary school.

What resources will the school provide the community in the new facility?

The new school will have many resources available to the larger school community. There are plans for a well-child clinic, family education center, library use during after school hours, connections to social services, and recreation opportunities outside and in the gymnasium during after school hours.

How can I learn more about the new elementary school?

Check the Port Townsend School District website at [www.ptschools.org](http://www.ptschools.org)

**BOARD OF DIRECTORS**

**OPERATING PRINCIPLES  
PORT TOWNSEND SCHOOL BOARD AND SUPERINTENDENT**

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## **Introduction**

The school board is most effective when it is able to constructively integrate the diversity of its members into a strong, dynamic voice for quality education for all students. The difference between diverse and divided boards is that a diverse board is able to express diversity without questioning one another's motives while a divided board can find no way to reconcile differences and is unable to govern effectively. Operating principles define beliefs, values and methods of working together. Successful organizations are the result of effective and dynamic leadership. To assure quality of operations, leaders must agree on basic ways of working together.

We must agree on both philosophical ideas and practical ways of working together to achieve the common goals that provide quality education for all students. Effective working relationships are most likely when all parties know and agree to accepted ways of working together.

This procedure sets the principles and practices of cooperative behavior for Port Townsend School District leadership. The board and superintendent may document their commitment to strive to uphold these principles by passing a resolution annually.

These operating principles are not intended to limit a board director's ability to uphold their oath of office to faithfully discharge the duties of their office in affirmation of support to the constitutions of the United States and the State of Washington. Additionally, these principles will not hinder individual board directors' freedom of individual opinion or expression, nor will it limit their freedom to individually communicate with any members of their constituency. If a board director believes any of the operating principles in this procedure are in conflict with their oath, constitutions of the United States and the State of Washington and their freedoms stated by those, they will strive to rectify the conflict by pursuing the revision of these operating principles in this procedure.

## **Leadership roles**

<b>Port Townsend School Board of Directors</b>	<b>Port Townsend Superintendent of Schools</b>
Reviews and Suggests What	Decides How
Requests Information	Seeks and Provides Information
Considers Issues	Provides Recommendations
Creates, Reviews, and Adopts Policy	Recommends and Carries Out Policy
Approves and Reviews Plans	Implements Vision
Monitors Progress	Reports Progress
Contracts with Personnel	Supervises Hiring Process and Practices
Approves Evaluation Criteria and Procedures	Supervises and Evaluates Personnel
Approves and Reviews Budget	Formulates Budget
Represents Public Interest	Acts in Public Interest

### PHILOSOPHY STATEMENT

The most effective way to operate and supervise a dynamic school district is through close cooperation between the school board, the superintendent, administrative teams and the staff. The example by which the board and superintendent lead the district becomes the model for the administrative team, staff, parents and community on how issues and problems are resolved.

Our approach is to work in an open, positive problem-solving atmosphere to achieve the goals of the organization. Cooperation, support and loyalty do not mean we will agree on every issue; dialogue, divergent thinking and debate will encourage the best decisions. We have agreed to the following principles:

### COMMUNICATION

The centerpiece of this agreement is focused on communications. The board and superintendent agree to conduct the business of the district in a courteous, positive manner with open communications and an attitude of sharing and respect. We will make deliberate attempts to share information and data.

### LOYALTY AND COMMITMENT TO THE DISTRICT

Each individual has a responsibility to be loyal to the district and has a commitment to our common cause – a quality education for every child and a quality of life for the community.

To maintain a close and positive working relationship between the board and the superintendent, each member of the board agrees to the following:

**PROBLEMS:** Problems or perceived problems are those areas of concern that involve a breach of any district policy. The board members agree to direct questions or concerns about perceived or actual problems to the superintendent or designee rather than solicit information from employees.

**INFORMATION:** Board members should feel free to seek information to increase their understanding of procedures and practices. Each board member may engage in open communication within the district in an effort to gather information. To ensure the effectiveness of board-superintendent relationships, information concerning policy or general information that requires research and/or data, will be directed to the Superintendent.

