

PORT TOWNSEND SCHOOL DISTRICT NO. 50
6:00 p.m. Regular School Board Meeting
March 27, 2017
“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

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

02. Call to Order

- 02.01 Roll Call
- 02.02 Pledge of Allegiance

03. Agenda

03.01 Agenda Approval

04. Public Comments

05. Consent Agenda

- 05.01 Consent Agenda Approval
- 05.02 Approval of Minutes
 - 05.020 Minutes of the February 27, 2017 Special Meeting
 - 05.021 Minutes of the February 27, 2017 Regular Meeting
 - 05.022 Minutes of the March 13, 2017 Work/Study Meeting
- 05.03 Approval of Personnel Action
 - 05.030 Approve second year leave of absence for Joan Gitelman, 1.0 FTE Behavior Interventionist, Grant Street Elementary, effective the 2017-18 school year
 - 05.031 Accept resignation of Jean Scarboro, .6 FTE Counselor, Grant Street Elementary, effective the end of the 2016-17 school year
 - 05.032 Recommend Kirsten Behrenfeld transfer from .5 FTE Birth to Three Teacher to 1.0 FTE Preschool Teacher, Grant Street Elementary, effective the 2017-18 school year
 - 05.033 Recommend Pat Range transfer from 1.0 FTE Special Education Teacher to .5 FTE Birth to Three Teacher, Grant Street Elementary, effective the 2017-18 school year
 - 05.034 Recommend Ann McMahon as .5 FTE Speech Language Pathologist, Preschool, for the remainder of the 2016-17 school year
 - 05.035 Recommend Denise Aedan as 1.0 FTE 1st/2nd Grade Multiage Teacher, Grant Street Elementary, effective the 2017-18 school year
 - 05.036 Recommend Laurie Solchenberger as 1.0 FTE Behavior Interventionist, Grant Street Elementary, effective the 2017-18 school year
 - 05.037 Accept resignation/retirement of Lois Sherwood, 1.0 FTE Teacher, Port Townsend High School, effective the end of the 2016-17 school year
 - 05.038 Accept resignation of Roxann Anderson, Custodian, as of March 3, 2017
 - 05.039 Recommend Teri Freitas as 5.50 hr./day Custodian, 2.5 hr./day Para Educator, Grant Street Elementary, effective March 6, 2017
 - 05.040 Accept retirement/resignation of Sandi Reid, Substitute Coordinator, effective June 16, 2017
 - 05.041 Accept resignation/retirement of Jen Cronin, Blue Heron School Para Educator, effective the end of the 2016-17 school year

- 05.042 Recommend Nathan Land as High School Boys' Assistant Soccer Coach, effective the 2016-17 school year
- 05.043 Accept resignation of Lindsea Barlow, High School Assistant Volleyball Coach, effective the end of the 2016-17 season
- 05.044 Approve medical leave of absence for Melinda Pongrey, 1.0 FTE Teacher, Blue Heron School, for the remainder of the 2016-17 school year
- 05.045 Approve .4 FTE resignation request of Tim Behrenfeld, 1.0 FTE High School Teacher, moving to .6 FTE for the 2017-18 school year

05.05 Approval of Financial Reports

05.050 Accounts Payable as of March 27, 2017

05.051 Payroll – February, 2017

05.06 Donations

05.060 Accept donation of \$4,600 from Port Townsend Boosters to Blue Heron and Port Townsend High School Athletics

06. Board Correspondence - None

07. Reports

07.01 Student

07.02 Board

07.03 Paver Project at New Elementary School – Holley Carlson, Port Townsend Education Foundation

07.04 Maritime Discovery Schools Quarterly Report – Sarah Rubenstein

07.05 Asset Preservation Report for Blue Heron – Brad Taylor, Director of Support Services

07.06 Superintendent

07.060 Calendar of Events

07.07 Director of Finance and Business Operations – Amy Khile

07.070 Enrollment, March, 2017

07.071 Fund Summary for February, 2017

07.072 Special Education Funding

08. Action Items

08.01 Approve OCEAN Field Trip to San Juan Islands, May 7-11, 2017

08.02 Approve OCEAN Field Trip to San Juan Islands, May 30-June 2, 2017

08.03 Approve Construction Schedule for New Elementary School

08.04 Approve Policy 3140 – Release of Resident Students

08.05 Approve Policy 3414 – Infectious Diseases

08.06 Approve Policy 3416 – Medication at School

08.07 Approve Policy 3420 – Anaphylaxis Prevention and Response

09. Unfinished Business

10. New Business

11. Policy Review

11.01 Policy 3530 – Student Fund Raising

11.02 Policy 6102 – District Fund Raising

11.03 Policy 6220 – Bid Requirements

12. Board Member Announcements/Suggestions for Future Meetings

13. Next Meeting

13.01 Work/Study Board Meeting, April 10, 2017, 1610 Blaine St., Room S-11, 6:00 pm

14. Executive Session – (if necessary)

15. Adjournment

Board Chair Nathanael O'Hara called the meeting to order at 5:00 p.m. PRESENT: Nathanael O'Hara, Keith White, Connie Welch, Laura Tucker, and Jennifer James-Wilson. Also present were Superintendent Polm, staff, and community members.

Nathanael O'Hara led the Pledge of Allegiance.

Agenda Approval

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

ASB Representative Henry Veitenhans joined the meeting at 5:10 p.m.

Public Comments

Principal Lisa Condran explained the criteria the committee used to rank submitted names for the new elementary school. Melody Skye Eisler, City Library Director, said she was honored to be part of this committee, and appreciated the organization and thoughtfulness of the committee. Ann Healy-Raymond explained some of the concerns the committee had about the name "Discovery". Jason Lynch, Director of Title I, expressed his appreciation for being part of this committee. Jennifer James-Wilson spoke about the name "Discovery". Keith White asked if any research was done about the amount of use of the name "Discovery". Ms. Condran said the committee did do some research about the use of all the names, and found that "Discovery" was a very common name. Mr. O'Hara asked about the geographic area of the Salish Sea. The name Salish was discussed. The board expressed their thanks to the committee for their hard work.

The following individuals spoke regarding the name for the new elementary school:

- Pam Stinson spoke in favor of the name Chetzemoka.
- Kurt Grinnell, tribal councilman of the Jamestown S'Klallam tribe and great-grandson of Chief Chetzemoka, spoke in favor of the name Chetzemoka.

Mr. O'Hara said the board will make a choice for the name of the new elementary school at the March 13, 2017 board meeting.

Ms. James-Wilson asked Mr. Grinnell about the significance of the term "Salish Sea". Mr. Grinnell said that name also has great importance to the Jamestown S'Klallam tribe.

Executive Session

The special meeting was adjourned at 5:40 p.m. for approximately 20 minutes to an executive session to discuss the performance of a public employee. The executive session was adjourned at 6:00 p.m. and the special meeting reconvened. The special meeting was adjourned by consensus at 6:00 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, Connie Welch, Laura Tucker, Jennifer James-Wilson, and Keith White. Also present were Superintendent Polm, staff, and community members.

Keith White led the Pledge of Allegiance.

Agenda Approval

Laura Tucker moved to approve the agenda. Connie Welch seconded and the motion carried 5-0.

Recognition

Superintendent

Superintendent Polm presented certificates of recognition to:

- Maria Morrison, high school junior, who has completed flight school and obtained her pilot's license. Ms. Morrison related her story of flying to Wisconsin last summer.
- Ian Coates, high school senior, who wrote, produced, and directed an original play, which the Port Townsend High School Drama Club performed. Mr. Coates explained that the play was his senior project.

Public Comments

Sally Talbert spoke in favor of the name "Discovery" for the new elementary school.

Consent Agenda

Jennifer James-Wilson moved to approve the consent agenda. Connie Welch seconded and the motion carried 5-0. Ms. James-Wilson recognized the retirement of Chris Neuman, Blue Heron teacher. Included on the consent agenda were the following items: 1) Payroll for January, 2017; 2) Accounts Payable as of February 27, 2017; 3) Approval of minutes from the January 23, 2017 regular meeting, and the February 13, 2017 work/study meeting; 4) Recommend the following actions:

Hires:

Recommend Daniel Ferland for the supplemental position of Fine Arts Coordinator, effective the 2016-17 school year
Recommend Maggie Kelley, 1.0 FTE Grant Street Teacher, for the 1.0 FTE 5th Grade Teacher position at Blue Heron School, effective the 2017-18 school year
Recommend Kate Wenzl as 1.0 FTE Special Education Teacher, Life Skills program, Blue Heron School, effective the 2017-18 school year
Recommend transfer of Toni Boutilier from Custodian/Para educator to 6 hr./day Special Education Para educator, effective January 31, 2017.
Recommend Paula Rainey as 6.17 hr./day Special Education Para educator, Blue Heron School, effective February 7, 2017, pending completion and passage of pre-employment testing
Recommend Mike Evans as High School Head Baseball Coach effective the 2016-17 season
Recommend Charity Jesionowski and Kade Wilford as Blue Heron School Wrestling Co-Coaches, effective the 2016-17 season

Transfers:

Recommend transfer of Roxann Anderson from Bus Driver to 5.5 hr./day Custodian-evening shift, effective February 21, 2017

- Retirements/resignations: Accept resignation/retirement of Chris Neuman, 1.0 FTE Teacher, Blue Heron School, effective the end of the 2016-17 school year
 Accept resignation of Polly Urbani, Special Education Para educator, Blue Heron School, effective January 31, 2017
 Accept resignation of Kristin Thibeault, Bus Driver, effective February 10, 2017
 Accept resignation of Cameron Botkin as High School Head Girls' Volleyball Coach, effective the end of the 2016-17 season
- Donations: Accept donation of \$3,278.72 from The Leader to produce the 2016-17 Port Townsend High School Athletic Poster and Schedule
 Accept donation of \$2,032.26 from Ian Coates's senior project to the Port Townsend High School Drama Club

Board Correspondence – None

Reports

Student - None

Board

Ms. James-Wilson reported that she attended the Jefferson Transit Authority Board meeting last week. The Jefferson Transit Authority Board will expand its membership in late 2018, and Ms. James-Wilson suggested that Port Townsend and neighboring school districts might consider having a representative on that board. Ms. Tucker spoke about attending the Friday Salon on February 23, 2017 held at the high school. Mr. White said he attended an ASB meeting last week at the high school, and spoke to some of the students about the possibility of attending the WSSDA (Washington State School Directors' Association) annual Legislative Conference next year.

Title I Report – Jason Lynch

Jason Lynch, Director of Title I, explained Policy 4130, Parental Involvement, requires an annual report to the board; he reported on some of the successes and opportunities of the Title I program at Grant Street Elementary and Blue Heron School, which are both school-wide Title I schools. Discussion followed.

Superintendent

Superintendent Polm reported on the following:

- Learning Walks at schools
- Assembly at Blue Heron
- Safety Co-op meeting at Olympic ESD (Educational Service District) 114 on Monday, February 27, 2017
- Legislative progress on education-related bills
- Listening sessions with the community (4-5:00 p.m.)
 - March 22, 2017 - Maritime Discovery Schools initiative, location to be determined
 - April 20, 2017 - new elementary school construction at Grant Street Elementary library
 - May 18, 2017 - wellness and food service at Blue Heron School
- Discussion of OPEPO (Optional Education Program) – outcomes and equity
- Audit entrance conference on March 1, 2017
- Policy Review Committee is on March 7, not March 3 as listed on the Calendar of Events
- Report from the Communicable Disease Program Coordinator, Jefferson County Public Health, regarding immunization statistics in Jefferson County and local schools, tentatively scheduled for the April 10, 2017 work/study meeting
- 24-credit graduation requirement and Blue Heron and Port Townsend High School schedules

Director of Business and Finance – Amy Khile

Ms. Khile reported on enrollment for February, 2017, budget status for all funds, a capital levy and bond analysis, and a report on student fees. Discussion followed. Blue Heron Principal Holshouser suggested removing the Blue Heron ASB activity fee, as it is no longer used.

Action Items

Approve Students Fees for the 2017-18 School Year

Ms. James-Wilson moved to approve the student fees for 2017-18, removing the Blue Heron ASB Activity Fee. Laura Tucker seconded and the motion carried 5-0.

Unfinished Business

New Business

Policy Review – None

Board Member Announcements/Suggestions for Future Meetings

Mr. White will not be at the March 27, 2017 board meeting.

Next Meeting

Work/Study Meeting, March 13, 2017, 1610 Blaine St., Room S-11, 6:00 p.m.

Adjournment

The meeting was adjourned by consensus at 7:52 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, Connie Welch, Laura Tucker, Jennifer James-Wilson, and Keith White; Gerry Coker and Henry Veitenhans, Student Representatives. Also present were Superintendent Polm, staff, and community members.

Laura Tucker led the Pledge of Allegiance.

Agenda Approval

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

Recognition

Superintendent

Superintendent Polm presented the following student-athletes with certificates of recognition:

- Berkley Hill and Detrius Kelsall – League Co-MVP, Boys' Basketball
- Kaiden Parcher – All-League, Boys' Basketball
- Kaitlyn Meek and Jasmani Apker-Montoya – All-League, Girls' Basketball
- Ally Bradley and Brenna Franklin – All-League, Wrestling
- Tom Webster, 1A Olympic League Coach of the Year, Basketball

Dr. Polm read proclamations from Governor Inslee recognizing Classified Employee Week March 13-17, 2017 and School Retirees Appreciation Week, March 13-19, 2017.

Public Comments

The following people spoke in favor of naming the new elementary school Chetzemoka Elementary: Elaine Grinnell, Jamie Valdez, Laura Price, Francis Charles, Katherine Baril, and Robert Francis, and sang a Native American "helping" song. Ms. Grinnell shared some examples of Native American curriculum.

Board Correspondence

The board recognized the following correspondence regarding the new elementary school name: Sabrina McQuillen, Jacob Hill, Tom Thiersch, Chris Crubaugh, Val Johnstone, and Forest Shomer. Superintendent Polm reviewed the letter from the Adolescent Sleep, Health, and School Starts National Conference.

Reports

Student

Gerry Coker, ASB (Associated Student Body) Representative, reported the student body is preparing for the Tolo Dance, revising their constitution regarding elections, and encouraging more sports participation.

Music in the Schools Month – Daniel Ferland

Daniel Ferland, reported on the following:

- High School orchestra trip to Vancouver, B.C., March 8-11, 2017
- Recent state adjudication in Port Angeles
- High School Orchestra and Blue Heron Festival Orchestra concert on March 7, 2017

- Research article from the University of Kansas regarding the link between music education and academic achievement.
- A short excerpt of the High School orchestra was played via YouTube from their Vancouver, B.C. trip

Superintendent Polm

Dr. Polm reported on the following:

- A one-year extension to the current levy cliff approved by the state legislature
- Monthly Learning Walks to visit classrooms
- Higher Education Opportunities in East Jefferson County Survey results
- Elks Youth Awards on January 5, 2017. Nicholas Massie and Seamus Waibel from Port Townsend were among the students honored.
- Center for Educational Effectiveness survey taking place in the district

24-Credit Diploma – Superintendent Polm

Superintendent Polm explained that the State of Washington now requires students to obtain 24 credits in order to graduate, which in most districts, including Port Townsend, will begin with the class of 2019. Graduation rates for Port Townsend students, bell schedules, and course offerings were discussed. Principal Ehrhardt explained current and future plans for credit recovery and other course offerings. The board discussed their interest in moving to a 7-period concept at PTHS and aligning the middle school and high school schedules.

Since Time Immemorial Curriculum Report – Ann Healy-Raymond

Ms. Healy-Raymond said a survey was sent to teachers throughout the district to gather information on how Native American studies are implemented in classes. The results of that survey and partnerships between the district and local tribes were discussed.

Board Chair O'Hara called a 5-minute recess at 8:02 p.m. The meeting was reconvened at 8:07 p.m.

Action Items

Approve the Name for the New Elementary School

Mr. O'Hara explained the process that was used to submit names for consideration, and reviewed the matrix that was used. Per Board Policy 6970, it is the responsibility of the school board to choose the name. Discussion followed. Mr. White moved to choose "Salish Coast Elementary" as the name for the new elementary school. Ms. Welch seconded and the motion carried 4-1.

Approval of Resolution 17-01: Proclamation of Classified School Employee Week

Ms. James-Wilson moved to approve 17-01. Ms. Tucker seconded and the motion carried 5-0.

Approval of Resolution 17-02: Proclamation of School Retirees Appreciation Week

Ms. Tucker moved to approve Resolution 17-02. Ms. James-Wilson seconded and the motion carried 5-0.

Policy 3140 – Release of Resident Students

Superintendent Polm explained the minor changes to this policy. This policy will be on the March 27, 2017 regular meeting for approval.

Policy 3414 – Infectious Diseases

Superintendent Polm explained the minor change to this policy regarding state regulations.

Policy 3416 – Medication at School

Superintendent Polm explained the changes to this policy were around nasal inhalers. Mr. White pointed out some possible typographical errors on Page 1.

Policy 3420 – Anaphylaxis Prevention and Response

Superintendent Polm explained revisions to the policy allow employees to administer epi pens.

Board Member Announcements/suggestions for Future Meetings

Mr. White will not be at the March 27, 2017 Regular Meeting. The WSSDA (Washington State School Directors' Association) Regional Meetings were discussed. Superintendent Polm will be out of the district Tuesday, March 14 through Friday, March 17, 2017. Principal Ehrhardt will be acting superintendent while he is gone. Superintendent Polm reminded the board of the audit exit conference on March 30, 2017 at 10:00 a.m., and the Finance Committee meeting also on March 30 at 3:30 p.m. Mr. O'Hara will be able to attend both of those meetings.

Executive Session

Mr. O'Hara adjourned the work/study meeting at 9:10 p.m. for approximately 10 minutes for an executive session to discuss the performance of a public employee. The executive session was adjourned at 9:20 p.m. The work/study meeting was reconvened at 9:20 p.m. and adjourned by consensus at 9:22 p.m.

Respectfully submitted,

John A. Polm, Jr., Secretary

ATTEST: _____
Nathanael O'Hara, Board Chair

By Juan de Fuca's Strait

Centennial Edition



BY JAMES G. McCURDY

SOME INDIANS – GOOD AND OTHERWISE

A lonely canoe gliding hither and there—
The drip of its paddles flash bright in the air;
The monotonous chant of the Duke of York's crew;
Returned from a Potlatch, with Ictas all new.

—SAYRE.

THE INDIANS LIVING on Port Townsend Bay at the time of the coming of the pioneers were of the Clallam and Chimacum tribes, whose domains extended from far down the Strait of Juan de Fuca to Hood Canal.

They were fickle in disposition—friendly and childlike at one moment and sullen and offended the next. The settlers as a rule treated them fairly and endeavored to secure and retain their good will.

The pioneers had found it almost impossible to pronounce Indian names, so adopted the expedient of bestowing names famous in the world's history upon various natives of high rank and station. In communicating with the Indians, the settlers used the "Chinook Jargon," a rudimentary method of expression introduced among the tribes of the Northwest by the Hudson's Bay Company.

The reigning chief among the Indians of the locality was one whom the pioneers knew as King George. But they soon came to recognize as the most influential and intelligent native, a younger brother of the chief. Him they called the Duke of York, although his proper name was Chetzemoka.

Chetzemoka was born on Kah Tai beach about the year 1808, his father being Lah-Ka-Nim, a member of the Skagit tribe. His mother Quah-Tum-A-Low, was a Clallam. See-Hei-Met-Za, his wife, they called Queen Victoria. Another member of the royal household was known as Jenny Lind.

Some years before the birth of Chetzemoka, the ships of Vancouver sailed into the Sound waters. The boy often heard his father relate how startled the Indians were when they first beheld two large vessels gliding over the surface of the inland sea, like immense birds.

Not knowing whether these mysterious white winged visitants boded good or evil, the natives kept hidden in the dense underbrush along the shore, while watching with keen eyes their every movement.

Later, they found that those in charge of the "great canoes" were men who differed from themselves only by the color of their skin. As no hostile intent towards them was manifested, Chetzemoka's forefathers established communication with the strange vessels.

The Indians were courteously received by the "White Chief" in command, and considerable barter took place. For years Chetzemoka's father proudly displayed a knife he had received from one of Vancouver's men, in exchange for a water tight basket.

When Chetzemoka was about fourteen years of age, the massacre of the Chimacum tribe by Northern Indians occurred. A large band of warriors from Queen Charlotte Island had secretly entered the Sound waters and camped near the head of Kah Tai Bay.

Under cover of night, they fell upon the village of the unsuspecting and unarmed Chimacums. They killed large numbers and drove the remaining before them like sheep. Upon what is now known as Kuhn's Spit, the remnant of the hunted tribe made a last stand. They fought valiantly but were soon overpowered and ruthlessly butchered. Only four Chimacum warriors escaped the carnage.

Until recent years, the holes in which the combatants had entrenched themselves, and human bones in large quantities, were to be seen on the site of the battle which had resulted in the almost total extinction of the Chimacum tribe.

The Duke was about forty years of age at the time of the founding of the settlement. He was short and thickset, with a large head, deepset but expressive eyes, and very powerful.

His oldest son, General Gaines, died shortly after the coming of the whites. His young son, named for his grandfather Lah-ka-nim, but known as Prince of Wales, is still

living—an upright, industrious man, highly regarded by his white brethren.

The Duke of York was much interested in the clothing of the white men and expressed a desire to have an outfit given him. Clothing was scarce, so the women set to work to make him a suit. The coat and pants were made of blue blanket cloth, with red stripes running down the sleeves and legs, cut from a petticoat. This suit he prized very highly and he wore it upon all important occasions, topped with a cap which some captain had given him.

During the year 1852, the Duke of York made a trip to San Francisco in the brig *Franklin Adams*. There he met one James G. Swan, a man who afterwards became very prominent throughout the entire Puget Sound region.

Swan showed the Duke the bright lights of the city; took him to Seal Rocks, Woodward's Gardens and Golden Gate Park and gave him a royal good time. The Duke was greatly impressed with all that was shown him.

The wealth and power exhibited on every hand appealed to him and no doubt influenced his action later when he was forced to decide whether to war against the whites or to remain their protector.

The Duke of York was invariably friendly to the pioneers, but he could not always control the actions of his tribe, some of whom would grow unruly and insolent at times.

During the fall, while the Duke was in San Francisco, the natives became very restive and forbade the settlers planting any crops. Their attitude became so alarming that the United States vessel *Active* came up from San Francisco and patrolled the Sound. She anchored in Port Townsend Bay, fired a few shots to impress the savages, and went on her way. The Indians were much more peaceably inclined after this little demonstration.

King George, the Duke of York's older brother, had adopted a quarrelsome attitude towards the settlers from the start. He was usually under the influence of liquor, a vice to which many of the natives were addicted. He had, moreover, a very annoying habit.

Going into the trading post he would select something that took his fancy; then he would refuse to settle for it, calmly telling the trader to regard it as a slight advance payment on the land that the settlers had taken from him. As no treaty had as yet been signed by the Indians, it would seem that he had considerable justice on his side.

King George, after a quarrel with the Duke one day, gathered all his worldly possessions together and paddled out into the Sound where he boarded a sailing vessel for San Francisco.

He entered the oyster business there and prospered, later marrying a white woman. He bought into a schooner but made himself so obnoxious to all by his dangerous temper when intoxicated, that he was feared and hated by the crew.

One night he mysteriously disappeared from the schooner and was never seen again. It was reported that he had been swept into the sea by a giant wave. But Prince of Wales, who gave me these details, firmly believes that his uncle was killed in a drunken brawl and thrown overboard.

