

PORT TOWNSEND SCHOOL DISTRICT NO. 50
6:00 p.m. School Board Work/Study Session
February 8, 2016
“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 Building, Room S-11, 1610 Blaine Street, 6:00 p.m.

02. Call to Order

02.01 Roll Call
02.02 Pledge of Allegiance

03. Agenda

03.01 Agenda Approval

04. Recognition

04.01 Board
04.02 Superintendent
 04.020 Shining Star Awards
 04.021 Facility and Long-Range Committee Members Recognition
 04.022 Reception

05. Public Comments

06. Board Correspondence - None

07. Reports

07.01 ASB Representative
07.02 Maritime Discovery Schools Committee Update – Sarah Rubenstein
07.03 Superintendent
 07.030 Possible Amendment to 2015-16 School Calendar
 07.031 State Approval for Alternate Contracting Procedure for Grant Street Project
07.04 WSSDA Legislative Conference Report – Keith White

08. Action Items

08.01 Approval of High School Orchestra Trip to San Francisco, CA, April 20-24, 2016 – Daniel Ferland
08.02 Approval of Policy 4400 – Election Activities
08.03 Approval of Policy 2107 – Comprehensive Early Literacy Plan
08.04 Approval of Policy 5270 – Resolution of Staff Complaints

09. New Business

09.01 East Jefferson Partnership Meeting, March 2, 2016, 6-7:30 p.m., Chimacum High School Library

10. Policy Review

10.01 Policy 2336, Required Observances – First Review
 (revised to include observance of Disability History Month, as required by RCW 28A.230.158)
10.02 Policy 2337, Disability History Month – First Review
 (issued to provide ideas for observance of Disability History Month, required by Policy 2336)

11. Board Member Announcements/Suggestions for Future Meetings

12. Executive Session (if needed)

13. Next Meeting

13.01 February 22, 2016, Board Retreat, 1610 Blaine St., Room S-11, 2-5 p.m.

13.02 February 22, 2016, Regular Meeting, 1610 Blaine Street, Room S-11, 6:00 p.m.

14. Adjournment



MARITIME DISCOVERY SCHOOLS

LEARNING THROUGH A SENSE OF PLACE IN PORT TOWNSEND

Examine District
Strategic Goal
Areas



- What shifts are needed in the goal area to support the success of MDS?
- How will these shifts inform the work of each building, classroom, staff member?
- What structures across the system may need to shift to support the goals of MDS?

Teaching and Learning



Increasing connection to community in learning experiences

Create thinkers who can explain their reasoning

Connect project based learning to everyday instruction

Increased teacher collaboration time

Reimagining schedules, time use, school day

Up to date curriculum that supports projects

Develop site based decisions on curriculum mapping, resource allocation/acquisition, budget

Professional learning that allows for teachers to reflect and evaluate effectiveness of place-based learning and partnerships.



Community Engagement



Reciprocal support and value of partner organizations. Develop sustainable long-running, consistent partnerships targeted to appropriate grade levels. Create an in-district liaison for grant writing and coordinating partnerships.

Evaluation/feedback process between schools and community organizations they are working with.

Schools and community shaping each other's aspirations for the future and working together to solve community problems

Each grade offer end of year exhibition

Streamline process for volunteers, with a clear point person, and communicated to community partners.



Culture of Wellness



Projects incorporating wellness and health education embedded at each grade level

Flexible time for projects, getting out of the classroom, doors direct to outdoors, outdoor classroom space, with training on how to use outdoor classroom

Creative - reimagining scheduling (moving away from traditional model.)

Students have more agency over time and effort

Continue to increase access to healthy food

Structures that support movement, motion, activity strategically placed over day

Involve family in wellness programs and curriculum



Technology



Resource inventory available to staff

Tools to support place-based field experiences for students - doing tech differently

Moving from tech consumers to problem solvers

Using computing power to advance new (creative, different) thinking (SAMR)

Tools to review effectiveness of programs

Tech tools for projects and infrastructure to capture works

Utilize more tech platforms that students can access from home.

Ways to make student work more public

Incorporate more scientific data analysis



High Impact Shifts



- Flexible scheduling and different use of time
- Site based learning and decision making
- Formalize and value community partnerships
- Increase agency for students and teachers
- Exhibitions of learning



PORT TOWNSEND
School District

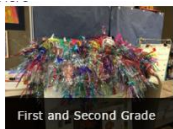
1610 Blaine Street, Port Townsend, WA 98368
360-379-4501

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CURRICULUM



Kindergarten



First and Second Grade



Third Grade

Salish Sea - Maritime Ecosystems



Grade Level: First and Second

Essential Question: What can we do to protect and preserve the beaches, water, and forests in and around Port Townsend?

Subjects: ELA, Science, Math

Student Dispositions: critical thinking, creative thinking, inquiry skills, systems thinking, curiosity and questioning, open mindset, communication and collaboration, relationship building, empathy

Overview: Observe/learn about the habitat requirements of animals in the maritime ecosystems (temperate rainforest and beach); from learning, define problems/solutions supported by community partners; construct ecosystem mimicking the Olympic Peninsula temperate rainforest; create an animal avatar and manipulate to mimic changes as it adapts to external conditions; skills acquisition: use local transit and count money to pay fare, read bus schedule, read map; communicate learning through a capstone project

Community Partners: Port Townsend Marine Science Center



Port Townsend School District Calendar for 2015-16

August 2015						
Su	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24*	25	26	27	28	29
30	31					

September 2015						
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		1	2	3	4	5
6	7	8	9	10	11	12
13	14*	15	16	17	18	19
20	21	22	23	24	25	26
27	28*	29	30			17/17

October 2015						
Su	M	T	W	Th	F	Sa
21/38				1	2	3
4	5	6	7	8	9	10
11	12*	13	14	15	16	17
18	19	20	21	22	23	24
25	26*	27	28	29	30	31

November 2015						
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8	9*	10	11	12	13	14
15	16	17	18	19	20	21
22	23*	24	25	26	27	28
29	30				18/56	