### EMPLOYEES

The board is encouraged to offer praise for employees, but criticism must be channeled through the superintendent's office.

### PUBLIC AND EMPLOYEE COMPLAINTS AND CONCERNS

When an individual board member is contacted by a staff or community member, either by phone or correspondence, each member agrees to the principles of the following model:

1. Listen to the concern or complaint and find out if the individual is “venting” or wishes to know the steps to resolve the issue.
2. Inform the individual of the appropriate policies and channels regarding the complaint or concern. Assist by informing the individual of the correct procedures to resolve the issue.



Example: Teacher complaint by parent

- a. Refer parent to teacher and principal
  - b. Continue to channel the individual to the next immediate level, if the issue is unresolved.
  - c. Insure contractual agreements are considered.
  - d. The issue is only placed on the board agenda when all appropriate levels and channels of responsibility have been pursued, including the superintendent's office.
3. The superintendent will be informed by the board member of the complaint or concern and, except in unusual or extenuating circumstances, the information will be shared by the superintendent or the board member with the remaining members of the board.

#### CONFIDENTIALITY

Without exception, all information received and/or discussed in executive sessions will remain completely confidential. Information given in confidence, particularly when planning and exploring alternatives within the confines and laws that determine executive privileged information, must also remain confidential.

Public debate and information, while being open and honest, must not disclose information held to be confidential in regards to negotiations, the purchase of real estate, personnel and other topics covered by the confidentiality of the executive session laws.

#### AGENDA PREPARATION

Individual member's agenda must be open and on the table for meaningful dialogue to occur. Surprises at meetings are counterproductive. If a board member wishes to have an item or items placed on the board meeting agenda for discussion or action, the item(s) must be in writing explaining the content of the item and the reason for submitting the item(s) or, during a regular board meeting a board member may request an item(s) be placed on a future board meeting agenda. In either case, the superintendent and board chair should be advised in a timely fashion to allow the administration the appropriate time to gather data and prepare the board packet according to established deadlines.

#### DISTRICT NEGOTIATORS, ATTORNEYS AND CONSULTANTS

Only the superintendent or his (her) designee are to contact the district's attorneys, consultants, or negotiators. If a majority of the board feels a need to consult with the district counsel, consultant or negotiator, the board chair may request that the superintendent arrange such a meeting. The board chair, on behalf of the board, may contact the district's legal counsel in reference to the superintendent's contract and share that information with the remainder of the board.

#### THE MEDIA

The superintendent is responsible for communicating official district positions to the media. There will also be occasions when the board chair communicates the boards' or district's position.

We understand that the best practice of the board, especially relative to controversial issues and negotiations is to speak as one voice as the board and administration. However, it is not the intent of the superintendent or board to negate a member's right to speak to the media or community. Board members may state personal positions as long as they make it known they are not speaking on behalf of the board or the district.

It must also be understood that divisiveness through the media is inappropriate. It must be clear that we agree not to use the media to strike out at the district, superintendent, board members or other administrators and staff members or to use it for one's personal political gain.

#### SCHOOL VISITATIONS

Board members are welcome in all schools and facilities at any time. However, out of courtesy a board member should advise the principal of his/her intent to visit a school.

#### MEETINGS

School board meetings are the community's window to district operations. As per Board Policy 1400/1400P, "...all meetings will be conducted in an orderly and businesslike manner, using Robert's Rules of Order as a guide."

Meetings will begin promptly at 6:00 p.m. or as otherwise announced, and end at a reasonable time.

Executive sessions will take place as needed, consistent with board policy. Board members will be advised of the intent of the executive session in advance of the meeting.

Except in cases of emergency, issues not set on the agenda or addendum will not be presented by either board or administration, with the exception of announcements that require no action by the board. Announcements are defined as pieces of information regarding various meetings and items of interest. (An emergency is defined as being a situation involving injury or damage to persons or property or the likelihood of such injury or damage when time requirements of notice would make notice impractical and increase the likelihood of injury or damage [see RCW42-40-080]).