The settlers never bothered their heads as to what really had become of King George. They were pleased when he disappeared and more pleased that he never came back. His departure left no one to contest the chieftainship with the Duke of York, who soon became a well known and influential personage throughout the entire Puget Sound region.

At Point No Point, on January 26, 1855, Governor Stevens recognized Chetzemoka as chief of the Clallams and had him sign the treaty then in negotiation, on behalf of that tribe. Kul-kah-han (General Pierce) signed for the Chimaucums.

Theodore Winthrop, in his interesting narrative, *Canoe and Saddle*, describes in a humorous vein a visit he made to Kah Tai Village in early days. But in the endeavor to be sensational and to give the reader a thrill, he maligns the character of Chetzemoka, going so far as to accuse him of being responsible for the death of two white men. Although Winthrop does not go into detail, no doubt he refers to two

cut-throats who murdered a mail carrier and were in turn put to death by some of the Chief's runners.

F. W. Hastings, A. H. Tucker and other pioneers assert that this and other charges made by Winthrop are malicious falsehoods. The Duke did like liquor and occasionally went so far as to get boisterously drunk; but in this he was simply following the example of many of the white men of that day—and of ours.

Many times during his long life, and often to his own detriment, Chetzemoka gave evidence of his loyalty to his white friends and no act of treachery towards them can truthfully be laid at his door. His was a difficult position to fill—to safeguard the interests of his own people and at the same time protect the lives and property of the pioneers who trusted him.

Judge James G. Swan, one of the leading authorities on the life and character of the Northwestern Indians, had this to say of Chetzemoka:

"The Duke of York and I were firm friends. He was the truest friend among the Indians that the early settlers ever had, and one who did more than any one man to keep the tribes from warring with the whites.

"It was with us a day of small things and we were a very feeble folk; but the Duke was a faithful ally, who cared for all and he lived long enough to see the prosperity of his white comrades."

CHAPTER SEVENTEEN

INDIAN TROUBLES

Thus as the stream and ocean greet
With waves that madden as they meet—
Thus join the bands whom mutual wrong
And fate and fury drive along.

—WHITTIER.

ISAAC I. STEVENS, Governor of Washington Territory, seemed possessed of a mania to force the Indians of the Northwest into treaties with the government, and by 1855, through measures bordering on the coercive, had prevailed upon most of the tribes to sign on the dotted line. Many of the settlers regarded this procedure premature and provocative of future trouble. Time confirmed their judgment, for when efforts were made to move the Indians from their lands, and the promised payment was not forthcoming, the natives broke forth in open rebellion. To make matters worse, treacherous Northern Indians came down from Queen Charlotte Island in large numbers and these helped to fan the fires of discontent.

Many of the warlike tribes along the eastern shores of the Sound believed that the time was ripe for a wholesale slaughter of the whites. Hoping to form the various tribes into one great Federation, a general conference was held in the fall of 1855 at Port Madison.

Nearly a thousand Indians were present, among them being Chief Seattle and the Duke of York. Patkanim, the crafty chief of the Snoqualmies, stood ready to affiliate with which ever side seemed the more popular; but Chief Seattle refused to enter into warfare with the whites and the Duke of York also declared for peace. The Duke's visit to San Francisco in 1852 had convinced him that any struggle against the power of the settlers would eventually end in failure. In the midst of his impassioned address he dramatically faced the circle of delegates and asked:

"Whose coats are you wearing? Whose guns are you

using? Whose tobacco are you smoking? You get them all from the white men. They buy your fish and skins and you buy their small ictas (articles). We should be friends and not try to kill each other. If you wanted to kill off the whites, you should have struck long ago. Now it is too late.

"In the big city I visited, the people are as thick as the leaves on the trees. They are like the grass which is cut down by the mower. It soon springs up thicker than before. Some years ago my people made a treaty on Port Townsend beach with Plummer, Pettygrove and Hastings and we agreed to be friendly with each other. We have all lived up to that promise and I and my people will not break it."

It is generally conceded that had Chief Seattle and the Duke of York allied themselves with the war element at that time, nothing could have prevented a terrible massacre. The pioneers could not have stood against the overwhelming number of savages and every settlement would have run deep in blood before troops could have been brought in from the outside to stem the tide of frenzied natives.

As it was, the peace party won only a half-victory. A large number of East-Side Indians were much chagrined at the result of the conference and started a war on their own account. They embarked upon a reign of terror, burning and killing and no one knew what the outcome would be.

The position of the little band of settlers at Port Townsend was perilous in the extreme, owing to their isolated position and their being in the direct path of the blood-thirsty Hydahs of the north. The few soldiers stationed at Fort Nisqually were regarded as the special defenders of the upper Sound settlements, and those of the lower districts were left to shift for themselves.

As soon as this fact was realized the leaders of the community acted with promptness and efficiency. An organization was formed known as the Port Townsend Guards and Alfred A. Plummer was chosen as captain.

Plummer at this time was a stalwart man of medium height with broad shoulders and possessing great physical strength. His abundant hair was jet black and his rather

round face was enveloped in a heavy growth of whiskers of the same hue. His countenance was lighted up by a pair of shrewd, kindly eyes. He was absolutely fearless and was never known to shirk what he considered his duty. The little settlement had great confidence in his discretion and resourcefulness and in times of danger instinctively turned to him for leadership.

In December, 1855, a large log structure at the corner of Quincy and Water Streets was converted into a block-house and named Fort Plummer. The upper story was made to project so the occupants could prevent the savages from piling inflammables against the walls and setting the building on fire. Here the members of the company took up their quarters and each night the women were sheltered in an upstairs room not far distant. No one knew but his home might be in ashes any morning.

The old muster-roll of the Port Townsend Guards is still in existence and from it the following interesting excerpts have been taken:

Fort Plummer, Port Townsend, Wednesday,
December 19, 1855.

The mail brought down from headquarters at Olympia the following commissions for officers of the Port Townsend Guards, viz—


A. A. Plummer, Captain
Thomas M. Hammond, First Lieut.
J. G. Clinger, Second Lieut.

which were received by the respective officers.

Thursday, December 20, 1855.

Weather clear and cold. The Port Townsend Guards met this day at the Fort. The roll was called and the following men answered their names: Thomas J. Hanna; Albert Briggs; J. G. Clinger; Thomas M. Hammond; A. A. Plummer; William C. Briggs; Ansil Briggs; Samuel Thomas; William Bishop; John Tooze; Noah Briggs; Thomas Smith; H. W. Watkins; James B. Murphy; Benjamin Ross; Jas. S. Woodman; Ruel Ross; Thos. Boston; E. S. Fowler; F. W. Pettygrove; Chas. Gallagher; James New; Geo. L. Boswell; John Price; Alexander Vincent; Christian Neilson; Ferdinand Frausen.

After the above men were sworn in by the U. S. Commissioner,



Swan
AMONG
THE INDIANS

Life of
James G. Swan



Indian Interlude

Swan was occupied with writing from the day he landed in Port Townsend, February 14, 1859. His prospects in journalism were, for the time being, far better than for merchandising or whale-hunting. One of his primary interests was Indians, and they were his preferred subject matter. It was a foregone conclusion that he would renew his acquaintance with Chetzamoka, chief of the Chemakum branch of the Clallam tribe, known locally as the Duke of York. About a hundred of the Duke's people had a plank-shack settlement at the edge of town.

Although Indians seldom returned favors received from whites, Swan was an exception. Earlier the Duke had shown his appreciation by sending Swan gifts in San Francisco. Now he invited his white friend on a fishing excursion to the head of Port Townsend Bay on Sunday, April 3. Swan went in a canoe with the Duke and his youngest wife, Jenny Lind. Another canoe carried General Gaines, the Duke's brother; Mrs. Gaines; Queen Victoria, the Duke's first wife, and her son and daughter. Like the chief, they had received these nicknames as a heritage of the fur-trade, passed out by white men to natives in friendly ridicule.

The party paddled to the mouth of Chimacum Creek, where the squaws dug several baskets of clams on the muddy beach while the tide was out. The fishing area was at a waterfall created by L. P. Hoff when he dammed the creek to form a log-storage pond for his small saw-mill. Trout were numerous but space for catching them was so crowded that Swan and Jenny Lind tangled their lines and both snagged the same fish. The incoming tide ended the sport and Hoff invited Swan to lunch. Swan declined, explaining he was a guest of the Indians and

preferred to dine in their style. He sat down to a Chemakum menu of roasted and boiled clams, broiled salmon, roasted trout, mussels, oysters, and barnacles. Swan here exhibited one of the traits that endeared him to the Indians; he was not above them or below them—he treated them with the same consideration and courtesy he would have shown to a white friend.

While dessert, in the form of an immense roasted skate—a large, flat fish—was being processed, Jenny Lind slipped away to Hoff's house and told him she was ashamed she had no coffee or potatoes to serve the white man. Hoff supplied her requirements, but Swan commented, "I neither wanted coffee nor potatoes."

When the fish was pronounced done, Swan watched to see how to eat it. Each person grasped a handful of the hot flesh, and before conveying it to his mouth, dunked the portion in a pan of cold water. Swan afterwards related in the *Bulletin*:

Queen Victoria presided over the skate and never was a greater misnomer than to bestow the name of royalty on the amiable spouse of the Duke of York. Jenny Lind, who had served my first repast of clams and roasted trout, had the grace to blow away the ashes and sand that adhered to the food, place the viands in a clean tin pan, and hand me a clean clam shell to use as a spoon to drink the clam water with; but the Queen, bless her dirty face! is certainly of all squaws, the Queen of Dirt. With face and hands begrimed, her dress full of grease and ashes and her hair matted and uncombed, she bade me eat. . . .

I had eaten but a few handfuls of the roasted skate when the redoubtable General Walker, her son, came toddling along, having soiled his shoes by stepping in some filth. The Queen no sooner discovered him than she took them off and commenced to wash them in the very pan of water I was using to cool my fish. This was rather too much for my appetite, so I concluded my repast abruptly.

Dinner being over, we again tried to catch some trout, but without success, as the fish would not bite when the tide was running up. We had no need of servants to clear our dinner table, as, while we were fishing, a couple of hogs came along and ate up every fragment that we had left, nothing remaining but a few cinders to indicate the royal repast on the beach at Chimacum Creek.

buy whatever commodity an Indian possessed for bottles of very bad whiskey. The traffic was furtive because someone might report it to the nearest agent—in this case, Captain Robert C. Fay. Just that year, 1859, Fay had moved to Port Townsend after the Clallam, Makah, and Chemakum tribes were added to his district, which already consisted of 1,300 Skagits. Fay was thirty-nine, a bachelor from Cuttingsville, Vermont. He sailed to the Pacific Coast in a Nantucket whaler and was in San Francisco in 1849. Next year he was master of the *Exact*, which landed the first settlers at Alki Point in 1851, and carried argonauts to seek rumored gold in the Queen Charlotte Islands. He was among the first and most experienced Indian sub-agents in Washington Territory; and during the Indian war, Michael T. Simmons, agent for the tribes west of the Cascades, had placed him in charge of the Skagits on a reservation at Penn's Cove, Whidbey Island. The entire area was much too large for him to cover and liquor sellers became a special nuisance along the strait, where little bands of Indians lived in complete isolation and enforcement of laws was difficult.

Captain Fay, a notable imbiber in his own right, had the serious duty of preventing whiskey from reaching his Indian wards; and Swan, mindful of possible future employment in the Indian Department, became his unofficial helper. Fay did not have funds to hire Swan regularly, but this was a chance for the latter to demonstrate his ability, gain the tribesmen's confidence, and work with them. No native appeared to hold it against Swan that he often pointed out to Fay the source of their intoxicants. His best informants were members of the Duke of York's tribe.

The Duke offered further proof of his friendship when he invited Swan to a spring *tamanoas* ceremonial and *cultus potlatch*, starting on the evening of May 6. *Tamanoas*, as in the case of the Chinooks, related to the Makah and Clallam concept of guardian spirit power, which was of great importance in their religious life. The Indians had charms in various forms to insure this, some of which, like houseposts, were handed down in a family. The tribes also had ceremonial secret societies which held sessions that only those who had been initiated could watch, but since most were initiated as children, these observances were at-

tended by nearly everyone. At some of the rituals it was the custom for persons to demonstrate the power of their guardian spirit by plunging knives, harpoons, or skewers into their own flesh; the spirit supposedly kept them from feeling pain. This was especially the custom at the *Dukwally* or black *tamanoas*, a ceremony to propitiate the thunderbird. The *cultus potlatch* was a giving of presents, but as *cultus* signifies "worthless" or "of little value," this was to distinguish a minor ceremony from the important potlatches when a tribal leader gave away great wealth.

On that spring evening in 1859, several hundred Indians gathered in a large lodge on the edge of Port Townsend, and Swan was in eager attendance. He described the proceedings in detail in a San Francisco *Bulletin* article:

The Indians who were performing were assembled in the center of the lodge, all standing. Some with a pole were thumping the roof overhead; others were engaged in beating drums and tin pans, and others shaking rattles made of two pieces of wood, hollowed out and tied together with strings. Stones are placed in the hollow and produce a loud rattling sound when shaken. Some of these rattles are carved to resemble a duck, others are shaped like a bottle and others like a gourd.

All the Indians, both men and women, were singing a chant. The time and cadence being good, it reminded me strongly of a camp meeting. The Duke informed me that this chant and, in fact, the whole performance of the evening was an invocation to their *tamanoas*, or Great Spirit, to inform him they were ready to commence their ceremonies on the morrow.

After the first chant had ended, a little bell was rung, when the Duke informed me that there would be an intermission of a few minutes during which time persons might engage in conversation and that then the same chanting would be repeated. During this time the lodge was dark. There were little smouldering fires at each corner of the lodge, but while the singing went on the fire was raked open so as to give as little light as possible. When the chant ended a little oil was thrown on the coals which produced the required light, so that people could see to go in or out of the lodge. . . .

The next morning almost every Indian on the beach—men, women, and children—had their faces painted black, using for this purpose a paint composed of willow charcoal pulverized with

grease, which gives them a singular look, their shining black faces marked with an occasional patch of blue. The ceremony they were about to commence was for the purpose of averting evil and in order that they might obtain plenty of food during the coming year.

This day no white person was allowed to enter the lodge during the morning ceremonies and I could not prevail upon the Duke to break the rules in my favor. But as one part of the performance had to take place by the waterside, I had an opportunity to witness that. [Swan sought a vantage point on the bluff and pretended to be engaged solely in sketching.]

At the proper time the whole of the Indians rushed out of the lodge, having in their midst three persons with masks resembling bears' heads. These masked persons ran around the beach on their hands and knees, first backing toward the water till their feet nearly reached it, then rushing head foremost to the water, creeping and prancing; the crowd meanwhile beat their drums and shook their rattles, with an occasional shout in chorus.

When this ceremony was over, in about ten minutes, the crowd returned to the lodge, which remained barred to the whites. . . . It was understood that in the evening there would be a performance to which the whites would be admitted and accordingly, in company with several others, I went to see the fun. I was informed . . . that during the day four Indians, an old man and three girls, were thrown into a trance, or magnetic sleep. They were then stripped naked and laid aside until they might waken, which might be in a few hours or days. [The condition of trance was considered a dramatic and symbolic part of these ceremonies and much laborious dancing for several days was usually required to dispel the trance and bring the subjects back to normal.]

Of the evening ceremonies, Swan wrote:

On the left corner opposite us a screen of red blankets served to hide the performers while arranging their dresses. Directly opposite us some 20 men and boys with black faces and hair powdered with geese down were singing a chorus, accompanied with rattles, drums, thumping the roof and waving fans made of white geese wings. When the chorus was ended a fellow rushed out from behind the screen with a gun, ran round the fire two or three times and then, pointing his gun at the opening of the screen, awaited the approach of something. This soon appeared in the shape of three Indians, crawling on their hands and knees, having on masks resembling huge lizards' heads. They were perfectly hideous. Painted up with black and red,

provised jail as a protective measure, seeming more in dread of the local Indians than of anything else. The Stikines had sufficient funds to send for provisions and make themselves comfortable. Captain Fay meanwhile delegated Swan to visit the Chemakum lodges and bring back articles stolen from the canoe. These were returned to their owners. While this was going on, the man rumored to have been killed by the northerners arrived home by another route. He was breakfasting when Swan went with the Duke of York to the "victim's" lodge. Swan reported:

He inquired the cause of the uproar and when informed . . . that he was supposed to have been murdered, the old fellow seemed struck with profound admiration. He concluded that, as his absence was the cause of the women being taken prisoners, he was entitled to at least two of them for his share.

The "victim" received none. By then the local Indians were anxious to have the captives depart as friends, but the latter were not easily pacified. Swan continued his story, with further word about the captives:

Major [Granville O.] Haller, commandant of the United States military station, and Lieutenant Scott came down to Dr. McCurdy's house to see who the party were. It was found that the blind fellow was the celebrated Haida chief from Queen Charlotte's Island called Paul Jones. The other, who had lost a hand, was also a chief who had served in the Indian war as a volunteer and on his discharge had stolen some of the quartermaster's stores. His name among the whites is Johnson. They were both sent to the guard house, together with the boy to take care of Paul Jones.

It being reported that three other large northern canoes were lying hid around Point Wilson, Major Haller ordered Lieutenant Scott with a detachment of men to take the canoe of the prisoners and proceed to capture the others. But before the arrangement could be completed a canoe arrived from Cape Flattery, reporting that the northern canoes had left for Victoria.

In the evening the citizens held their adjourned meeting to discuss the Indians. A series of resolutions were adopted and a committee raised to remove the northerners.

The next morning the Indians were escorted to their canoe by the sheriff and myself and allowed to leave for Victoria. Before they left they took occasion to express their dissatisfaction with the

whites for detaining their chiefs and their indignation against the Clallams and Chemakums for the insults committed the day before.

One of the women, pulling up a handful of grass, blew it into the face of a Chemakum chief, with the remark that when she told her people, they would cut off the heads of the Chemakums and Clallams as easily as she had blown the grass out of her hand.

With their exodus the town's commotion was not yet over. The Duke of York bought a bride for his 17-year-old son, and his friends went in a procession to her house, carrying blankets and guns. "Most of the wedding party were drunk and disorderly, the Duke particularly so," Swan wrote in his diary, "but I coaxed him to his house, where he soon went to sleep."

While Swan may have seemed tolerant of the Duke's condition, a few days later after a large group of the Clallams left for a *tamanoas* at Dungeness, he learned the source of the whiskey from the chief's sister. A complaint was sworn out and the offender locked up.

During a temporary quiet in the town, Captain Fay went across the channel to Whidbey Island and left Swan in charge—should any difficulty arise. Thus it was Swan who shortly received news by way of the schooner *Carolina* that three Northern canoes and around ninety Indians had landed on Smith Island, where he had recently visited the Vail family in the lighthouse. The Northerners had told men on the *Carolina* that they were duck hunting but an Indian boy on board the vessel learned that they really intended to even the score because Major Haller had detained the two chiefs, Paul Jones and Johnson. The boy also said that the same Indians had robbed James Keymes's house at the entrance to Port Discovery and had stolen property from the New Dungeness Lighthouse.

The Vails came off Smith Island in the schooner and Assistant Keeper J. K. Applegate locked himself in the lighthouse until help could be sent from Port Townsend. A company of volunteers went at once to his aid. Captain Fowler—who operated the regular mail schooner *R. B. Potter*—supplied the vessel and ammunition. As the *Carolina* approached the island the volunteers hid in the hold. Swan wrote in the *Bulletin*:

Communication being had with the shore, it was ascertained

The Jamestown S'Klallam Story



*Rebuilding a
Northwest Coast
Indian Tribe*

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Joseph H. Stauss

promised that they would be able to live in the old ways, a promise that certainly would require land in their traditional territory. Just five years after signing the treaty, the Puget Sound agent discussed this problem in his report. Agent M. T. Simmons argued that "the Clallams living on the Straits of Fuca . . . should be allowed a reserve at Clallam Bay . . . my reason . . . is that these Indians, reared on the wide waters of the straits and the ocean, accustomed to taking the whale, black-fish, and halibut, cannot content themselves or be made to remain, except by force, on the narrow waters of Hood's Canal, where the reservation is situated."¹⁰

In 1871 and 1872, agent Edwin Eells tried a strong-arm tactic to get the S'Klallam onto the reservation. He "moved some of their leading chiefs and Indians by force onto the reservation, hoping by this means to draw the whole tribe, but the effort has not proved successful." As part of this effort, Chief Chetzemoka, known by non-natives as the Duke of York, was brought to the reservation and he "promised to stay."¹¹ Earlier, in 1854, he had been given a document by the agent for the governor and the superintendent of Indian affairs, recognizing him as "Head Chief of the Clallam Tribe."

Indian agent estimates of the number of S'Klallam that eventually moved to the reservation vary from one-sixth to one-fourth of their population; however, these guesses appear to be very optimistic. If there were eight hundred to one thousand members in 1873 as Eells guessed, the estimated fraction would have meant several hundred people and the reservation could not have housed that number. Agent King in 1868 estimated the S'Klallam population at six hundred and requested the immediate building of a hospital, given his inability to stop various diseases and keep people from dying. He also noted that "a majority of the Indians belonging to this agency reside in the neighborhood of S'Klallam Bay and Port Townsend . . . some 150 miles from the reservation."¹²

Between 1855, when the S'Klallam people signed the Point-No-Point Treaty, and 1874, when the community of Jamestown was founded, their way of life changed rapidly and significantly. The Senate did not ratify the treaty until 1859, so annuity payments did not start until 1861. It is clear from agent reports to the commissioner of Indian affairs that usually less than half the S'Klallam even showed up for the distribution of goods at the Skokomish Reservation. Neither the reservation and assimilation policies, which were intended to civilize Indians by making them farmers, nor the lure of often worthless or useless annuity goods were enough to persuade the majority of S'Klallam people to move onto the Skokomish Reservation. The reservation was not even a good winter retreat, and it was nowhere near their treaty-guaranteed fishing and hunting lands. Edwin Eells's 1879 report to the commissioner of Indian affairs estimated the number of S'Klallam to be about 525 and reported that, despite

different people
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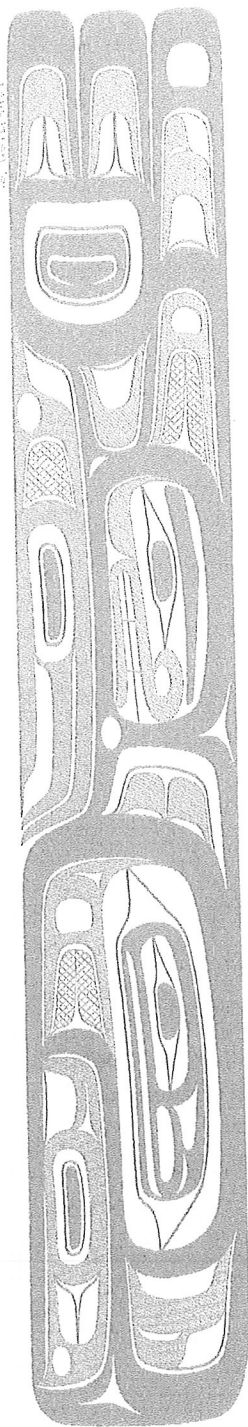
Cheech-Ma-Ham (Chetzemoka)

In 1808, a child was born at KaTai to Quah-Tum-A-Low and Lach-Ka-Nam, chief of the S'Klallam. He was named Cheech-Ma-Ham (or Chits-Ma-Han). Cheech-Ma-Ham was forty years old when the first white settlers arrived at Port Townsend. The settlers found his name difficult to pronounce, so they changed it to Chetzemoka, and he was given the "royal" nickname Duke of York. His son was called Prince of Wales and his two wives were Queen Victoria and Jenny Lind. His older brother, next in line to become chief, was called King George. King George was the quarrelsome type, unlike the diplomatic Duke. One day, after a disagreement, he packed up all his possessions and paddled off to board a ship for San Francisco, never to return.

