

PORT TOWNSEND SCHOOL DISTRICT NO. 50

School Board Work/Study Session, 6:00 p.m.

October 15, 2012

"Discover the Power of Learning"

Mission:

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

01. Location/Time

01.01 Gael Stuart Board 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. Correspondence

- 04.01 Email from Stephanie Dickey regarding the HAVEN program
- 04.02 Email from Steven Goldenbogen regarding unexcused absence
- 04.03 Letter from WIAA regarding PTHS girls' basketball team appeal

05. Public Comments

06. Reports

- 06.01 Port Townsend High School Assessment Data – Carrie Ehrhardt
- 06.02 Joey Johnson – Induction into the Washington State Wrestling Hall of Fame
- 06.03 Superintendent
 - 06.030 Nisqually League Agreement

07. Policy Review

- 07.01 Policy 1810 Annual Governance Goals and Objectives – 1st Review
- 07.02 Policy 1820 Board Self-Assessment – 1st Review
- 07.03 Procedure 1820P Board Self-Assessment – 1st Review
- 07.04 Policy 4130 Title I Parent Involvement – Annual Review

08. Old Business

- 08.01 Formation of Committee to Study High School Sports Teams' Name

09. Board Member Announcements/Suggestions for Future Meetings


10. Executive Session (if necessary)

11. Next Meeting







- 11.01 October 26, 2012, Joint Board Meeting with Chimacum, 5:30 p.m., Khu Larb Thai Restaurant, 225 Adams St., Port Townsend

12. Adjournment

From:  School Board
 Stephanie Dickey <indigloholisticmassage@gmail.com>

Wed, Oct 03, 2012 8:43:37 PM 

Subject: Fwd: HAVEN program cuts and possible alternative education cuts.

To:  Anne Burkart  Jennifer James Wilson  Holley Carlson  **Mary Colton**
 Pam Daly  Bill LeMaster

Greetings,

I had wished to talk directly to the new superintendent a PTSD on Thursday October 4th at 1pm, as I had had a appointment scheduled with him that day, but it was canceled rather last minute and without any ability to follow through by Dr. Engle. This was the second request for conversation as I had asked for a phone call and that was also not followed on. It is unfortunate that I set aside so much of my day for this meeting as I turned down several clients so I could make it.

I am hoping to avert a loss of a extremely great program in a timely manner as things seem to be happening at swiftly these days. I feel that it is important to talk about a program that launched last year at the High School and is currently stumbling do to loss of enrollment. I believe this loss of enrollment could have been averted and can be avoided in the future offering a strong academic alternative that could very honestly increase PTSD's enrollment count if done correctly and offer a cutting edge alternative to learning as well as a advantage for some youth that would drop out or that would fail in a regular classroom setting. A example of this is my daughter who has consistency struggled not with her ability to learn, but the structure of regular school and almost failed half of her classes last year and now in the Haven program is pulling A's and B's with a goal of graduating early by completing classes at a strong pace. She is also impressed because the classes are rigorous and interesting and often found that she was distracted in class by the varied learning levels of others. She also has a friend excelling in this program who failed all of her 9th grade year and is getting top grades in the Haven /Aventa coursework and has hope of making up last year so she does not have to be a "super senior" . She also struggles in a regular classroom.

Last year we made the decision to stay at PTHS , enrolled our child after asking tons of questions and chose Haven over several other programs. Programs like Seattle schools alternative NOVA and home schooling. We thought this looked like the best of many ideas and kept up in the Jefferson County area. My daughter has also often expressed she does not want to attend our district area of Chimacum due to the way she was treated by other students there one year. I work in Port Townsend and my daughter has attended the PTSD since her 8th grade year, attending JCS prior to then for 2 years.

So here is my main point in this email. Can I talk about the probable loss of this program at the next board meeting? I am feeling like the parents have not been given good information, have been separated in there information and not involved in this process at all. I attend many meetings at the school on all sort of things, but not once has one been called about such large changes of a program or the future of a path taken for graduation. I received a letter on October 2nd that stated that the program was being dropped down to 1 day of available testing time per week, which for my daughter becomes less than 4 hours to do any testing per week (she is in regular classes during the morning). The letter states that drop of enrollment is the main reason for this, but no thought has been put into retaining, placing next semester or structuring for good enrollment. Reasons stated about a the programs purchase and glitches that are stated for drop out could have been averted it seems by the school having the correct softwear downloaded. The explanation of the program director being promoted to another position and another not being hired do to qualifications does not seem like the students issue to me , it seems like a district oversight. This lack of structure for a starting program absolutely would set it up for failure. It also seems strange that the current permanent substitute for the program is an ex principal and the letter stated that the school was unable to find a suitable lead teacher for the program.

I must ask , why are we dropping this program so fast? It was never really even launched and supported correctly in the first place. It is like throwing out the baby with the bath water. It has tons of potential if it is just supported correctly. Last year was rocky yes, but I think that what can be taken from that is what not or what to do to make it better. Lets start with better contracts for the students to follow, including a GPA to maintain by semester or you do not keep your space. How about parent support by letting them help with forming outside study or in other ways if possible.. How about letting students and parents know it is available and I bet it kicks up the Haven enrollment. Keep the teacher days low, but lets at least make it 2 days to attend and test. Make sure that the teacher "Mike" has his codes, programs and such, surely that cannot be that difficult.

I believe in alternative learning programs and cutting edge ideas. I know money and budget are always a issue. I cannot help but think that a mostly online program can save the school money and keep children from dropping out all together.

My mom taught me long ago that if you believe in something you should always try.... so I write to you all trying to save a program that could help many teenagers and also increase PTHS enrollment. Please see the link attached to see how another small school has attracted enrollment monies to keep its school viable and keeps its doors open.

<http://wa.insightschools.net/>

Thank you for your time and support of our children and our schools. Thank you for listening

--

Stephanie Dickey, AAS-T, LMP

IndiGlo Holistic Massage



360-643-0092

indigloholisticmassage@gmail.com







[To make an appointment online visit http://indigloholisticmassage.fullslate.com/](http://indigloholisticmassage.fullslate.com/)

<http://indigloholisticmassage.massagetherapy.com>

<http://www.doterra.myvoffice.com/indigloholisticmassage/>

From:  School Board 10/3/2012 9:14:44 PM 
<stevenus@ureach.com>
"Steven Goldenbogen" <stevenus@ureach.com>

Subject: Fwd: Looking for an answer

To:  Anne Burkart  Jennifer James Wilson  Holley Carlson  **Mary Colton**
 Pam Daly  Bill LeMaster

Attachments:  Letter_To_Principal.docx (16K)

Greetings,

I have attached a letter that was originally mailed to the principal at Blue Heron School and the Superintendant. I haven't had any response from either, so thought I would contact the school board in the hopes of getting an answer to my question.

I'm asking for my son's 60 minute absence from school to be excused, but I'm also addressing a larger issue here. The students and parents at Blue Heron need to know how regular school classes and alternative school classes (such as last year's ICE program) will be integrated. Many students are involved with some of each. I'd like to prevent other students from being punished for taking extracurricular classes as my son has been. I can be reached at any of the numbers below. E-mail is the fastest way to contact me.

Sincerely,

Steven Goldenbogen, Owner
Whistle Stop Toys
1005 Water Street, Port Townsend WA 98368
stevenus@ureach.com
shop line 360.385.9616
home 360.379.6762

September 19th, 2012

Steven Goldenbogen
524 F Street
Port Townsend, WA 98368
360.379.6762

Superintendent Engle
1610 Blaine Street
Port Townsend WA 98368

Greetings,

My son, [REDACTED] is a full-time student at Blue Heron School. Last year he was invited to play with the ICE program's Band Lab which he agreed to commit to outside of his regular school schedule. During the last school year the Band Lab director scheduled a concert for them to play during this year's Wooden Boat Festival. They played on Friday September 8th and [REDACTED] was required to leave school one hour early that day. He went to school with a letter describing what he needed to do and then we signed him out that afternoon to play the concert. Principal Lashinsky has refused to excuse him for that time and he has been marked with an unexcused absence. My son is very upset about this because he left school to play with an approved school group (ICE program Band Lab).

