

PORT TOWNSEND SCHOOL DISTRICT NO. 50
6:00 p.m. Regular School Board Meeting
October 10, 2016
“Learning Through a Sense of Place”

Mission:

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

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

01. Location/Time

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

02. Call to Order

- 02.01 Roll Call
- 02.02 Pledge of Allegiance

03. Agenda

03.01 Agenda Approval

04. Recognition

- 04.01 Superintendent
- 04.02 Board

05. Public Comments

06. Board Correspondence

06.01 Letter from T. Wexman regarding the new elementary school construction and Superintendent Polm’s response

07. Reports

- 07.01 Lincoln Building – Peninsula Housing Authority
- 07.02 Historical Background on Lincoln Building

08. Action Items

09. Unfinished Business

10. New Business

10.01 Strategic Plan 2016-2021

11. Policy Review

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

12. Board Member Announcements/Suggestions for Future Meetings

13. Next Meeting

13.01 Regular Board Meeting, October 24, 2016, 1610 Blaine St., Room S-11, 6:00 pm

14. Executive Session – (if necessary)

15. Adjournment



PORT TOWNSEND

School District

LEARNING THROUGH A SENSE OF PLACE

Superintendent
Dr. John A. Polm, Jr.

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

October 3, 2016

Mr. Todd Wexman
112 F Street
Port Townsend, WA 98368

Dear Mr. Wexman:

I apologize for the delay in responding to your inquiry presented at the September 26, 2016 Port Townsend School District board meeting.

You requested information on the finances, specifically contracts, relating to the new elementary school construction project. At this time, the District has approved contracts with Integrus Architecture, The Robinson Company, Northwestern Territories, and Absher Construction. The approved budget for the project is enclosed.

The method the District is using for this project is General Construction/Construction Manager (GC/CM), which is a newer option for public works construction as per RCW 39.10.340-410. With the GC/CM approach, the District hires a contractor during early design stages. According to many sources, this process enables better budget control, fewer change orders, and time-saving outcomes. This manager is Mr. Kirk Robinson. He is responsible to secure contracts related to demolition of the existing school, development of access roads, landscaping, stepped walkways, and other construction costs for the project, all within the approved budget. This is different than the more traditional competitive bid process.

Hopefully this information has addressed your concerns, but if you need any additional information, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "John A. Polm".

Dr. John A. Polm
Superintendent

JAP/mkc
Encl (1)

1610 Blaine Street, Port Townsend, WA 98368
Phone: 360-379-4501 Fax: 360-385-3617
www.ptschools.org

Project Manager Kirk Robinson recently avowed that a Grant School rebuild will cost no more than \$29,000,000. Do you have contracts in hand attesting to such? Am I correct in assuming that this figure includes both the demolition of the existing school as well as the development of service roads, landscaping, and stepped walkways on-the-site?

Todd Wexman 9/26/16

The best alternative to infinite flexibility and "loose-fitting" space is to provide for many different sorts of spaces so that a new activity can be accommodated somewhere within the existing structure.

Robert Sommer from
" Personal Space: The Behavioral basis
of Design"

Lincoln School

Peninsula Housing Authority

Overview of project

- The Peninsula Housing Authority is interested in converting the Lincoln School Building into affordable senior housing.
- We hope to create between 45 and 50 units in addition to community space that could be utilized for intergenerational learning opportunities.
- The funding mechanisms include Housing Trust Fund and the Washington State Housing Finance Commission through which we hope to receive both low income housing and historical tax credits.

Progress to date

- Requested a delay in demolition of the Lincoln Building
 - Granted by Resolution dated November 9, 2015
- Secured Beacon Development and Tonkin Architecture
 - Preliminary designs created showing unit mix and layout
- Engaged the State Historical Preservation Office
 - Completed the documentation for a Part I review determining historical significance but have not submitted it
- Applied to the Housing Trust Fund Spring of 2016
 - Not successful this round

Next Steps

- Request an extension to the phased feasibility study until April 2018
 - Necessitating a revision to Resolution 15-13
- Make application to the Housing Trust Fund in the Spring of 2017
- Make application to the Washington State Housing Finance Commission should the Housing Trust Fund round be successful