The Superintendent of Indian Affairs recognized Cheech-Ma-Ham as chief of the S'Klallam in 1854, holding him responsible for the "good behavior" of his people. At Point No Point, in 1855, Chief Cheech-Ma-Ham signed a treaty giving up all S'Klallam land for a reservation to be shared with another tribe. Such treaties, pushed by Governor Isaac Stevens and largely misunderstood by the Indians, provoked the Indian Wars in 1855-56.

During these wars, a number of S'Klallam held a secret meeting to decide whether or not to kill the whites in Port Townsend. The S'Klallam deliberated for nine days, during which Cheech-Ma-Ham sent a daily signal of "danger." On the tenth day, the message from Signal Rock was, in essence, "danger is passed." The S'Klallam had given up their purpose. Cheech-Ma-Ham was considered a hero by the white population and from that point on was immortalized by them. A bronze plaque was eventually placed in the rock he signaled from and a park in Port Townsend bears the name Cheech-Ma-Ham.

Prior to his death, Cheech-Ma-Ham named his son, Lach-Ka-Nim (Prince of Wales), chief. It was from Lach-Ka-Nim's nickname that the present-day Prince family name was derived. Cheech-Ma-Ham died in 1888 and was buried in the white cemetery, Laurel Grove, in Port Townsend.





One of the more common photographs of Cheech-Ma-Ham (a.k.a., Chetzemoka or Duke of York). He was fond of dressing in clothes brought by the "Bostons," and this blue outfit is reported to have been one of his favorites. (Photograph courtesy of the Bert Kellogg Collection of the North Olympic Library System)

many attempts, the S'Klallam could not be convinced to move onto the Skokomish Reservation: "The result of all efforts to consolidate these two tribes on one reservation has convinced me of the futility of all future efforts to consolidate the different tribes of Puget Sound and vicinity on any one or more reservations."¹³ Eells had identified at least ten different S'Klallam villages, as far as 175 miles from where he was stationed. His report spoke in glowing terms of the independent and prosperous S'Klallam people who worked at saw mills, loaded lumber on ships, worked on steamboats belonging to the mills, or were employed by settlers to canoe them and their produce to market or to help clear land and plant and harvest crops. He reported providing three hundred fruit trees, a variety of agricultural tools, and some building materials to the S'Klallam who had land they had purchased on their own. He specifically cited the Jamestown purchase and said, "they have a neat village; have built a church and school-house, on which, at government expense, there has been kept up a day school through the entire year." Agent Eells's 1874 report chronicled a common theme by noting the S'Klallam still objected to moving onto the reservation. He went on to report that they supported themselves by catching fish and working at the mills or for white settlers when needed. Eells organized an Indian police force that punished drunkenness and "with good effect." However, he lamented that the total societal effects were resulting in them dying off rapidly. Eells's 1873 report illustrates several significant pressures from a rapidly changing world: "The general condition of the Indians under my charge is much the same as at the time of my last report. The year has been quiet, peaceful, and prosperous. During the month of October last I made a distribution of annuity goods to such Indians under my charge as came for them. In consequence of the great distance that most of the S'Klallam live from the agency, not half of that tribe came for their goods. Less than five hundred in all were present at the distribution. During the past few weeks I have visited most of the Indian towns of the S'Klallam. A large proportion of them live on the southern shore of the Strait of Juan de Fuca, in small villages from ten to twenty miles distant from each other. They occupy houses, some of which have floors and windows, and are as good as many whites inhabit. They subsist by fishing and working by the day or month for farmers and others. Some have declared their intention to become citizens, and have taken up claims, and are farming and accumulating property. They seem to be peaceable and industrious; but many of them often go across straits, and get liquor in large quantities, and drink badly. Being so far from the oversight of any one, they drink without any restraint. Others live at the various saw-mills on the sound and work in them. These are doing well, except they connive secretly to get whisky and drink badly. I have endeavored to induce them to come on to the reservation by offering to give

them pieces of land of their own to cultivate. They are very slow to take in such an idea, because that, first, it removes them so far from their old houses. Then there is not a cordial good-feeling between them and the Twanas, who are in the majority on the reservation. The reservation is so small that they can have but small pieces of land, and must be thrown in close proximity with those they do not like, and who speak a different language. Then, there is not as good an opportunity to get work near the reservations as there is where they now are; and the opportunities to get and sell fish where they [are] far superior to those near here. These reasons all combine to render it difficult to bring them in any considerable numbers on the reservation. They are diminishing in number, and the most discouraging feature in relation to them is that they have scarcely any children. Consequently, as a nation, when this generation passes away, they will become almost extinct."¹⁴

Agent Eells's report highlights several important aspects of S'Klallam life immediately after the 1855 treaty. Not even half (about five hundred) came to the Skokomish Reservation to receive their annuities guaranteed by treaty. They still lived in their traditional territory and lived by fishing or working for farmers or the sawmills. Eells focused on the problem of whiskey and lamented he could not do anything about it because of the distance between the reservation where he works and the S'Klallam villages. He was well aware why the Skokomish Reservation would not attract the majority of S'Klallam. It took them away from their "old houses" and kept them from fishing and earning a living by selling the fish. Other problems included the perceived feelings toward the Twana and the small land base available on the reservation. Eells's report mirrored other agents' documents by complimenting some S'Klallam for having houses as good as those of some whites and, in general, being prosperous. At the same time, he spoke of them as being bound to vanish in one generation. Where Eells refers to the accumulation of property, he was undoubtedly referring to the purchase of private lands to found Jamestown. The S'Klallam never agreed or intended to leave their homes and way of life, regardless of white interpretations of the 1855 treaty. There was never room for them on the Skokomish Reservation and they were even then adapting to the new European American economy and in actuality doing very well.

A number of Indians around Washington had taken homestead claims, but because of federal policy, these claims were legally made null and void, and Indians could not keep settlers from running them off their land and taking over the improvements they had made.

Founding Jamestown

Before 1870, Indians could not acquire unclaimed public lands because they were not citizens. After 1870, the Homestead Act was an avenue for Indians to receive land, but to do so they had to sever all tribal relations. In 1911, it was noted that only eight

February 28, 2017
Dr. John Polm
1610 Blaine Street
Port Townsend, WA 98368

Dear Dr. Polm,

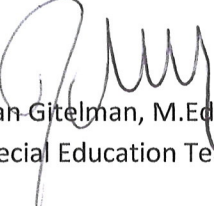
RE: Request for second year's leave

Thank you for granting me a leave for the 2016/17 school year. During my year's absence I have been able to research and apply newly learned skills in the emerging field of Applied Behavioral Analysis. I have also been able to continue to work towards enhancing my skills at time management and exploring how other special education teacher manage the work load/time management struggles while creating healthy, positive and engaging learning experiences for all children, especially the most challenging to service in our district. I would like to request a second year's leave to further refine my understanding of the practice of Applied Behavior Analysis, as well as continuing to visit other special education programs and work toward increasing my effectiveness

The first year's leave was invaluable in researching and developing this intervention technique. I am eager to continue to work towards enhancing my skills and eventually share and collaborate with general education and special education staff when I return to the Port Townsend School district.

With one more year of leave I anticipate I will return to the Port Townsend School District with skills, training and resources that will enhance my work with children and the work of my fellow teachers.

Sincerely,



Joan Gitelman, M.Ed, BCBA
Special Education Teacher

CC: Laurie McGinnis, Human Resources
Patrick Kane, Director of Special Education
Lisa Condran, Principal

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

Dear Dr. Polm and the Port Townsend School Board,

It is with a sad heart that I write to say I will not be returning to my .6 School Counseling position at Grant Street Elementary School in the fall of 2017. I am incredibly grateful to have had the opportunity to work in the Port Townsend School District and I hope that I will have the chance to do so again. It truly is a dream job for me and I loved the year I spent serving our community with the district. I am just not ready yet to leave my new job as loving mother to my baby girl and I am not comfortable asking the district to hold the position for me for a third year as I do not know when I will be ready to return. It is my genuine hope that when I am ready to return there will be another school counseling position available for me.

Thank you for everything that you do for our children and for our community.

Sincerely,


Jean Scarboro





GRANT STREET ELEMENTARY

PORT TOWNSEND SCHOOL DISTRICT NO. 50
1637 Grant Street, Port Townsend, WA 98368
Main Office 360. 379.4535, Fax 360.379.4261 Lisa Condran, Principal

February 24, 2017

Dear Dr. Polm,

Please accept this letter as recommendation for Kirsten Behrenfeld as the 1.0 FTE Preschool Teacher at Grant Street for the 2017-18 School Year. Kirsten has been serving as Grant Street's Birth to 3 Educator very successfully for the past 13 years. Additionally, Kirsten has been a leader for the team in our school working to improve our early childhood education opportunities for students across our community.

Kirsten graduated from the University of Oregon with a Master's degree in Special Education and has taught special education for over twenty years. In Port Townsend she has worked at the high school, middle school, and elementary school, giving her a firm understanding of special education Birth through Grade 12.

We are very excited to have Kirsten join the Grant Street team in a full-time capacity. Her experience, enthusiasm, and leadership will be invaluable to our early childhood programs as we transition to our new facility.

Sincerely,

Lisa Condran
Principal, Grant Street Elementary



GRANT STREET ELEMENTARY

PORT TOWNSEND SCHOOL DISTRICT NO. 50

1637 Grant Street, Port Townsend, WA 98368

Main Office 360. 379.4535, Fax 360.379.4261 Lisa Condran, Principal

February 24, 2016

Dear Dr. Polm,

Please accept this letter as recommendation for Pat Range as our .5 FTE Birth to 3 Educator for the 2017-18 School Year. Pat has served very successfully as our Special Education Resource Room Teacher for several years.

Pat has twenty-five years of experience as a Special Education Teacher and School Administrator. In the past she served as a Special Education Director in both the Coupeville and Port Townsend School Districts. Pat was also a building principal in the Midwest where she helped administer early childhood programs.

The Grant Street community is very excited to have Pat take this new position and help us build strong educational opportunities for children and families in the community during the crucial first three years of life.

Sincerely,

Lisa Condran
Principal, Grant Street Elementary

To: Laurie McGinnis

From: Patrick Kane 

Re: SLP

Date: 3-1-17

Two candidates were interviewed for the SLP .5 preschool position on February 28, 2017. The district team that participated in the interview was Emily Gustafson, Sara Mitchell, Laura Cook and Patrick Kane. The team agreed to offer the position to Ann Mc Mahon. Ann was contacted and agreed to take the position.



GRANT STREET ELEMENTARY
PORT TOWNSEND SCHOOL DISTRICT NO. 50
1637 Grant Street, Port Townsend, WA 98368
Main Office 360. 379.4535, Fax 360.379.4261 Lisa Condran, Principal

March 9th, 2017

Dear Dr. Polm,

Please accept this letter as recommendation for Denise Aedan as 1.0 1st and 2nd Grade Multiage Teacher at Grant Street Elementary for the 2017-18 School Year.

Denise is a graduate of the California State University in Fresno and Northern Arizona State University with degrees in Anthropology and Education. Denise has twenty five years' experience teaching elementary and middle school. She has very successfully served as a 1st/2nd grade teacher this school year at Grant Street Elementary.

Denise's employment references unanimously stated that she is passionate, intelligent educator, who will work collaboratively with a team to achieve outstanding results for students in grades 1 and 2.

During this school year, I have found Denise to be an excellent team member, who is very positive and is devoted to continually improving her instructional practice.

Sincerely,

Lisa Condran
Principal, Grant Street Elementary



GRANT STREET ELEMENTARY
PORT TOWNSEND SCHOOL DISTRICT NO. 50
1637 Grant Street, Port Townsend, WA 98368
Main Office 360. 379.4535, Fax 360.379.4261 Lisa Condran, Principal

March 9, 2017

Dear Dr. Polm,

Please accept this letter as recommendation for Laurie Solchenberger as 1.0 Behavior Interventionist at Grant Street Elementary for the 2017-18 School Year.

Laurie is certified in both elementary education and special education. Laurie holds a Masters of Arts in Emotional and Behavioral Disabilities from Edgewood College in Madison, WI.

Laurie is a truly impressive educator with fifteen years of experience teaching special education. Laurie's professional experiences include:

- Teaching Labor and Working Class History at the University Level
- Teaching Elementary and Middle School Special Education in various Wisconsin locations
- Providing Community Mental Health Services in Homer, Alaska
- Providing services to children and families through work as an Alaska Children's Service Provider
- Implementing Call to Care, A mindfulness curriculum for elementary school students

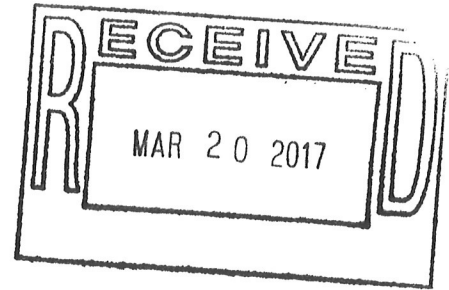
Laurie's references unanimously stated that she is passionate, intelligent educator, who will work collaboratively with a team to achieve outstanding results for students with special needs.

During this past year Laurie has served as our Behavior Interventionist very successfully. She has worked diligently with students, families, and staff members to ensure the success of students across the school.

Sincerely,

Lisa Condran
Principal, Grant Street Elementary

Lois Sherwood



March 16, 2017

Dear Dr. Polm and Board of Directors for Port Townsend Schools,

After much consideration, I have decided to retire at the end of the 2016-2017 school year. It has been an honor and a privilege to teach the students of Port Townsend High School, and to be part of highly dedicated staff of administrators, teachers, paraeducators, secretaries, custodians, maintenance and support personnel.

I cannot imagine my life away from the inspiration and enthusiasm of youthful minds, so plan to continue as a community advisor for Interact and Students for Sustainability. You will probably also see me at sporting events, supporting our student athletes.

My decision to retire does not mean I am any less passionate about Science and STEM education. I feel, however, that this is the right time to step away from the classroom and redirect my energies.

Respectfully,

A handwritten signature in cursive script that reads "Lois C. Sherwood".

Lois Sherwood

This is my letter of resignation. I talked with Brad and he is good with Friday March 3, 2017 being my last day.

Thank You

Royanne Anderson

PORT TOWNSEND SCHOOL DISTRICT

"Learning Through a Sense of Place"

Superintendent

John Polm

360 / 379-4501
FAX: 360 / 385-3617
www.ptschools.org

1610 Blaine St
Port Townsend, Washington 98368

Board of Directors

Nathanael O'Hara
Keith White
Jennifer James Wilson
Laura Tucker
Connie Welch

TO: Laurie McGinnis
Human Resource Director

FROM: Brad Taylor
Director of Support Services

DATE: March 3, 2017

SUBJECT: Recommendation for Grant Street Evening Custodian

Support Service would like to recommend Teri Freitas for the Grant Street Evening Custodian position as effective March 6, 2017. I believe she will be a great asset to our team.

Thank you,



Brad Taylor

cc: John Polm, Superintendent





GRANT STREET ELEMENTARY
PORT TOWNSEND SCHOOL DISTRICT NO. 50
1637 Grant Street, Port Townsend, WA 98368
Main Office 360.379.4535, Fax 360.379.4261 Lisa Condran, Principal

March 3, 2017

Dear Dr. Polm:

Please accept this letter as recommendation for Teri Freitas as a 2.5 hour per day paraeducator at Grant Street Elementary, effective March 6th, 2017

Teri has been a very successful paraeducator at Grant Street Elementary for many years. Teri is intelligent, hardworking, and reliable. Teri very much enjoys working with students and has excellent judgment in regards to meeting student needs educationally and socially.

Jess Winsheimer, Brad Taylor, and Laurie McGinnis joined me as members of the interview committee

Sincerely,

Lisa Condran
Principal, Grant Street Elementary

March 6, 2017

Dear Dr. Polm,

I am writing to inform you that I will be retiring from my position as Substitute Coordinator for the Port Townsend School District. My last day of work will be June 16, 2017, or the last day of school.

I would like to thank you for having me as part of your team at the district office. I will miss all of you.

Please acknowledge this letter as my official notice of resignation. I feel fortunate to have been a part of the Port Townsend School District for the past 17 years.

Sincerely,



Sandi Reid

March 16, 2017

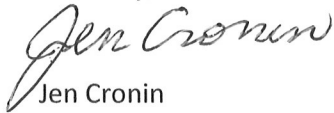
Dear Laurie McGinnis and Matt Holshouser,

Please accept this letter as official notification of my retirement from the Port Townsend School District. After more than 24 years, I will be retiring on the 16th of June this year.

Thank you all for your generous support, understanding and cooperation throughout my time spent in the Port Townsend School District. I have enjoyed my time as a Para-Educator at Mountain View and Blue Heron Schools, and the friendships I have formed over the years will not be forgotten.

I am grateful for the hard work, dedication, and commitment of the staff to the education of the children of Port Townsend. I will miss all the students and staff. It will feel strange in August not to be preparing for the start of a new school year. I have thoroughly enjoyed my long career in the Port Townsend School District. Thank you for everything that you all do for the education of the children in our community!

Sincerely,

A handwritten signature in cursive script that reads "Jen Cronin". The signature is written in black ink and is positioned above the printed name.

Jen Cronin



1500 Van Ness, Port Townsend, WA 98368

Phone: 360.379.4520 Fax: 360.379.4505

Carrie Ehrhardt, Principal

Scott R. Wilson, Assistant Principal
District 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: Nathan Land: ASSISTANT COACH; BOYS SOCCER

Date: February 28, 2017

Dr. Polm and Members of the School Board,

After reviewing his file and completing the interview process—along with Lysa Falge, Athletic Coordinator, and head coach Ahmad Baabahar, I--Scott R. Wilson—recommend Nathan Land for the position of Assistant Boys' Soccer coach at Port Townsend High School for the 2017 soccer season.

Nathan has already served as an assistant coach in our soccer program and has built a strong relationship with our student athletes, the parent group, and with coach Baabahar. He regretfully resigned last year after a family member took ill. However, things have taken a turn for the better so Nate submitted a letter of interest and asked to return to coaching.

We look forward to having Nate come back as our assistant boys' soccer coach. He truly works in the best interest of kids.

Sincerely,

Scott Wilson

Assistant Principal, PTHS

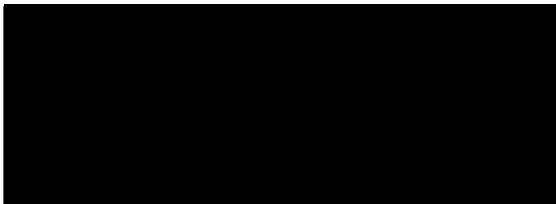
To whom this may concern,

This is to notify you that I am resigning as Assistant Volleyball Coach at Port Townsend High School effective March 7th, 2017.

I appreciate the opportunities I've had while with the high school, and thank you for the support you have provided during my time coaching.

Best Regards,

Lindsea Barlow



March 22, 2017

Superintendent Dr. John Polm
1610 Blaine St.
Port Townsend School District
Pt Townsend, WA 98368

Dear Dr. Polm,

I first want to thank you for your best wishes that arrived with a beautiful bouquet of flowers, as well as thank you for your time and efforts this year through the TPEP process. The support extended to me from colleagues at the school district continues to be truly uplifting, encouraging, and humbling. I am indebted to my colleagues and extend my heartfelt thanks. I am so fortunate!

I am writing to ask that you extend my Leave of Absence through the end of this school year, 2016-2017. [REDACTED]

Additionally, I request that I be involved in math curriculum meetings either via phone, internet, or in person this year. As of Feb 13, we had not had any meetings to look at our data or at CCSS aligned math curriculums for the middle school. Hopefully, our meetings will include the high school, as the CCSS Algebra is a combination of formerly Algebra 1 and 2 combined into a one year high school class with much of the former Algebra 1 embedded into the 8th grade standards.

Thank you for your consideration and efforts on behalf of our district!

Sincerely,

Melinda Pongrey
[REDACTED]

3/15/17

Dr. Polm,

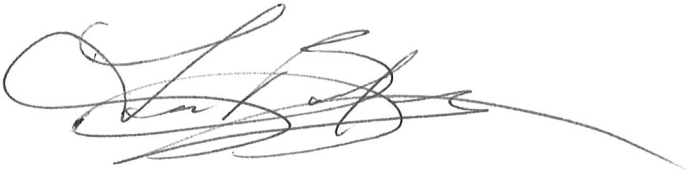
Due to family demands, I, Timothy J. Behrenfeld, am requesting a resignation of 0.4 of my 1.0 FTE contract at Port Townsend School District. I would like to maintain the remaining 0.6 FTE from this time onward. My hope is to focus on the integration of conceptual physics (3rd year science) with CAD skills/design concepts for next year as well as the pursuit of an excellent robotics curriculum so the subsequent years an excellent robotics course will be offered at PTHS.

If you are unwilling to grant this request, then please consider granting me a full-time leave for the 2017-2018 school year.

Thank you for your consideration. I look forward to all the possibilities that this request will bring for the future.

Sincerely,

Tim Behrenfeld

A handwritten signature in black ink, appearing to read 'Tim Behrenfeld', with a long horizontal flourish extending to the right.

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 March 27, 2017, the board, by a _____ vote, approves payments, totaling \$13,749.10. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASSOCIATED STUDENT BODY:
Warrant Numbers 10624 through 10634, totaling \$13,749.10

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

Check Nbr	Vendor Name	Check Date	Check Amount
10624	BANK OF AMERICA VISA	02/28/2017	4,074.87
10625	BSN SPORTS LLC	02/28/2017	561.54
10626	Fraser, Ian	02/28/2017	1,146.20
10627	HOLLY'S FLOWERS	02/28/2017	70.85
10628	N OLYMPIC BASKETBALL OFFICIALS	02/28/2017	4,445.00
10629	N OLYMPIC BBALL OFFICIALS TRAV	02/28/2017	2,028.59
10630	Russell, Julie Ann	02/28/2017	115.99
10631	SAFEWAY	02/28/2017	56.75
10632	SOS PRINTING	02/28/2017	160.23
10633	STEPP, ARI A	02/28/2017	700.00
10634	Wilson, Scott B	02/28/2017	389.08

11 Computer Check(s) For a Total of 13,749.10

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 March 27, 2017, the board, by a _____ vote, approves payments, totaling \$196,773.98. The payments are further identified in this document.

Total by Payment Type for Cash Account, CAPITAL PROJECTS:
Warrant Numbers 3352 through 3355, totaling \$196,773.98

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

Check Nbr	Vendor Name	Check Date	Check Amount
3352	BANK OF AMERICA VISA	02/28/2017	8.20
3353	INTEGRUS ARCHITECTURE	02/28/2017	193,579.26
3354	SKL ARCHITECTS	02/28/2017	3,134.63
3355	Taylor, Brad James	02/28/2017	51.89
4	Computer	Check(s) For a Total of	196,773.98

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 March 27, 2017, the board, by a _____ vote, approves payments, totaling \$55,256.18, and voids/cancellations, totaling \$28.04. The payments and voids are further identified in this document.