[REDACTED] was a 4A student at Blue Heron last year with perfect attendance three out of four quarters. He takes school very seriously and is now confused about how the school will be handling situations like this in the future. I don't know who else to discuss this with, so I thought I would see if you could help us.

The letter on the next page is a copy that I sent to Principal Lashinsky. I'm hoping there is some way to excuse him for that sixty minute period of time. I'm also hoping that other students in similar situations won't be penalized in the future.

Sincerely,

Steven Goldenbogen

September 19th, 2012

Steven Goldenbogen
524 F Street
Port Townsend, WA 98368
360.379.6762

Principal Lashinsky
3939 San Juan Avenue
Port Townsend WA 98368

Greetings,

I am writing to ask you to reconsider your decision to not excuse my son [REDACTED] [REDACTED] from school on Friday September, 8th. He left school one hour early to play with Band Lab, which is an officially recognized school group that operates within the ICE program. It is the only time he has ever left school early and it was under extenuating circumstances.

That was an event that was planned during the 2011-12 school year. [REDACTED] made a commitment to play with Band Lab. The concert that they gave at the Wooden Boat Festival was a part of that commitment. [REDACTED] is a talented musician and our family feels that leaving school sixty minutes early to play a concert to two hundred people with his class mates within a school approved learning group is definitely an excusable absence.

I am asking again to have this be an excused absence. Please take into consideration that [REDACTED] is an exemplary student with perfect attendance three out of four quarters last year. He works hard at maintaining a high grade point average and should be given the opportunity to be involved in programs such as Band Lab.

I would like to have this letter be included with his school file. I am also mailing a copy of this letter to the Superintendent of Schools.

Respectfully,

Steven Goldenbogen

September 20, 2012



WASHINGTON INTERSCHOLASTIC
ACTIVITIES ASSOCIATION

Dear Senator Hargrove, and Representatives Tharinger and Van de Wege:

I hope that each of you are enjoying the summer and early fall. Your letter of August 20, 2012, to former WIAA Executive Board President, Mr. Rich Rouleau, has been forwarded to me for response. Below I will address the concerns stated in your letter; however, before I do so, I must stipulate that the information you have been provided might possible be either inaccurate or misleading. In addition, all the issues stated were addressed in a public meeting that Mr. Shelly Thiel, the WIAA District 3 Director, and I had with the Port Townsend School Board on May 14, 2012.

The Washington Interscholastic Activities Association (WIAA) is a 501 C 3 corporation that was started by schools in 1905. Today the Association has over 800 member public and private middle schools, junior highs, and high schools throughout the entire state of Washington. Because the WIAA is a member school organization, we work for and through each member school's administration. Because parents and community members are served through their affiliated member school, they must be represented by their affiliated member school. This office has not received a request from Port Townsend School District or Port Townsend High School since the meeting to which I refer in paragraph one.

As stipulated in the third paragraph of your letter, each year the school board determines in a public meeting whether they wish the school(s) in their district to join the WIAA. Once a school joins the Association, that school determines which league and WIAA district it will join. In most cases, a school joins a league because of school size, similarity of program offerings, and/or geography. Once a school has been admitted to a league, that school works with all of the other league members in creating the league's operating procedures. In this particular case, Port Townsend High School chose to be a part of the Nisqually League in some sports because the league is made up of schools of similar size. In other sports such as volleyball and basketball, Port Townsend has elected to be a member of the Olympic League. Because of that decision, the Nisqually League is required to provide access to Port Townsend High School for postseason competition.

Providing that access has created some discord over the years, but it was not until this year that the issue became contentious. Because this was a Nisqually League discussion, I have enclosed the information from the league president, Keith Patefield of Cascade Christian Schools of Puyallup. (Enclosure)



The decision of the Nisqually League was appealed to the WIAA District 3 (WCD) Board. I have enclosed a report on that decision from Mr. Shelly Thiel, the director of 73 schools in that district. (Enclosure)

On February 22, 2012, I received a fax from Port Townsend School District Superintendent, Mr. Gene Laes (a copy of that fax was included in the material that was sent with your letter). I immediately called Mr. Laes because by that time, two weeks had elapsed from the time of the District 3 decision and qualifying schools were in the last weekend of competition before state tournaments.

During my conversation with Mr. Laes, he assured me that the school knew that it would not be entered into the tournament and that the issue could be resolved if I would guarantee that I would pressure the league and District 3 into developing more clear qualifying criteria. I promised that I would and sent him an email to that effect. I have attached a copy of that email. (Enclosure)

During my conversation with Mr. Laes, I offered to meet with the parents in Port Townsend and he explained that he felt there was too much emotion in the community at that time.

About a week later I received an email/phone call from Mr. Laes explaining that the issue was still an emotional one and they wanted to take me up on my offer by having me attend an upcoming school board meeting. We agreed that I would attend the May 14, 2012, meeting. I suggested that Mr. Thiel be invited because he was closer to the decisions that had been made.

During the May 14 meeting, Mr. Thiel and I each explained our positions, responsibilities, and our knowledge about the action at hand. Then members of the audience spoke and asked questions. The concerns expressed fell into the following three categories; that there were not enough sports opportunities for the middle school; that Port Townsend High School was not a member of the Nisqually League in all sports; and the playoff system.

Because the school board wished to continue its business, the school had designated another room for the continuance of the discussion about sports programs. However, the attendees requested that the meeting be recorded, so the school board made the decision to continue the discussion about Port Townsend High School' sports programs.

When the meeting concluded, some school and community members expressed concern about Mr. Thiel's and my safety and attempted to escort us to our vehicle. Some members who had made comments or asked questions during the meeting approached us but were cordial with their additional comments and questions.

One individual, who had introduced himself as an attorney during the meeting, approached and referred to Senate Bill 6383, stating that he felt this legislation spoke to their situation. I explained that the bill, which was signed by the governor on March 29, 2012, specifically addresses the handling of WIAA rules violations and not playoff procedure. He remarked that he would make sure that the legislation would be amended to reflect such situations. The next day I spoke with Senator Benton, the bill's sponsor, to make sure that my understanding of the bill was correct and he agreed with my interpretation.

I understand that the language in WIAA Rule 25.2.3 has caused confusion about due process. At no time has the WIAA Executive Board been involved in deciding the state tournament entrants that are submitted by a WIAA district. As long as the National Federation of State High School Association's competition rules and WIAA eligibility rules are followed, and there are no issues once district and regional events begin, the WIAA Executive Board does not have a role. Be assured that I will work with the WIAA Executive Board to develop language that is more clear.

Because I worked closely with Senator Don Benton on this bill, I am aware of the specific language and the intent behind each element of it. Even if the legislation spoke to postseason access, it stipulates that a team or individual could not be advantaged or disadvantaged. In this case, if the Port Townsend parents' interpretation were correct, then the team from Klahowya High School would have been disadvantaged.


I have addressed the third paragraph of your letter only briefly because I am unsure of the issues expressed. The WIAA was removed from its historical relationship with the State Board of Education by legislative action several years ago. I occasionally visit with Mr. Dorn about pertinent issues and also visit with OSPI staff that oversees Title IX and Washington's equal rights tenants, as I do with members of the ALCU and Office for Civil Rights staffs, partly because I have an extensive background in Title IX and consult on the issue and partly because the association and member schools must be aware of and follow the tenets of Title IX.

Over the years, the WIAA has sponsored Title IX/equal opportunity workshops and added girls programs to assist member schools with coming into compliance. Because the criteria for qualifying for postseason play was and remains the same for both boys and girls, I do not see this as a Title IX issue.