Before each meeting the board members agree to read all available agenda materials and contact the superintendent prior to the meeting if he/she feels clarification is necessary. Each agenda item requiring action by the board and all reports to the board will be accompanied by appropriate information provided by the superintendent in the board's meeting packet. The board packet will be sent in a timely manner to allow the board to study the agenda items.

It is understood that on occasion it may be necessary for the administration to provide additional information at the board meeting.

#### AUDIENCE PARTICIPATION

Members of the audience may address the board at the scheduled time for community input at each meeting. Audience members may address agenda items or other topics during this scheduled time. The board will listen to the information and opinions presented, and through the superintendent provide answers to questions, but is under no obligation to take action by audience request. An issue may be put on a future agenda if it is deemed appropriate for board action or reports. If a member of the audience requests information that is not immediately available at the time of the meeting, the board understands it may direct the superintendent or his/her designee to provide information to that person in the future. No board member or administrator should be expected to provide information if it is not readily available

#### DECISION MAKING

Each board member recognizes that he/she has no power or right to make individual promises that would be binding upon the board and district.

Each member has the obligation to state his/her point of view prior to a board action, including the chair of the board.

Because the board functions as a team, each member has the responsibility to support final decisions and aid in their implementation even though the member may not agree with or favor the decision. Concurrently, board members respect the right of individual members to oppose a proposal and vote against the majority of the board.

The board and superintendent will prepare a tentative calendar of regular events requiring board attention during the year including reporting systems of annual goals.

An individual board member may request that the superintendent prepare information and reports to assist in making informed decisions. If the request requires an excessive and unusual amount of staff time in the opinion of the superintendent, he/she may direct the member to the board chair. It is the chair's responsibility to discuss the request with the rest of the board to insure the request is a need and is of interest to at least the majority of the board.

Board members may make suggestions to the superintendent at any time, but he/she is not bound to follow such suggestions. If a member wishes to pursue his/her idea, he/she will request that it be considered as a regular item of business through the board chair and superintendent.

#### CRITERIA FOR DECISION MAKING

(See attachment #1)

#### THE ART OF POLITICS

Board members each have different experiences, beliefs, needs, and community support. It is the art of persuasion and politics to provide convincing testimony to persuade at least a majority of the board, in open meeting, to agree to an issue. If that is not possible, the individual agrees that the majority rules. After stating his/her arguments through orderly debate and consideration, he/she recognizes the need to move on to other issues. It is not in the best interest of the district to hold tightly to past disappointments, disagreements, and debates.

#### THE WSSDA CODE OF GOVERNANCE

The Washington State School Directors' Association holds that the values, knowledge and skills of effective school board members are based on adherence to basic principles such as honesty, integrity and respect for human dignity.

We, as independently elected officials, recognize and accept the responsibility of our role and our personal authority to act only within the structure of a school district's board of directors.

We commit to taking the time necessary to understand the beliefs, acquire the knowledge, and develop the skills necessary to be effective school board members.

#### Beliefs

- We believe each individual board member is responsible to:
- Be fully prepared and work within the board's structure;
- Make decisions to ensure equal access to public education;

- Acknowledge that an effective board must be composed of members who respect the processes and recognize dissenting viewpoints;
- Respect the professional expertise of district staff as necessary for the operation of effective schools;
- Recognize that schools thrive in a community where there is an atmosphere of mutual respect;
- Support actions taken by the board, and clearly differentiate personal opinion from board decisions when speaking in the minority;
- Make decisions to ensure the rights and welfare of all students;
- Make decisions that respect and accommodate diversity;
- Maintain independent judgment free of special interest and partisan political groups, and avoid the use of schools for personal gain;
- Promote environments that meet the educational needs of all students;
- Recognize that effective internal and external communications are an essential part of our public schools and the role of a school board member;
- Consider educational research, proven practices and community input in making decisions;
- Be accountable for personal actions;
- Work cooperatively with other board members, the staff and the community;
- Understand his/her role in making, monitoring and evaluating school district policies; and
- Be sensitive to how independent statements or actions of a board member may be perceived.

