

Chair Jennifer James-Wilson called the meeting to order at 5:30 p.m. and read the district mission.
PRESENT: Jennifer James-Wilson, Nathanael O'Hara, Doug Ross, Jeff Taylor and Connie Welch.
EXCUSED: ASB Representative Cedar Elliott. Also present were Superintendent John Polm, staff, and community members.

Board Thought

Director Welch shared thoughts of focusing on positive things during challenging times.

Agenda Approval

Director O'Hara moved to approve the agenda as presented. Director Ross seconded and the motion carried 5-0.

Recognition

Education Support Professionals Week

Superintendent Polm thanked the classified staff for all their work in supporting students and district operations. Director Ross read the proclamation from Governor Inslee declaring March 9-13, 2020 Education Support Professionals Week. Superintendent Polm presented certificates of appreciation for each school's support professionals to SEIU Local 925 President Amy Recker, Vice-President Tara Clanton and PTHS ASB Secretary Samantha Massie.

High School Winter Athletics

Superintendent Polm and Athletic Coordinator Lysa Falge presented certificates of achievement to high school winter athletes who earned all-league, district placing, state participation, and state medalist honors.

Public Comments – None

Board Correspondence – None

Reports

ASB Representative Report

ASB Representative Cedar Elliott was unable to attend the meeting.

High School Health Clinic

PTHS School Based Health Center Provider Susan O'Brien, ARNP presented a report of school based health clinic utilization by Jefferson County students in 2018-19. She stated that the PTHS School Based Health Center has been offering services for 12 years. Ms. O'Brien mentioned the program partners: MCS Counseling Group, Jefferson County Public Health, Jefferson Healthcare and the district. Medical and mental health services are each offered two (2) days per week at the high school and mental health services are provided one (1) day per week at Blue Heron. She explained funding and specific services offered. Ms. O'Brien noted a significant increase in utilization compared to 2016-17 and 2017-18. Discussion followed.

High School Campus Draft Long Range Plan

Superintendent Polm said that the process of creating a long range vision for the high school campus began with committee work in 2016 and continues to be a work in progress. John Kennedy of SKL Architects presented the draft plan and explained the vision items for the campus. Discussion followed. The draft plan will be presented for approval at the March 19, 2020 Regular Business Meeting.

Isolation/Restraint Incidents (Policy 3246)

Assistant Superintendent Sandy Gessner explained the state-mandated 2018-19 Restraint and Isolation Incidents Report, including the number of each type of incident and number of students involved by school building. The number of incidents decreased compared to 2017-18. Discussion followed.

Special Education Annual Report

Assistant Superintendent Gessner presented a five-year view of Special Education enrollment, staffing, expenditures and performance data. Ms. Gessner's report also included the District Strategic Plan areas with which the program's operations align. She highlighted the successful implementation of Multi-tiered System of Supports (MTSS). Discussion followed.

Mathematics Curriculum Elementary and Secondary

Assistant Superintendent Gessner provided the Board with hard copies of an update to the elementary and secondary math instructional materials implementation report that was included in the published meeting packet. The updated report is included with these minutes. The report explained activities this year, progress to date, and the challenges and fiscal concerns moving forward.

Chair James-Wilson recessed the meeting at 6:58 p.m. for a short break. The meeting reconvened at 7:04 p.m.

The Board discussed the report with Assistant Superintendent Gessner and Salish Coast Elementary Principal Lisa Condran. The Board requested an additional implementation report later this school year.

Superintendent Report

Superintendent Polm reported on the following:

- Procedure 2151P Interscholastic Athletics and Activities. PTHS Principal Carrie Ehrhardt explained the suggested changes and will review Board input from tonight's meeting.
- Attended Taproot Anti Bullying assembly at Salish Coast February 24
- Attended the PTHS staff meeting March 2
- *The Leader* will publish an article on school attendance and cleaning efforts related to COVID-19 preparedness
- The director of the Port Townsend Home Show elected to postpone the event, which was planned for this weekend at Blue Heron
- Human Growth and Development Curriculum parent review nights are complete

Old Business

Approve Policy 2418 Waiver of High School Graduation Requirements

Director Welch moved to approve Policy 2418 Waiver of High School Graduation Requirements as presented. Director O'Hara seconded and the motion carried 5-0.