The WIAA staff and I have assisted Mr. Patrick Kane, the Port Townsend High School athletic director, with developing proposals that will address Port Townsend High School's concerns and those of the other members of the league. I believe these efforts have been productive and will result in a more conducive situation beginning with the 2012-13 school year.

As always, I would be happy to meet at your convenience with you and/or with those who are still disgruntled with this situation.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Colbrese". The signature is fluid and cursive, with the first name "Mike" being more prominent than the last name "Colbrese".

Mike Colbrese
Executive Director

MAC:jb

Enclosures

cc: Randy Dorn, Superintendent
David Engle, Superintendent, Port Townsend School District
~~Port Townsend School Board~~
Patrick Kane, Athletic Director, Port Townsend High School
Shelly Thiel, WIAA District 3 Director
Senator Don Benton
Rita Beebe
WIAA Executive Board members



John Miller <jmiller@wiaa.com>

Follow up from our conversation

2 messages

Mike Colbrese <colbrese@wiaa.com>

Thu, Feb 23, 2012 at 10:08 AM

To: glaes@ptsd50.org

Cc: Cindy Adsit <cadsit@wiaa.com>, John Miller <jmiller@wiaa.com>, Andy Barnes <abarnes@wiaa.com>, Brian Smith <bsmith@wiaa.com>, Shelly Thiel <sthieiwcd3@comcast.net>, Tim Thomsen <Tim_Thomsen@sumnersd.org>

Gene,

I appreciate our conversation this morning and renewing our acquaintance. As I stated during our conversation, while I am concerned about the current language that spells out the playoff participants, I believe that the WCD III Board handled the situation properly and did follow correct protocol. In reality, the Port Townsend High School girls basketball team had the same record as another team; however, because that team had defeated PTHS twice, the other school's team was given the 5th place position and allowed to move on.

As I've stated, I am concerned about the language and I know that the WCD III leadership will work to re-write that language. I assure you that I will make sure that such language is reviewed by this office.

I appreciate your assistance with this issue and will assist in any other manner.

Mike

Mike Colbrese | Executive Director | WIAA
435 Main Avenue South, Renton, WA 98057
office: (425) 687-8585 | fax: (425) 687-9476

www.wiaa.com | facebook.com/wiaawa | twitter.com/wiaawa



LIVE & Archived State Championship Events

1A NISQUALLY LEAGUE

The Home of CHAMPIONS

To: Whom it may Concern

CC: Mr. Mike Colbrese, Executive Director WIAA
Mr. Shelly Thiel, Director WCD3

Re: Port Townsend Agreement with Nisqually League, 2010-2012

Every two years for the last six years the Nisqually League has been asked to provide an avenue into post season play for Port Townsend High School. Port Townsend High School is a 1A school that has chosen to participate in a league that in 2010-2012 consisted of seven 2A schools (Kingston, Klahowya, North Kitsap, North Mason, Olympic, Port Angeles, Sequim) and one 3A school (Bremerton). In September of 2010 the Nisqually League met with Port Townsend Athletic Director, Patrick Kane and drafted a document that would serve as criteria for above mentioned, "avenue into post season".

The 2010-2011 school year, the first year of agreement, went by without any problems. During this time Port Townsend High School qualified in several sports and the pig-tail games with Nisqually League Schools were played without incident. At the end of the 2011-2012 Winter Season, Patrick Kane sent an email to Stephanie Spencer, Athletic Director of Vashon Island High School. Which stated, "Ok - PT is 5th and we will wait for tonight's outcome between CC and LC. This is fun? Thank you" (sent: February 8, 2012 at 7:27am).

Shortly after this email was received a few AD's checked the Olympic League Standing and reported to me that they believed that Port Townsend did not qualify as they lost to Klahowya HS twice. At this time, I sent an email to Patrick Kane for clarification of Port Townsend's standing in the Olympic League. Email Stated, "Patrick, We have a question for you. Is the standing below correct? Here is pig-tail information attached and below is the Olympic League as of this morning. According to rules Port Townsend would get fifth spot (higher spot) if they had a split result with the team they tied with. According to our records it shows PT lost to Klahowya twice." (sent: February 8, 2012) Patrick replied to this email at 10:56am stating, "Keith, We finished fifth and yes KSS beat us twice. Thank You". At that time, I thought that Patrick understood the agreement as written.

The Nisqually league was informed a little later that Patrick Kane was appealing to the WCD3 on the grounds he believed that Port Townsend should have qualified. On Thursday, February 10th the WCD3 held an appeal hearing at Bellarmine Preparatory. At this time the Nisqually League presented the copy of the 2010-2012 agreement. The WCD3 committee ruled that even though the wording was not in the best language, the criteria were clear. Please note that the Nisqually League was ready to have a team play Port Townsend that night if necessary.

I hope this background of events and conversations with the representative from Port Townsend helps clarify the Nisqually League's involvement in the event in question.

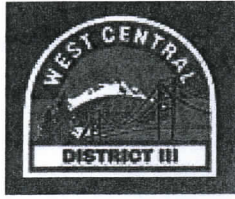
Sincerely,

Keith S. Patefield
Nisqually League President



Charles
Wright
Academy





West Central District III

OF WASHINGTON INTERSCHOLASTIC ACTIVITIES ASSOCIATION

September 12, 2012

To whom it may concern,

The following is synopsis of events involving the action of the West Central District III (WCDIII) as result of an appeal by Port Townsend High School (PTHS) over disagreement with the Nisqually League's (NL) interpretation of qualifying language to post-season play.

February 8:

The WCDIII office received the following email from Patrick Kane, Athletic Director at Port Townsend High School:

"I wish to appeal the decision (N.L) of not allowing the Port Townsend girls basketball to play the pig-tail game against the #4 seed from the Nisqually league." Given the timeliness and need for immediate action his request was granted as a designee for the principal.

February 8:

I, Shelly Thiel, WCDIII Director, discussed with WCDIII President Jo Anne Daughtry, her responsibility, according to rule A.7.3 of the WCDIII Constitution to form an appeals committee to hear the PTHS appeal. With her approval the following Executive Board members were contacted and volunteered to hear the appeal: Tim Thomsen (chairman), Sumner School District Athletic Director, Rick Wells, Puyallup School District Athletic Director, Brian Kaelin, Renton School District Athletic Director, Joe Keller, Lakes High School Athletic Director, and Bob Bourgette, Kennedy Catholic Athletic Director.

February 9:

The appeal was heard at approximately 1:00 p.m., shortly after the WCDIII Athletic Director Meeting held at Bellarmine Prep High School.

The following is the official disposition as sent to Patrick Kane, Keith Patefield, Nisqually League President, the WCDIII Executive Board, and Mike Colbrese, Washington Interscholastic Activities Association Executive Director:

Appeal Case: Port Townsend High School (PTHS) appeal of Nisqually League's (NL) decision of not allowing the 2012 PTHS girls' basketball team to play the pig-tail game against the #4 seed from the NL.

WIAA Ruling Reference: Handbook Rule 5.2.2 ... "Disputes concerning league alignment between individual schools and league(s) shall be referred to their District Board for resolution."

WCDIII Ruling Reference: Constitution Rule A.7.3 ... "If a member school administrator is dissatisfied with the decision of the league(s) or district tournament directors/games committee or rule interpretations relative to the provisions of the WIAA handbook and such school is an aggrieved and affected party, such party may appeal the decision and request a formal hearing...."

In Attendance:

West Central District III Board Member

Tim Thomsen (Chairman)
Bob Bourgette
Brian Kaelin
Joe Keller
Rick Wells

Shelly Thiel (non-voting)

Oral Presentation

Patrick Kane (Athletic Director)
Keith Patefield (President)

Representing

Sumner School District
Kennedy High School
Renton School District
Lakes High School
Puyallup School District

West Central District III Director

Representing

Port Townsend High School
Nisqually League

Disposition: After receiving the appeal by PTHS, and hearing/reading position statements on February 9, 2012, the West Central District III Appeals Committee determined the following:

The agreement between PTHS and the NL included language that a... *"tie in the standings, with a split outcome in the league, P.T. gets the higher spot."* The appeals committee interpreted that because the girls' team lost both season games in "head to head" competition against Klahowya, it moved them from 5th to 6th place and therefore not qualifying for post-season play.