Brief History of Lincoln Building

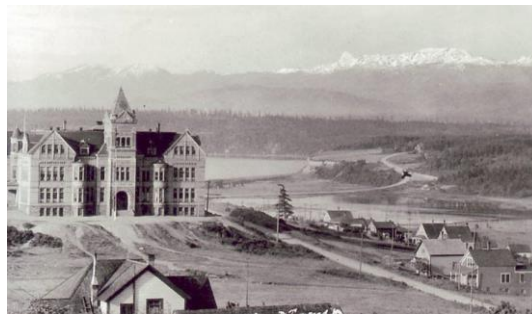
Lincoln Building

The Lincoln School had been mostly completed by February 1892. JT Long and Company of Tacoma charge of construction, and the design was by GC Clement and Company, also of Tacoma.



According to local historian Dorothy Siebenbaum McLarney, (no longer living), the school was not used until 1894. The school was being prepared for opening at the same time as a downturn in the national economy led to widespread bankruptcy. McLarney found that the school still needed about \$10,000 for items such as woodstoves, furnishings for some of the classrooms, a well, interior painting, etc. Also there was a \$13,000 in shortfall for the funds still due to pay for the architectural fees and other unpaid warrants which were accumulating with interest. I don't think it is known how the district finally solved its financial problems, but in 1894 the school was officially open to students.

The clock tower was altered in 1899 when the district paid \$330 to lower the tower, which was apparently deemed unstable. The interior was not fully finished until 1910. Interior work was allowed to go on while the students were being taught. The Jefferson County Historical Society has an article posted about the building: <http://www.jchsmuseum.org/NewsAndEvents/LincolnSchoolHistory.html>.



1927 View of Lincoln Building

1978 – 1985 - Margaret Berry served as Superintendent and her big thing was passing a bond to renovate all the buildings. She also closed the Lincoln Building prior to running the bond. Ms. Berry was known for being the first female K-12 superintendent in the state of Washington.

1980 – Lincoln Building condemned and closed at the end of Christmas vacation. Grades 4-6 moved to Mountain View, with four 4 portables installed to house the 6th grade. Grades 7-9 moved to the high school (??). Grades K-3 were combined at Grant Street, with 3rd graders housed in portables.

Junior High was in the Stuart Bldg. until Blue Heron was completed.

Efforts to Create Use (PT Leader Articles)

The link below describes the building efforts: Condo Plan, Economic Magnate center, Arts center (Feb 2007)

http://www.ptleader.com/news/still-standing-lincoln-school-a-port-townsend-landmark/article_b474175c-e527-5dac-85d7-ae310d2d31b7.html?utm_medium=social&utm_source=facebook&utm_campaign=user-share

Also

PORT TOWNSEND (Feb 2014) — The Port Townsend School Board has started a 90-day countdown for finding a company that will spend between \$4 million and \$6 million to rehabilitate the historic Lincoln Building under a long-term lease.

If such a firm isn't found, the 120-year-old building at 450 Fir St. could be demolished.

The school board unanimously passed Resolution 14-01, which authorized the publication of a request for proposal to draw prospective tenants. This resolution states: “renovation of the building using district funds would be cost-prohibitive and, absent another method of funding renovations, the district would consider demolishing the building.”

The school board also passed Resolution 14-02, which declared the building surplus, along with a policy saying the district prefers to have the building restored but that it may have to take other actions such as demolition and/or sale.

“This board does not have any intention of selling the property,” said Anne Burkart, a member of the board.

“If we do not find a suitable tenant to lease it, we will probably demolish it.”

Submissions are due May 1.

A pre-submittal meeting is set for April 15 at the district offices, when prospective tenants can request tours of the building.

The board is expected to make a decision in May.

“We have our fingers crossed,” Burkart said.

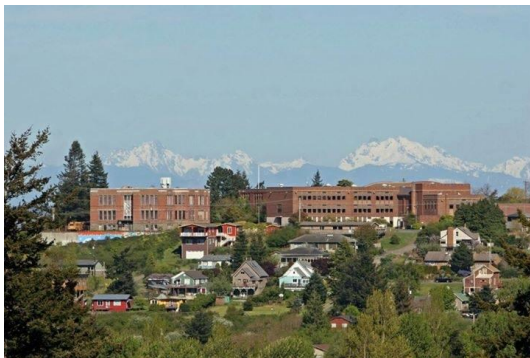
“We hope we find a suitable tenant because the district values the historical property, and we feel the community also values the historic significance” of the structure built in 1892.