Approve Policy 3115 Students Experiencing Homelessness

Director O'Hara moved to approve Policy 3115 Students Experiencing Homelessness as presented. Director Ross seconded and the motion carried 5-0.

New Business

Approve Superintendent Contract for 2020-21

Director Welch moved to approve the Superintendent Contract for 2020-21 with Sandra Crabtree-Gessner effective July 1, 2020 until June 30, 2021 with the correction of the annual leave days in the second Whearas from twenty to thirty. Director Taylor seconded and the motion carried 5-0.

Covid-19 Preparedness

Superintendent Polm shared the ongoing communication, business and instructional services, and infection control steps taken by the district in preparation for a COVID-19 outbreak. He said that the district will consult the County Public Health Officer prior to electing to close schools.

Public Comments – None

Board Discussion and Comments

Directors Welch and Ross attended the PTEF Soiree April 29. Chair James-Wilson mentioned that PTEF will receive recognition at the WASA Regional Awards Dinner April 13. Director Ross said Skillmation held their first Becoming Professional class with some PTHS 10-12 grade students.

Future Meeting Topics and Agenda Planning

March 19, 2020 Regular Business Meeting

Reports will include High School and Blue Heron ASB, Asset Preservation and MDS Program. Music In Our Schools Month will be recognized.

April 2, 2020 Special Meeting

The Board cancelled the special meeting for an executive session to discuss the performance of a public employee.

April 2, 2020 Work/Study Meeting

Transportation of Students Who Live Within One Mile, Technology, and ReCyclery Partner reports will be presented.

Executive Session – Not Needed

Adjournment

The meeting was adjourned by consensus at 8:12 p.m.

Respectfully submitted,

Port Townsend School District No. 50
1610 Blaine Street
Port Townsend, WA 98368

Board of Directors
Work/Study Meeting
March 5, 2020
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John A. Polm, Jr.
Secretary

ATTEST:

Jennifer James-Wilson
Board Chair

Elementary and Secondary Math Instructional Materials Implementation Report

Date: March 5, 2020

To: Superintendent Polm and Port Townsend School Board Directors

From: Sandy Gessner, Assistant Superintendent of Curriculum, Instruction, and Special Education

Subject: Elementary and Secondary Math Instructional Materials Report

Section I - Activities this Year

Elementary: Bridges	Secondary: Carnegie
Fourth Year of Implementation Bridges Core and Intervention Curricula	First Year of Implementation Carnegie Math PD Aug. 22 & 23, 2019 Carnegie Coaching: 10/3, 10/4, 12/16, 12/17, 3/27, 3/28 Carnegie Math Night at Blue Heron: 2/26

Section II - Progress to Date

Elementary: Bridges	Secondary: Carnegie
What is Working (From Teachers): Spiraling curriculum Consistent language year to year Less reteaching of concepts the longer the curriculum has been implemented Familiarity with structure of Bridges program Collaboration between students on mathematical thinking and practices Intentional vocabulary instruction	What is Working (From Teachers): Student discourse in groups Teachers promoting discourse Use of content vocabulary Depth of content exploration Routines for whole and small group work High School collaboration Carnegie front loads the material for students
What is the Student Experience (From Teachers): Bridges in Mathematics provides many hands-on experiences with mathematical reasoning for students Repeated collaboration between students to provide a high level of engagement in the classroom Intervention curriculum provides targeted skill expansion and practice with significant scaffolding Multiple entry points and natural differentiation is easily facilitated for students with Bridges	What is the Student Experience (From Teachers) The change has been hard for 7th, 8th, and 9th graders. 6th graders did not experience difficulty adapting to the program. This is the same for using Mathia The more advanced kids have a hard time not rushing through the reading portions. At first, many students did not feel successful, but now they are feeling more successful. The change has also been a challenge for the PTHS freshmen.
Any data to support student outcomes? Fall 2019 to Winter 2020 Fast Bridge Math Screening Assessments: Kindergarten: 8% more students at or above grade level and 8% less students below grade level 1st Grade: 8% more students at or above grade level and 8% less students below grade level	Any data to support student outcomes? STAR assessment data with SBAC equivalency from Fall to Winter for both 2018-2019 & 2019-2020 compared. Compare % of students who showed growth.