Note not in disposition:

The discussion before the vote was short and once the question was called the decision was unanimous.

February-March:

The WCDIII office received approximately a dozen emails from those in the Port Townsend community expressing their displeasure with the disposition.

May 7:

The office received a copy of a "Resolution" from the Port Townsend School Board to the WIAA Executive Board.

May 14:

Mike Colbrese and Shelly Thiel met with the Port Townsend School Board and a large gathering of parents, coaches, players, and fans. After a brief explanation of the events that had taken place in February, a 30 minute question and answer period commenced.

May 21:

I requested that Patrick Kane explore options for Port Townsend High School's advancement from league to the post-season playoffs. Plan was to report back with information before the school year ended. Work on a proposal was slowed with summer vacations starting.

June 14:

Received proposal drafted by Patrick Kane. Sent copy to Keith Patefield. Replies from the Nisqually League A.D.'s were slowed because of the impending summer break.

Late August:

It was suggested that Patrick attend the NL A.D. Meeting to discuss PTHS proposal. He was unable to attend.

September 4-7:

Discussed with Keith the PTHS proposal and suggested that he draft an agreement that could be shared with Patrick and later with the WCDIII Executive Board.

September 10:

Received draft from NL and shared with Patrick. After some slight modifications an unofficial phone conversation agreement was reached. A signed document is still pending at this time.

Respectfully submitted,



Shelly Thiel
Director, West Central District III
P.O Box 739
Maple Valley, WA 98038

PT School District

High School Level Score Data

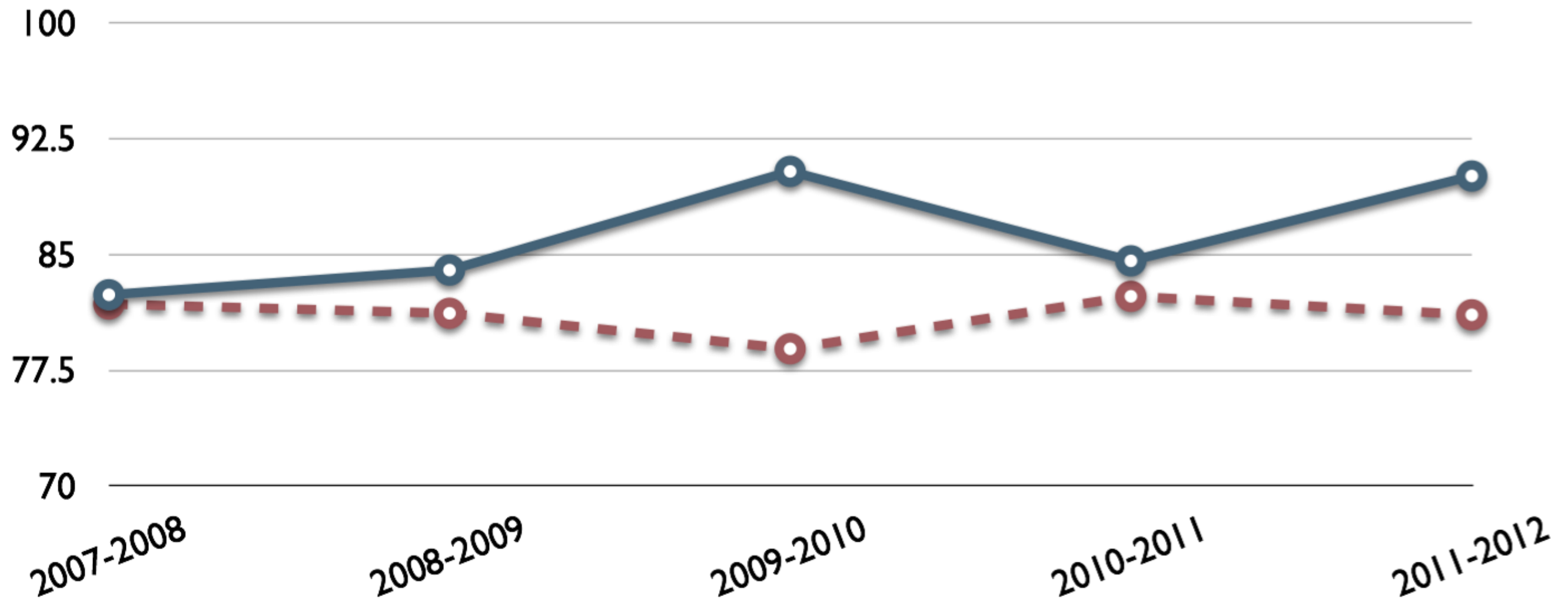
Carrie Ehrhardt

10/15/12

Presentation Assumptions

- High school data has been reviewed at building/program/individual levels
- High school data includes PTHS, ICE and MarVista programs
- Score data must be disseminated from the raw state score to fully identify areas of strength and areas of deficiency
- Score data for special programs may require different interventions as we move towards continued improvement

PTHS vs. State Reading Trends



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Port Townsend High School Scores	82.4	84.0	90.4	84.6	90.1
State Average Scores	81.8	81.2	78.9	82.3	81.1

Reading

PTSD	90.1%
WA State	81.1%

- 111 students tested
- Of those TESTED
- 100 met standard:
93 - PTHS
2 - ICE
5 - MarVista
- 11 did not
8 - PTHS
3 - MarVista