Recent

The Lincoln building was formally closed for all occupancy in the early spring of 2012. Since then it has been used only for storage.

In the past several years, the continued existence of Lincoln Building has been a problem area on the high school campus:

- attracted at least one homeless person who set up camp behind the building and was breaking into our school buses to sleep and other inappropriate things;
- other individuals who had no reason to be there have been found lurking behind or around the building at night (approaching Carrie's vehicle while unloading after a football game is a good example).
- car hit while parked in the unloading zone near the back door of the school
- individuals driving too fast on the back road which goes between Lincoln and High School is a potential hazard for any pedestrian
- issues with cars moving through campus on the back road near Lincoln has created safety hazards at times
- multiple break-ins (AP Scott Wilson has responded to two or three break in alarm calls since June – the most recent one being a week ago Saturday)



Recent photo of HS and Lincoln Building



Peninsula Housing Authority

Serving Clallam and Jefferson Counties

2603 S. Francis Street, Port Angeles WA 98362

(360) 452-7631 Ext *821 • (360) 457-7001 Fax

Email: kkassinger@peninsulapha.org

September 23, 2015

Ms. Pam Daly, School Board Chair
Port Townsend School District
1610 Blaine Street
Port Townsend, WA 98368

Dear Ms. Daly;

As the Executive Director of the Peninsula Housing Authority, and on behalf of our Board of Commissioners, I am writing to express the agency's interest in acquiring and renovating the Lincoln Building into affordable senior housing and request that the Port Townsend School District withhold demolition of the building until such a time as we can determine the financial viability of the project.

The Housing Authority has extensive experience in development and rehabilitation of existing buildings into affordable housing. In addition, the Housing Authority has been housing clients since its inception in 1941 and currently manages over 500 units in both Clallam and Jefferson Counties.

A project of this scope will necessitate the use of a suite of funding sources from the public realm. In doing so, the initial step is to determine the appropriate mix of units, square footages, amenities and rehabilitation costs which will take approximately 8 months. The second step, if the project appears viable, is submission to the various funding sources. This step would begin in June 2016 and, if successful, awarding of funds would commence in May 2017.

This provides a two-tiered phasing of the feasibility stage. By May 2016, the initial due diligence of preliminary drawings, environmental review, market studies and the historical review should be complete enough to assess the viability of moving forward. If we find that the project is not feasible, we would withdraw our interest. Otherwise we would make application to the various funding sources and await their decisions. Should funding not be possible, we would withdraw our interest by March 2017. Construction, should the project be funded, would begin in September 2017 and be completed in August 2018.

The Housing Authority requests that the Port Townsend School Board accept this letter of interest and commit to delaying the demolition of Lincoln School during our due diligence phase. We are open to discussing which option – sale or long-term lease of the land and building works

best for the School District's long term mission and the funding sources available. Should the School Board be open to our request, we would be happy to enter into discussions about our role in securing the building in the meantime.

We will not be attending the School Board meeting Monday in order to facilitate open discussion amongst your selves. Should this letter provide enough enthusiasm from the members, we'd like to attend a future meeting to discuss the details further.

Sincerely,



Kay Kassinger, Executive Director
Peninsula Housing Authority
2603 S Francis Street
Port Angeles, WA 98362

PORT TOWNSEND SCHOOL DISTRICT

"Discover the Power of Learning"

Superintendent

Dr. David Engle

360 / 379-4501

FAX: 360 / 385-3617

www.ptschools.org

1610 Blaine Street
Port Townsend, Washington 98368

Board of Directors

Pam Daly

Jennifer James-Wilson

Nathanael O'Hara

Constance Welch

Keith White

October 29, 2015

Ms. Kay Kassinger, Executive Director
Peninsula Housing Authority
2603 S. Francis Street
Port Angeles, WA 98362

Dear Ms. Kassinger,

Thank you for your recent letter of interest in the Lincoln Building. I've been directed to respond to your letter on behalf of the Port Townsend Board of Directors.

First of all, let me express how encouraged our Board is by your interest in the historic Lincoln Building. They are open to learning more about your ideas to make good use of this structure. We will want to engage in a conversation about the intended use of the building; but the initial response is favorable to providing affordable housing there.