December 2015						
Su	M	T	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14*	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		14/70

January 2016						
Su	M	T	W	Th	F	Sa
19/89					1	2
3	4	5	6	7	8	9
10	11*	12	13	14	15	16
17	18	19	20	21	22	23
24	25*	26	27	28	29	30
31						

Early Release Times:
 Grant Street : 2-hr 12:30, 3-hr 11:30
 Blue Heron: 2-hr 12:50, 3-hr 11:50
 High School: 2-hr 12:50, 3-hr 11:50

September
 3 – Teachers’ In-service
 7 – Labor Day
 8 – First Student Day

October
 9 – State Professional Day (No School)

November
 11 – Veterans’ Day, no school
 16,17,19,20 – GS, BH conf. 3-hr early release
 18 – 2-hr early release, all schools
 19-20 – HS conf. 3-hr early release
 25 – 2-hr Early Release – students & staff
 26-27 Thanksgiving Break

December
 21-31 Winter Break

January
 1 Winter Break
 18 - Martin Luther King Jr. Day (No School)

February
 12 - Snow Makeup Day (No School unless needed to make up a snow day)
 15- President’s Day (No School)

March
 23 – 2-hr early release all schools
 21,22,24,25 – GS, BH conf. 3-hr early release







April
 April 4 -8 - Spring Break
 18-29 – No early release due to testing

May
 2-6 – No early release, due to testing
 20 – 2-hr Early Release students and staff
 27 – Snow Makeup Day (No school unless needed to make up a snow day)
 30 – Memorial Day (No School)

June
 10 - Graduation Ceremony, 7:00 pm
 16– 2-hr early release
 17- **Last Day of School** 2-hr early release
 20-21 - Snow Make-up Days (if needed)

July 25-Tentative Board Meeting

***Board Meetings**

	2-hr Early Rel. Students-all schools		3-hr Early Rel. Conferences
	2-hr Early Release – Staff & students		Snow Make-up Days
	No School		2-hr. Early Rel. GS and BH only

February 2016						
Su	M	T	W	Th	F	Sa
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21	22*	23	24	25	26	27
28	29				19/108	

March 2016						
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27	28*	29	30	31		23/131

April 2016						
Su	M	T	W	Th	F	Sa
16/147					1	2
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10	11*	12	13	14	15	16
17	18	19	20	21	22	23
24	25*	26	27	28	29	30

May 2016						
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22	23*	24	25	26	27	28
29	30	31			20/167	

June 2016						
Su	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
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19	20	21	22	23	24	25
26	27*	28	29	30	13/180	

July 2016						
Su	M	T	W	Th	F	Sa
					1	2
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10	11*	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



**STATE OF WASHINGTON
Capital Projects Advisory Review Board**

January 29, 2016

Brad Taylor, Director of Facilities
Port Townsend School District #50
1610 Blaine Street
Port Townsend, WA 98368

Re: Public Body Project Approval Determination - GCCM

Dear Mr. Taylor:

The Capital Projects Advisory Review Board's Project Review Committee has determined that the project has met the criteria established in RCW 39.10.280 for public body project approval.

The Port Townsend School District is hereby authorized to utilize the GM/CM alternative contracting procedure for the Grant Street Elementary School Replacement.

Under the terms of RCW 39.10.350 you will be required to submit project data to CPARB at the conclusion of the project. Please identify your point of contact for supplying required project data information to CPARB staff person, Danelle Bessett, at danelle.bessett@des.wa.gov.

Congratulations on the approval of your application and good luck with your project!

Please contact Bill Frare at (360) 407-8239 if you have any questions regarding this process.

Sincerely,


Curt Gimmetstad, Chair
Project Review Committee

cc: John Palewicz, Vice Chair

Education Funding Reform

Amend the Constitution on the 2016 Ballot

(SJR 8207 and SB 6114)

www.tre.wa.gov

➤ Lower Property Taxes by 20-30%

- Eliminate the State Property Tax levy
- Lower the limit on total Local Regular Levies from 1% of assessed value to 0.7%
- Limit local school levies to no more than 15% of state basic education allocation
- Reset I-747 annual property tax growth cap to the lower of inflation or 3%

➤ Lower the State Sales Tax rate from 6.5% to 5.5%

➤ Lower B&O Taxes:

- Lower services businesses from 1.5% to 1.0%
- Set other businesses at Boeing's B&O tax rate 0.29%
- Small businesses credit B&O tax payments against their individual income tax

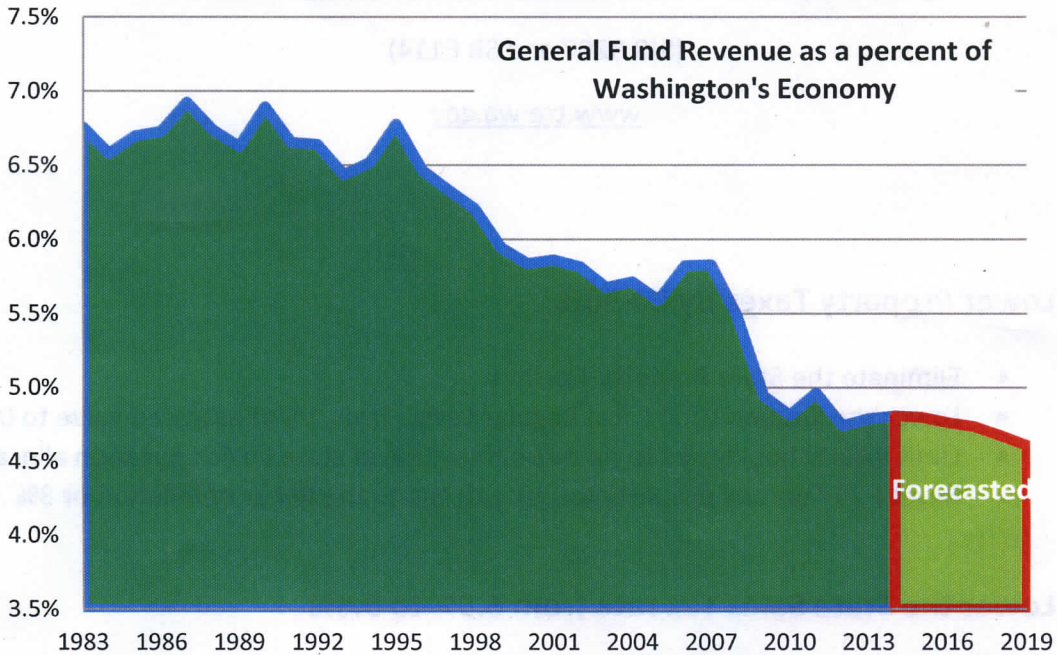
➤ Create a 5% Flat Tax on Personal Income:

- Exempt \$15,000/individual, \$30,000/joint
- Plus a \$5,000 per person exemption
- Typical family of four would have a \$50,000 exemption
- Dedicate all income tax revenues to education: 75% for K-12; 25% for higher ed

➤ Constitutional Requirement for a Super-Majority Vote on Taxes

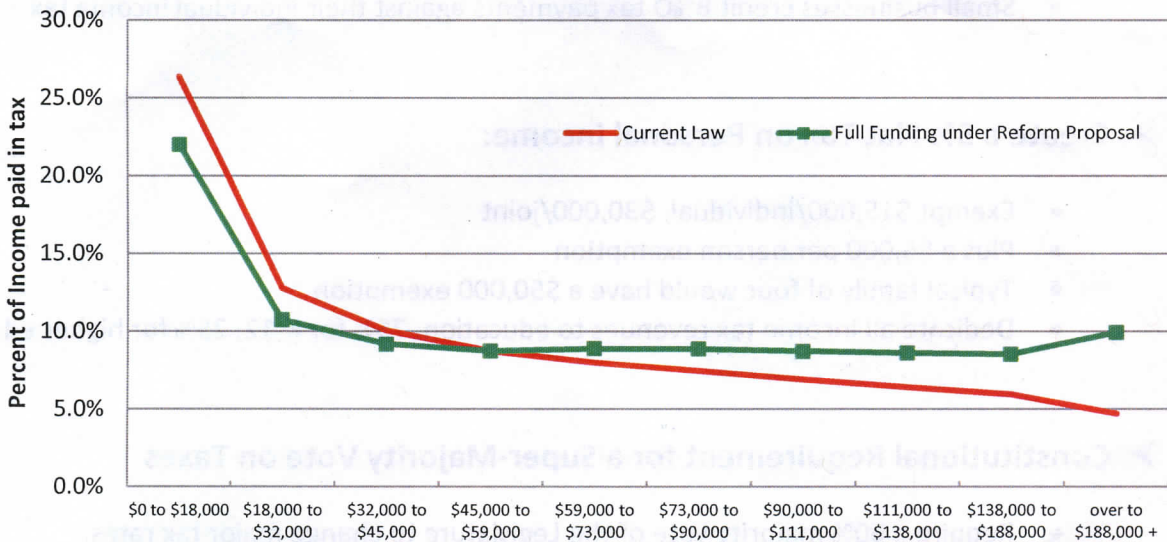
- Require a 60% majority vote of the Legislature to change major tax rates
- Would cover income tax, sales tax, and B&O tax rates
- Taxpayer protection through constitutional amendment

The Washington General Fund tax base is shrinking relative to the State's economy



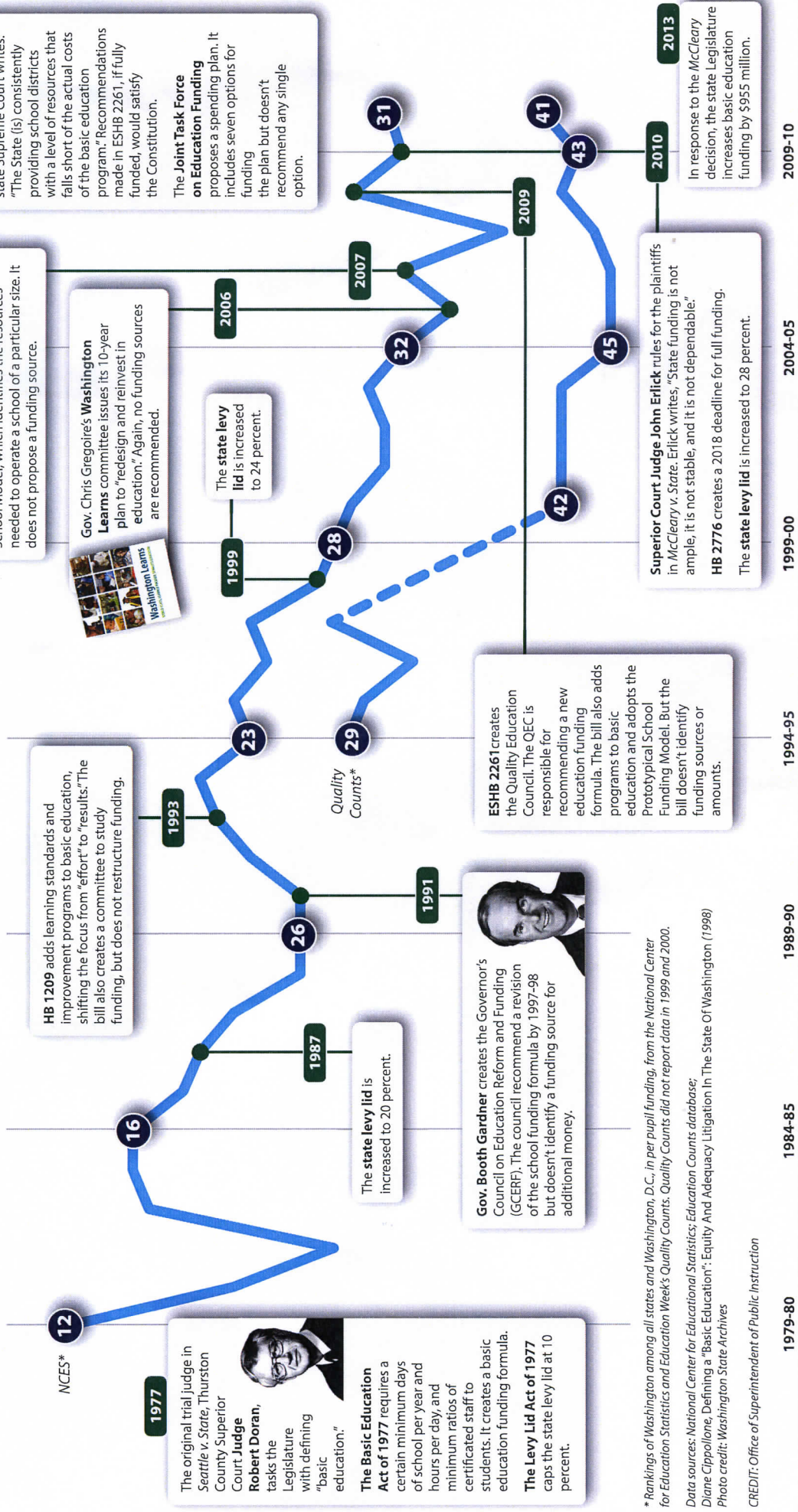
Total State Personal Income is about 80% of State Gross Domestic Product.
 Source: Washington State Economic and Revenue Council, May 2015