Students with Special Needs

6 met standard
7 did not meet standard

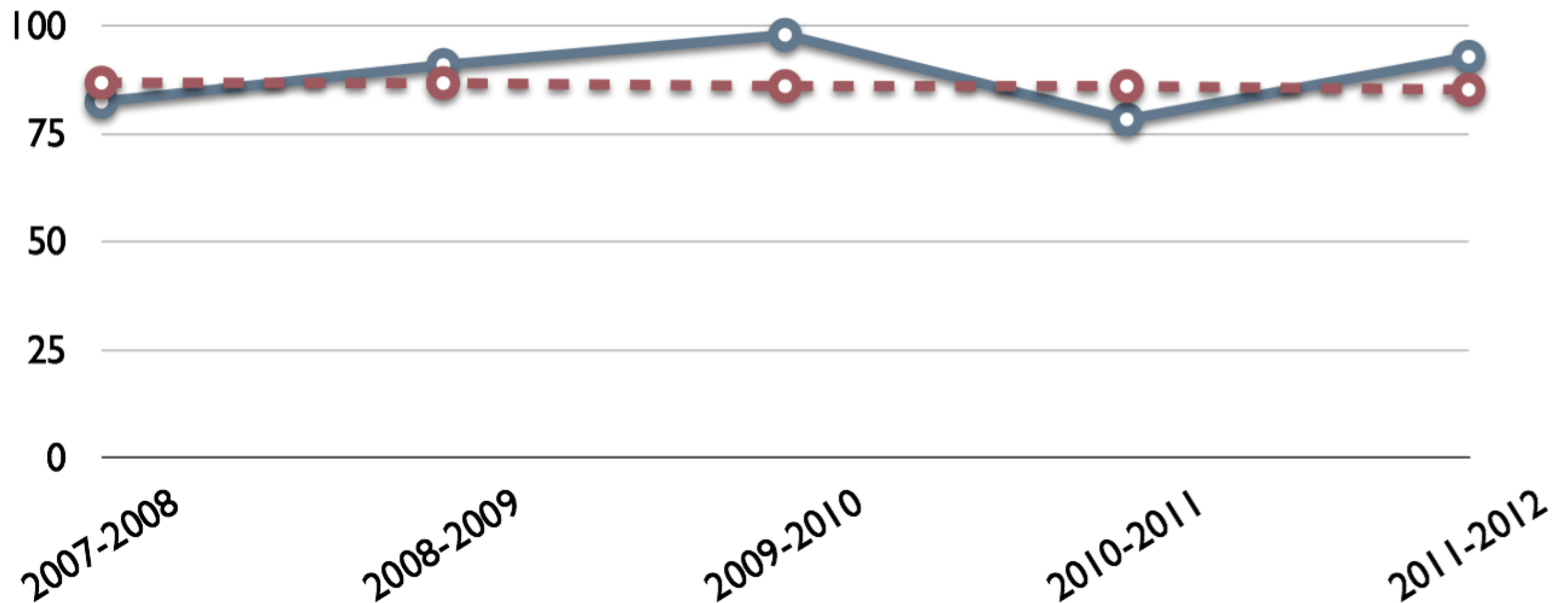
L2 - 2

L1 - 5

Reading Comparisons 2012

Reading Score Performance	Compared to 2011-12 PTHS Score Bands	Compared to 2012 STATE Score Bands
Comprehension	8% +	9.2% +
Analysis	5% +	6.5% +
Critical Thinking	4% +	4.9% +
Literary Text	10% +	10% +
Informational Text	7% +	9.1% +

PTHS vs. State Writing Trends



	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Port Townsend High School Scores	82.4	90.9	97.7	78.3	92.8
State Average Scores	86.8	86.7	86.0	86.0	85.2

Writing

- 111 students tested

- Of those TESTED

103 met standard:

96 - PTHS

1 - ICE

6 - MarVista

- Of those TESTED

8 did not:

5 - PTHS

1 - ICE

2 - MarVista

PTSD 92.8%

WA State 85.2%

Students with Special Needs

8 met standard

5 did not meet standard

L2 - 4

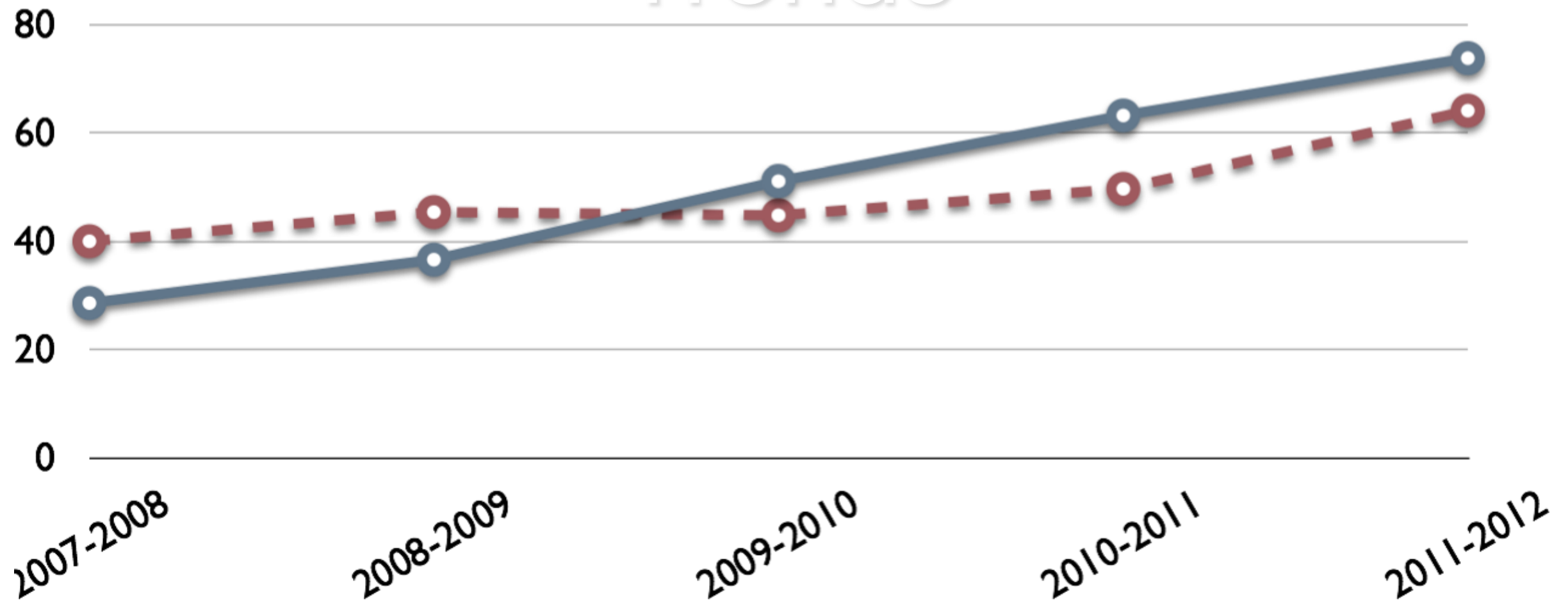
L1 - 0

1 - incomplete

Writing Comparisons 2012

Writing Score Performance	Compared to 2011-12 PTHS Score Bands	Compared to 2012 STATE Score Bands
Content, Organization and Style	11% +	6.1% +
Conventions	8% +	4.7% +
Purpose to Explain	10% +	4% +
Purpose to Persuade	16% +	9.6% +

PTHS vs. State Science Trends

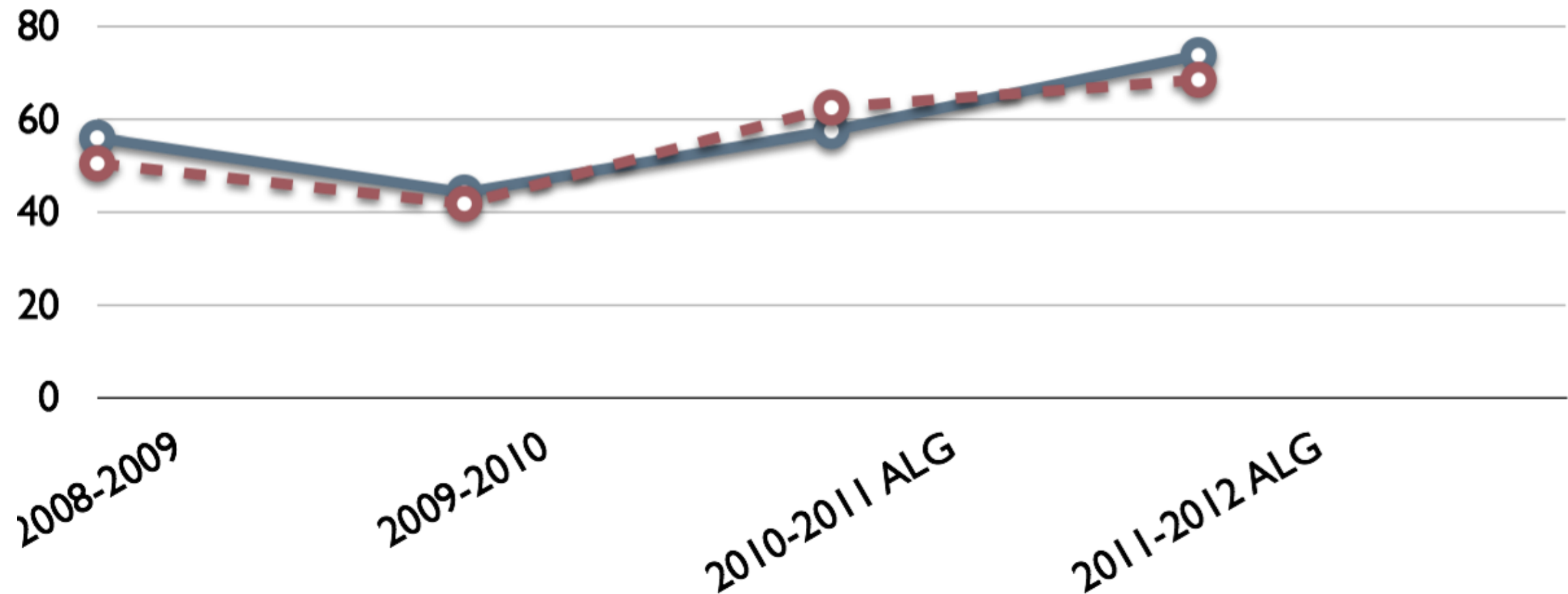


	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Port Townsend High School Scores	28.6	36.6	51.1	63.2	73.8
State Average Scores	40.0	45.4	44.8	49.7	64.1