#### Knowledge and Skills

We believe that successful school board members will acquire the knowledge and skills necessary to:

- Understand the state's laws and regulations and their district's policies and procedures and contractual obligations which govern the operation of schools;
- Recognize that their school board authority to act can be exercised only when participating in an official meeting of the board;
- Hold confidential from the public, including families and friends, all matters discussed in executive session;
- Accept the appropriate roles of the board and superintendent in the operation of the school district;
- Strategically plan for the schools' short-, intermediate- and long-range futures; enact policies to ensure fair, efficient and effective operations; monitor – not manage – the implementation of plans and policies and evaluate the district's educational effectiveness;

- Develop interdependent relationships based on collaboration with other school board members, boards, other educational policymakers and appropriate agencies which will improve public education; and,
- Keep abreast of important developments in educational trends, research and practices.

(From: WSSDA's publication: "Serving on Your Local School Board: A Guide to Effective Leadership. Revised July, 2007)

**Attachment #1**  
**Criteria for Decision Making**

1. Whose decision is it?
2. Is it consistent with the vision and mission?
3. Is it legal and in accordance with directives?
4. Is it supportive of the strategic plan's goals?
5. Is it in the best interests of students?
6. Can the decision be supported by staff, students, parents and the community?
7. Are the implementation risks manageable?
8. Are the implementation funds budgeted and available?
9. Are staffing and other resources available?
10. Will failure to make the decision have an adverse impact?
11. What result(s) is expected from the decision?
12. What result(s) is expected of making a negative decision?

**Date: 8/19/93; 7/22/96; 2/8/99; 12/20/99; 2/23/04; 2/4/08; 2/22/10; 3/8/10.**

## SUPERINTENDENT EVALUATION INSTRUMENT

### Superintendent Goals and Standards

The superintendent and the Board of Directors establish from one to three goals that will become a part of the superintendent's focus for the coming school year. These goals will be established for each year based on local needs and priorities. The superintendent will report on goal progress as a part of the following year's evaluation procedure. The superintendent and Board of Directors will also mutually agree upon which of the six standards will be evaluated. The agreement may be to evaluate on all six standards, or may decide to focus on just two or three in a particular year. All six standards must be evaluated at least once in a three year period.

#### Annual Evaluation Report

#### Goals

Goal 1 –

Goal 2 –

Goal 3 –

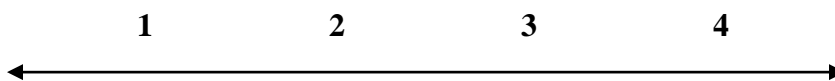
#### Standards

For each evaluated standard, rate on a scale of 1 – 4 with 1 as unsatisfactory, 2 as basic, 3 as proficient, and 4 as distinguished. Use the rubric provided by the Washington Superintendent Evaluation Process to help determine rating based on the themes within each strand.

#### ***Standard 1 – Visionary Leadership***

*A school administrator is an educational leader who improves learning and achievement for each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school and community stakeholders*

#### **Strand 1 – Advancing a district-wide shared vision for learning.**

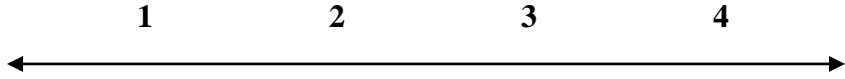


Areas of Strength

Opportunities for Growth

**Standard 2 – Instructional Leadership**  
*The superintendent is an educational leader who improves learning and achievement for each student by advocating, nurturing, and sustaining a district culture conducive to student learning and staff professional growth.*

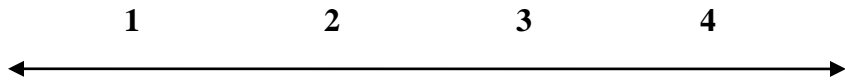
**Strand 1 – Putting student learning at the center. (Refer to five themes in rubric.)**