Tax Burdens on Households Major Tax and Local Taxes



A brief history of education funding in Washington state

Modern education funding began in 1976, when the Seattle School District sued the state. At the time, 65 districts (representing 40 percent of the student population) each recently had levies fail twice in a row. The State Supreme Court agreed with the district, ruling that the funding system in place at the time was neither ample nor stable.



* Rankings of Washington among all states and Washington, D.C., in per pupil funding, from the National Center for Education Statistics and Education Week's Quality Counts. Quality Counts did not report data in 1999 and 2000. Data sources: National Center for Educational Statistics; Education Counts database; Diane Cipollone. Defining a "Basic Education"; Equity And Adequacy Litigation In The State Of Washington (1998) Photo credit: Washington State Archives

CREDIT: Office of Superintendent of Public Instruction



HOT TOPIC

Teacher and Substitute Shortage

How bad is the problem?

The Office of Superintendent of Public Instruction (OSPI) conducted a school principal survey during the fall of 2015 to get data on an increasing shortage of teachers and substitutes. Of those who responded:

- **More than 90 percent** stated that they were “in crisis” or “struggling” to find qualified teachers and substitutes for their classrooms.
- **80 percent** had employed individuals with emergency teaching certificates as classroom teachers, or individuals with emergency substitute certificates as long-term substitutes.
- **74 percent** reported that, in the past week, they had been required to cover a classroom because a substitute was not available.
- **29 percent** reported that they had teacher positions that were not filled.

There is a projected **five-fold increase** this school year in the number of “emergency substitute certificates” being requested compared with 2011–12. The only requirement for an emergency certificate is a clean fingerprint check.

Why is this happening?

As more teachers retire, fewer younger people are interested in becoming teachers. The in-state production of new teachers is significantly less than a decade ago. In the fall of 2015, although school districts hired 2,860 beginning teachers, our colleges and universities produced only 2,485 certificated teachers the prior year—and not all of them chose to become teachers.

Not only that, but those who do enter the profession are more likely to quit than in the past.

Is the shortage expected to continue?

We expect to continue to have teacher shortages in special education, mathematics, science, elementary education, and early childhood. The problem will increase as we expand access to state-funded full-day kindergarten and reduce K–3 class sizes.

What can we do *right now*?

In the short-term, we must:

- Increase the starting salary of beginning teachers.
- Allow recently retired teachers to substitute.
- Recruit teachers from in-state and nationwide.
- Streamline the process for experienced out-of-state teachers to work in Washington.
- Make it easier for teachers to apply for jobs.

How can we fix the problem in the future?

In the long-term, we need to:

- Expand our in-state production of new teachers.
- Increase “alternative routes” to certification.
- Train high school teachers in the new “Careers in Education” course to help communities get more students in their area to become teachers.

Superintendent Randy Dorn has proposed legislation (House Bill 2573 and Senate Bill 6332) in the 2016 Session that will, if enacted, implement these actions.

For more information

Teacher and Substitute Shortage in Washington State <http://bit.ly/WA-TeacherShortage>

HB 2573 <http://bit.ly/waHB2573>

SB 6332 <http://bit.ly/waSB6332>

The Office of Superintendent of Public Instruction is the primary agency charged with overseeing K–12 education in Washington. Led by State School Superintendent **Randy Dorn**, OSPI works with the state’s 295 school districts to administer basic education programs and implement education reform on behalf of more than one million public school students. www.k12.wa.us

Published January 2016 | Publication No. 16-0004

Construction Commitments to Basic Education: Legislators should be applauded for their efforts last year to provide additional resources, on top of the “base” Capital Budget, to fund additional classrooms for all-day kindergarten and smaller class sizes. Unfortunately, the \$200 million provided was a drop in the bucket compared to the nearly \$2.0 billion expected cost to fund an additional 5,700 classrooms. The Supreme Court has clarified that enhanced funding of all-day kindergarten and class size reduction is essential, but “the State must account for the actual costs to schools of providing these components of basic education,” noting that the duty to amply fund education “must be borne by the State, not local districts.” As such, it is also vital that school

districts receive an influx in capital funds for additional space to accommodate all-day kindergarten and a drastic reduction in K–3 class sizes.

Finally, it is expected that a local contribution will still be required to access most state construction assistance. Given that expectation, WASA/WSSDA/WASBO urge the Legislature to advance a constitutional amendment to the people authorizing school district bond issues to be approved with a simple majority vote. As you visit with your policy makers, it is important to share your stories and data on this topic, as well as the impact the current supermajority requirement has had on your district.