Total by Payment Type for Cash Account, GENERAL FUND:
Warrant Numbers 62322 through 62356, totaling \$55,256.18
Voids/Cancellations, totaling \$28.04

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

Check Nbr	Vendor Name	Check Date	Check Amount
62322	ARROW LUMBER & HARDWARE	02/28/2017	85.99
62323	BANK OF AMERICA VISA	02/28/2017	6,640.63
62324	BSN SPORTS LLC	02/28/2017	216.75
62325	CANON FINANCIAL SERVICES INC	02/28/2017	207.07
62326	CAPITAL CHAPTER ESD113	02/28/2017	420.00
62327	Cartwright, Lisa K	02/28/2017	27.25
62328	CENTURLINK	02/28/2017	700.55
62329	COTTON REDI-MIX	02/28/2017	84.00
62330	Dow, Benjamin S	02/28/2017	33.89
62331	Ehrhardt, Carrie L	02/28/2017	20.33
62332	ESD 114	02/28/2017	4,797.02
62333	FALLON, MARY (MOLLY)	02/28/2017	700.00
62334	FOOD CO-OP	02/28/2017	93.75
62335	HANKINSON, JANELLE	02/28/2017	2,585.00
62336	JEFFERSON TRANSIT	02/28/2017	24.00
62337	JEFFERSON COUNTY TREASURER	02/28/2017	148.30
62338	KING COUNTY DIRECTORS	02/28/2017	441.68
62339	Kirk, Robert Karry	02/28/2017	41.08
62340	Kruse, Jennifer Kathleen	02/28/2017	99.17
62341	LES SCHWAB	02/28/2017	607.58
62342	NORTH OLYMPIC MUSIC EDUCATORS	02/28/2017	125.00
62343	PENINSULA PEST CONTROL INC	02/28/2017	218.00
62344	PHONAK LLC	02/28/2017	100.00
62345	PLATT	02/28/2017	1,149.44
62346	POSTAGE BY PHONE RESERVE ACCOU	02/28/2017	1,000.00
62347	PT MARINE SCIENCE CTR	02/28/2017	210.00
62348	PUBLIC UTILITY DISTRICT	02/28/2017	30,844.89
62349	SAFEWAY	02/28/2017	119.35
62350	SUPPLYWORKS	02/28/2017	1,127.97
62351	Thielk, Edward David	02/28/2017	487.50
62352	Turay, Lisa	02/28/2017	370.00

Check Nbr	Vendor Name	Check Date	Check Amount
62353	WASWUG ANNUAL CONFERENCE	02/28/2017	275.00
62354	WESTERN WASHINGTON UNIVERSITY	02/28/2017	125.00
62355	Wilson, Scott Randall	02/28/2017	179.99
62356	YMCA YOUTH & GOVERNMENT	02/28/2017	950.00
35	Computer	Check(s) For a Total of	55,256.18

Check Nbr	Vendor Name	Check Date	Check Amount
62249	Lynch, Jason Edward	02/28/2017	28.04
1	Void	Check(s) For a Total of	28.04

Comp Joy

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 March 27, 2017, the board, by a _____ vote, approves payments, totaling \$495.22. The payments are further identified in this document.

Total by Payment Type for Cash Account, Wire Transfers:
Wire Transfer Payments 201600029 through 201600030, totaling \$495.22

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

Check Nbr	Vendor Name	Check Date	Check Amount
201600029	DEPARTMENT OF REVENUE	03/01/2017	260.56
201600030	DEPARTMENT OF REVENUE	03/01/2017	234.66
2	Wire Transfer Check(s) For a Total of		495.22

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 March 27, 2017, the board, by a _____ vote, approves payments, totaling \$198,712.02. The payments are further identified in this document.

Total by Payment Type for Cash Account, GENERAL FUND:
Warrant Numbers 62357 through 62439, totaling \$198,712.02

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

Check Nbr	Vendor Name	Check Date	Check Amount
62357	ACE IT EMPLOY & TRANSITION SVC	03/15/2017	3,484.38
62358	Agnew, Angela	03/15/2017	91.56
62359	BACKGROUND INVESTIGATION BUREA	03/15/2017	70.00
62360	Bud Clary Chevrolet	03/15/2017	32,344.10
62361	BUTLER, ROBERTA L	03/15/2017	4,290.00
62362	CAROLINA BIOLOGICAL SPLY	03/15/2017	453.55
62363	Cartwright, Lisa K	03/15/2017	140.40
62364	CENEX FLEETCARD	03/15/2017	980.91
62365	CHIMACUM SCH DIST#49-CO-OP TRA	03/15/2017	16,531.71
62366	CHS - CENEX HARVEST STATES	03/15/2017	5.64
62367	CITY OF PT TOWNSEND	03/15/2017	5,317.57
62368	Clarke, Kimberly A	03/15/2017	325.00
62369	Colton, Mary K	03/15/2017	41.51
62370	Cook, Laura	03/15/2017	154.08
62371	COOPER FUEL & AUTO REPAIR	03/15/2017	2,423.82
62372	COSTCO	03/15/2017	466.41
62373	Cowling, Judy K	03/15/2017	93.30
62374	DAIRY FRESH FARMS INC	03/15/2017	1,503.96
62375	DIGITAL INSURANCE INC	03/15/2017	500.00
62376	DM DISPOSAL CO INC	03/15/2017	5,295.50
62377	Dow, Benjamin S	03/15/2017	75.44
62378	DUDE SOLUTIONS	03/15/2017	1,537.16
62379	ESD 114	03/15/2017	14,935.50
62380	Falge, Lysa Marie	03/15/2017	119.30
62381	FALLON, MARY (MOLLY)	03/15/2017	410.00
62382	FOLLETT EDUCATIONAL SERVICES	03/15/2017	3,859.95
62383	FOOD CO-OP	03/15/2017	33.22
62384	FOOD SERVICES OF AMERICA	03/15/2017	9,107.23
62385	GREENTREE COMMUNICATIONS	03/15/2017	94.57
62386	HANKINSON, JANELLE	03/15/2017	3,960.00
62387	HENERY HARDWARE	03/15/2017	1,056.51
62388	HIGHWAY SPECIALTIES LLC	03/15/2017	806.60
62389	JAMESTOWN NETWORKS	03/15/2017	2,256.30

Check Nbr	Vendor Name	Check Date	Check Amount
62390	JEFF CO DEPT OF PUBLIC WORKS	03/15/2017	54.28
62391	JEFFERSON MENTAL HEALTH	03/15/2017	10,433.91
62392	JIVE COMMUNICATIONS, INC.	03/15/2017	5,525.88
62393	JW PEPPER & SON INC	03/15/2017	440.18
62394	Kane, Patrick J	03/15/2017	101.80
62395	KARSCHNEY CONSULTING	03/15/2017	2,631.12
62396	KING COUNTY DIRECTORS	03/15/2017	619.63
62397	Kirk, Robert Karry	03/15/2017	38.28
62398	Kruse, Jennifer Kathleen	03/15/2017	769.41
62399	LANCE, PHILIPPA	03/15/2017	6,750.00
62400	LEADER	03/15/2017	288.00
62401	Little, Jennifer Ann	03/15/2017	135.00
62402	MAIL PLUS	03/15/2017	15.76
62403	MASCO PETROLEUM	03/15/2017	3,584.33
62404	Montgomery, Kimberly B	03/15/2017	52.43
62405	NCCE 2017	03/15/2017	1,650.00
62406	NEWSELA INC	03/15/2017	4,450.00
62407	NORTH OLYMPIC SALMON COALITION	03/15/2017	3,100.00
62408	OLYMPIC SPRINGS	03/15/2017	120.37
62409	OLYMPIC ART & OFFICE	03/15/2017	52.92
62410	OLYMPIC EQUIPMENT RENTALS	03/15/2017	89.06
62411	OSPI	03/15/2017	99.53
62412	PACIFIC OFFICE EQUIPMENT	03/15/2017	1,832.86
62413	PANE D/AMORE	03/15/2017	89.00
62414	PENINSULA PEST CONTROL INC	03/15/2017	386.95
62415	PENINSULA DAILY NEWS	03/15/2017	71.50
62416	PLATT	03/15/2017	307.89
62417	Polm JR, John A	03/15/2017	80.25
62418	RIGHT SYSTEMS INC	03/15/2017	5,880.55
62419	Russell, Julie Ann	03/15/2017	51.36
62420	SAFEWAY	03/15/2017	46.30
62421	Sanders, Heather Lyn	03/15/2017	225.02
62422	SCHOOL HEALTH CONSULTANTS, INC	03/15/2017	4,400.00
62423	SHAUGHNESSY MARINA	03/15/2017	570.00
62424	SHRED-IT US JV LLC	03/15/2017	86.11
62425	SOS PRINTING	03/15/2017	49.07
62426	Steinke, Kaleen A	03/15/2017	252.50
62427	SUNBELT RENTALS INC	03/15/2017	1,500.00
62428	SUPPLYWORKS	03/15/2017	1,193.80
62429	Taylor, Brad James	03/15/2017	114.54
62430	Taylor, Che Michael	03/15/2017	30.00
62431	TOWN & COUNTRY TRUCKS & TRAILER	03/15/2017	26,000.00
62432	Turay, Lisa	03/15/2017	120.00
62433	VALLEY ATHLETICS	03/15/2017	353.53
62434	WALTER E NELSON CO	03/15/2017	77.80
62435	WASH STATE FERRIES	03/15/2017	358.00
62436	WESTBAY AUTO PARTS	03/15/2017	68.76
62437	WESTSOUND ORTHOPAEDICS PS	03/15/2017	280.00
62438	Wiant, Peter	03/15/2017	425.00
62439	Wilson, Scott Randall	03/15/2017	94.16

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 March 27, 2017, the board, by a _____ vote, approves payments, totaling \$7,245.51. The payments are further identified in this document.

Total by Payment Type for Cash Account, CAPITAL PROJECTS:
Warrant Numbers 3356 through 3358, totaling \$7,245.51

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

Check Nbr	Vendor Name	Check Date	Check Amount
3356	CHIMACUM SCH DIST#49-CO-OP TRA	03/15/2017	2,233.62
3357	ROBINSON COMPANY INC	03/15/2017	4,960.00
3358	Taylor, Brad James	03/15/2017	51.89
3	Computer	Check(s) For a Total of	7,245.51

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 March 27, 2017, the board, by a _____ vote, approves payments, totaling \$6,527.14. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASSOCIATED STUDENT BODY:
Warrant Numbers 10635 through 10648, totaling \$6,527.14

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

Check Nbr	Vendor Name	Check Date	Check Amount
10635	BSN SPORTS LLC	03/15/2017	2,431.70
10636	Collet, Paula A	03/15/2017	349.18
10637	COSTCO	03/15/2017	131.83
10638	DL LOGOS	03/15/2017	533.66
10639	EDENSAW WOODS	03/15/2017	318.28
10640	Falge, Lysa Marie	03/15/2017	190.27
10641	GOOD MAN SANITATION	03/15/2017	270.56
10642	JOSTENS	03/15/2017	288.49
10643	OLYMPIC ART & OFFICE	03/15/2017	25.07
10644	PENINSULA WRESTLING ASSOC	03/15/2017	239.08
10645	PROSTOCK ATHLETICS	03/15/2017	657.05
10646	QUIZ EQUIPMENT	03/15/2017	930.00
10647	RAINIER HIGH SCHOOL	03/15/2017	150.00
10648	SAFEWAY	03/15/2017	11.97

14 Computer Check(s) For a Total of 6,527.14

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 March 27, 2017, the board, by a _____ vote, approves payments, totaling \$5,103.32. The payments are further identified in this document.

Total by Payment Type for Cash Account, CAPITAL PROJECTS:
Warrant Numbers 3359 through 3359, totaling \$5,103.32

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

Check Nbr	Vendor Name	Check Date	Check Amount
3359	CITY OF PT TOWNSEND	03/24/2017	5,103.32
1	Computer	Check(s) For a Total of	5,103.32

PORT TOWNSEND SCHOOL DISTRICT NO. 50

Payroll for the month of February, 2017

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,

		<u>Clerk of District</u>	
Approved gross in the sum of	\$	<u>745,611.72</u>	Employee Gross
		<u>284,052.92</u>	Employer Contribution
		<u> </u>	Payroll Adjustment*
		<u>1,029,664.64</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 3/2/17

Name of donor PT BOOSTERS

Address of donor _____

Purpose of donation:

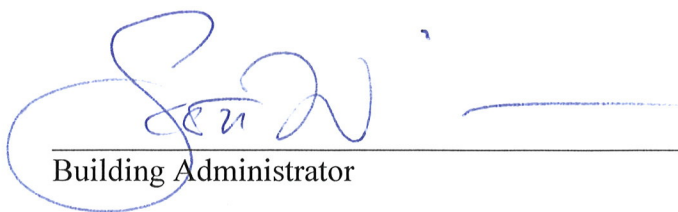
Amount:

ITEMS FOR

BLUE HERON &

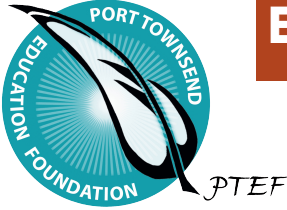
PTHS ATHLETICS

\$4,600 +



Building Administrator

Received by Scott Wilson



ENHANCING ACADEMIC ACHIEVEMENT

ONE BRICK AT A TIME

PAVER DONOR FORM

Name: _____

Address: _____

City / State / Zip: _____

Phone Number: _____

Email Address: _____

12"x12" Paver \$200
1-2 lines of text, 20 characters per line, including spaces and punctuation

12"x12" Paver \$300
3 lines of text, 20 characters per line, including spaces and punctuation

12"x12" Paver \$400
4 lines of text, 20 characters per line, including spaces and punctuation

Please check appropriate box: \$200 Paver \$300 Paver \$400 Paver

PAYMENT INFORMATION: (please circle method of payment)

Cash Check (payable to PTEF) Credit Card

Name on credit card: _____

Card Type: (please circle one) Visa Mastercard American Express

Card Number: _____ Exp. Date: ____ / ____

CVV#: _____ Signature: _____

PAVER INFORMATION: (fill in your information here as it would appear on your paver—PTEF reserves the right to approve all content).

\$200 PAVER

Line 1:

Line 2:

\$300 PAVER

Line 1:

Line 2:

Line 3:

\$400 PAVER

Line 1:

Line 2:

Line 3:

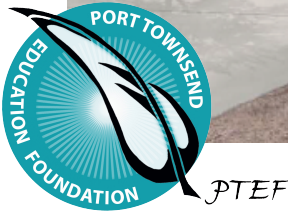
Line 4:

PLEASE MAIL THIS FORM TO:

Holley Carlson, PTEF President
Port Townsend Education Foundation, P.O. Box 1867
Port Townsend, WA 98368

ENHANCING ACADEMIC ACHIEVEMENT

ONE BRICK AT A TIME



- CELEBRATE** OUR COMMUNITY'S COMMITMENT TO OUR KIDS AND THEIR EDUCATION
- COMMEMORATE** YOUR OWN CHILD OR SPECIAL TEACHER
- MEMORIALIZE** A LOVED ONE

With your own personalized paver at Port Townsend's new elementary school! Your paver will be installed at the entrance to the new school, and proceeds will benefit the Port Townsend Education Foundation to support and enhance academic achievement.

All pavers are 12" x12"

1-2 lines of text (20 characters per line)	\$200
3 lines of text (20 characters per line)	\$300
4 lines of text (20 characters per line)	\$400

We will honor requests to group bricks as orders are received



TO ORDER

Go online to www.pteducationfoundation.org
or contact Holley Carlson at (360) 821-3177

www.pteducationfoundation.org



Maritime Discovery Schools Update March 2017

Matrix Committe: We are finalizing the 2016-17 MDS Project Curriculum Matrix. Included are sample project cards, project design forms, and the first draft of the matrix. We will be continuing to collect project documentation and add to the matrix through the remainder of the school year. The new projects will be posted to the district and school's website over the next few months.

Professional Development Planning: Working with principals and directors we are planning professional development themes for next school year. Seven teachers we trained in facilitating Looking at Student Work, and Teaching Lab protocols. This will move us towards more teacher lead teacher PD next year.

Fundraising: We have submitted two grants with the NWMC in the last month and are continuing to discuss next steps for fundraising. Next month we will be revisiting the fundraising scope for the next two years.

Looking to 2017-18:

Teacher Experience:

- 3 projects per teacher, one with a maritime focus
- Public Exhibitions of Learning
- Embedded rich literacy tasks across curriculum. [Thinking strategies/routines]
- Differentiation [Workshop, co-teaching]
- 3 Rs: Relevance, Rigor, Relationships:
- Experiences that are place based, demand intellectual “press,” and grounded in relationships (community partners, teachers, and peers)
- Cohesive, Collaborative Culture: Adults & Students

Student Experience:

- Students are learning through a “sense of place...”
- Students are talking more about things that matter to them! Students talking more, teachers talking less...
- Students are independent, thoughtful thinkers.
- Students are learning through the art of craftsmanship, creating authentic products and performances.
- Students feel a sense of belonging and identity. and are acting as stewards of PT.

2016-17 MDS Curriculum Matrix - Draft

Grade	Title	PBL Theme	Partners
birth-5 & Parents	Little Free Libraries for Families at Grant Street	Citizenship and Civic Engagement, Craftsmanship and Creativity	Henery's, Edensaw, Arrow lumber, Literacy Council of Jefferson County, Imprint, William James, PT Leader/PDN, Kiwanis, PTA
K	Places in our Community	Cultural Dimensions of Community Life	Fort Worden, Port Townsend Marine Science Center, Chamber of Commerce, Visitor Center
1 - 2	Town		
1 - 2	Our Backyard	Stewardship of place, the environment and the sea	Fort Worden, East Jefferson County Bee Keeper Association, Heather Taracka-insect collection and presentation, Ron Sykes, Nik Lance (bees), Farmer Molly, Pacific Science Center (butterfly info), Save the Bees, Honey Coalition, Entomological Society of America, Pacific Science Center, Puget Sound Beekeepers Association,, Jefferson County Master Gardeners, Entomological Association of Washington, Fish and Wildlife Service
1 - 5 OPEPO	Project Feeder Watch	Stewardship of place, the environment and the sea	Dungeness Audubon Society, Project Feederwatch (Cornell University)
1 - 5 OPEPO	Water, Water Everywhere or Is it?	Stewardship of Place, Craftsmanship and Creativity	Bob Simmons- WSU Master Gardeners, WSU Water Watchers, Waste Water Management systems
2 - 3	Connections to Our Northwest Coastal Tribes Through Art, Writing and Technology		
2 - 3	Emergency Preparedness	Curiosity and questioning, communication and collaboration	Red Cross, Jefferson County Emergency Management, East Jefferson Fire and Rescue, Jefferson County Emergency Management, PUD
4	Human Development and Impact on the Environment	Cultural Dimensions of Community Life, Citizenship and Civic Engagement, Stewardship of place, the environment and the sea	Neil Harrington: Environmental Biologist with the Natural Resources of the Jamestown S'Klallam Tribe, Jessica Humphreys (or other representative from the Tribe)
4 - 5	Songwriting Works	Civic engagement, cultural dimensions of community life, craftsmanship and creativity	Songwriting Works: Keeth Monta Apgar, Judith-Kate Friedman
5	Is Our Water Safe to Drink?	Citizenship and Civic Engagement	City of Port Townsend - Ian... Michael ... guest speaker and classroom visit.

2016-17 MDS Curriculum Matrix - Draft

Grade	Title	PBL Theme	Partners
5	Human Impact on our Local Environment	Stewardship of place, the environment and the sea	Marine Science Center; Jeff Hogan, Killer Whale Tales; Dungeness River Audubon Center; Laura Tucker
4 - 8	Career Cafe	Cultural Dimensions of Community Life	PT City - Theresa Fitzgerald (PT Paper Mill - Mathew Lewis)
6	Port Townsend-Back to the Future	Cultural Dimension of Community Life	Jefferson County Historical Society
6	Blanket Project	Craftsmanship & Creativity, Cultural Dimensions of Community Life, Citizenship & Civic Engagement, Leadership & Self-Reliance, Economic Possibilities	Foodbank, Kim Nunes, Shirley Moss
6	Builder Boards	Craftsmanship and Creativity, Citizenship and Civic Engagement, Leadership and Self-Reliance	
7	School Lunch Menu	Citizenship and Civic Engagement, Cultural Dimensions of Community Life	Dharma Ridge Farm, Finn River Farm, Stacy Larsen, Jesse Watson
7 / 11	Log from the Sea Cortez	Stewardship of the place and the sea; Cultural dimensions of community life	Port Townsend Shipwrights Co-op
7	Maritime Discovery Program	Stewardship of Place, Environment and the Sea; Craftsmanship and Creativity; Cultural Dimensions of Community Life; Wellness Leadership and Self-Reliance; Marine Trades, Economic Possibilities and Entrepreneurialism	NWMC, Mountainview Pool, Multiple community volunteers and presenters during Lunch, Recyclery, Nelson's Blood Shanty Singers
7	Protecting out Northwest Waters		
7 - 12 OCEAN	Bravo Team Maritime Studies Class	Stewardship of place, the environment and the sea, Citizenship and Civic Engagement	one guide for taking us to the city lake or to the "Diversion"; Matt Lewis from Port Townsend Paper mill
8	Camp Seymour	leadership and self reliance	YMCA Camp Seymour in Gig Harbor
8	Sol Duc	Stewardship of the Salish Sea and surrounding land areas. Citizenship and Engagement; leadership and self reliance	Jefferson Land Trust; North Olympic Salmon Coalition; United States Geological Survey; NOAA-National Ocean and Atmospheric Administration; Adventuress; Marine Science center

2016-17 MDS Curriculum Matrix - Draft

Grade	Title	PBL Theme	Partners
8	Salish Sea to Olympic Challenge	Stewardship of the Salish Sea and surrounding land areas, Citizenship and Engagement, Leadership and self reliance	Jefferson Land Trust; North Olympic Salmon Coalition; United States Geological Survey; NOAA-National Ocean and Atmospheric Administration; Adventuress; Marine Science center
9	Civil Rights and To Kill a Mockingbird	Cultural Dimensions of Community Life	
9 - 11 OCEAN + 6-8 BHLS	Shoreline Safety & Familiarity	Stewardship of place, the environment and the sea, Cultural Dimensions of Community Life, Citizenship and Civic Engagement;	Mountain View Pool, NW Watershed Institute, Marine Science Center, NW Maritime Center
9 - 12	Culture Night	Cultural Dimensions of Community Life	
9 - 12	f(x)ional Boat Hull Design	Craftsmanship and Creativity	Possibly Joe Youca
9 - 12	Introduction to Joinery	Craftsmanship and Creativity	Annual Woodworkers Show
9 - 12	Three Legged Stool	Craftsmanship and Creativity	Steve Haversatser, PT School of Woodworking. Community Volunteers.
9-12	Wearable Arts Show		
9 - 12	Baidarka (Kayak) Project	Craftsmanship and Creativity, Leadership and Self Reliance	Port Townsend Education Foundation. Edensaw Lumber. Community Volunteers: Mitch Poling and Josh _____ . Port Townsend School of Woodworking
9,11,12	Redhawk Mentors	Citizenship and Civic Engagement, Leadership and Self-Reliance	Fort Worden State Park, Community guest speakers,
10	Creative Nonfiction	Citizenship and Civic Engagement, Leadership and self-reliance, Economic Possibilities and Entrepreneurialism	Elevated Ice Cream
10 - 12	Cultural Mapping of Port Townsend utilizing ARC/Esri GIS	Cultural Dimensions of Community Life	City of Port Townsend Planning, Jefferson County Planning, PUD, Jefferson County Historical Society, Northwest Digital Arts Consortium.
10 - 12	Friday Salons		
11 - 12	Drama Immersion for AP English Students	Cultural Dimensions of Community Life	Rocky Friedman provided a discounted price for the NTLive presentation.
11	Vietnam Memorial Project		
11	Junior Networking Lunch		

2016-17 MDS Curriculum Matrix - Draft

Grade	Title	PBL Theme	Partners
12	<u>Parking in Port Townsend</u>	Interacting and Innovating with Future Technologies.	
12	TownMUN	Citizenship and Civic Engagement: Global Citizenship and Public argument	Guest Speaker
12	Senior Symposium		



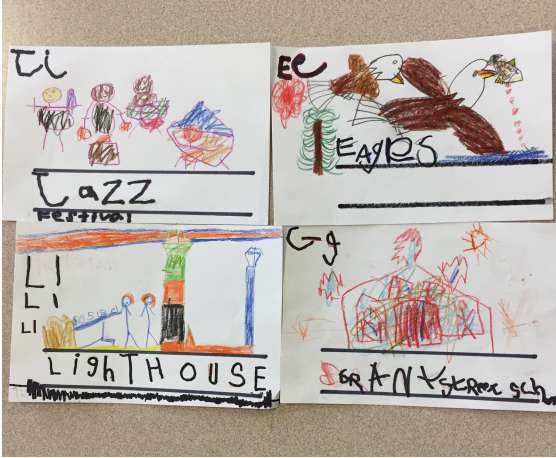
PORT TOWNSEND

School District

LEARNING THROUGH A SENSE OF PLACE

PROJECT DESIGN: OVERVIEW

Name of Project: Places in our Community		Duration: 8 weeks	
Subject/Course: Literacy & Social Studies	Teacher(s): Sally, Katie, Kelsi, Maggie, Rachel	Grade Level: Kindergarten	
Other subject areas to be included, if any: LITERACY/SOCIAL STUDIES			
Significant Content (CCSS and/or others)	<p>Demonstrates basic knowledge of 1 to 1 letter sound correspondence. Writing upper and lower case letters.</p> <p>GLE5.2.1 Understands how to ask questions about the classroom and the community.</p>		
Port Townsend School District Dispositions Developed (See Big Idea Matrix)	<ul style="list-style-type: none"> -Critical Thinking -Project Management -Communication & Collaboration 		
Place Based Learning Theme (See Big Idea Matrix)	Cultural Dimensions of Community Life	Local Land and Sea Skill Developed (i.e.. Fish and wildlife management, knots, swimming, water safety, boating...)	