Areas of Strength

Opportunities for Growth

**Strand 2 – Evaluation and professional development**



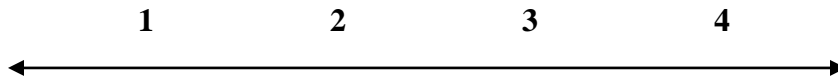
Areas of Strength

Opportunities for Growth

**Standard 3 – Effective Management**  
*The superintendent is an educational leader who improves student learning and achievement for each student and employee by ensuring management of the organization, operations, and resources for a safe, effective, and humane learning environment.*

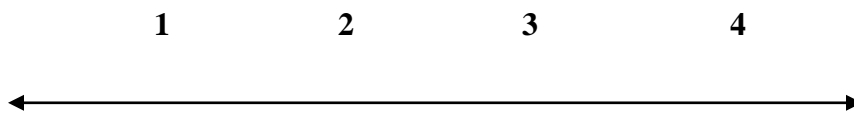
**Strand 1 – Effectively and efficiently manages district operations.**





Areas of Strength
Opportunities for Growth

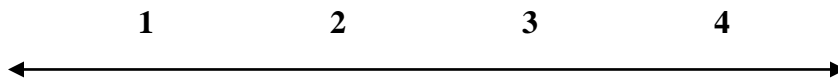
**Strand 2 – Creates a safe and humane organizational environment.**



Areas of Strength
Opportunities for Growth

***Standard 4 – Inclusive Practice***  
*The superintendent is an educational leader who improves learning and achievement for each student collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.*

**Strand 1 – Collaborating with families and community members.**



Areas of Strength
Opportunities for Growth

**Strand 2 – Collaborating with and responding to diverse communities.**

1 2 3 4



Areas of Strength

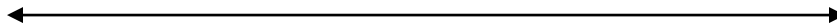
Opportunities for Growth

***Standard 5 – Ethical Leadership***

*The superintendent is an educational leader who improves learning and achievement for each student by acting with integrity, fairness, and in an ethical manner.*

**Strand 1 – Acting with integrity, fairness, and courage in upholding high ethical standards.**

1 2 3 4



Areas of Strength

Opportunities for Growth

***Standard 6 – Socio-Political Context***

*The superintendent is an educational leader who improves learning and achievement for each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

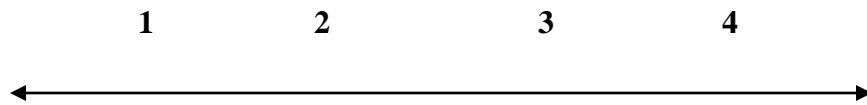
**Strand 1 – Understanding and influencing the district’s environment.**

1 2 3 4



Areas of Strength
Opportunities for Growth

**Strand 2 – Works effectively with the school district’s Board of Directors**



Areas of Strength
Opportunities for Growth

I certify that I have met and discussed the content of this evaluation report with the Board of Directors, and that I have been given a copy of the report. My signature does not, however, necessarily indicate agreement with the findings.

\_\_\_\_\_

Date

\_\_\_\_\_

Superintendent

**Board of Directors:**

\_\_\_\_\_

Date

\_\_\_\_\_

Chair

\_\_\_\_\_

\_\_\_\_\_

Date

Vice-Chair

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Date

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Director

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Date

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Director

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Date

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Director

## **BOARD OF DIRECTORS**

### **Evaluation of the Superintendent**

As per Washington State Law, the Board of Directors has the responsibility to evaluate the superintendent on an annual basis. The evaluation process provides for accountability to the Board of Directors and Assures patrons that the Board of Directors is accountable to the larger community. The process provides a clear direction to the superintendent and allows a venue to recognize excellence and work on deficiencies. The process helps to foster communication between the board and the superintendent.

The evaluation criteria are based on contractual agreements between the board and superintendent, the superintendent's job description, and evaluation instrument based on the job description and goals mutually agreed to between the superintendent and board. It is the responsibility of each board member to remain familiar with the contractual agreement and the job description.

### **Procedures**

A. As per Policy 1630, "The Board will conduct three performance conferences/evaluations with the superintendent each year. Two informal conferences will be completed, one (1) prior to October 31<sup>st</sup>, and another prior to January 31<sup>st</sup>, and a formal evaluation to be completed prior to June 30<sup>th</sup>. The board, on the basis of the evaluation, may renew and/or extend the superintendent's contract for periods not to exceed three years."