Biology Comparisons 2012

Biology Score Performance	Compared to 2011-12 PTHS Score Bands	Compared to 2012 STATE Score Bands
Systems	n/a	3.8% +
Inquiry	n/a	4.7% +
Application	n/a	9.8% +
Structures and Functions of Living Organisms	n/a	0.5% +
Maintenance and Stability of Populations	n/a	14.4% +
Mechanisms of Evolution	n/a	11.7% +

PTHS vs. State Algebra Trends

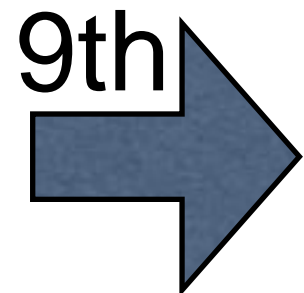


	2008-2009	2009-2010	2010-2011	2011-2012	
Port Townsend High School Scores	48.5	44.1	57.4 ALG	73.7 ALG	
State Average Scores	45.4	41.7	62.4 ALG	68.4 ALG	

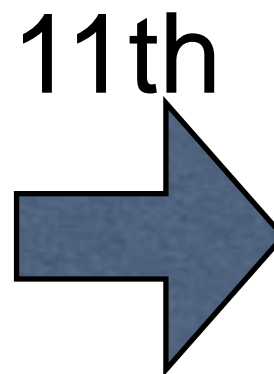
Math

Algebra: **PTSD - 73.7%** State -
68.4%

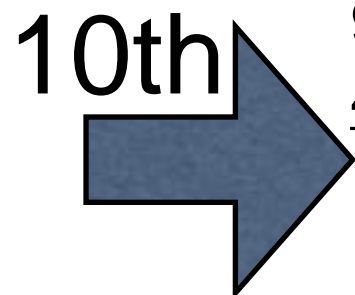
ALGEBRA



62 students tested (4 not tested)
43 met standard
40 PTHS
3 ICE and 0 MarVista
19 did not meet standard
12 PTHS (6 to MarVista)
4 ICE and 3 HAVEN



2 students tested (0 not tested)
1 met standard
0 PTHS
1 ICE and 0 MarVista
1 did not meet standard
0 PTHS
1 ICE and 0 MarVista

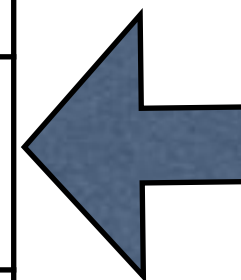


9 students tested (10 not tested)
4 met standard
2 PTHS
1 ICE and 1 MarVista
5 did not meet standard
3 PTHS
0 ICE and 2 MarVista

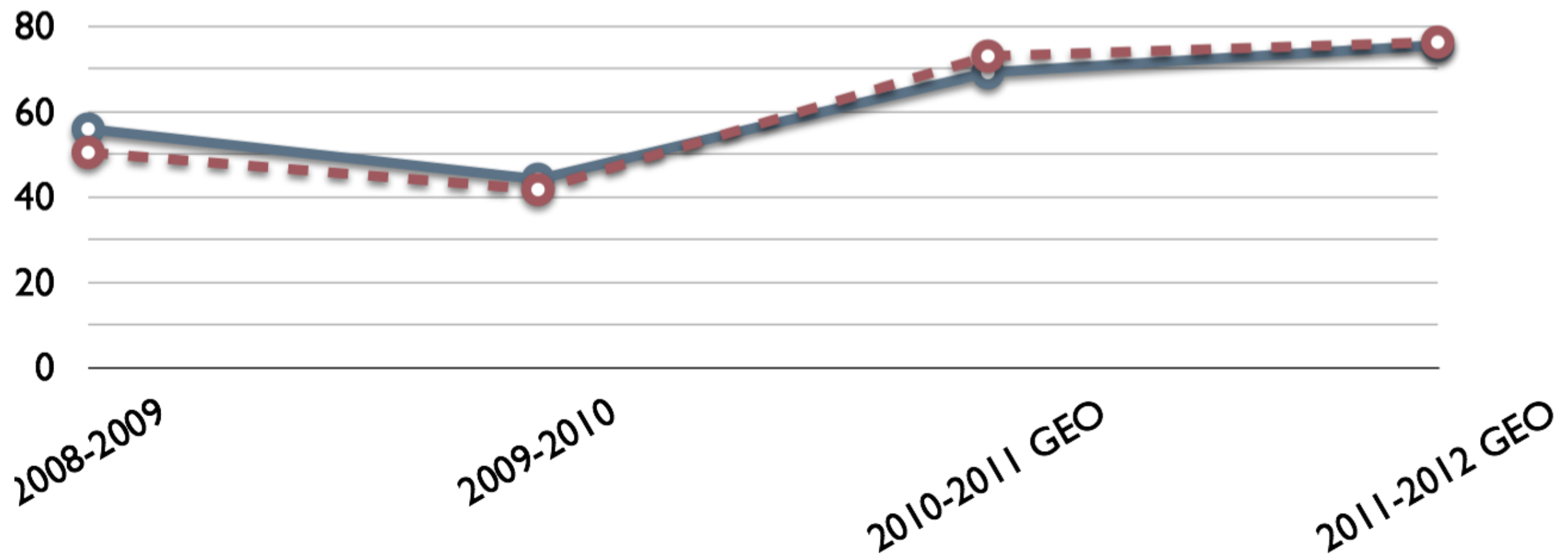
Students with Special Needs			
	<u>Met</u>	<u>DNP</u>	<u>DNT</u>
9th	1	4	12
10th	5	2	6
11th	1	2	
		Did Not Pass	Did Not Take Exam

Algebra Comparisons 2012

Algebra Score Performance	Compared to 2011-12 PTHS Score Bands	Compared to 2012 STATE Score Bands
Number, Operation, Expression and Variables	12% +	0.8% -
Linear Equations and Inequalities	3% -	12.1% -
Characteristics and Behaviors of Linear and Non-Linear Functions	30% +	11.7% +
Data and Statistics	1% +	2.2% +
Course Specific Content	14% +	0.7% +



PTHS vs. State Geometry Trends

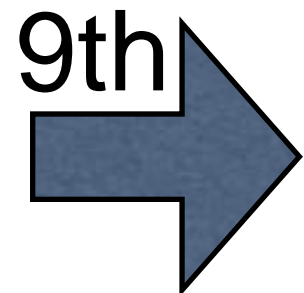


	2008-2009	2009-2010	2010-2011	2011-2012	
Port Townsend High School Scores	48.5	44.1	69.1 GEO	75.5 GEO	
State Average Scores	45.4	41.7	72.9 GEO	76.2 GEO	

Math

Geometry: **PTSD - 75.5%** State -
76.2%

GEOMETRY



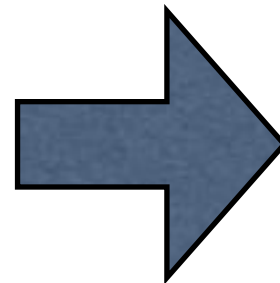
30 students tested (0 not tested)

30 met standard

30 PTHS

0 ICE and 0 MarVista

11th



13 students tested (2 not tested)