<p>2nd Grade: 15% more students at or above grade level and 15 % less students below grade level.</p> <p>3rd Grade: 8% more students at or above grade level and 6% less students below grade level</p> <p>4th Grade: 3% less students at or above grade level and 1% less below grade level</p> <p>5th Grade: 19% more students at or above grade level and 9% less students below grade level</p>	<p><u>6th Grade Growth Data 2018-2019</u> 87% showed growth from Fall to Winter (including OCEAN and Sped - Majority were in Bridges)</p> <p><u>6th Grade Growth Data 2019-2020</u> 59% showed growth from Fall to Winter (including OCEAN and Sped)</p> <p><u>7th Grade Growth Data 2018-2019</u> 76% showed growth from Fall to Winter (including OCEAN and Sped)</p> <p><u>7th Grade Growth Data 2019-2020</u> 70% showed growth from Fall to Winter (including OCEAN and Sped)</p> <p>Note: These students were tested at the 6th grade level in 2018-2019 and the 8th grade level in 2019-2020</p> <p><u>7th Advanced Math Growth Data 2018-2019</u> 74% showed growth from Fall to Winter</p> <p><u>7th Advanced Math Growth Data 2019-2020</u> 48% showed growth from Fall to Winter</p> <p><u>8th Grade Growth Data 2018-2019</u> 62% showed growth from Fall to Winter (including OCEAN and Sped)</p> <p><u>8th Grade Growth Data 2019-2020</u> 65% showed growth from Fall to Winter (including OCEAN and Sped)</p> <p><u>Algebra Grade Growth Data 2018-2019</u> 73% showed growth from Fall to Winter (including OCEAN)</p> <p><u>Algebra Grade Growth Data 2019-2020</u> 71% showed growth from Fall to Winter (including OCEAN)</p>
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Section III – Moving Forward/ Challenges/Fiscal Considerations

Elementary: Bridges	Secondary: Carnegie
Ongoing professional development is needed and onboarding of new staff members is a particular need. Specific grade level and vertical teaming around mathematics and how to strengthen programming is needed.	What is Tricky (From Teachers): The pacing seems slow the first year/ OR we aren't getting through as much as we thought we would this year. (Consistent with reports from earlier adopting districts.)

<p>Calendering and pacing work to complete all units. Continued work with parents regarding Common Core and mathematics standards.</p>	<p>Finding what works well with classroom space Tough start and transition to new style The pretests are long and the post tests are shorter, so finding the right balance of assessments for students who struggle in math or have an IEP Gaps in background experience/knowledge especially as progression from 6 to Algebra due to the building of experience inherent in the curriculum from year-to-year. These gaps are likely to continue to be a problem because of our slow pace (students will not end up completing all units).</p>
<p>What Support Do You Need?: Time to review units with data to determine areas of focus. Financial support with consumable materials. Financial support for ongoing professional development</p>	<p>What Support Do You Need?: Need to be able to access below grade level RTI resource materials. Some glitches with Carnegie/Mathia accounts. More work on discourse and how students can share their thinking Adaptations and modifications for students with disabilities. Training is needed to support co-teaching model in high school.</p>