Your request that we delay demolition plans in order to provide you with time to engage in a two-tiered phasing of a feasibility stage is reasonable. We are willing to postpone the demolition process long enough to meet your benchmark date of March, 2017, provided you are willing to assist us in offsetting any costs related to securing the building over that period of time (January 1, 2016 through March 2017). I will follow up on this letter with estimated costs based on our past three (3) years of securing the building. Of course, we will keep these costs to the absolute minimum possible.

The Board would like me to focus on a long-term lease arrangement rather than a sale as we move forward with this proposed project. However, we are open to a conversation that explores your thinking prior to any final position being taken.

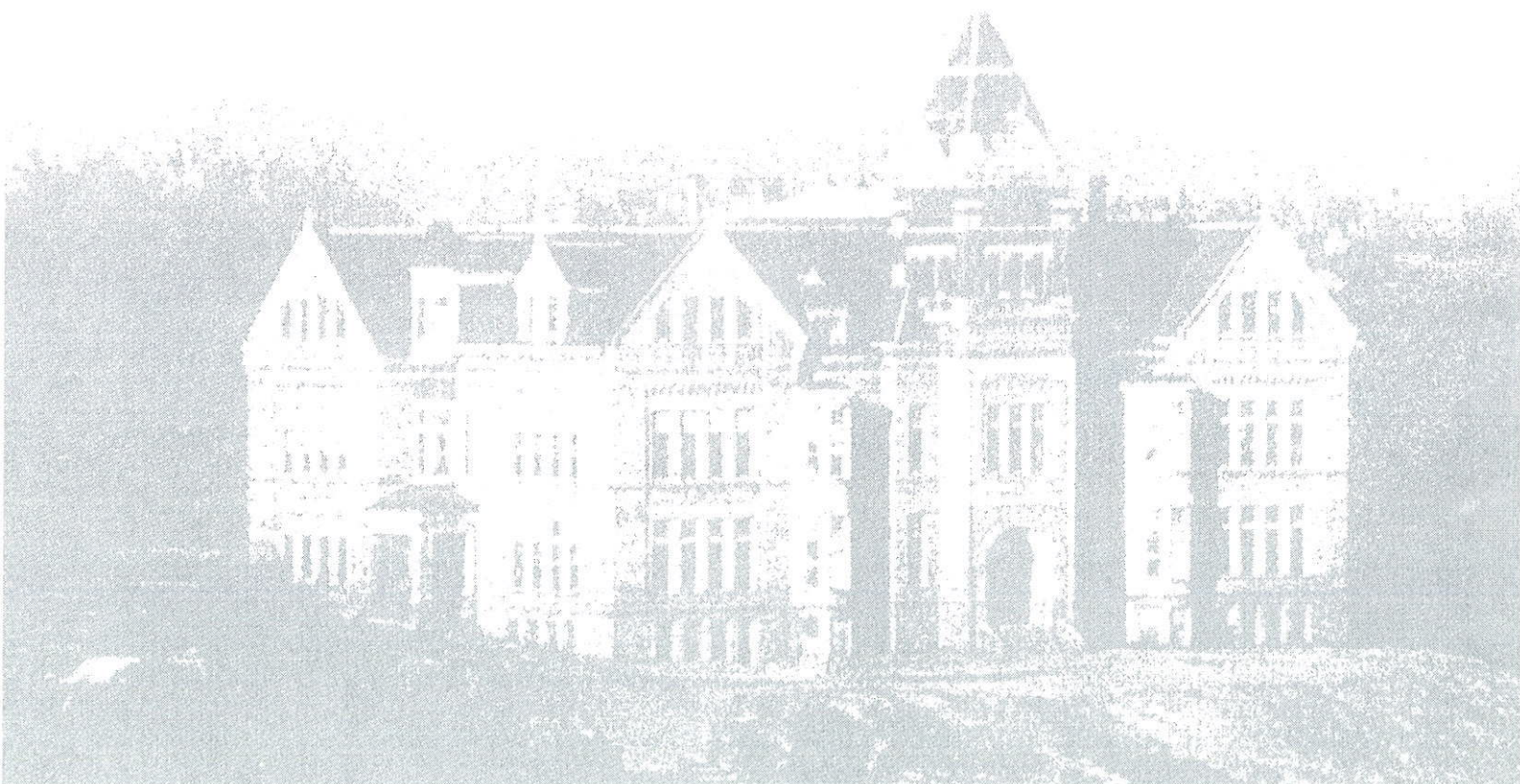
Finally, know that we are pleased to be working with you to explore possibilities for the Lincoln Building. We know that our community would welcome a workable option to demolition of that building. I will follow up this letter by asking Brad Taylor, support services director, to plan on delaying the demolition process in order to accommodate your feasibility process. We will view April 1, 2017, as the 'go, no go' date for this process.