3 met standard

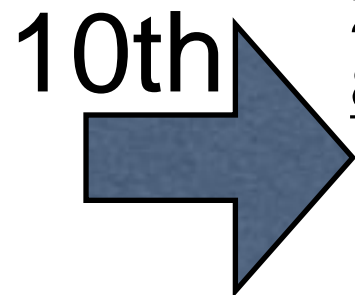
3 PTHS

0 ICE and 0 MarVista

10 did not meet standard

3 PTHS

0 ICE and 7 MarVista



26 students tested (1 not tested)

8 met standard

8 PTHS

0 ICE and 0 MarVista

18 did not meet standard

15 PTHS

1 ICE and 2 MarVista

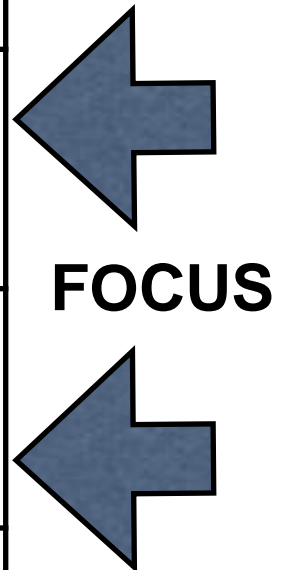
Students With Special Needs

	Met	DNP	DNT
9th	0	0	0
10th	1	3	0
11th	2	2	0
		Did Not Pass	Did Not Test

Math Comparisons 2012

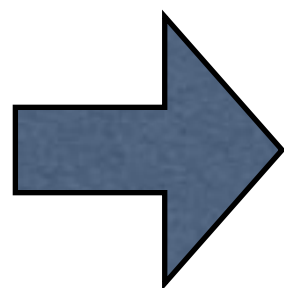
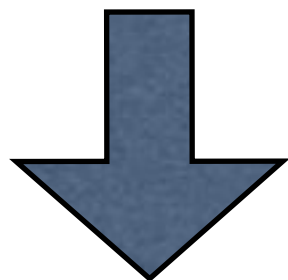
Geometry Score Performance	Compared to 2011-12 PTHS Score Bands	Compared to 2012 STATE Score Bands
Logical Arguments & Proof	12.5% -	12.5% -
Proving and Applying Properties of 2-dimensional figures	7% -	14.3% -
Figures in a Coordinate Plane and Measurement	3% -	2.4% +
Course Specific Content	11% -	6.1% +

Different populations tested over 2010-11
and 2011-12 (advanced math 9th
graders)



State Accountability

School
Improvement



9th

10th

11th

Algebra

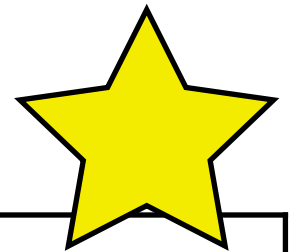
Geometry

Retake Exam

Adequate Yearly Progress
Annual Measurable Objectives

Student
Achievement

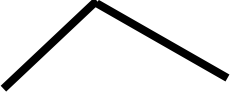

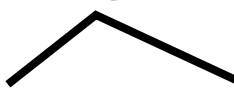
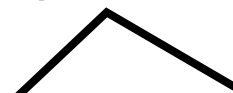
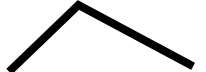
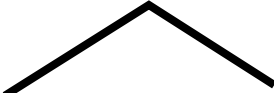
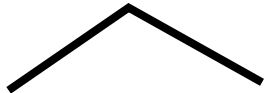
With two successful years of meeting the state benchmarks in math, PTHS is no longer identified as 'in improvement'!



	2010-2011	2011-2012
Port Townsend High School Scores	57.4 ALG 69.1 GEO	73.7 ALG 75.5 GEO
State Average Scores	62.4 ALG 72.9 GEO	68.4 ALG 76.2 GEO

We still have progress to be made, and will continue a strong focus on math at PTHS.

Who's Not Meeting Standard?

	Algebra	Geometry	Retake 1
9th	$19/62$ DNP  L2- 10 L1- 9		
10th	$5/9$ DNP  L2- 4 L1- 1	$18/26$ DNP  L2- 13 L1- 5	$5/9$ DNP  L2- 1 L1- 4
11th	$1/2$ DNP  L2- 1 L1- 0	$10/13$ DNP  L2- 2 L1- 8	$15/20$ DNP  L2- 5 L1- 10

Scholastic Aptitude Test

Year	Tested	Verbal / Critical Reading			Math			Writing		
		PT	WA	US	PT	WA	US	PT	WA	US
2011-2012	44	552	519	496	551	530	514	554	503	488
2010-2011	63	568	523	497	557	529	514	553	508	489
2009-2010	43	571	524	501	562	532	516	551	508	492
2008-2009	79	548	524	501	526	531	515	537	507	493
2007-2008	72	571	526	502	549	533	515	549	509	494

A.C.T. 2011-12

Students Tested	6		
	PT	WA	US
English	25.2	22.3	20.5
Mathematics	22.8	23.1	21.1
Reading	25.8	23.3	21.3
Science	23.5	22.4	20.9
Composite	24.3	22.9	21.1

Questions?

2012 Hall of Fame Inductee

Joey Johnson

Joey Johnson

Port Townsend HS 1992-2011

Walla Walla HS 1981-92

Thomas Jefferson HS 1980-82

South Kitsap HS 1978-79

Joey Johnson has spent 31 years coaching wrestlers in our state, and the last 20 of those at Port Townsend HS. Port Townsend is an 1A division school that has participated in the 2A/3A Olympic League for many years. During that time, Johnson has helped produce many outstanding wrestlers. Prior to his tenure in Port Townsend, Johnson spent nine years at Walla Walla HS, where his team won the 1984 3A state title.

Johnson has coached 8 state champions. He has been selected as the 2002 Regional Coach of the Year, and in 2006 he was awarded the US Marines State Sportsmanship Award at Mat Classic. He has served as a Regional Representative, and was the Port Townsend Athletic Director for five years. In 2006, Johnson was awarded the Port Townsend Community Award for Service to Youth Athletics.

Nominated by Ed Amick, Hall of Fame Member

Ticket Contact: Jan Boutilier, Port Townsend HS

Ceremony is October 27, 2012 at the 29th WSWCA (Washington State Wrestling Coaches Association) Coaches Clinic in Pasco, WA

BOARD OF DIRECTORS

Annual Goals

Each year the board will formulate goals. The goals may include but are not limited to the board functions of vision, structure, accountability and advocacy.

By the end of June the board shall reflect on the degree to which the goals have been accomplished by conducting a board self-evaluation and engaging in board development activities where needed.

Cross References:	Policy 1005	Key Functions of the Board
	Policy 1820	Evaluation of the Board

Date: 10/25/85; 1/18/90; 1/19/98; 6/4/01; 3/8/04.

PORT TOWNSEND SCHOOL DISTRICT NO. 50

~~ANNUAL GOALS AND OBJECTIVES~~

Annual Governance Goals and Objectives

Each year the board will formulate goals and objectives **to guide effective board governance.**
The goals and objectives may include but are not limited to ~~the~~ board functions of ~~vision,~~
~~structure, accountability and advocacy.:~~

- A. **Responsible school district governance;**
- B. **Communication of and commitment to high expectations for student learning;**
- C. **Creating conditions district-wide for student and staff success;**
- D. **Holding the district accountable for student learning; and**
- E. **Engagement of the community in education.**

At the conclusion of the year the board ~~shall~~will reflect on the degree to which ~~the~~it has met its goals and objectives ~~have been accomplished~~ by conducting a board self-~~evaluation~~assessment and engaging in board development activities where needed.