<u>Driving Question</u>	-What is my community? (What places are in my community? How do I interact with my community?)	
Project Summary (include student role, issue, problem or challenge, action taken, -purpose/beneficiary)	Students will explore and research their local community, starting with their own home. They will learn about and share knowledge of places and things to do in Port Townsend. Students will generate ideas for safe, enriching activities for kids in Port Townsend. Each class will be creating a “Kindergartners’ Guide to Port Townsend” in the format of an ABC book, where each page is a place in the community that students connect to. Finally, students will present their books in front of fellow kindergarteners and certain Grant Street School and community members; books will then be available for the public to see in the Port Townsend Visitor’s Center.	
Photo		
<u>Entry Event</u>	<ul style="list-style-type: none"> -“I wonder...” - related images and realia (Human Habitat, Places in the Community) -Read Alouds (books on community) (A-Z books) -The Great Wind Blows if... -Paper Bag Homes @ Fort Worden Classroom 	
<u>Products</u>	Individual: My Port Townsend A-Z Book (Places in the Community from A to Z)	Specific content and dispositions to be assessed: Project Management, Critical Thinking, Questioning, Letter Sound Recognition
	Team: Class list of ABC Places in the	Specific content and dispositions to be assessed:

	Community, Present to the Chamber of Commerce and Hospital, Display Books	Communication & Collaboration, Creative Thinking
Public Audience (Experts, audiences, or product users students will engage with during/at end of project)	Classmates, School Members, Community Members, Special Guests (Local Experts-Chamber of Commerce, Police Officers, Doctor, Firefighter, Librarian).	
Resources Needed	On-site people, facilities: Fort Worden beach and schoolhouse, Chamber of Commerce	
	Equipment/Materials: (Fort Worden: Clipboards, Scavenger Hunt, paper bags, construction paper squares, scissors, glue sticks, Paper Towels, Baby Wipes, Hand Sanitizer, snack/Lunch) chart paper, markers, pencils, Index Cards, Images, Magazines, Colored Pencils, Crayons, Read Alouds, 1” Rings,	
	Community Resources: Visitor’s Center/Chamber of Commerce, Parents, Community Members	
Community Partner(s)	Fort Worden, Marine Science Center’s environmental educator, Chamber of Commerce, Visitor Center Manager: Lorna Mann	
Reflection Methods (Individual , Team , and/or Whole Class)	Charts, pair-share, turn and talk, individual goal setting, self-assess using rubric/checklist, critique (focus on one aspect).	
Notes:		

PROJECT DESIGN: STUDENT LEARNING AND ASSESSMENT GUIDE

Project: Community Habitats

Driving Question:

- What is there to do in my community?
- What places are in my community?
- How do I interact with my community?

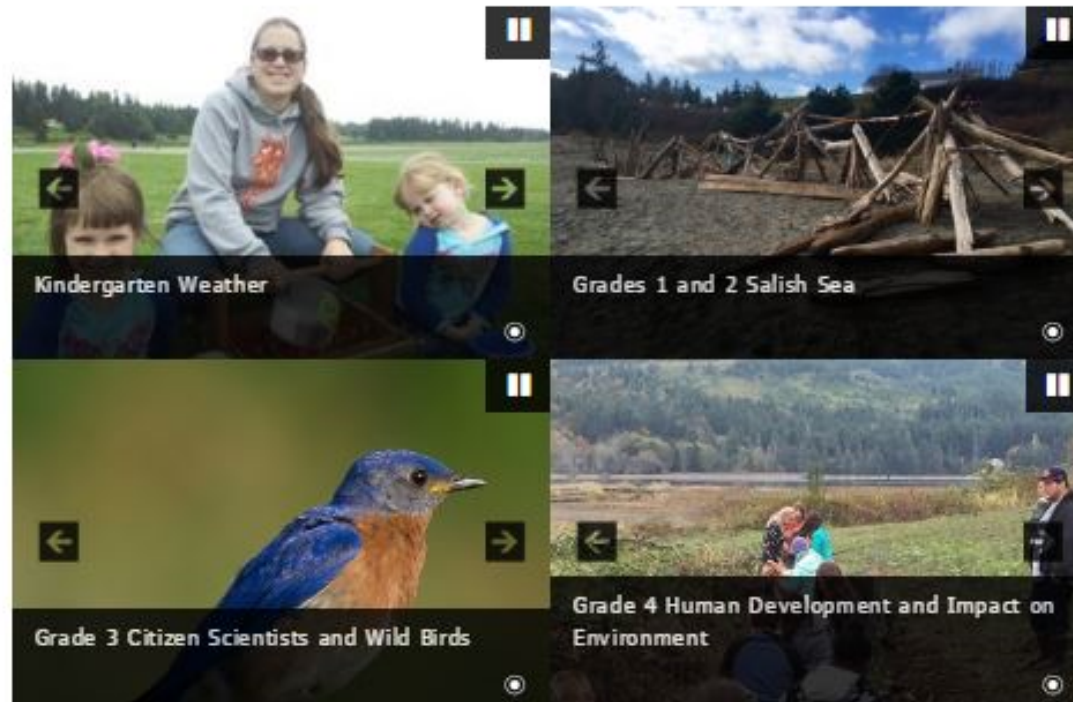
Final Product(s) Presentations, Performances, Products and/or Services	Learning Outcomes/Targets content & district dispositions needed by students to successfully complete products	Checkpoints/Formative Assessments to check for learning and ensure students are on track	Instructional Strategies for All Learners provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments
(individual and team)			
Individual-	-Knowledge of what a community is and places in their community -Creative thinking -Ability to express opinions about places in their community	-Collaborative conversations -PT A-Z Book Rubric (self-assessment) -Completion of PT A-Z book pages	-Imagery -Color coded lists of places in PT. -Maps of Port townsend -Guest Speaker from the Port Townsend visitor center. -Pictures of places that students identify.
Team-	N/A	N/A	N/A
Resources:			



CURRICULUM

Port Townsend School District ► Curriculum

Our district has a five year initiative to align our curriculum along a central Maritime Framework to anchor all subjects and grade levels in experiences in our maritime community. Through this maritime and place-based learning students are connected with land and sea over the course of their careers. The curriculum emphasizes developing **student dispositions along our place-based learning themes**. Our curriculum is continually being improved and changed, so check back as we keep this page updated.



Our Backyard



Grade Level: 1-2

Essential Question: What is living, eating, dying in our backyard?
Can you find it in our backyard? Comparing habitats (Fort Worden, Kah Tai Lagoon, North Beach, their yards/our yards)

Subjects: Science, literacy, and math

Place-based Learning Theme: Stewardship of place, the environment and the sea

Student Dispositions: Critical thinking, inquiry skills, self-knowledge, curiosity and questioning; patience, experimentation, body & health optimization; empathy, ethics, communication & collaboration;

Overview: Students will make observations of plants and animals to compare the diversity of life in our backyard habitat, the Grant Street campus.. They will research, examine, and report orally and in writing and using technology on a creature they observe from the outdoor nature lab. Each student will write a literary nonfiction book, present orally and incorporate technology to include text forms and features on a teacher or group generated checklist. Students will also learn to identify several beneficial insects and spiders, including predators and pollinators. Students will search an outdoor environment and record numbers and types of beneficial insects and spiders that they discover. Students will choose one insect or spider that they observed, and write a brief description detailing the appearance and behavior of the creature and where it was found. Students will present their observations to the class. Students will discuss the ways that the insects and spiders that they observed are adapted to be pollinators or predators.

Community Partners: Fort Worden, East Jefferson County Bee Keeper Association, Heather Taracka-insect collection and presentation, Ron Sykes, Nik Lance (bees), Farmer Molly, Pacific Science Center (butterfly info), Save the Bees, Honey Coalition, Entomological Society of America, Pacific Science Center, Puget Sound Beekeepers Association,, Jefferson County Master Gardeners, Entomological Association of Washington, Fish and Wildlife Service.

Authors: Peter Braden, Dawn Braden, Denise Aeden, Dorothy Stengel, Kaleen Steinke, Heather Sanders

Bravo Team Maritime Studies



Grade Level: 7-12 OCEAN

Essential Question: To be developed by students through the Problem Statement Sheet. Topic is around the health of the greater Salish Sea environment.

Subjects: Maritime Studies/Environmental Science

Place-based Learning Theme: Stewardship of place, the environment and the sea, Citizenship and Civic Engagement

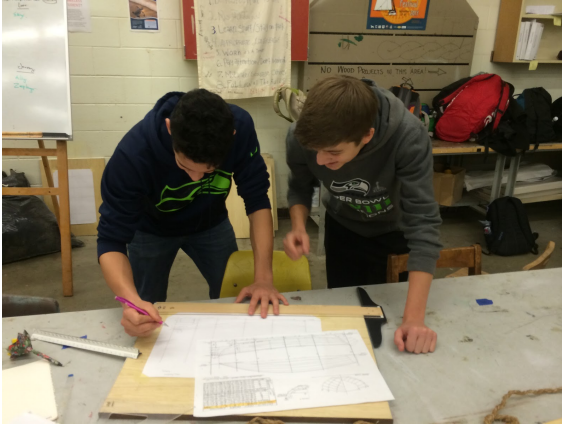
Student Dispositions: Critical thinking, Argumentative skills, Curiosity and Questioning, Design and Systems Thinking

Overview: Students brainstorm and share their knowledge of the Salish Sea and environmental issues in the Salish Sea, They will choose a research topic from the environmental issues and discuss again. Then, they will write a problem statement and using the project planning guide, plan and execute a real world project to help the Salish Sea, This year the project is focused on learning about the biology and environmental status of purple martins, a species of concern living in our area. Their traditional nesting sites have been lost. We are planning to build nest boxes and install them at Point Hudson to provide for nesting sites. Students are also making an environmental 'zine about birds of the Salish Sea.

Community Partners: WSU extension, Maritime Center Staff, Local biologist, Admiralty Audubon Society Members

Authors: Daniel Molotsky, captains Sonia and Chrissy

f(x)ional Boat Hull Design



Grade Level: 9-12

Essential Question: How do mathematical functions model the shape of a boat hull and which functions maximize the speed of the hull through water?

Subjects: Algebra 2 Mathematics

Place-based Learning Theme: Craftsmanship and Creativity

Student Dispositions: Creative Thinking, Inquiry Skills, Design Thinking, Innovation, Project Management, Communication and Collaboration in teams.

Overview: Students will design and construct a boat hull that is flat from front view, but modeled from side view by a piecewise function of at least 3 different functions. The goal is to maximize the speed of the hull through water. The speed will be tested using a pulley system attached to a weight that will propel the boat along a water filled trough

Community Partners: Joe Youca

Authors: Amos Freeman




PORT TOWNSEND
School District
LEARNING THROUGH A SENSE OF PLACE

Superintendent
Dr. John A. Polm, Jr.

Board of Directors
Jennifer James-Wilson
Laura Tucker
Nathanael O'Hara
Keith White
Connie Welch

M E M O R A N D U M

DATE: March 27, 2017
TO: School Board
FROM: John Polm, Jr., Superintendent 
SUBJECT: Asset Preservation Requirements

On April 26, 2010, the Port Townsend School Board of Directors passed Resolution 10-08, which authorized development of an Asset Preservation System (APS) to comply with all of the requirements of the state Asset Preservation Rule (APR) detailed in WAC 392-347-023. According to the Office of the Superintendent of Public Instruction (OSPI), "an asset preservation program is a systematic approach to ensure performance accountability; promote student health and safety by maintaining and operating building systems to their design capacity; maintain an encouraging learning environment; and extend building life, thus minimizing future capital needs. The APR applies to school districts that received state assistance for new or new-in-lieu school buildings accepted by local school board directors after December 31, 1993". One of the requirements of the Asset Preservation Program requires that the school board review an annual Building Condition Assessment (BCA).

Since Blue Heron School was built after 1993, and did receive state funding assistance, the district is required to fulfil the conditions of the APR.

Director Taylor will discuss the attached Information and Condition of Schools (ICOS) report, which satisfies the requirement of reviewing the BCA, and respond to board questions.



State of Washington
Office of
Superintendent of Public Instruction

OSPI

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 [A - Z Index](#) |
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Asset Preservation Program (APP)

An asset preservation program ([WAC 392-347-023](#)) is a systematic approach to ensure performance accountability; promote student health and safety by maintaining and operating building systems to their design capacity; maintain an encouraging learning environment; and extend building life, thus minimizing future capital needs.

The APP evolved from a State Board of Education policy developed in 1992. The intent of the program is to ensure that taxpayer investment in state assisted construction of school facilities is protected through a system of building maintenance.

The APP applies to school districts that received state assistance for new and [new-in-lieu](#) school buildings accepted by local school board directors after December 31, 1993. [Click here](#) to determine buildings that should participate in the APP. Participation in the APP is one requirement of eligibility for future state assistance.

Three Key Components of the Asset Preservation Program

1. A commitment from the school board of directors, in the form of an [APP Board Resolution](#), to implement best practices of school building maintenance through the adoption of APP.
2. The implementation of an [Asset Preservation System \(APS\)](#) or maintenance plan that is proactive, predictive or preventative for maintaining a facility over its 30-year expected life cycle.
3. An annual [Building Condition Assessment \(BCA\)](#) and a report detailing the results of that assessment to the school board of directors and OSPI.
 - List of [APP District/Buildings](#) (contact your [Regional Coordinator](#) for the most current list).
 - [Building Condition Standard](#)

APP Board Resolution

By passing an APP resolution, the school board is committing the district to preserve their state assisted building(s) through a systematic maintenance plan. Additionally, the district is committing to assess the condition of the building(s) annually and report on the findings to the school board at a public meeting by April 1 of each calendar year. See [Sample Board Resolution](#).

APP District Policy: A district policy is not a requirement of the APP; however, Washington State School Directors' Association of School Administrators (WSSDA) and OSPI have collaborated to provide a [model policy](#).

APP District Procedures: District procedures are not a requirement of the APP; however, Washington State School Directors' Association of School Administrators (WSSDA) and OSPI are currently collaborating to produce model procedures.

Asset Preservation System (APS)

To fulfill the Asset Preservation Program requirements, a district must develop and implement an Asset Preservation System (APS), which is a series of tasks that are proactive, predictive or preventative to

maintain the day-to-day health, safety, and instructional quality of the school facility. This can be accomplished by adjusting the district's current maintenance plan or by creating a new plan for their APP buildings.

Another option is to adopt one of three model plans. The model plans were developed in collaboration with school district maintenance personnel to address different school district sizes, budgets and resources. Model plans include [Basic](#), [Moderate](#) and [Comprehensive](#). Each model includes:

- Topic – Building Component
- Type – Component Details
- Inspections – Visual Condition
- Tasks – Deficiency Mitigation
- Frequencies – Inspection Schedule

Please submit a certification letter verifying your district has adopted an APS-[Sample Letter](#). **Note:** It is not necessary to include your APS plan.

Building Condition Assessment (BCA) and Reporting

School districts need to conduct a Building Condition Assessment of APP buildings and report the results in a public school board meeting, by April 1 of each calendar year.

Building Condition Assessment: The Building Condition Assessment is a systematic rating of common building components and is based on [Uniformat](#) coding and categories. The five major Assemblies are substructure, shell, interiors, services and furnishings. Under the five major Assemblies are Sub-assemblies and Components. The BCA scoring consists of ratings at the component level with choices that include excellent, good, fair, poor and unsatisfactory. The individual component scores are combined to produce a total building condition score based on a 100 point scale.

Building Condition Standard (BCS): The [Building Condition Standard](#) is a tool for determining compliance with the Asset Preservation Program. The annual BCA score is compared with a yearly depreciation schedule, the Building Condition Standard, which is based on and supported by industry research and historically collected data.

Reporting: These reports measure the condition of participating buildings against the Building Condition Standard (BCS):

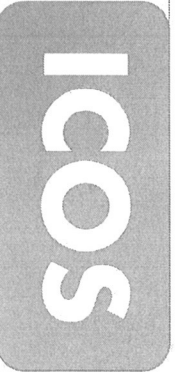
- Annual Reporting: During the 30-year life of the building, school districts must assess the condition of each APP building, using the Building Condition Assessment, and report the results in a public meeting of the school district board by April 1 of each calendar year.
- Six-Year Certified Reporting: A certified assessor must assess the condition of each APP building using the Building Condition Assessment every 6th year of a building's 30 year life (6, 12, 18, 24, 30) and the results of the report must be presented in a public meeting of the school district board by April 1 of that year.

Certified Building Condition Assessments (BCA)

To be qualified to perform certified building condition assessments for study and surveys and asset preservation program buildings, consultants must attend an OSPI Certified Building Condition Assessment training. The training is required for all consultants who will work with school districts to complete Inventory and Building Condition Assessments. If you need to be certified, please contact School Facilities at (360) 725-6265.

[List of Certified BCA Consultants](#)

For assistance, please contact [School Facilities](#).



School Facilities and Organization
 INFORMATION AND CONDITION OF SCHOOLS
 Asset Preservation Program Annual Board Report (Port Townsend School District)

-----2016-2017-----

FACILITY	BUILDING NAME	BUILDING BOARD ACCEPTANCE DATE	APP YEAR	BUILDING CONDITION ASSESSMENT %	ANNUAL REVIEW COMPLETED BY	NEXT CERTIFIED BCA DUE
Blue Heron Middle School	Main Building	10/2/1995	21	88.29	District	2021



School Facilities and Organization
 INFORMATION AND CONDITION OF SCHOOLS
 Asset Preservation Program Annual Board Report (Port Townsend School District)

Blue Heron Middle School - Main Building

Building Details

PROFILE TYPE Middle/Junior High School - Single Story
 NUMBER OF FLOORS 1
 BOARD ACCEPTANCE DATE 10/2/1995
 CHARACTERISTICS Occupied
 ANNUAL REVIEW COMPLETED BY District

This building is required to comply with the Asset Preservation Program

REPORTING YEAR	APP YEAR	BUILDING CONDITION ASSESSMENT	ANNUAL REVIEW COMPLETED BY	BOARD REPORT PRESENT DATE
2016-2017	21	88.29	District	3/27/2017
2015-2016	20	Not Reviewed	Incomplete	Not Reported
2014-2015	19	88.29	Consultant	3/23/2015
2013-2014	18	75.21	Consultant	2/24/2014
2012-2013	17	Not Reviewed	Incomplete	Not Reported
2011-2012	16	Not Reviewed	Incomplete	Not Reported

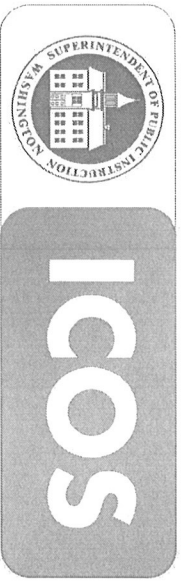
The next certified BCA is due: **2021**

Building Inventory

AREA YEAR BUILT	DISTRICT ASSIGNED AREA	GROSS BUILDING SQ FT	GROSS INSTRUCTIONAL SQ FT	SCAP RECOGNIZED SQ FT	ORIGINAL OCCUPANCY DATE	ORIGINAL BOARD ACCEPTANCE DATE
1995	Main Building	60,124	60,124	60,124	9/4/1995	10/2/1995
Building Totals		60,124	60,124	60,124		

Building Components

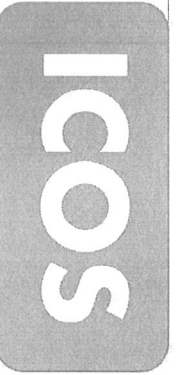
SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Foundations	Standard Foundation	A1010		90.00% Good
Slabs on Grade	Standard Slabs on Grade	A4010		90.00% Good
Water and Gas Mitigation	Building Subdrainage	A6010		90.00% Good
Superstructure	Roof Construction	B1020		90.00% Good
Exterior Vertical Enclosures	Exterior Walls	B2010		90.00% Good
	Exterior Windows	B2020		90.00% Good



School Facilities and Organization
 INFORMATION AND CONDITION OF SCHOOLS
 Asset Preservation Program Annual Board Report (Port Townsend School District)

Building Components

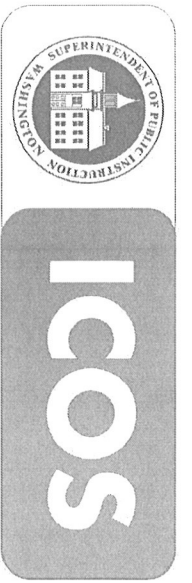
SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Exterior Vertical Enclosures	Exterior Doors and Grilles	B2050		90.00% Good
	Exterior Louvers and Vents	B2070		90.00% Good
	Roofing	B3010		90.00% Good
Exterior Horizontal Enclosures	<i>Comments:</i>			
	Corrective Actions:			
	Additional: Roof cleaned & minor repairs made in 2014. Roof replacement planned for 2020.			
	Roof Appurtenances	B3020		90.00% Good
	Horizontal Openings	B3060		90.00% Good
	Overhead Exterior Enclosures	B3080		90.00% Good
Interior Construction	Interior Partitions	C1010		62.00% Fair
	<i>Deficiencies:</i>			
	Other			
	<i>Causes:</i>			
	Other			
	<i>Comments:</i>			
	Deficiency: Some partitions don't work.			
	Corrective Actions: Repair			
	Interior Windows	C1020		90.00% Good
	Interior Doors	C1030		90.00% Good
Interior Grilles and Gates	C1040		90.00% Good	
Suspended Ceiling Construction	C1070		90.00% Good	
Wall Finishes	C2010		90.00% Good	
Interior Finishes	<i>Comments:</i>			
	Corrective Actions: Paint			
	Interior Fabrications	C2020		90.00% Good
	Flooring	C2030		90.00% Good
	<i>Deficiencies:</i>			
Irregular Surface				
<i>Causes:</i>				
Deterioration, Settlement				



School Facilities and Organization
 INFORMATION AND CONDITION OF SCHOOLS
 Asset Preservation Program Annual Board Report (Port Townsend School District)

Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
Interior Finishes	<i>Comments:</i> Location: Hallway VCT installed 6 yrs ago has gaps at joints. Deficiency: Settlement/moisure has cracked some VCT in approximately 2% of building. Corrective Actions: Replace tiles. Additional: New carpet installed in hallways.	Ceiling Finishes	C2050	62.00% Fair
		<i>Deficiencies:</i> Cracking, Peeling, Flaking, Surface Appearance		
		<i>Causes:</i> Other		
		<i>Comments:</i> Deficiency: Stains and some warping on a few ceiling tiles. Corrective Actions: Paint and patch where needed. Replace stained tiles.		
		Domestic Water Distribution	D2010	90.00% Good
		<i>Deficiencies:</i> Other		
		<i>Causes:</i> Lack of Insulation, Other		
		<i>Comments:</i> Corrective Actions: One water heater approaching useful life. Additional: One new water heater installed 2014.		
		Sanitary Drainage	D2020	90.00% Good
		Building Support Plumbing Systems	D2030	90.00% Good
HVAC	Facility Fuel Systems	D3010	90.00% Good	
	Heating Systems	D3020	90.00% Good	
	Facility HVAC Distribution Systems	D3050	90.00% Good	
	<i>Comments:</i> Additional: Typical condition for age of system.			