Teacher and Substitute Shortage

When the Washington State Legislature made a commitment in redefining the definition of “Basic Education” to include funding of full-day kindergarten and significant K–3 class size reduction by the 2017–18 school year, they were not likely prepared for the unintended consequences resulting from the swinging pendulum of teacher and substitute supply and demand. Washington public schools are facing a crisis in finding qualified teachers and sufficient qualified substitutes.

Teacher Shortage: Over the past three years, Washington teachers have been leaving the profession at a rate that our state has not seen for at least the past decade. According to a survey of 737 principals conducted by the Office of Superintendent of Public Instruction (OSPI) in November 2015, 45 percent of principals surveyed were not able to staff all of their needed classrooms with fully certified teachers who met the job qualifications. More than 80 percent were required to employ individuals as classroom teachers with emergency certificates or as long-term substitutes. 93 percent indicated that they were “struggling” or in a “crisis” mode in finding qualified candidates. The areas with the greatest shortages include elementary, special education, mathematics, science and career and technical education teachers.

Teacher shortages are expected to continue in special education, mathematics, science, elementary education, and early childhood. Specific to implementation of full-day kindergarten and K–3 class size reduction, it anticipated that the state will need to hire approximately 10,000 new K–3 teachers in the next 3–4 years. In the 2014–15 school year, approximately 7,300 new teachers were hired by school districts. Of these, approximately 15 percent (1,095) were from out-of-state. Currently, in-state production of new teachers with Elementary and Early Childhood endorsements total only 1,500 teachers/year.

Substitute Shortage: Finding substitutes is also extremely difficult with virtually all school districts reporting a significant shortage in substitute teachers. In the same survey of principals last fall, 98 percent of principals indicated that they were “struggling” or in a “crisis” mode in finding substitutes. A total of 75 percent of principals reported that they had to personally cover a class in the past five school days because substitutes were not available. In addition, the number of “Emergency Substitute Certificates” that OSPI is projected to issue this school year is more than five times higher than in the 2011–12 school year. 80 percent of principals had employed individuals with emergency teaching certificates as classroom teachers, or individuals with emergency substitute certificates as long-term substitutes.

The teacher and substitute shortage is being experienced in all regions and types of schools. However, it is especially problematic in lower-income schools and the central region of the state.

Possible Solutions: The 2016 Legislature knows they need to take action this session to address these issues. The House and Senate have bills before them that begin taking immediate and longer term, more systemic steps toward addressing these challenges. Several bills are in play related to alleviating the substitute shortage, increasing alternative route programs, increasing beginning teacher compensation and mentoring, and offering more comprehensive, long-term strategies. These include proposals to:

- Increase the starting salary of beginning teachers and provide incentives to new teachers for working in high needs schools;
- Allow recently retired teachers to substitute;
- Recruit teachers from in-state and nationwide; and support high schools to encourage teaching as a profession;

2016 Supplemental Operating Budget

The 2015 Legislature left Olympia in July, following a grueling, record-breaking 176-day affair, with a final, compromise 2015–17 Operating Budget expending \$38 billion. K–12 education received a \$2.9 billion increase, including \$1.3 billion that was funneled directly into basic education to inch towards fully funding the state’s constitutional paramount duty. Legislators are very proud of the progress they have made, yet the significant increases in *McCleary*-related basic education funding are still well-short of the recommendations from the Legislature’s own Joint Task Force on Education Funding, tremendously short of the promises the State made to the Supreme Court and far less than needed to address school districts’ financial obligations.

Anticipated Investments and Revenue: While funding to comply with the *McCleary* decision and to fully comply with the constitutional paramount duty is behind schedule, the Legislature appears unlikely to make additional K–12 investments in 2016. There is little available revenue and even less of an appetite to address additional revenue. Since the current two-year budget was adopted, revenues have increased moderately beyond forecasted expectations, about \$245 million more than predicted in June. This is another sign that our economy is stabilizing, which is positive. Unfortunately, increases in State expenses continue to outpace growth in revenue. Since June, State costs (mandatory maintenance level increases and unanticipated expenses) have grown more than \$700 million. This leaves approximately \$359 million available in the Ending Fund Balance for the remainder of the biennium.

Levy Reform: Failure to promptly address the constitutional underfunding of educator salaries will force many school districts over the “levy cliff.” This is due to legislation adopted in 2010 which expanded school district levy capacity. The bill provided for a four percent increase in school district levy lids and increased state funding for Local Effort Assistance (LEA or “levy equalization”) by two

percent. Those increases, however, are temporary and are set to expire on January 1, 2018. School districts across the state are scheduled to collectively lose almost a half billion dollars in local levy capacity and LEA funding beginning in the 2017–18 school year.

WASA/WSSDA/WASBO are supporting legislation to temporarily extend the sunset of the levy lid and LEA or other provisions that will hold school district budgets harmless until the Legislature meets the full cost of basic education employee compensation and addresses levy reform. If local levy capacity and LEA funding is decreased without a corresponding increase in state funding, many school districts will go over the “levy cliff” and will have difficulty meeting financial obligations, forcing deep budget cuts and substantial employee layoffs. Because of the timing of school districts’ budgeting processes, there is some urgency in tackling this issue in the 2016 Session. Waiting until 2017 would still force districts to make potentially damaging budget decisions.

Compensation: Because the Legislature continues to wait to step up to its constitutional obligation to fully fund basic education labor costs, local districts continue to face immense bargaining pressure from their local unions. The longer it takes for a solution, the more the pressure will mount, forcing districts to provide (sometimes unsustainable) local salary enhancements. Those enhancements come in the form of TRII (Time, Responsibilities, Incentives, & Innovation) contracts, which further increases local districts’ reliance on levies. As part of the transition to full state funding of K–12 compensation, WASA/WSSDA/WASBO urge the Legislature to take action in 2016 to limit local compensation to work time outside of the program of basic education, protecting districts at the bargaining table and moving towards a more equitable compensation system.

2016 Supplemental Capital Budget

There is little available capacity under the State’s debt limit, so any potential additional funding in the 2016 Supplemental Capital Budget will likely be minor. School construction, however, continues to be a priority for many legislative leaders in both houses. Recently, the Legislature has done an admirable job of finding additional resources for K–12 school construction; legislators need to be thanked for their efforts to enhance K–12 construction.