B. The superintendent will report his/her current progress toward the annual superintendent's goals to each board member prior to the year-end evaluation meeting.

C. Members of the Board of Directors will independently evaluate the superintendent using the approved evaluation instrument (1630F). Each board member will respond to the goals report submitted by the superintendent.

D. The president of the board or his/her designee will be asked to compile the individual responses into a final composite report to be used as the official evaluation instrument. This document will form the basis for discussion between the board and superintendent at the end of the year evaluation meeting. A portion of the meeting will be used to discuss the prior year's goals, progress toward the goals and to establish goals for the following year.

Date:

## PERSONNEL

### Disciplinary Action and Discharge

#### Grounds for Disciplinary Action or Discharge

Staff who fail to fulfill their job responsibilities or follow the reasonable directions of their administrators or who conduct themselves on or off the job in ways that affect their effectiveness on the job may be subject to disciplinary action or discharge. Behavior, conduct, or action which provides sufficient cause may warrant disciplinary action or discharge. Such behavior, conduct, or action may include, but is not limited to:

- A. Incompetence
- B. Inefficiency;
- C. Misappropriation or misuse of district property;
- D. Neglect of duty;
- E. Insubordination;
- F. Conviction/guilty plea of any crime which adversely affects the employee's ability to perform a job, including any felony crime involving:
  - 1. The physical neglect of a child;
  - 2. The physical injury or death of a child;
  - 3. Sexual exploitation of a child;
  - 4. Sexual offenses;
  - 5. Promotion of a minor for prostitution purposes; or
  - 6. The sale or purchase of a minor child (employees are required to report in writing to the superintendent any conviction or guilty plea of the above referenced crimes-and of any other crimes that are workplace related-within five days of conviction or guilty plea.)
- G. Malfeasance;
- H. Misconduct;
- I. Inability to perform job functions;
- J. Willful violation of district policies and procedures or laws and regulations;
- K. Mistreatment, abuse or assault of fellow workers, students, or members of the public;
- L. Conflict of interest;
- M. Abuse of leave;
- N. Sexual harassment, verbal abuse, physical abuse or sexual misconduct;
- O. Manufacture, possession, distribution, sale or being under the influence of alcohol, controlled, illegal, addictive or harmful substances including anabolic steroids;
- P. Conduct (whether on the job or off the job) that has a substantial negative impact on performance;
- Q. Mental or physical inability to perform the essential job duties;
- R. Intemperance;
- S. Intentional discrimination;
- T. Vulgar speech or actions;
- U. Use of habit forming drugs without pharmaceutical prescription by a doctor of medicine licensed to practice in the state of Washington.
- V. Use of alcoholic beverages on district premises or at a district-sponsored activity off the district premises;
- W. Use of district supplies and equipment for personal betterment or financial gain or other



improper purposes.

In the event that allegations or charges are made against a staff member for misconduct with minors, the superintendent may contact the Child Protective Services central registry for evidence regarding whether the staff member as an adjudicated or admitted perpetrator of child abuse or neglect. Appropriate reports will also be made to law enforcement, the Office of Superintendent of Public Instruction, and the student’s parents or guardians, as required by law.

**Abuse and Sexual Misconduct**

The district will not enter into any contract that is contrary to law to suppress information about verbal or physical abuse or sexual misconduct by a present or former employee and will comply with all legal requirements regarding such misconduct.

**Suspension of Staff**

The superintendent/designee is authorized to suspend a staff member immediately as deemed appropriate.