School Facilities and Organization
 INFORMATION AND CONDITION OF SCHOOLS
 Asset Preservation Program Annual Board Report (Port Townsend School District)

Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
HVAC	Ventilation	D3060		90.00% Good
	<i>Comments:</i> Additional: Typical condition for age of system.			
Fire Protection	Fire Suppression	D4010		90.00% Good
	Fire Protection Specialties	D4030		90.00% Good
	Facility Power Generation	D5010		90.00% Good
Electrical	Electrical Services and Distribution	D5020		90.00% Good
	General Purpose Electrical Power	D5030		90.00% Good
	Lighting	D5040		90.00% Good
Communications	Data Communications	D6010		100.00% Excellent
	Voice Communications	D6020		100.00% Excellent
	<i>Comments:</i> Additional: New Voipe system installed in 2015.			
	Audio-Video Communications	D6030		90.00% Good
	Distributed Communications and Monitoring	D6060		90.00% Good
	<i>Comments:</i> Additional: New Voipe system installed in 2015. Speaker upgrades in process.			
Electronic Safety and Security	Access Control and Intrusion Detection	D7010		62.00% Fair
	<i>Deficiencies:</i> Other			
	<i>Causes:</i> Equipment Obsolescence			
	<i>Comments:</i> Corrective Actions: Very little coverage			
	Electronic Surveillance	D7030		90.00% Good
	<i>Deficiencies:</i> Blind Zones			
	<i>Causes:</i> Other			



School Facilities and Organization
 INFORMATION AND CONDITION OF SCHOOLS
 Asset Preservation Program Annual Board Report (Port Townsend School District)

Building Components

SUB-ASSEMBLY	COMPONENT	COMPONENT CODE	MAINTENANCE PRIORITY	CONDITION RATING
--------------	-----------	----------------	----------------------	------------------

Electronic Safety and Security

Comments:
 Corrective Actions: Very little coverage
 Additional: There are only two security
 cameras in the school.
 Both have recently been installed
 2014/2015.

Detection and Alarm

D7050

62.00% Fair

Deficiencies:

Other

Causes:

Equipment Obsolescence

Comments:

Corrective Actions: Very little coverage

Integrated Automation

Integrated Automation Facility
 Controls

D8010

100.00% Excellent

Equipment

Commercial Equipment

E1030

90.00% Good

Institutional Equipment

E1040

90.00% Good

Entertainment and Recreational
 Equipment

E1070

62.00% Fair

Deficiencies:

Other

Causes:

Other

Comments:

Deficiency: Some systems out of date
 due to age of system & normal wear &
 tear.

Other Equipment

E1090

90.00% Good

Furnishings

Fixed Furnishings

E2010

90.00% Good

Comments:

Additional: Typical wear & tear for the
 age of the building.

Movable Furnishings

E2050

90.00% Good

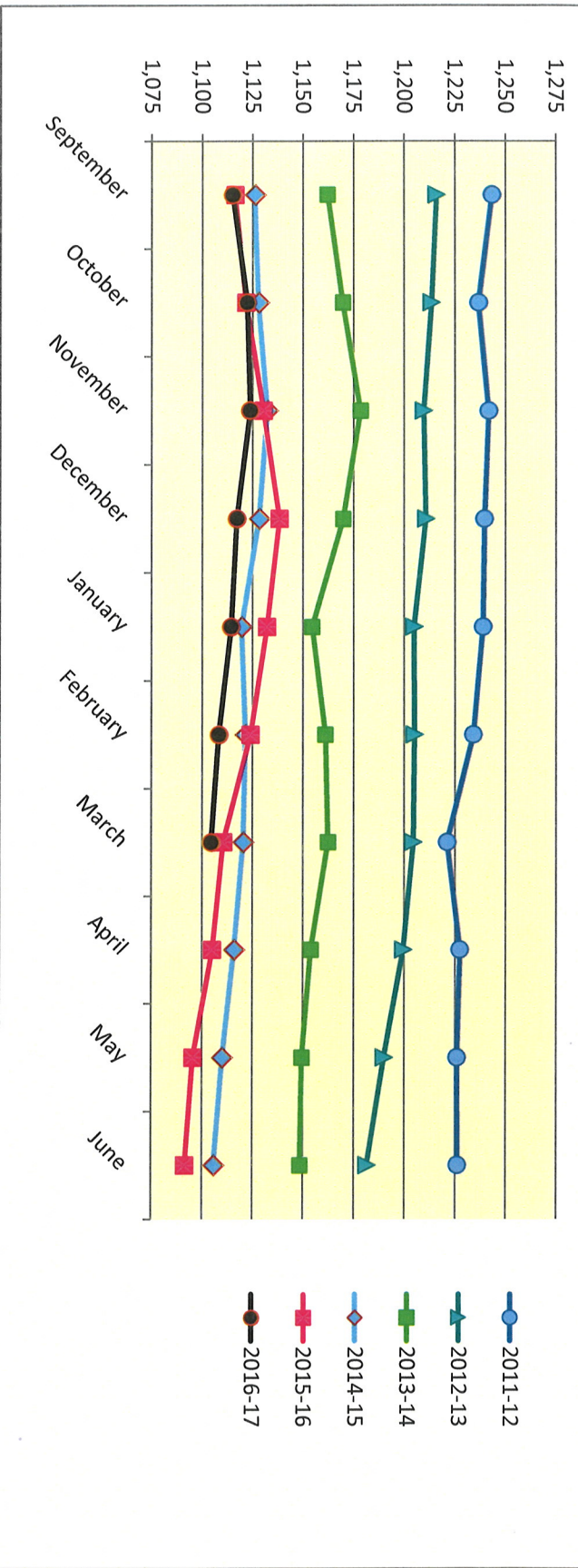
Comments:

Additional: Typical wear & tear on
 furniture for age of building.

PORT TOWNSEND SCHOOL DISTRICT NO 50
CALENDAR OF EVENTS
March 28, 2017 – April 28, 2017

March 27-31	GS and BH Parent/Teacher Conferences Book Fair, GS and BH
March 30	Audit Exit Conference, 10:00 a.m., Superintendent's Office Finance Committee Meeting, 3:30 – 4:30 p.m. (Keith, Nathanael)
April 3-7	Spring Break
April 10	Work/Study Board Meeting, 6:00 p.m.
April 11	Grant Street PTA Meeting, 2:45 p.m. Policy Review Committee Meeting, 3:30 p.m. (Nathanael, Jennifer)
April 12	2 hr. Early Release, all schools Tech Committee Meeting, 3:30 p.m. (Connie) Blue Heron McTakeover, 5 – 7 p.m.
April 21	HS Spring Play, 7:00 p.m., Auditorium GS Art Night, 6 – 7:30 p.m.
April 22	HS Spring Play, 7:00 p.m., Auditorium
April 24	Regular Board Meeting, 6:00 p.m. IMC Committee Meeting, 3:30 p.m. (Connie, Laura)
April 17 – May 5	HS SBAC Testing Window
April 17 – May 12	BH SBAC Testing Window
April 17 – June 2	GS SBAC Testing Window
April 28	Career Fair at Port Townsend High School, 10:00 a.m. – 2:00 p.m.

Monthly Full Time Equivalent Enrollment (FTE)

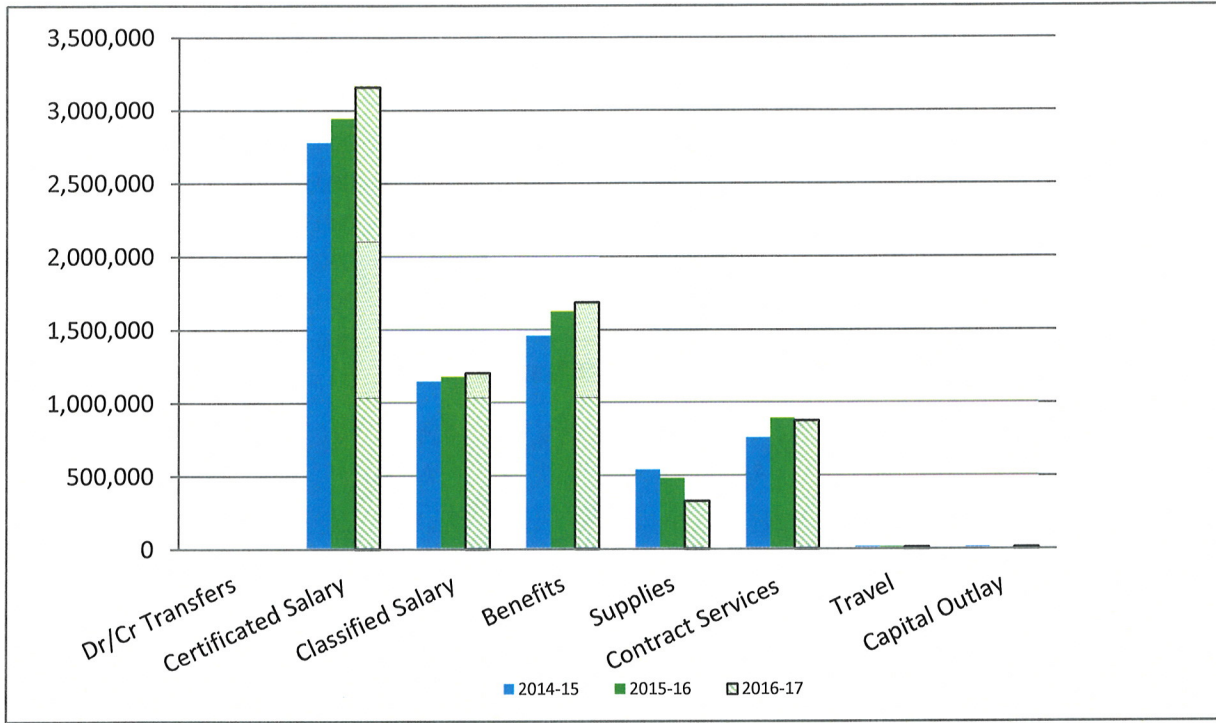


Fund Summary

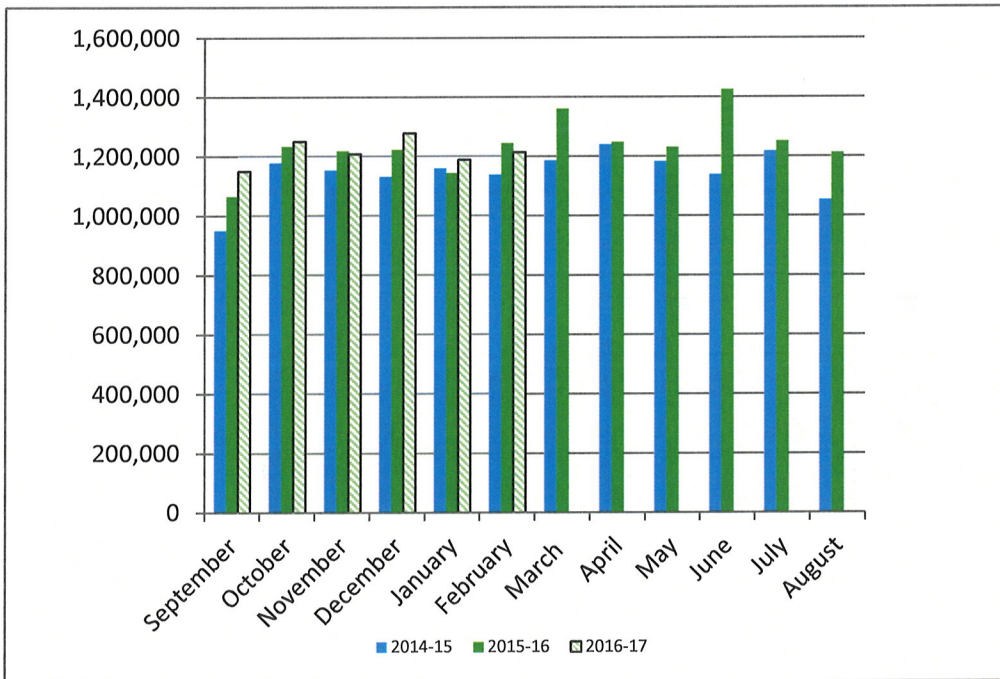
February 28, 2017

	General Fund	Capital Projects	Debt Service	ASB	TVF
Beginning Fund Balance	750,431	42,188,498	923,849	328,653	299,298
Plus Revenues	<u>7,264,875</u>	<u>635,644</u>	<u>159,615</u>	<u>149,127</u>	<u>1,201</u>
Total Resources	8,015,306	42,824,141	1,083,464	477,780	300,498
Less Expenditures and Operating Transfers Out	<u>7,292,571</u>	<u>983,895</u>	<u>852,657</u>	<u>140,193</u>	<u>128,170</u>
Ending Fund Balance	<u><u>722,736</u></u>	<u><u>41,840,246</u></u>	<u><u>230,807</u></u>	<u><u>337,587</u></u>	<u><u>172,328</u></u>
Fund Balance as a % of Budgeted Expend. 15,439,226		4.68%			

Port Townsend School District
 Year to Date Expenditures by Object
 February 28, 2017
 \$7,292,571



General Fund Expenditure Comparative



Expenditures as a percentage of budget is 47.23% and we are 50% through the year

Current vs Prior Year

February 28, 2017

	Adopted 16-17 Budget	February 2017 Year To Date	February 2016 Year To Date	Difference
Revenues				
Local Tax	3,527,025	1,612,632	1,593,020	19,612
Local Non Tax	530,225	203,412	208,916	(5,504)
State General Purpose	7,476,001	3,935,168	3,812,753	122,416
State Special Purpose	2,183,810	1,022,296	977,508	44,789
Federal General Purpose	0	0	0	0
Federal Special Purpose	1,333,391	445,982	435,302	10,680
Other Agencies/Sources	78,500	45,385	58,815	(13,430)
Total	15,128,952	7,264,875	7,086,314	178,561
		48.02%		
Expenditures				
Employee Costs				
Payroll - Certificated	6,230,878	3,159,564	2,941,623	217,942
Payroll - Classified	2,433,511	1,206,741	1,176,657	30,084
Payroll - Benefits	3,424,949	1,687,631	1,621,787	65,844
	12,089,338	6,053,936	5,740,067	
% of overall expend	78%	83%	81%	
Non Employee Costs				
Supplies	853,281	329,054	481,488	(152,434)
Contract Services	2,381,306	881,242	890,244	(9,002)
Travel	25,301	14,660	11,631	3,029
Capital Outlay	90,000	13,680	0	13,680
	3,349,888	1,238,635	1,383,363	
% of overall expend	22%	17%	19%	
Total	15,439,226	7,292,571	7,123,430	169,141
Revenue less expenditures	(310,274)	(27,696)	(37,116)	9,421
Actual % of budget consumed		47.23%	47.44%	

Highlights

February 28, 2017

	February Revenues	YTD Revenues	February Expenditures	YTD Expenditures
General Fund				
Apportionment	671,774	3,806,727		
Local Tax Collection	132,686	1,612,632		
Extracurricular			29,836	245,347
MDS	10,774	46,347	9,474	93,442
Food Service	32,927	171,105	33,982	199,922
Capital Projects				
Local Tax Collection	807	506,676		
Interest Revenue	7,438	35,184		
Local Support Non Tax	5,000	79,000		
Grant Revenue	0	14,784		
Capital Levy Expenditures			68,886	123,639
Bond Expenditures			203,051	804,404
Debt Service Transfer			0	55,853
Debt Service				
Local Tax Collection	100,560	101,609		
Non-Voted Principal/Interest	92	2,153	0	55,853
Bond Principal/Interest			68	796,804
Debt Service Transfer	0	55,853		
ASB				
General Student Body	4,281	33,260	124	5,738
Athletics	7,318	23,365	13,314	51,977
Classes	661	14,768	1,415	4,711
Clubs	7,340	71,029	8,262	71,719
Private Monies	116	6,705	754	6,049
Transportation Vehicle				
Interest	561	640		
Equipment			0	128,170

Capital Levy Analysis

February 28, 2017

	Levy Budget	Prior Years Expenditures	FY 2016-17 Expenditures	Encumbrances	Total Expenditures	Balance Remaining
EXPENDITURES						
Technology Transfer GF	959,210	813,454	31,818		845,272	113,937.87
Phone System	134,815	134,815			134,815	-
Gael Stuart Roof	0	-			-	-
Roofing - HS & BH	185,500	179,052		6,448	185,500	-
HS Gym Lighting	0	-			-	-
BH Track	122,622	122,622			122,622	-
HS Heating	0	-			-	-
BH Flooring	35,000	15,444			15,444	19,555.52
BH Asset Preservation	90,000	5,438			5,438	84,561.86
HS Remodel/Improvement	488,879	337,021	3,078	922	341,021	147,857.90
Bus Barn	749,000	110,616	3,538		114,153	634,846.65
Safety	250,466	-	71,288	14,580	85,868	164,598.58
District carpet/flooring	26,356	26,356			26,356	-
Grant St	572,061	308,360	351		308,711	263,350.24
Sidewalk replacement	0	-			-	-
Lincoln	500,000	11,319			11,319	488,681.50
Facilities Planning	10,307	10,307			10,307	-
District Match ESCO Grant	465,796	465,796			465,796	-
Summer Work	29,071	29,071			29,071	-
Other Projects	180,126	-			-	180,126.31
Cap Proj Dir - GF	106,916	79,667	13,567		93,234	13,682.09
Total Levy	4,906,127	2,649,339	123,639	21,950	2,794,928	2,111,199

Other Resources

State ESCO Grant	1,000,000
Resource Conservation	14,966
WSRMP - Insurance Claim	49,000
WSRMP - Safety Grant	14,784
	<u>1,078,750</u>

Bond Analysis

Bond Budget	Prior Years Expenditures	FY 2016-17 Expenditures	Encumbrances	Total Expenditures	Balance Remaining
40,095,956	429,702	793,980	1,251,928	2,475,610	37,620,346
1,081,632	0	10,423	29,577	40,000	1,041,632
41,177,588	429,702	804,404	1,281,505	2,515,610	38,661,978

Grant Street Project
 High School Project
 Bond Proceeds less issue costs

Special Education Funding

	2014-15	2015-16	YTD 2016-17
Revenue			
State	1,265,331	1,363,013	670,646
Federal	384,269	332,027	101,921
	<u>1,649,600</u>	<u>1,695,040</u>	<u>772,567</u>
Expenditures			
State/Levy	2,077,172	2,304,144	1,181,123
Federal	372,345	327,285	122,689
	<u>2,449,517</u>	<u>2,631,429</u>	<u>1,303,812</u>
Total Expend over Rev	<u>799,917</u>	<u>936,390</u>	<u>531,245</u>

Summary of State/Levy Expenditures

2016-17	Grant Street	Blue Heron	High School	District Wide		Total
Certificated Salaries	145,111	106,919	101,549	124,566	1	478,147
Classified Salaries	88,500	60,859	35,676	21,915		206,950
Benefits	97,127	74,073	59,966	54,684		285,850
Supplies	1,377	1,673	1,507	15,730		20,288
Purchased Services				188,558	2	188,558
Travel			38	1,294		1,332
	332,115	243,525	198,736	406,748		1,181,124

1 - includes Director, SLP, Psychologists

2 - includes contracts for audiologist, visually impaired, sign language interpreter, occupational therapist, physical therapist, transition services, psychologist, Discovery Behavioral Healthcare, SLP B-3

Port Townsend School District -- STUDENT TRAVEL STUDENT TRAVEL AUTHORIZATION - TRANSPORTATION REQUEST

DUE TO PRINCIPAL AT LEAST 14 DAYS IN ADVANCE OF TRIP
(30 DAYS IN ADVANCE OF OVERNIGHT TRIP, TO ENSURE BOARD APPROVAL)

Field Trip
 ASB Activity
 Other _____

Submitted by: Molotsky, Daniel Date of Request: 2/22/17
(teacher/advisor/coach)

School/Group (include Grade level): 7-6-12 Grades - Ages 12+ Up OCEAN K-12

Date(s) of trip(s): May 7th - 11th # of Students: 8-11 # of Adults: 3

School/Pick-up Point: Maritime Center Departure time: 8:30 am/pm

Destination(s): San Juan Islands Return time: 5:00 am/pm

Address	City/State	Zip Code	Contact name/Phone
Funding Source: <u>OCEAN K-12</u>	Charge to GF: <u>10 E 530 0290 21 007x</u> <u>7059-104</u>		
<small>Description</small>	<small>Account Code:</small>		
	Charge to ASB: <u>40 E 530 00 0000</u>		
	<small>Account Code:</small>		

FIELD TRIPS:

District Policy/Procedure #2320P: "Field trips are defined as travel away from school premises, under the supervision of a teacher, with an approved course of study, for the purpose of affording students a direct learning experience not available in the classroom."

Reason for trip (List educational purpose of the trip, objectives/activities planned): _____

Culminating project Maritime Boat Class. See Attached Sheet

How will students be transported?: District Bus District Van ¹ Other _____

Yes / No -- Substitute(s) required? Yes How many? Monday-AM, Wed-AM

Yes / No -- Sample itinerary and parent permission slip attached?

Yes / No -- Food Services notified? NA

DISTRICT TRANSPORTATION REQUEST:

Bus Transport _____ estimated #
 District Van 1 estimated #

of Student in Wheelchairs: _____
 *Ferry Required -- Yes / No PT/ Coupeville

Which terminal?

Other Information: _____

*(WSDOT requests notification 72 hours in advance of all school travel by ferry - bus, van, or walk-on; must include estimated number of students under 90 lbs.)

Building Approval:

Matthe G 3-9-17
(Principal) (Date)

District Approval (out-of-state &/or overnight trips)

[Signature] 3-10-17
(Superintendent/Designee) (Date)

OCEAN Bravo Team Boat Journey

The OCEAN Bravo Team journey 201y is the culminating project for the Bravo Team boating class that is a collaboration between PT Schools and the Maritime Center. This project will bring together the student's knowledge learned in the long boating class including maritime skills, environmental science and Northwest History. We will be traveling on the following dates, May 7th -11th .