Funding for Actual Costs: It is important to remind legislators, however, that further increases are necessary to ensure funding more closely reflects school district education specifications and actual school construction costs. Improvements in the State’s funding formulas for school construction continue to be needed to ensure the Student Space Allocation at least meets national averages and the Construction Cost Allocation reflects actual costs.

- Streamline the process for experienced out-of-state teachers to work in Washington; and
- Make it easier for teachers to apply for jobs.

2016 Teacher/Substitute Bills			
Comprehensive Solutions - includes all items listed above (OSPI request)	Beginning Teacher Supports (Governor request)	Substitute Teacher Shortage	Professional Certification / Alternative Routes
HB 2573/SB 6332	SB 6241/HB 2472	SHB 1737	HB 2383 SB 6455

In addition to achieving the vision for students articulated in the State's Basic Education Act Goals, success in the investment in full-day kindergarten, K-3 class size reduction, and other "McCleary/Basic Education" components depends on making significant changes in Washington's ability to recruit and retain quality teachers.

As you visit with your policy makers, some things that you might consider sharing stories about include:

- Current district hiring challenges
 - Has your district been able to hire fully certificated teachers for all of your positions?
 - What areas have been the most challenging?
 - Have you had difficulty hiring substitutes?
- Impact of teacher/substitute shortage on students
 - What specific short and long term actions do you think will help relieve the shortages?

Science Assessment Graduation Requirement

This time last year, high schools across the state were up in arms about the number of students (over 2,000 by some counts) who might not graduate as a result of not meeting standard on the high school End-of-Course Biology exam. As a result several pieces of legislation were introduced and the State Board of Education mobilized their voice to make strong recommendations to policy makers to "de-link" the high school Biology End of Course exam as a graduation requirement. While, a high school science assessment is still required as part of federal accountability, various proposals were introduced to eliminate the test as a graduation requirement until a comprehensive science assessment based on our state's 2013 Science Learning Standards (the Next Generation Science Standards) took hold, but did not move forward. These included companion bills HB 1950 and SB 5825 and HB 2214 that addressed the breadth of assessment graduation requirements.

This session, E2SHB 2214 has been passed out of the House and there are other bills under consideration that specifically address the Biology End of Course assessment requirement (HB 2556 and HB 2734). WASA/WSSDA/WASBO agree that something needs to be done this session to eliminate the current Biology End of Course exam as a graduation requirement for the Class of 2017. In order to allow for the smooth transition to the 2013 Science Learning Standards for teachers and students, and until a comprehensive high school assessment is developed based on those standards, it is important to release this pressure valve for students and teachers across the state.

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

DUE TO PRINCIPAL AT LEAST 7 DAYS IN ADVANCE OF TRIP
(30 DAYS IN ADVANCE OF OVERNIGHT TRIP, TO ENSURE BOARD APPROVAL)

Field Trip ASB Activity Other _____

Submitted by: Ferland Date of Request: 2/3/16
(teacher/advisor/coach)

For Class/Student Group: HS Orchestra
(include grade level)

Date(s) of trip(s): 4-20-16/4-24-16 Departure time: 3:00 am/pm

Destination(s): San Francisco, CA Return time: 5:00 am/pm

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

of Students: 42 # of Adults: 6

Funding Source: School / Music Boosters
Description

Charge to: _____
Account Code

Estimated Costs of Trip/Activity:
Transport: \$ 3100 Subs: \$ 200
Other: \$ 2200 Festival Fees
(description of other costs)

FIELD TRIPS: *District Policy/Procedure #3220P: "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): clinic w/ David Jacobs OSU School of Music, Clinic at SF Conservatory of Music, Music Festival Competition

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

Yes / No -- Substitute(s) required? Yes How many? 1 Date requested in SubOnline: _____

- Itinerary & parent permission slip must be attached.
- Food Services must be notified. Email Pam Rondeau at prondeau@ptschools.org AND Stacey Larsen at slarsen@ptschools.org. Date notified: _____

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

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

Other Information: _____ *If yes, you must complete the online form at www.wsdot.wa.gov/ferries/infodesk/faq under School Groups, Student Safety

*(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:
Chuhardt 2/3/16
(Principal) (Date)

District Approval (out-of-state &/or overnight trips)
David Engle 2/4/16
(Superintendent/Designee) (Date)

Distribution -- Signed/Approved Copies to : Requester, Building Secretary, District Office

Spring Orchestra Trip 2016

itinerary –

Wednesday 4/20:

- Leave PTHS 3pm by bus
- Arrive Eugene OR for evening 9:00pm

Thursday 4/21:

- 9am to 11am clinic at University of Oregon School of Music with Dr. Don Jacobs
- Load bus and leave at depart at 12pm
- Arrive in Sacramento, CA 8pm for evening

Friday 4/22:

- 8am load bus and depart
- 12am arrive in San Francisco for clinic at San Francisco Conservatory of Music
- 2pm to 6pm sightseeing in SF and dinner
- 7pm attend performance of the San Francisco Symphony Orchestra
- 9pm load bus and depart for Santa Clara, CA
- 10pm arrival in Santa Clara, CA for evening

Saturday 4/23:

- 7am load buses
- 8am arrive at Music Festival Competition Milpitas High School 1285 Escuela Pkwy, Milpitas, CA
- 11am load bus and travel to California's Great America for free time
- 2pm load bus for departure
- 10pm arrival for evening in Bend, OR

Sunday 4/24:

- Load and leave Bend, OR 8:00am
- Arrival to Port Townsend High School 3:00pm

Spring Orchestra Trip 2016

My son/daughter, _____ has my permission to attend the Port Townsend High School Spring Orchestra Trip from Wednesday April 20th 2016 until Sunday April 24th 2016 to San Francisco, CA. I have spoken with them about their expectations on this trip to follow Rules Governing Student Conduct found in the Student Handbook beginning on pg 24.