Cross Reference:	Policy 5006 Policy 5240 Policy 5280	Certification Revocation Evaluation of Staff Separation from Employment
Legal References:	RCW 28A.400.300  RCW 28A.400.320  RCW 28A.400.340  RCW 28A.405.300  RCW 28A.405.310  RCW 28A.405.470  RCW 28A.410.090  RCW 49.44.200 Chapter 181-86 WAC 181-87	Hiring and discharge of employees – Written leave policies – Seniority and leave benefits of employees transferring between school districts and other educational employers Crimes against children – Mandatory termination of classified employees – appeal – Recovery of salary or compensation by district Notice of discharge to contain notice or right to appeal if available Adverse change in contract status of certificated employee – Determination of probable cause – Notice – Opportunity for hearings Adverse change in contract status of certificated employee, including non-renewal of contract – Hearings – Procedure Crimes against children – Mandatory termination of certificated employees – Appeal – Recovery of salary or compensation by district Revocation or suspension of certificate or permit to teach – Criminal basis – Complaints – Investigation - Process Personal social networking accounts - Restrictions on employer access – Definitions RCW Policies and procedures for administration of certification proceedings Acts of Unprofessional Conduct
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**PORT TOWNSEND SCHOOL DISTRICT NO. 50**

## MANAGEMENT SUPPORT

### Federal Cash and Financial Management

The district's financial management system and records will be sufficient for preparing required reports and for tracing expenditures to a level that establishes funds have been used according to federal statutes, regulations, and the terms and conditions of the federal award. This is in addition to maintaining a system of funds and accounts in accordance with state law and the accounting manual (Policy 6020).

The district's financial management system will:

- Identify all federal awards received and expended, including specific information pertaining to the award: federal program name; CFDA title and number; identification number and year; and name of federal and any pass-through agency.
- Provide for accurate, current, and complete disclosure of the results of each federal award in accordance with reporting requirements.
- Include records and supporting documentation that identify the source and application of funds for federally funded activities, including authorizations, obligations, unobligated balances, expenditures, assets, income and interest.
- Enable the district to maintain effective internal controls to ensure accountability and proper safeguarding and use of all funds, property and other assets (for example, adequate segregation of duties).
- Provide a comparison of expenditures with budget amounts for each federal award.

In order for the district to comply with federal regulations for grant recipients, the superintendent will implement written procedures for 1) cash management; and 2) determining the allowability of costs in accordance with Cost Principles and the federal award terms and conditions.

Cross References:     6020 – System of Funds and Accounts  
                              6100 – Revenues from Local, State and Federal Sources

Legal References:     Code of Federal Regulations (CFR), Part 200 *Uniform Administrative Requirements, Cost Principles, and Audit Requirements*, Sections §200.302 and §200.305  
                              Cash Management Improvement Act of 1990

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## MANAGEMENT SUPPORT

### Allowable Costs for Federal Programs

Expenditures under federal programs are governed by the Federal Cost Principles contained in 2 CFR Part 200 Subpart E – Cost Principles. The district is committed to ensuring that costs claimed under Federal awards follow these cost principles as well as any special terms and conditions contained in the award. Additionally, as a grantee, the district is required to follow the more restrictive of the federal, state, and district policies.

When applying these cost principles, the district will:

- Maintain responsibility for the efficient and effective administration of the Federal award through the application of sound management practices;
- Assume responsibility for administering federal funds in a manner consistent with underlying agreements, program objectives and the terms and conditions of the federal award; and
- Apply accounting practices that are consistent with the cost principles, support the accumulation of costs as required by the principles, and provide for adequate documentation to support costs charged to the federal award.

The district will maintain a system of internal controls over federal expenditures to provide reasonable assurance that Federal awards are expended only for allowable activities and that the costs of goods and services charged to Federal awards are allowable and in accordance with the above referenced cost principles. Those controls will meet the following general criteria:

- Be necessary and reasonable for the performance of the Federal award and be allocable thereto under these principles;
- Conform to any limitations or exclusions set forth in these principles or in the Federal award as to types or amount of cost items;
- Be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the district;
- Be accorded consistent treatment;
- Be determined in accordance with generally accepted accounting principles;
- Not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior period; and
- Be adequately documented.

Cross References: 1610 – Conflicts of Interest  
6101 – Federal Cash and Financial Management  
6210 – Purchasing: Authorization and Control  
6220 - Bid Requirements  
6801 – Capital Assets/Theft-Sensitive Assets

Legal References: 2 CFR Part 200, Subpart E

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