Trip Itinerary

Destination: San Juan Islands

Dates: May 7th -11th

May 9th – Drive to Anacortes and launch boat to Cypress Island

Rowing and Sailing and Camping through San Juan Islands as weather and tides allows

May 9th – 12th Students, Captains and Teacher are building the itinerary. This itinerary will be updated with more detail in mid-April.

May 12th – Return to Anacortes at 12:00 – Drive back to Ferry – Return to Port Townsend 5:00ish

**OCEAN K-12: Blue Heron Middle School
Parent Permission**

Name of Student: _____

Activity: Maritime Boat Trip: May 7 – 11 : San Juan Islands

I give my permission for this student to participate in the above mentioned activity. I understand that students are expected to remain with the group unless written permission is given to do otherwise.

HOLD HARMLESS

In consideration of this student being allowed to participate in the above activity, I agree to hold the Port Townsend School District harmless from any claim by or against it arising out of any negligent or wrongful action by the student.

I give the school permission to seek the services of a licensed medical person in case of any accident or illness requiring medical aid for this student.

In the space provided below, please give any special instructions such as medication being taken, allergies to food or drugs, special diets, or other medical concerns we need to be aware of _____

Parent/Legal Guardian signature

Student signature

Relationship

Home phone

Work phone

Address

Please give the name and telephone number of a relative or friend who can be contacted in case of emergency if you cannot be reached.

Name

Telephone

I would like to attend as a chaperone _____ .
Parent Name

I am requesting a scholarship for my child _____ .
Parent and student name

Port Townsend School District -- STUDENT TRAVEL STUDENT TRAVEL AUTHORIZATION - TRANSPORTATION REQUEST

DUE TO PRINCIPAL AT LEAST 14 DAYS IN ADVANCE OF TRIP
(30 DAYS IN ADVANCE OF OVERNIGHT TRIP, TO ENSURE BOARD APPROVAL)

Field Trip
 ASB Activity
 Other _____

Submitted by: Daniel Molotsky Date of Request: 2/22/17
(teacher/advisor/coach)

School/Group (include Grade level): OCEAN K-12 (Grades 4-12)

Date(s) of trip(s): 5/30 - 6/2 # of Students: 8-16 # of Adults: 8

School/Pick-up Point: OCEAN Portable Departure time: 7:00 am/pm

Destination(s): San Juan Islands Return time: 5:00 am/pm

Address _____ City/State _____ Zip Code _____ Contact name/Phone _____

Funding Source: OCEAN K-12 Charge to GF: 10 E 530 0240 21 007x ⁷⁰⁵⁹⁻¹⁰⁴
Description Account Code:

Charge to ASB: 40 E 530 00 0000
Account Code:

FIELD TRIPS:

District Policy/Procedure #2320P: "Field trips are defined as travel away from school premises, under the supervision of a teacher, with an approved course of study, for the purpose of affording students a direct learning experience not available in the classroom."

Reason for trip (List educational purpose of the trip, objectives/activities planned): _____
Culminating Project OCEAN/Recycling Bike Class
• Sheet Attached Sheet.

How will students be transported?: District Bus District Van Other Bike, PT Ferry

Yes / No -- Substitute(s) required? Yes How many? Wed-Morning Glacier Express

Yes / No -- Sample itinerary and parent permission slip attached?

Yes / No -- Food Services notified? NA

DISTRICT TRANSPORTATION REQUEST: Bus Transport _____ estimated # District Van _____ estimated #

of Student in Wheelchairs: _____ *Ferry Required -- Yes / No Which Terminal? _____

Other Information: _____

*(WSDOT requests notification 72 hours in advance of all school travel by ferry - bus, van, or walk-on; must include estimated number of students under 90 lbs.)

Building Approval: Math Wolfe 3-9-17 **District Approval (out-of-state &/or overnight trips)**
(Principal) (Date) [Signature] 3-10-17
(Superintendent/Designee) (Date)

Distribution – White & Yellow: District Office Pink: Teacher Goldenrod: Building Secretary

OCEAN 2017 Bike Trip

The OCEAN 2017 bike class culminating project will be a bike trip to the San Juan Islands. This trip is a collaboration between OCEAN K-12 and our community partner, The Recyclery. This project will bring together the student's knowledge about safe riding skills and bike mechanics they have learned this year. In addition we are researching educational stops each day that focus on Northwest History and Ecology.

We will be traveling on the following dates, May 30th – June 2nd. We will be riding from school to Pt. Hudson and taking the Puget Sound Express to Friday Harbor. Each night we will be camping at designated camp grounds. We will have a support vehicle with us. We will be sailing on returning the Puget Sound Express on Friday. We are in the process of scheduling campgrounds. A trail map has been included.

Itinerary:

Day One: Sail on Puget Sound Express to Friday Harbor. Ride to San Juan Island Camp Grounds.

Day Two: Complete ride around San Juan Island. Take state ferry to Lopez Island. Camp at Spenser Spit.

Day Three: Ride Lopez and Shaw Islands. Camp at Spenser Spit.

Day Four: Return to San Juan Island and take Puget Sound Express to Port Townsend. Ride back to school.

OCEAN K-12: Blue Heron Middle School

Parent Permission

Name of Student: _____

Activity: Bike Trip San Juan Islands: May 30th –June 2nd

I give my permission for this student to participate in the above mentioned activity. I understand that students are expected to remain with the group unless written permission is given to do otherwise.

HOLD HARMLESS

In consideration of this student being allowed to participate in the above activity, I agree to hold the Port Townsend School District harmless from any claim by or against it arising out of any negligent or wrongful action by the student.

I give the school permission to seek the services of a licensed medical person in case of any accident or illness requiring medical aid for this student.

In the space provided below, please give any special instructions such as medication being taken, allergies to food or drugs, special diets, or other medical concerns we need to be aware of _____

Parent/Legal Guardian signature

Student signature

Relationship

Home phone

Work phone

Address

Please give the name and telephone number of a relative or friend who can be contacted in case of emergency if you cannot be reached.

Name

Telephone

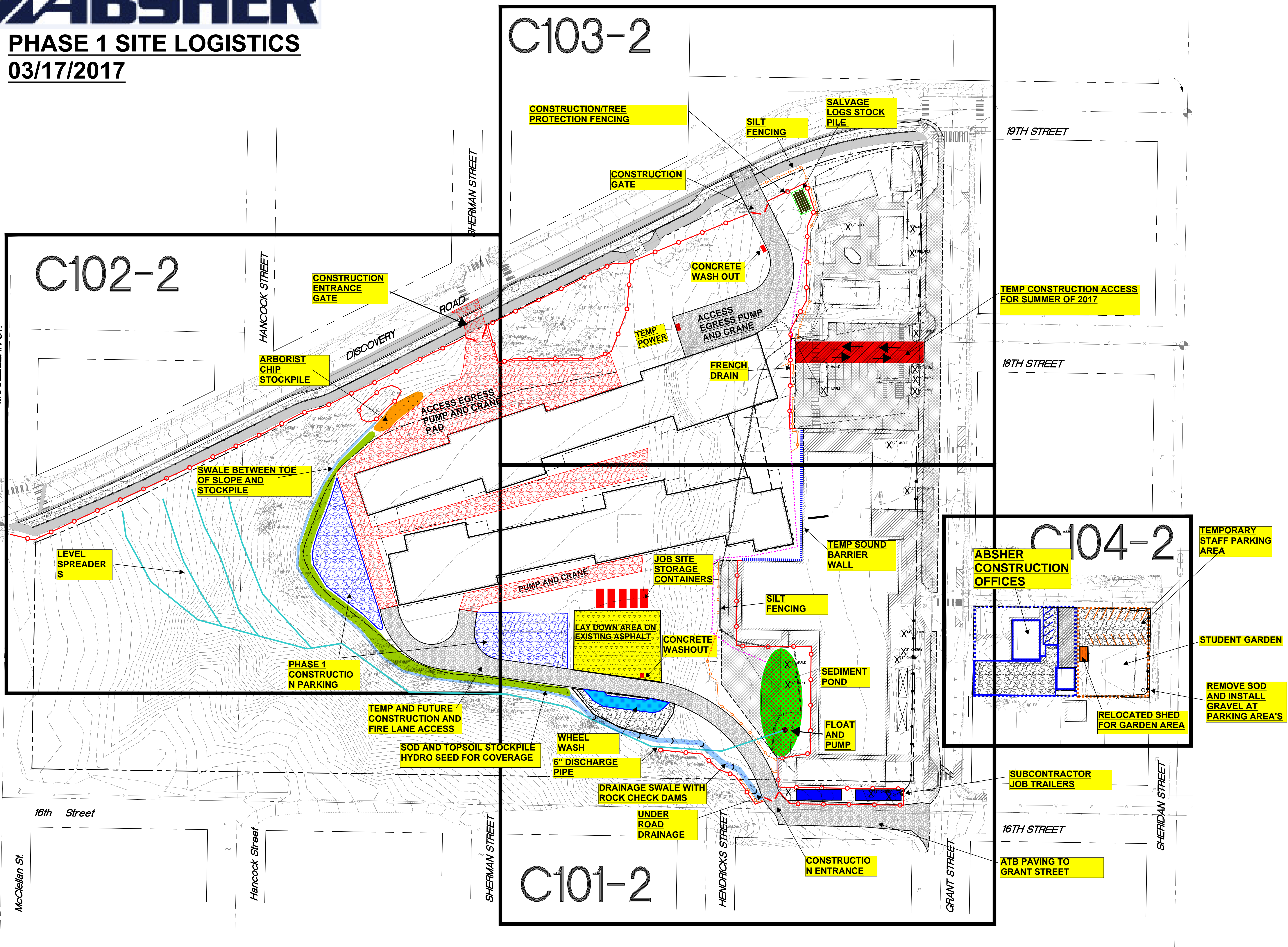
I would like to attend as a chaperone _____ .
Parent Name

I am requesting a scholarship for my child _____ .
Parent and student name

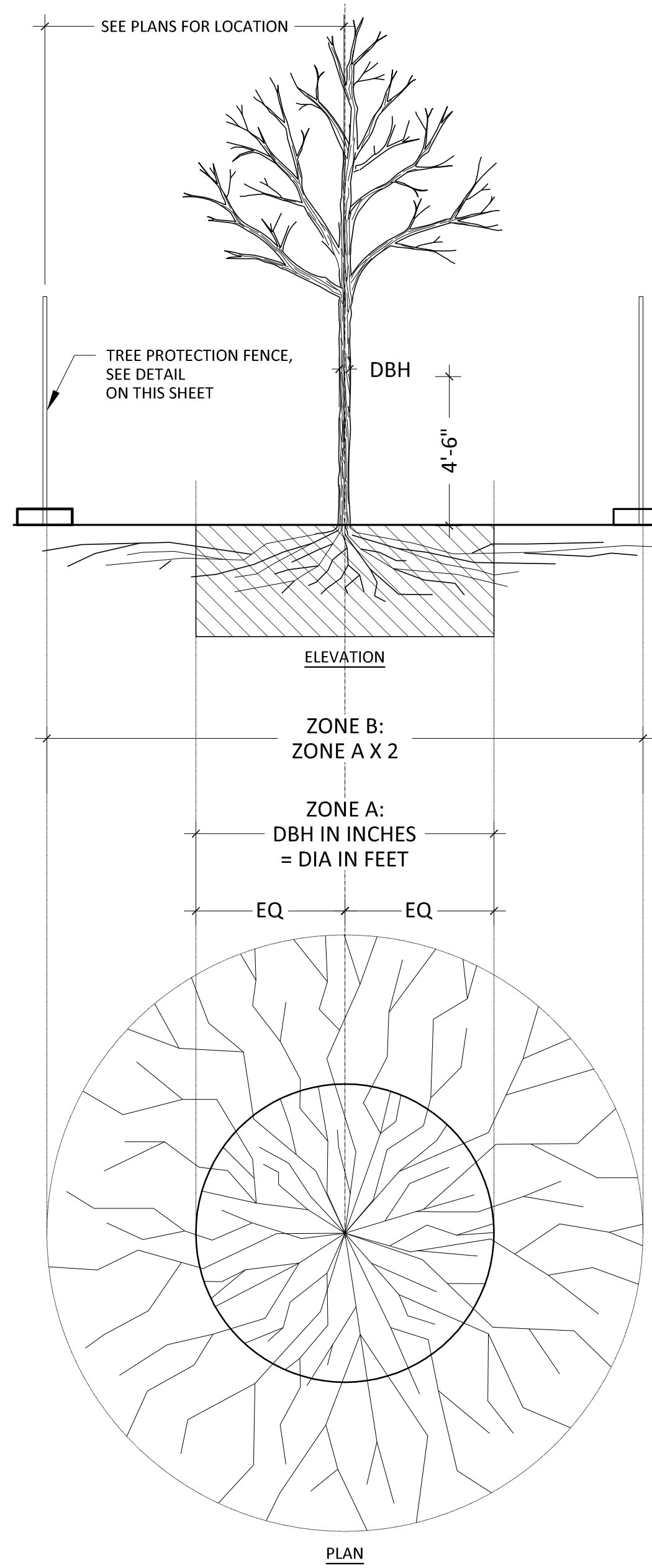
PORT TOWNSEND SCHOOL DISTRICT
GRANT STREET SCHOOL REPLACEMENT
(SALISH COAST ELEMENTARY)
MAJOR MILESTONE SUMMARY
THE ROBINSON COMPANY
March 27, 2017

Construction

<u>Contractor Mobilizes</u>	<u>6/09/2017</u>
<u>Survey and Install Fencing</u>	<u>6/12/2017</u>
<u>Last Day of School</u>	<u>6/16/2017</u>
<u>Contractor Takes Site-New Building Construction Starts</u>	<u>6/19/2017</u>
<u>Last Day of School 2018 (estimated)</u>	<u>6/08/2017</u>
<u>Buildings Demolition Begins</u>	<u>6/09/2018</u>
<u>Sitework at Existing Buildings Begins</u>	<u>6/09/2018</u>
<u>Contractor Achieves Substantial Completion-New Building</u>	<u>8/03/2018</u>
<u>Furniture and Equipment Installation Begins-New Building</u>	<u>8/04/2018</u>
<u>Contractor Achieves Substantial Completion-Sitework</u>	<u>8/17/2018</u>
<u>Teacher Occupancy Begins</u>	<u>8/24/2018</u>
<u>First Day of School (estimated)</u>	<u>9/05/2018</u>



Date:	10/26/16
Job No.:	21528.00
Drawn By:	EVW
Checked by:	LJP
Revisions	
#	Date Description



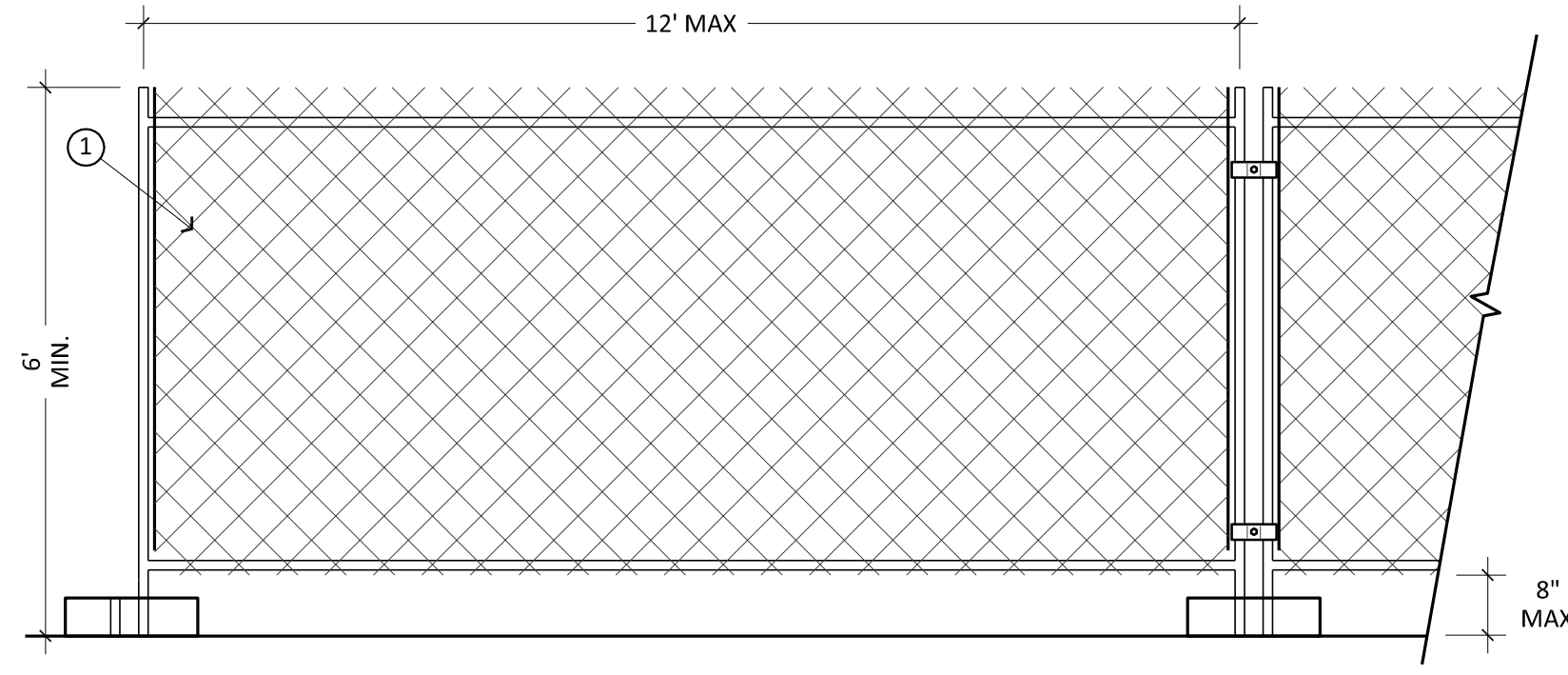
1 TREE PROTECTION
SCALE: 1" = 1'-0"

SPECIAL CONSTRUCTION REQUIREMENTS (TRENCHING/EXCAVATION)

- ZONE A (INNER CRITICAL ROOT ZONE)**
- NO DISTURBANCE ALLOWED WITHOUT SITE-SPECIFIC INSPECTION AND APPROVAL OF METHODS TO MINIMIZE ROOT DAMAGE
 - SEVERANCE OF ROOTS LARGER THAN 2" DIA REQUIRES ARBORIST'S APPROVAL
 - TUNNELING REQUIRED TO INSTALL LINES 3'-0" BELOW GRADE OR DEEPER
- ZONE B (OUTER CRITICAL ROOT ZONE)**
- OPERATION OF HEAVY EQUIPMENT AND/OR STOCKPILING OF MATERIALS SUBJECT TO ARBORIST'S APPROVAL. SURFACE PROTECTION* MEASURES REQUIRED.
 - TRENCHING ALLOWED AS FOLLOWS:
 - EXCAVATION BY HAND OR WITH HAND-DRIVEN TRENCHER MAY BE REQUIRED;
 - AIR SPADING;
 - LIMIT TRENCH WIDTH. DO NOT DISTURB ZONE A; MAINTAIN 2/3 OR MORE OF ZONE B IN UNDISTURBED CONDITION;
 - OWNER APPROVAL.
 - TUNNELING MAY BE REQUIRED FOR TRENCHES DEEPER THAN 3'-0"
- FENCING/ROOT PROTECTION**
- FENCING TO BE PROVIDED AND MAINTAINED AT LIMITS OF OUTER CRITICAL ROOT ZONE-SEE PLANS FOR LOCATION
 - ARBORIST'S OR LANDSCAPE ARCHITECT'S APPROVAL REQUIRED FOR USE/ACCESS WITHIN ZONE B.
 - PERMISSION FOR USE/ACCESS REQUIRES SURFACE PROTECTION FOR ALL UNFENCED, UNPAVED SURFACES WITHIN CRITICAL ROOT ZONE
- * SURFACE PROTECTION MEASURES
- TEMPORARY ACCESS: MULCH LAYER, 6"-8" DEPTH, & 3/4" PLYWOOD SHEETS
 - RECURRING ACCESS: MULCH LAYER, 6"-8" DEPTH, & STEEL PLATES

- CONSTRUCTION FENCE. SEE CIVIL/CHAIN LINK FABRIC TO BE MIN. 11 GAUGE, GALVANIZED, NO RUSTED OR EXCESSIVELY MALFORMED FABRIC)

- NOTES:**
- PROVIDE CONSTRUCTION WARNING SIGNAGE 50' O.C. ALONG FENCING INSTALLATION PER SEC 015639
 - WHERE TREE PROTECTION MATCHES CONSTRUCTION LIMITS, USE CIVIL CONSTRUCTION LIMIT FENCE AND DETAIL
 - WHERE TREE PROTECTION IS SEPARATE FROM CONSTRUCTION LIMITS, USE TREE PROTECTION FENCE DETAIL AS SHOWN



2 TREE PROTECTION FENCE
SCALE: 1/2" = 1'-0"

LEGEND:

- LIMIT OF TREE PROTECTION FENCE (SEE SPEC 015639)
- EXISTING TREES TO REMAIN AND TO BE PROTECTED DURING CONSTRUCTION
- EXISTING TREES TO BE REMOVED DUE TO CONSTRUCTION
- ZONE A INNER CRITICAL ROOT ZONE
- ZONE B OUTER CRITICAL ROOT ZONE
- STOCKPILE OF EXISTING SOD AND TOPSOIL
- STOCKPILE OF ARBORIST CHIP

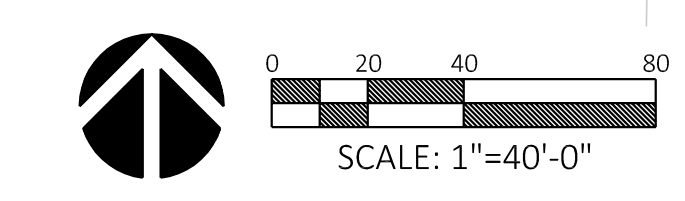
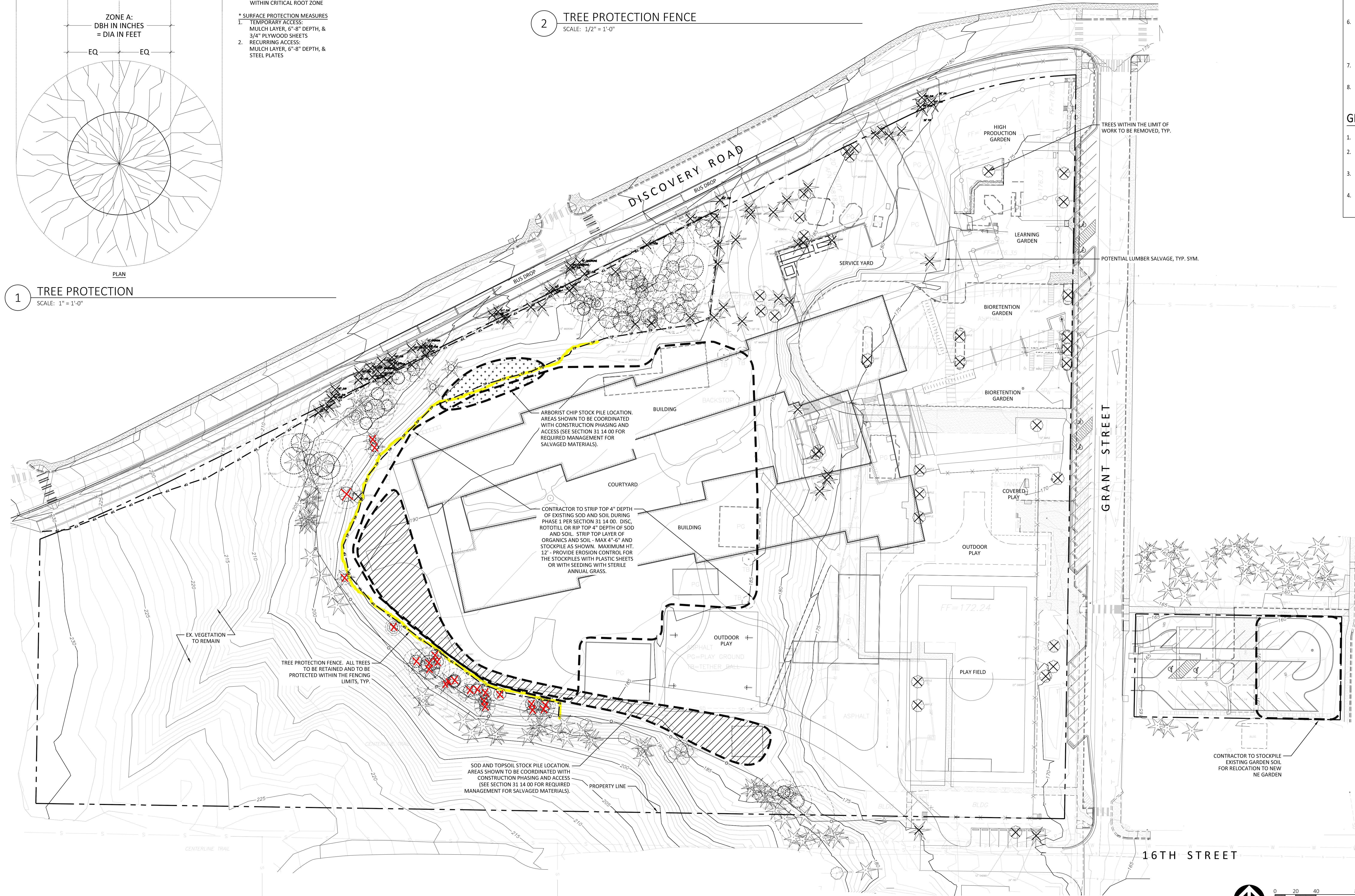
NOTE:
EXISTING TREES TO BE REMOVED THAT ARE 30" DIA. OR GREATER TO BE SALVAGED FOR SITE FURNISHING AND ARBORIST CHIP