Best regards,

David Engle

David Engle

Cc: Pam Daly, President, Port Townsend Board of Directors
Brad Taylor, Director of Support Services



NOV 12 2015

RESOLUTION 15-13

WHEREAS, the District owns certain real property and improvements comprising that portion of Jefferson County Tax Parcel No. 931401801 consisting of a three-story masonry and brick building commonly known as the "Lincoln School Building," located at 450 Fir Street, Port Townsend, Washington, 98368, and appurtenant paved surface area (hereinafter the "Property");

WHEREAS, the Property has been declared a surplus district property; and

WHEREAS, the building on the Property is a historic structure of architectural and cultural significance;

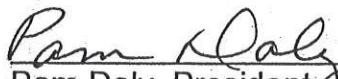
WHEREAS, the Peninsula Housing Authority has shown interest in exploring appropriate uses of the building, as defined by the district in a previous Request for Proposal (RFP) related to the Lincoln Building in February, 2014; and

WHEREAS, the District has an interest in seeing the Lincoln Building continue to serve the community of Port Townsend, as defined by the district's appropriate use conditions set forth in the February, 2014 RFP; and

WHEREAS, the District understands that the Peninsula Housing Authority will require sufficient time to conduct a feasibility study;

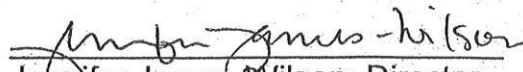
NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Port Townsend School District No. 50 supports this study by directing the Superintendent of Schools to take those actions, including but not limited to delaying plans for demolition, that will support the Peninsula Housing Authority in completing its phased feasibility study by no later than April, 2017.

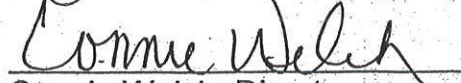
APPROVED by the Board of Directors of Port Townsend School District No. 50, Jefferson County, Washington, at an open public meeting held on November 9, 2015, the following directors being present and voting therefore.


Pam Daly, President


Nathanael O'Hara, Director


Keith White, Director


Jennifer James-Wilson, Director


Connie Welch, Director

ATTEST:

David Engle, Secretary to the Board

PENINSULA HOUSING AUTHORITY
Serving Clallam and Jefferson Counties
2603 South Francis Street Port Angeles, WA 98362
Phone (360) 452-7631 *821 FAX (360) 452-9468
Kay Kassinger *Executive Director*
kkassinger@peninsulapha.org

June 23, 2016

Mr. Nathanael O'Hara
Port Townsend School Board
1610 Blaine Street
Port Townsend, WA 98368

Dear Mr. O'Hara,

Last fall the Peninsula Housing Authority expressed interest in acquiring and renovating the Lincoln Building into affordable senior housing. On November 9, 2015, the Port Townsend School District resolved to delay the demolition of the Lincoln Building until April 2017 to provide time for the Housing Authority to complete the phased feasibility study to determine the financial viability of the project.

Our consultant has submitted a Phase I application to the Housing Trust Fund – the initial source of funding. This preliminary stage allows the Housing Trust Fund to determine the eligibility of a project based on the direction the state legislature has given. The state has responded to our application saying the project serves a “legislative target” that has been already met in this budget cycle and therefore it is unlikely to be funded in 2016.

At this juncture, we would appeal to the School Board again to ask if the resolution could be extended for another year to allow for a new legislative cycle affording a new scope for affordable housing and therefore another opportunity at receiving funding for this worthy and much needed project. It is our intention to be present at the June 27th School Board meeting to discuss the project status and answer any questions the board may have.