Cross References: Board Policy 1005
1820

Key Functions of the Board

~~Evaluation of the~~ Board Self-Assessment

1822

Training and Development for Board Members

Management Resource:

Policy News, February 2012

Model Policies Aligned with Washington School Board Standards

Adoption Date:
School District Name:
Revised: 12.98; 02.12
Classification: Priority

BOARD OF DIRECTORS

Evaluation of the Board

At the conclusion of each year, the board shall evaluate its own performance in terms of generally accepted principles of successful board operations and in relation to its annual goals and objectives. The board self-evaluation shall address performance in the key functions of school boards - vision, structure, accountability and advocacy. The results of the self-evaluation shall be used in setting goals for the subsequent year.

Cross Reference:	Policy 1005	Key Functions of the Board
	Policy 1810	Annual Goals and Objectives

Date: 6/4/01; 3/8/04.

PORT TOWNSEND SCHOOL DISTRICT NO. 50

~~EVALUATION OF THE BOARD~~

Board Self-Assessment

At the conclusion of each year, the board ~~shall evaluate~~ **will assess** its own performance in terms of generally accepted principles of successful board operations and in relation to its annual goals and objectives: **and Washington School Board Standards.** The board self-**assessment will** ~~evaluation shall~~ address performance in the key functions of school boards ~~vision, structure, accountability and advocacy.~~

- A. **Board functions of responsible school district governance;**
- B. **Communication of and commitment to high expectations for student learning;**
- C. **Creating conditions district-wide for student and staff success;**
- D. **Holding the district accountable for student learning; and**
- E. **Engagement of the community in education.**

The results of the self-**assessment will** ~~evaluation shall~~ be used in setting goals for the subsequent year.

Cross References:	Board Policy 1005	Key Functions of the Board
	Board Policy 1810	Annual <u>Governance</u> Goals and Objectives
	Board Policy 1822	Training and Development for Board Members

Management Resource:

<u>Policy News, February 2012</u>	<u>Model Policies Aligned with</u>
	<u>Washington School Board Standards</u>

Adoption Date:
School District Name:
Revised: 12.98; **02.12**
Classification: Priority

BOARD OF DIRECTORS

Evaluation of the Board

Each individual board member shall annually review the code of governance as a basis for evaluating his/her own conduct as an elected representative of the board of directors. Collectively, the board shall evaluate its performance in terms of its four major functions:

A. Vision:

The board shall demonstrate its responsibility for providing a community vision of its schools by:

1. Working with the community to determine the district's educational program and what students need to know and be able to do;
2. Formulating educational goals based on these community expectations and the needs of students;
3. Encouraging leadership, instruction and assessment, and curriculum development activities directed toward goals; and
4. Annually reviewing the district's progress and direction against its vision.

B. Structure:

The board shall demonstrate its responsibilities for establishing an organizational structure by:

1. Enacting policies that provide a definite course of action;
2. Monitoring the implementation of policies;
3. Employing qualified staff;
4. Reviewing proposed labor agreements, staffing recommendations and staff evaluations;
5. Formulating budgets; and
6. Working to ensure a healthy learning and working environment that supports continuous improvement.

C. Accountability:

The board shall demonstrate accountability by:

1. Reviewing budget proposals, revenues and expenditures;
2. Approving materials, equipment and/or methods consistent with goals;
3. Requiring and monitoring periodic evaluations of school programs.
4. Reviewing building and grounds maintenance and needs,
5. Reviewing transportation services and other support services; and
6. Initiating and reviewing internal and external audits.

D. Advocacy:

The board shall advocate for education and on behalf of students and their schools by:

1. Keeping the community informed about its schools;
2. Participating in school and community activities; and
3. Encouraging citizen involvement in the schools.

Date: 6/4/01; 3/8/04.

PORT TOWNSEND SCHOOL DISTRICT NO. 50

Evaluation of the Board Self-Assessment

Each individual board member ~~shall~~will annually review the ~~code of governance~~WSSDA Individual School Director Standards as a basis for ~~evaluating~~assessing his/her own conduct as an elected representative of the board of directors. Collectively, the board ~~shall evaluate~~will assess its performance in terms of its ~~four~~five major functions:

- A. ~~Vision~~Communication of and commitment to high expectations for student learning – The board ~~shall~~will demonstrate its responsibility for providing a community vision of its schools by:
 1. Working with the community to determine the district's educational program and what students need to know and be able to do;
 2. Formulating educational goals based on ~~these~~ community expectations and the needs of students;
 3. Encouraging leadership, instruction and assessment, and curriculum development activities directed toward goals; and
 4. Annually reviewing the district's progress and direction against its vision.
- B. ~~Structure~~Responsible School District Governance – The board will demonstrate its responsibilities for establishing a organizational structure by:
 1. Enacting policies that provide a definite course of action;
 2. Monitoring the implementation of policies;
 3. ~~Employing qualified staff;~~
 3. Reviewing proposed labor agreements, staffing recommendations and staff evaluations;
 4. Formulating budgets; and
 5. Working to ensure a healthy learning and working environment that supports continuous improvement.
- C. ~~Accountability~~Creating conditions district-wide for student and staff success – The board will demonstrate accountability by:
 1. ~~Encouraging citizen involvement in the schools;~~ Employing and supporting quality teachers, administrators and other staff;
 2. ~~Reviewing budget proposals, revenues and expenditures;~~ Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities;
 3. ~~Approving materials, equipment and/or methods consistent with goals;~~ Providing for learning essentials including rigorous curriculum, technology and high quality facilities;
 4. ~~Requiring and monitoring periodic evaluations of school programs~~ Providing for the safety and security all students and staff;
 5. Reviewing building and grounds maintenance and needs;
 6. Reviewing transportation services and other support services; and
 7. Initiating and reviewing internal and external audits.
- D. ~~Advocacy~~Engagement of the Community in Education - The board ~~shall~~will advocate for education and on behalf of students and their schools by:
 1. Keeping the community informed about its schools;
 2. Participating in school and community activities; and
 3. Encouraging citizen involvement in the schools.
- E. Holding the district accountable for student learning - The board will oversee the district and superintendent's performance by:
 1. Annually review district and school improvement plans;
 2. Developing written expectations for the superintendent and communicating those to the community; and

3. **Basing decisions about the superintendent's contract on the objective evaluation of the superintendent's achievement of performance expectations.**

COMMUNITY RELATIONS

Title 1 Parent Involvement

The board recognizes that parent involvement contributes to the achievement of academic standards by students participating in district programs. The board views the education of students as a cooperative effort among school, parents and community. The board expects that its schools will carry out programs, activities and procedures in accordance with the statutory definition of parental involvement. Parental involvement means the participation of parents in regular two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents:

- A. Play an integral role in assisting their child's learning.
- B. Are encouraged to be actively involved in their child's education at school.
- C. Are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

The board of directors adopts as part of this policy the following guidance for parent involvement. The district shall:

- A. Put into operation programs, activities and procedures for the involvement of parents in all of its Title 1 schools consistent with federal laws including the development and evaluation of policy. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- B. Provide the coordination, technical assistance, and other support necessary to assist participating schools in the planning and implementing of effective parent involvement activities to improve student academic achievement and school performances.
- C. Build the schools' and parents' capacity for strong parental involvement.
- D. Coordinate and integrate Title 1 parental involvement strategies with parent involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction, Preschool Youngsters, State-run preschools.
- E. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools served with Title 1 funds including: identifying barriers to greater participation of parents in Title 1-related activities, with particular attention to participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.
- F. Involve the parents of children served in Title 1, Part A schools in decisions about how the Title 1, Part A funds reserved for parental involvement are spent.

Legal Reference: PL 107-110, Section 1118(a)

Management Resources: *Policy News*, August 2003
Policy News, June 2005
Policy News, October 2008

No Child Left Behind Update
Title 1 Parental Involvement Policy
Family Involvement Policy

Date: 11/24/03; 1/23/06; 3/24/08.

Deleted: 9/28/09.

Reinstated: 4/12/10.

Reviewed: _____

PORT TOWNSEND SCHOOL DISTRICT 50