They understand that while on this trip they are following all rules and regulations as if they were at a regular school day. Furthermore, so that we have a successful trip and all students remain safe, they will quickly follow any instructions from their teacher and/or chaperones. Students also understand that while on overnight trips, students of the opposite sex are NEVER allowed to enter each other's hotel rooms for any reason.

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.

Signature _____ Date _____

Relationship to Student _____

I (student name) _____ understand my expectations while on this trip. I understand that while I am on this school related activity, I am still under the supervision of school officials and will follow the Rules Governing Student Conduct found beginning on pg. 24 of the Student Handbook. I am also aware that any infractions may result in disciplinary action after returning to school. I will also assist teachers and chaperones by informing them of any unsafe situations that I observe.

Student Signature _____ Date _____

Election Activities

The district, as part of its mission to educate and instill civic responsibility, will assure that the community is appropriately informed about district and education related ballot measures through objective and fair presentations of the facts related to those measures. However, public facilities will not be used to assist in any candidate’s campaign or to support or oppose any ballot measure.

The board will consider adopting resolutions expressing the board’s collective opinion on ballot measures (state and local, including district levy and bond measures) that impact the effective operation of the schools. Such a resolution will be considered at a board meeting, the short title and proposition number of the ballot measure will be included in the meeting notice, and an equal opportunity will be provided for views on both sides of the issue to be expressed.

Prior to an election on a district ballot measure, the district will publish to the entire community an objective and fair presentation of the facts relevant to the ballot measure. Normal and regular publications of the district will also continue to be published during election cycles and may contain fair, objective and relevant discussions of the facts of pending election issues.

The superintendent will develop procedures to implement this policy that are consistent with the guidelines provided by the Public Disclosure Commission at <http://www.pdc.wa.gov>

Cross References:	Policy 5252	Staff Participation in Political Activities
	Policy 4260	Use of School Facilities
	Policy 2022	Electronic Resources
	Policy 1110	Election
Legal References:	RCW 28A.320.090	Preparing and distributing information on the district’s instructional program, operation and maintenance-Limitation
	RCW 42.17A.555	Use of public office or agency facilities in campaigns – Prohibitions – Exceptions
	WAC 390-05-271	General application of RCW 42.17A.555
	WAC 390-05-273	Definition of normal and regular conduct
Management Resources:	<i>Policy News</i> , August 2001	PDC Issues Election Guidelines for Schools

DATE: 2/8/16

INSTRUCTION

Comprehensive Early Literacy Plan

The district recognizes that early literacy is fundamental to students' development of listening, speaking, reading, writing and critical thinking skills. The district will develop and implement reading and early literacy services to kindergarten through fourth grade students based on student needs for additional support so that every student has the opportunity to build a strong foundation for academic success.

General requirements

The plan will include:

1. Use of annual screening assessments and other tools (e.g., Washington kindergarten inventory of developing skills, Washington state early learning and development guidelines for birth through third grade, the second grade reading assessment under RCW 28A.300.310, local assessments) to identify at-risk readers; and
2. Research-based family involvement and engagement strategies, including those that help families and guardians learn to assist student reading and early literacy skills at home.

In order to keep parents informed and engaged in their student's reading progress, the district will require that report cards for students in kindergarten through fourth grade report the student's progress toward reading skill acquisition and whether the student is reading at grade level.

If the student is not reading at grade level, the teacher and other appropriate school personnel will: 1) Advise the parent or guardian as to which interventions and/or strategies the district will use to help improve the student's reading skills; and 2) Provide strategies for parents or guardians to use at home to assist their student in improving their reading skills.

Requirements specific to third grade students

Prior to the return of the results of the statewide student assessment in English language arts, teachers and parents of students in third grade who are reading below grade-level or who, based on formative or diagnostic assessment and other indicators are likely to score in the below basic level (level one in a four-level scoring system on the statewide student assessment) on the third grade statewide student assessment in English language arts will meet to discuss the student's progress. Teachers may use a regularly scheduled parent-teacher conference to satisfy this meeting requirement.

At the meeting, the teacher will inform the parents/guardians of:

- The requirements of this policy;
- The intensive reading and improvement strategies that will be available to their student before fourth grade; and
- The school district's grade placement policy for the following year.

If a third grade student scores below grade level on the third grade statewide student assessment in English language arts and no meeting took place prior to the return of the results as indicated above, the principal or designee will notify the student's parents/guardians of:

- The fact that their student scored below basic;
- The requirements of this policy with regard to such a score;

- The intensive improvement strategy options available;
- The school district's grade placement policy;
- Contact information for a school district employee who can respond to questions and provide additional information; and
- A reasonable deadline for obtaining the parent's consent regarding the student's improvement strategies that will be implemented and the student's grade placement.

The district must obtain parent/guardian consent regarding appropriate grade placement and the intensive improvement strategy to be implemented. For students to be placed in fourth grade, the strategies discussed must include one provided, supported or contracted by the school district that includes a summer program or other options developed to meet the needs of students to prepare for fourth grade. The strategy must be implemented in consultation with the parents/guardians.

If the district does not receive a response from a parent/guardian by the deadline or within a reasonable time thereafter, the principal or designee will make a decision on the student's grade placement for the following year and the intensive improvement strategies that will be implemented during the following school year. If the principal and parent cannot agree on the appropriate grade placement and improvement strategies from the list of available options, the district will honor the parent's request.

If a student does not have a score in English language arts on the third grade statewide assessment but the district determines or is able to anticipate (using district or classroom-based formative or diagnostic assessments or another standardized assessment), that that student is below basic, the district will follow the same process for third grade students listed in this policy.

Students in the transitional bilingual instruction program are exempt from this process, unless the student has participated in the program for three school years and receives a score of below basic on the third grade statewide student assessment in English language arts. Students with disabilities whose individualized education program (IEP) includes specially designed instruction in reading or English language arts are exempt from this process.

Intensive reading and literacy improvement strategies

The district will choose and implement intensive reading and literacy improvement strategies from a state menu of best practices established by the Office of the Superintendent of Public Instruction (OSPI).