TREE PROTECTION NOTES:

- TREE PROTECTION AREA SHALL BE DEFINED AS A CIRCULAR AREA WHICH HAS A RADIUS OF 12" TO EVERY INCH DIAMETER OF TRUNK PER CALIPER WCH. REMOVE FENCE ONLY AFTER ALL CONSTRUCTION IS COMPLETE.
- DO NOT USE AREA BEYOND THE CLEARING LIMITS FOR ANY REASON. USE OF THE AREA WITHIN THE FENCE SHALL BE ONLY AS APPROVED BY OWNER.
- CONTROL SOIL MOISTURE WITHIN THE TREE PROTECTION AREA. PREVENT FLOODING OF THE SOIL AND PROTECT ROOT AREAS FROM RUNOFF FROM CEMENT, OIL AND ALL OTHER CONTAMINANTS.
- THE FOLLOWING STEPS SHALL BE IMPLEMENTED FOR REMOVAL OF TREES WITHIN THE CRITICAL ROOT ZONE OF TREE TO REMAIN:
 - REMOVE TREE BRANCHES TO AVOID DAMAGE TO THE CANOPY OF TREES TO REMAIN.
 - NO MACHINERY SHALL BE USED FOR TREE REMOVAL.
 - GRIND STUMPS TO 6" BELOW FINISH GRADE. DO NOT EXCAVATE.
- CUT OFF ROOTS CLEANLY WITH APPROPRIATE TOOL WHEN ROOTS ARE EXPOSED DUE TO APPROVED DEMOLITION ACTIVITIES. AVOID ALL TEARS AND BREAKS IN ROOT SURFACES. DURING THE TIME OF EXPOSURE KEEP ROOTS MOIST WITH WET MULCH, COMPOST OR TOPSOIL. HAND DIG TRENCHES IN AREAS WITH EXTENSIVE ROOTS. LEAVE INTACT AND UNDAMAGED ROOTS LARGER THAN TWO INCHES IN DIAMETER. PLACE UTILITY CONDUIT EITHER UNDER ROOTS BY TUNNELING OR OVER ROOTS WITH 18" MINIMUM BEDDING.
- CONTRACTOR SHALL PAY THE OWNER DAMAGES FOR EVERY TREE LOST OR IN THE OPINION OF A CERTIFIED ARBORIST IRREPARABLY DAMAGED AS A RESULT OF FAILURE TO PROTECT OR TO ADEQUATELY MAINTAIN EXISTING TREES.
- DAMAGES TO BE PAID BY CONTRACTOR TO THE OWNER SHALL BE PER SEC 015639.
- MAINTAIN TREE PROTECTION AREAS FREE OF WEEDS AND TRASH THROUGHOUT CONSTRUCTION.

GENERAL NOTES:

- SALVAGE TREES LARGER THAN 30", CUT TO LENGTHS BETWEEN 12' AND 10' AND STORE ON SITE.
- SALVAGE THREE ROOT WADS WITH A SPREAD OF SURFACE ROOTS THAT CREATE AT LEAST AN 8' SPREAD AND STORE ON SITE.
- ALL VEGETATION AND WOOD MATERIAL TO BE REMOVED FOR CLEARING SHALL BE CHIPPED ON SITE AND RETAINED FOR USE AS TOP MULCH.
- SEE SECTION 31.14.00 FOR REQUIRED MANAGEMENT FOR SALVAGE MATERIALS.



Date:	02/13/2017	
Job No.:	21528.00	
Drawn By:	MW	
Checked by:	KK	
Revisions		
#	Date	Description

STUDENTS

Release of Resident Students

A student who resides within the boundaries of the district shall be released to 1) attend another school district, or 2) enroll for ancillary services, if any, in another district as specified in the parental declaration of intent to provide home-based instruction, provided the other district agrees to accept the student if:

- A. A financial, educational, safety or health condition affecting the student would be reasonably improved as a result of the transfer;
- B. Attendance at the school in the nonresident district is more accessible to the parent's place of work or to the location of child care; or
- C. There is some other special hardship or detrimental condition affecting the student or the student's immediate family which would be alleviated as a result of the transfer. Special hardship or detrimental condition includes a student who becomes a resident of the district in mid-year may apply for a release to complete the current school year only in his or her former district of residence, if transferring mid-year would create a special hardship or detrimental condition;
- D. The purpose of the transfer is for the student to enroll in an online course or online school program offered by an online provider approved under RCW 28A.250.020; or
- E. The student is a child of a full-time certificated or classified school employee.

In all cases in which a resident student is released, the student or the student's parent(s) will be solely responsible for transportation, except that a student may ride on an established district bus route if the superintendent determines that the district would incur no additional cost.

A parent or guardian will request the release of his/her child by completing the appropriate district form including the basis for the request and the signature of the superintendent, or his or her designee, of the school district which the student will attend.

The superintendent will grant or deny the request for release according to the above-stated criteria, and promptly notify the parent in writing of his/her decision.

If the request is granted, the superintendent will notify the nonresident district and make necessary arrangements for the transfer of student records.

If the request is denied, the superintendent will notify the parent of the right to petition the board, upon five (5) school business days prior notice, for review of the decision and to have a hearing before the board at its next regular meeting. Following the hearing by the board, a final decision will be promptly communicated to the parent in writing.

If the request for release is denied by the board, the written decision will inform the parent or guardian of the right to appeal such decision to the superintendent of public instruction.

Each school district board of directors annually will inform parents of the district's inter-district enrollment options and parental involvement opportunities. Information of inter-district acceptance policies will be provided to nonresidents on request. Providing online access to the

information satisfies the requirement of this policy unless a parent or guardian specifically requests information to be provided in the written form.

Legal References:	RCW 28A.225.220	Adults, children from other districts, agreements for attending school - Tuition
	RCW 28A.225.230	Appeal from certain decisions to deny student's request to attend non-resident district - Procedure
	RCW 28A.225.225	Applications from nonresident students or students receiving home-based instruction to attend district – School employees children – Acceptance and rejection standards - Notification
	RCW 28A.225.230	Appeal for certain decisions to deny student’s request to attend nonresident district - Procedure
	RCW 28A.225.290	Enrollment options information booklet
	RCW 28A.225.300	Enrollment options information to parents
Management Resources:	Policy News, February 2001	Federal Budget Implicates Policy
	Policy News, June 2003	Enrolling Children of School Employees
	PolicyNews, Dec. 2016	

Date: 2/28/83; 11/17/88; 6/21/90; 7/26/99; 10/28/02; 5/23/05; 3/27/17

STUDENTS

Infectious Diseases

In order to safeguard the school community from the spread of certain communicable diseases, the superintendent will implement procedures assuring that all school buildings are in compliance with State Board of Health rules and regulations regarding the presence of persons who have, or have been exposed to, infectious diseases deemed dangerous to the public health. Such procedures shall also prescribe the manner in which safeguards are taken to remove the danger to others.

The district will require that the parent or guardian will complete a medical history form at the beginning of the each school year. The nurse may use such reports to advise the parent or guardian of the need for further medical attention and to plan for potential health problems in school.

The board authorizes the school principal to exclude students who have been diagnosed by a physician, or are suspected of having an infectious disease, in accordance with the regulations within the most current Infectious Disease Control Guide, provided by the State Department of Health and the Office of the Superintendent of Public Instruction. The principal and/or school nurse will report the presence of suspected cases of reportable communicable disease to the appropriate local health authority as required by the State Board of Health. Such information concerning a student's present and past health condition will be treated as confidential. The principal will cooperate with the local health officials in the investigation of the source of the disease.

The fact that a student has been tested for a sexually transmitted disease, the test result, any information relating to the diagnosis or treatment of a sexually transmitted disease, and any information regarding drug or alcohol treatment for a student must be kept strictly confidential. If the district has a release, the information may be disclosed pursuant to the restrictions in the release.

The school principal has the authority to send an ill child home without the concurrence of the local health officer, but if the disease is reportable, the local health officer must be notified. The local health officer is the primary resource in the identification and control of infectious disease in the community and schools. The local health officer, in consultation with the superintendent, can take whatever action is deemed necessary to control or eliminate the spread of disease, including closing a school.

Legal References:	RCW 28A.210.010	Contagious diseases, limiting contact - Rules and regulations
	RCW 70.02	Medical records - health care information access and disclosure
	WAC 246-100	Contagious diseases – School districts and day care centers
Management Resources	<i>Policy News, Feb 2013</i>	Policy Revisions

Date: 5/12/88; 12/1/97; 7/26/99; 10/28/02; 5/23/05; 11/26/07; 3/27/17

STUDENTS

Medication at School

Under normal circumstances prescribed and over-the-counter medication should be dispensed before and/or after school hours under supervision of the parent or guardian. If a student must receive prescribed or over-the-counter oral or topical medication, eye drops, ear drops, or nasal spray (“medications”) from an authorized staff member, the parent must submit a written authorization accompanied by a written request from a licensed health professional prescribing within the scope of his or her prescriptive authority.

The superintendent shall establish procedures for:

- A. Delegating, training and supervision of staff members in the administration of prescribed or non-prescribed medication to students by a physician or registered nurse;
- B. Designating staff members who may administer prescribed or non-prescribed medication to students;
- C. Obtaining signed and dated parental and health professional requests for the dispensing of prescribed or, non-prescribed medications, including instructions from the health professional;
- D. Storing prescribed or non-prescribed medication in a locked or limited access facility;
- E. Maintaining records pertaining to the administration of prescribed or non-prescribed medication.
- F. Permitting, under limited circumstances, for students to carry and self-administer medications necessary to their attendance at school.

~~Nasal inhalers, suppositories or non-emergency injections may not be administered by school staff other than registered nurses or licensed practical nurses.~~

Nasal inhalers, suppositories and non-emergency injections may not be administered by school staff other than registered nurses and licensed practical nurses. No medication will be administered by injection by school staff except when a student is susceptible to a predetermined, life-endangering situation (See Policy 3420, Anaphylaxis Prevention and Response). In such an instance, the parent will submit a written and signed permission statement. Such an authorization will be supported by signed and dated written orders accompanied by supporting directions from the licensed health professional. A staff member will be trained prior to injecting a medication.

If the district decides to discontinue administering a student’s medication, the superintendent or designee must provide notice to the student’s parent or guardian orally and in writing prior to the discontinuance. There must be a valid reason for the discontinuance that does not compromise the health of the student or violate legal protections for the disabled.

Administration of legend (prescribed) drugs or controlled substances by nasal spray

If a school nurse is on the premises, he/she may administer a nasal spray containing a prescribed drug or controlled substance to a student. If a school nurse is not on school premises, a nasal spray containing a legend (prescribed) drug or controlled substance may be administered by:

- A trained school employee, provided that person has received appropriate RN delegation and volunteered for the training pursuant to RCW 28A.210.260
- A parent-designated adult

A parent-designated adult is a volunteer, who may be a school district employee, who receives additional training from a healthcare professional or expert in epileptic seizure care selected by the parents who provides care for the student consistent with the student’s individual health plan on file with the school.

Required Notification of EMS

After every administration of any legend (prescribed) drug or controlled substance by nasal spray to a student, Emergency Medical Services (911) will be summoned as soon as practicable.

Cross Reference	Policy 3419	Self-Administration of Asthma and Anaphylaxis Medications
	Policy 3420	Anaphylaxis Prevention and Response
Legal References:	RCW 28A. 210.260	Public and Private Schools - Administration of Medication by - Conditions
	RCW 28A.210.270	Public and Private Schools - Administration of Medication by - Immunity from Liability – Discontinuance, procedure
Management Resources	<i>Policy News, Feb 2014</i>	Nasal spray added to list of medications that may be administered by school personnel
	<i>Policy News, Aug 2012</i>	“Medication” Definition Expanded
	<i>Policy News, Feb 2001</i>	Oral Medication Defined

Date: 11/12/88; 10/27/97; 7/26/99; 9/10/01; 10/28/02; 5/23/05; 3/27/17

STUDENTS

Anaphylaxis Prevention and Response

Anaphylaxis is a life-threatening allergic reaction that may involve systems of the entire body. Anaphylaxis is a medical emergency that requires immediate medical treatment and follow-up care by an allergist/immunologist.

The Port Townsend School District Board of Directors expects school administrators, teachers and support staff to be informed and aware of life threatening allergic reactions (anaphylaxis) and how to deal with the resulting medical emergencies. For students, some common life-threatening allergens are peanuts, tree nuts, fish, bee or other insect stings, latex, and some medications. Affected students require planned care and support during the school day and during school-sponsored activities.

Parents/guardians are responsible for informing the school about their student's potential risk for anaphylaxis and for ensuring the provision of ongoing health information and necessary medical supplies. The district will take reasonable measures to avoid allergens for affected students. The district will also train all staff in the awareness of anaphylaxis and prepare them to respond to emergencies. Additionally, student specific training will be provided for appropriate personnel.

Even with the district's best efforts, staff and parents/guardians need to be aware that it is not possible to achieve a completely allergen-free environment. However, the district will take precautions to reduce the risk of a student having an anaphylactic reaction by developing strategies to minimize the presence of allergens in schools.

The district does not stock undesignated epinephrine autoinjectors.

The superintendent will establish procedures to support this policy and to ensure:

1. Rescue protocol in cases of suspected anaphylaxis will follow OSPI's Guidelines for the Care of Students with Anaphylaxis (2009);
2. A simple and standardized format for emergency care plans is utilized;
3. A protocol is in place to ensure emergency care plans are current and completed;
4. Medication orders are clear and unambiguous
5. Training and documentation is a priority.

Cross References	Policy 3416 Policy 3418 Policy 3419	Medication at School Emergency Treatment Self-Administration of Asthma and Anaphylaxis Medications
Legal References	RCW 28A.210.383 WAC 392-380	Anaphylaxis – Policy Guidelines – Procedures - Report Life-Threatening Health Conditions
Management Resources	<i>Policy News</i> , February 2009	Anaphylaxis Prevention Policy Required

OSPI, March 2009

Guidelines for the Care of Students with
Anaphylaxis

Policy News, August 2012

Anaphylaxis Prevention and Response

Policy News, December 2013

Date: 7/13/09; 3/27/17

PORT TOWNSEND SCHOOL DISTRICT NO. 50

STUDENTS

Fund Raising Activities Involving Students

The district strives to create an enjoyable setting for all patrons, guests, staff members, and students. All fund raising will be conducted in a respectful manner and avoid situations that may be perceived as high-pressure or confrontational.

The board acknowledges that the solicitation of funds from students, staff and citizens ~~must~~ *should* be limited since students are a captive audience and since solicitation can disrupt the program of the schools. Solicitation and collection of money by students for any purpose including the collection of money in exchange for tickets, papers, magazine subscriptions, or for any other goods or services for the benefit of an approved school organization may be permitted by the superintendent providing that the instructional program is not adversely affected.

The superintendent ~~shall~~ *will* establish rules and regulations for the solicitation of funds by approved school organizations, official school-parent groups and by outside organizations. The principal ~~shall~~ *will* distribute these rules and regulations to each student organization granted permission to solicit funds.

Cross Reference:	Policy 3510 Policy 6102	Associated Student Bodies District Fund Raising Activities
Legal References:	WAC 392-138-030(2)	Powers—Authority and policy of board of directors

Date: 10/12/81; 11/17/88; 12/20/99; 10/28/02; 5/23/05; _____

MANAGEMENT SUPPORT

District Fundraising Activities

~~The District recognizes that it needs a balance of state, federal, local, and non-governmental funds to achieve its goals. The district further recognizes that state and federal funds may be insufficient in supporting priority programs. Increasingly, the district is seeking local and non-governmental funding sources in order to preserve, establish, and enhance important district programs and educational opportunities. The district's ability to offer diverse, quality educational programs and experiences for our students may depend in part on our ability to secure reliable alternative sources of funding.~~

The District aspires to offer exceptional programming to students and encourages fundraising to help support student opportunities. The District also encourages community and business partnerships that enhance the exceptional priority district programs offered to students. ***Fund raising should be aligned to the school district strategic plan.***

~~To preserve and to establish priority district programs and educational opportunities, the board authorizes fundraising activities where such programs: (1) promote K-12 education; (2) provide educational experiences for students; and/or (3) address local funding obligations that support the educational mission of the district; and/or (4) promote the effective, efficient, or safe management and operation of the district.~~

Some examples of exceptional priority district programs include authentic projects within the maritime and place-based curriculum, the health and culture of wellness supported through scratch cooking and farm-to-school initiatives, ***sports, art, and music programs***, and focused professional development opportunities for staff members and community partners.

~~District fundraising activities may include: (1) soliciting gifts and donations that are reasonably related to the pursuit of the district's objectives; (2) entering into inter-local agreements with other governments which generate additional funds for school district activities; and/or (3) operating various revenue-generating enterprises consisting of the sale of goods or services that are produced by, or that are linked to, the district's educational program. Fundraising programs, including enterprise activities, will be in the best interests of the district and shall not interfere with the operation of the district's programs and functions. District fundraising programs will not conflict with any applicable law and/or state or federal constitutional provisions, including the separation of church and state.~~

District fundraising may include donations of goods or services that are reasonably related to the pursuit of the District's objectives. The District may enter into inter-local agreements with other government agencies and/or partnerships with organizations which generate additional funds for school district activities. The District may also operate business ventures consisting of the sale of goods or services that are produced by, or that are linked to, the District's educational programs. Fundraising programs, including business ventures, will be in the best interests of the District and will not interfere with the operation of the District's programs and functions. District fundraising programs will ~~not conflict~~ ***be in compliance*** with any applicable law and/or

state or federal constitutional provisions, including the separation of church and state. District fundraising under this policy excludes levy, state, or federal allocations.

This policy governs the establishment and administration of District fundraising for the general fund and for particular programs in the district. It does not address fundraising programs conducted by Parent Teacher Organizations, other non-profit or citizen's organizations, or the Associated Student Body. Fundraising by the Associated Student Body is addressed by RCW28A.325.030 and District Policy 3530.

The superintendent will establish procedures for the administration of district fundraising programs to ensure compliance with all applicable laws.

Legal References:	RCW 28A.320.015	School Boards of Directors – Powers, Notice of Adoption of Policy
	RCW 28A.320.030	Gifts, conveyances, etc., for scholarship and student aid purposes, receipt and administration
	Attorney General's Opinion	AGO 2003 No. 1
Cross References:	Policy 3530	Fund Raising Activities Involving Students
	Policy 3510	Associated Student Bodies
Management Resources:	<i>Policy News</i> , Dec 2003	

Date: _____

PORT TOWNSEND SCHOOL DISTRICT NO. 50

MANAGEMENT SUPPORT

Bid Requirements

The board of directors of the Port Townsend School District recognizes the importance of:

- maximizing the use of district resources;
- the need for sound business practices in spending public money;
- the requirement of complying with state laws governing purchasing;
- the importance of standardized purchasing regulations; and
- the need for clear documentation.

Procurement Using State Funds

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

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

The board may waive bid requirements for purchases:

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

“Emergency” means unforeseen circumstances beyond the district’s control that present a real, immediate threat to the proper performance of essential functions or will likely result in material loss or damage to property, bodily injury or loss of life if immediate action is not taken.

Whenever bid requirements are waived, a document explaining the factual basis for the exception and the contract will be recorded and open for public inspection.

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

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

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

Use of State Funds for Improvements or Repairs

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

Procurement Using Federal Funds

When federal funds are used for procurement of goods (furniture, supplies, equipment, and textbooks):

- Purchases of ~~\$3,000~~ **\$3,500** or less do not require quotes. However, the district must consider price to be reasonable, and, to the extent practical, distribute purchases equitably among suppliers.
- Purchases between ~~\$3,000~~ **\$3,500** and \$75,000 must be procured using price or rate quotations from three or more qualified sources.
- Purchases of \$75,000 or more must be publicly solicited using sealed bids.

When federal funds are used for procurement of services;

- Purchases of ~~\$3,000~~ **\$3,500** or less do not require quotes. However, the district must consider price to be reasonable, and, to the extent practical, distribute purchase equitably among suppliers.
- Purchases between ~~\$3,000~~ **\$3,500** and \$150,000 must be procured using price or rate quotations from a reasonable number of qualified sources
- Purchases of \$150,000 or more must be publicly solicited using sealed bids.

Procurement by noncompetitive proposals may only be used when one of the following four circumstances applies:

- The item is only available from a single source;
- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- The awarding agency (e.g., OSPI) authorizes a noncompetitive proposal in response to a written request from the district; or
- After solicitation of a number of sources, competition is determined inadequate.

The district must maintain documentation supporting the applicable circumstance for noncompetitive proposals.

Suspension and Debarment

Before entering into federally funded vendor contracts for goods and services that equal or exceed \$25,000 and any subcontract award, the district will ensure the vendor is not suspended or debarred from participating in federal assistance programs.

The superintendent will establish bidding and contract awarding procedures consistent with state and federal law.

Conflict of Interest

No employee, officer, or agent may participate in the selection, award or administration of a contract supported by federal funds if he or she has a real or apparent conflict of interest. Such a conflict would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

No employee, officer or agent of the district may solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. Violation of these standards may result in disciplinary action including, but not limited to, suspension, dismissal, or removal.

Legal References:	RCW 28A.335.190	Advertising for bids – Competitive Bid procedure – Purchases from inmate work programs – Telephone or written solicitation, limitations – Emergencies
	RCW 28A.400.330	Crimes Against Children – Contractor Employees – Termination of Contract
	RCW 39.04.155	Small Works Roster Contract Procedures – Limited Public Works Process – Definition
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