The district may use a practice or strategy not present on the state menu of best practices for two years initially. If the district is able to demonstrate that it has achieved improved outcomes for students over the previous two school years at a level commensurate with best practices on the state menu, OSPI must approve use of the strategy for one additional school year. Subsequent approval is dependent on continuing improvement.

Students with disabilities whose individualized education program (IEP) includes specially designed instruction in reading or English language arts will be provided reading and literacy improvement strategies as provided in the IEP.

In any school where more than forty percent of tested students received a score of basic (level two on a four-level scoring system) or below basic on the third grade statewide student

assessment in English language arts in the previous school, the school district will implement an intensive reading and literacy improvement strategy from the state menu or an alternative strategy as referenced above for all students in grades kindergarten through four at the school.

Reporting requirement

The district will require each school to report the number of students in kindergarten through fourth grade who are reading below grade level and the interventions being provided to those students to improve their reading. The information will be disaggregated by subgroups of students. The district will aggregate the information and provide reports to the office of the superintendent of public instruction for delivery to the education committees of the legislature and the educational opportunity gap oversight and accountability committee.

Cross Reference:	2421	Promotion/Retention
Legal References:	RCW 28A.320.202	Comprehensive system of instruction and services in reading and early literacy
	RCW 28A.320.203	Reading skills-report cards
	RCW 28A.655.230	Reading skills - Meeting for grade placement and strategies for student improvement – Exemptions.
	RCW 28A.655.235	Reading skills – Intensive reading and literacy improvement strategy – Calculation of tested students at or below basic on third grade student assessment – State menu of best practices.
Management Resources:	2015 - October Issue OSPI’s Comprehensive Literacy Plan (DRAFT)	

Date:: 2/8/16

PERSONNEL

Resolution Of Staff Complaints

The board recognizes the importance of establishing reasonable and effective means for resolving difficulties which may arise among staff, to reduce potential areas of grievances and to establish and maintain recognized two-way channels of communication between supervisory personnel and staff.

Staff may use the administrative procedures to allege a violation of existing district policies or procedures that has directly aggrieved them. The procedures are established to provide a proper and equitable solution to a complaint at the lowest possible supervisory level and to facilitate an orderly procedure within which solutions may be pursued.

A complaint will mean a written claim by a staff member that alleges a violation of existing district policies or procedures that has directly aggrieved them.

All documents, communications and records dealing with the processing of a grievance will be maintained in a separate file and shall not be kept in the personnel file of the person filing the grievance.

Management Resources

Policy News Oct 2015

Date: 3/27/00; 4/28/03; 12/08/08; 2/8/16

PORT TOWNSEND SCHOOL DISTRICT NO. 50

INSTRUCTION

Required Observances (Veterans' Day, Constitution Day, and Temperance and Good Citizenship Day, *Disability History Month*)

Principals ~~shall~~ **will** be responsible for the preparation and presentation of educational activities of approximately sixty minutes in duration in observance of Veterans' Day. The program ~~shall~~ **will** be conducted during the school week preceding the eleventh day of November of each year.

Constitution Day ~~shall~~ **will** be observed each year on September 17th in commemoration of the September 17, 1787 signing of the United States Constitution. If September 17th occurs on a non-school day, Constitution Day ~~shall~~ **will** be conducted on the preceding Friday.

Temperance and Good Citizenship Day ~~shall~~ **will** be observed on January 16 or, if on a non-school day, the Friday preceding January 16.

Disability History Month will be observed during the month of October by conducting or promoting educational activities such as school assemblies or guest speaker presentations that provide instruction, awareness and understanding of disability history and people with disabilities.

Legal References:	RCW 28A.230.160	Educational activities in observance of Veterans' Day
	RCW 28A.230.150	Temperance and Good Citizenship Day – Aids in programming
	RCW 28A.230.158	Disability history month-activities
	RCW 28A.230.160	Educational activities in observance of Veteran's Day
	36 U.S. §106	Constitution and Citizenship Day
Management Resources:	<i>Policy News Aug 2006</i>	Constitution Day Recognition
	<i>Policy News Feb 2014</i>	<i>Updates/corrections</i>

Date: 10/9/06; 11/26/07_____

INSTRUCTION

Disability History Month

The purpose of observing Disability History Month is to encourage students to respect individuals with disabilities rather than pity them, to focus on their strengths, and to promote understanding rather than stereotypes. Students will be encouraged to recognize the whole person rather than just an individual's disability.

While observing Disability History Month as required by law during the month of October, and year-round when feasible, the district will conduct a variety of educational activities of its choice designed to foster greater awareness and understanding of individuals with disabilities. The activities may include, but are not limited to, school assemblies, guest speaker presentations, research and writing projects, book studies, art projects and/or film studies. At a minimum, all activities should provide students with the opportunity to learn how people with disabilities have been treated throughout history, how they have been instrumental in changing history, and/or how they became active participants in changing societal attitudes about their needs, desires, and capabilities.

Suggested topics for activities include:

- Examination of common word usage that stigmatizes people with disabilities;
- Biographical study of important people throughout history who have or had disabilities (e.g., Muhammad Ali, Abraham Lincoln, Harriet Tubman, Lew Carroll, Michael Phelps, Ludwig Van Beethoven, Michael J. Fox, Franklin Delano Roosevelt);
- Study of the history of the disability civil rights movement;
- Presentations by adults with disabilities in the community, including veterans with disabilities;
- Discussion of disability etiquette;
- Focus on community-based resources for people with disabilities, or the need therefor;
- Volunteering for community service organizations that work with people with disabilities;
- Study of art/music/film that tells the story of a person with a disability or examines the portrayal of people with disabilities;
- Study of a particular historical period focusing on the experience of persons with disabilities.

The superintendent will develop procedures for building-specific activities to observe Disability History Month.

Cross References:	Policy 2336	Required Observances (Veterans Day, Constitution Day, Temperance and Good Citizenship Day, Disability History Month)
Legal References:	RCW 28A.230.158	Disability history month – Activities
Management Resources:	<i>Policy News</i> Aug 2014	

Date: _____