Sincerely,



Kay Kassinger

Port Townsend School District



Learning Through a Sense of Place

Strategic Plan 2016-2021

Table of Contents

Superintendent’s Letter	3
Plan Components	4-5
District Mission.....	4
Vision.....	4
Core Principles.....	4
Methods and Guiding Questions	5
Strategic Goals	6
Objectives and Strategies	7-18

About our Strategic Plan Process

The Port Townsend School District strategic plan is created by stakeholders in the schools and community, and with the Port Townsend School Board. Every five years the strategic plan is revised to create a clear path toward improved learning and relevance to meet students’ current and future needs. District and school data, community input and research into best practices inform the creation of the strategic plan. The plan is reviewed annually to determine benchmark progress and realign efforts when needed. Principals create school strategic plans aligned with the district strategic plan, creating coherence across the district.

Dear _____

Port Townsend School District

Motto: Learning through a sense of place.

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

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

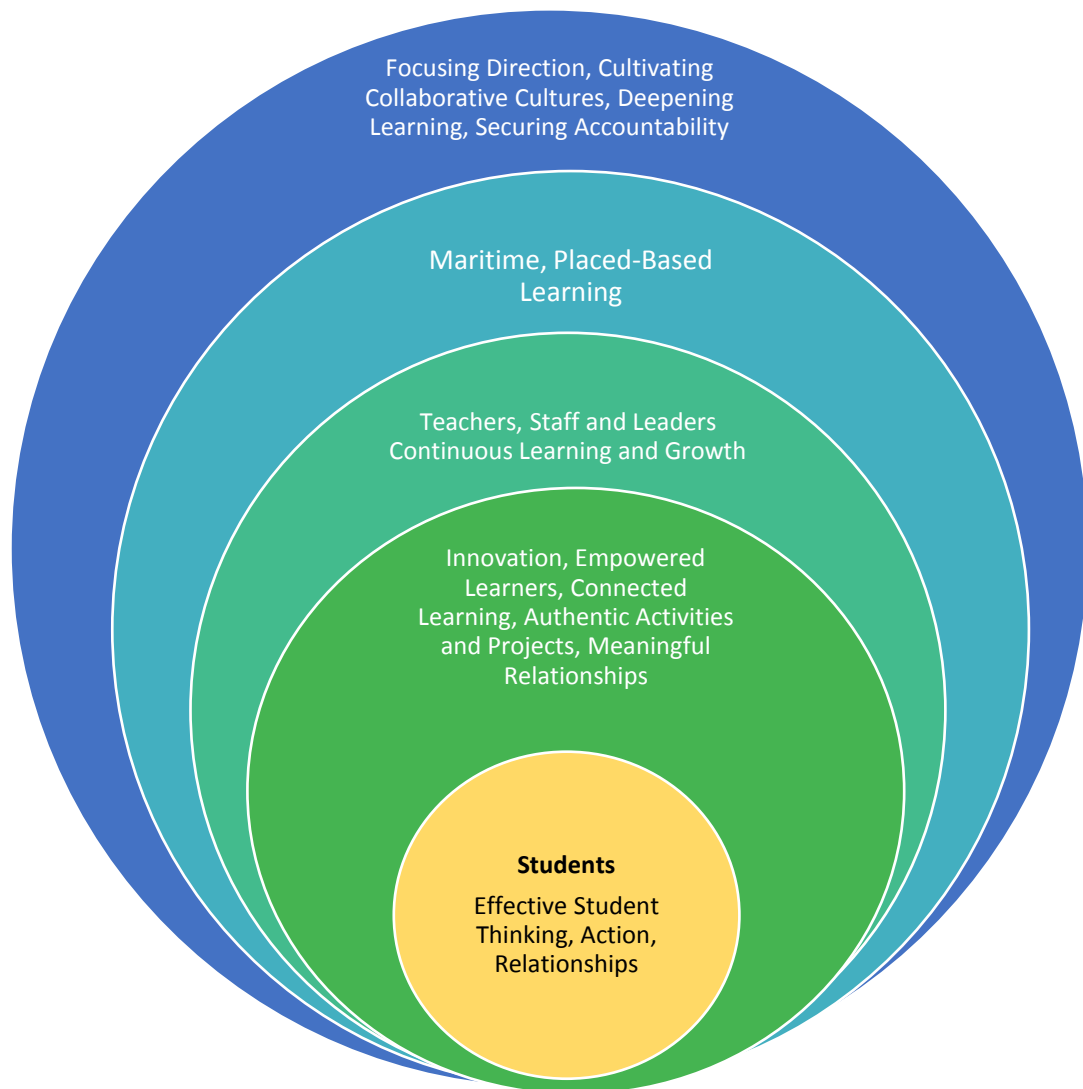
Core Principles:

- ❖ Innovation impacts real community needs
- ❖ Empowered learners own their learning
- ❖ Learning is connected day-to-day and year-to-year
- ❖ Learning is embedded in authentic activities and projects
- ❖ Meaningful relationships develop while learning
- ❖ Our maritime community, in all its facets, provides rich resources for place based learning

Methods for Achieving Our Desired Results: Coherence

The 2016-21 strategic plan creates a coherent system in which the district has a clear, purpose driven focus and aligned strategies to achieve our goals. We are continuing a transformational shift in education in Port Townsend to better engage, educate and prepare students for the future. The work students are engaged in through the district’s maritime, place-based learning initiative is designed to develop effective thinking, effective action, and effective relationships to prepare students for our changing world. This placed-based curriculum unifies learning along a central focus for a student’s entire school career. Throughout the district, and with community support, we are creating collaborative cultures using structures and process to support intentional, interdependent work. This collaborative culture is building capacity for innovation and continuous learning for students, teachers and district leaders. We seek to deepen learning by using effective pedagogical practices and by using processes to monitor and improve our progress.

Foundations for our work have come from many sources including **Coherence**, by Michael Fullan and Joanne Quinn (2016, Corwin press); **Place-Based Education in the Maritime Community of Port Townsend, Washington, Executive Summary**, by David Engle, Jake Beattie and Katie Davis (2013) and **The World Needs a New Curriculum** by Marc Prensky, (2014, The Global Future Education Foundation and Institute.)



District Goals:

Our district strategic goals create a path forward by focusing on our district culture, competence and conditions. These goals empower students, staff and community to build innovative learning environments that will result in students who are creative, contributing and productive. District strategic goals include quantitative and qualitative measures of continuous improvement.

Guiding Questions Determine Goals and Strategies

Does it foster motivation of teachers and students?

Inspire teamwork?

Engage educators and students in continuous improvement?

Affect *all* teachers and students?

Teaching and Learning:

Develop and support reflective thinkers and engaged citizens who are well equipped for life beyond high school. In service of this goal, Port Townsend teachers and students will design challenging and engaging maritime, place-based learning projects grounded in standards, developmentally appropriate and relevant to all learners, based on equity and supportive relationships.

Community Engagement:

Build a connected learning community, engaging families, partners and the greater community to meet the needs of all students, and through maritime, place-based projects develop and support citizens in successful pursuits

Technology:

Enhance and sustain technology and other tools to serve the individual learner in their everyday experience. All learners (students and teachers) will have the tools, experience and creative frameworks necessary for authentic learning with a community context.

Culture of Wellness:

Support active, healthy lifestyles for students and staff through an excellent food service program and through the development of programs and infrastructure that encourages physical activity and outdoor experiences in

as students in PT Schools and beyond high school.

multiple arenas.

Operational Stewardship:

Create responsive, effective and integrated operations and systems to sustain district initiatives, enable continuous improvement in educational programs and achieve organizational success now and in the future.

Learning Spaces:

Create and maintain caring, safe and orderly learning environments in anticipation of and responsive to changing requirements of students and district employees.

GOAL 1

Teaching and Learning

Develop and support reflective thinkers and engaged citizens who are well equipped for life beyond high school. In service of this goal, Port Townsend teachers and students will design challenging and engaging maritime, place-based learning projects grounded in standards, developmentally appropriate and relevant to all learners, based on equity and supportive relationships.

Objectives

1. Advance place-based learning and teaching, based on adopted standards and connected to our local maritime community in all its facets, as the foundation of our curriculum and instructional practices.
2. Personalize student and staff learning for deep learning and engagement.
3. Advance the use of authentic assessment for student learning and accomplishment.
4. Increase student preparation for both career and college.

Strategies

Advance place-based learning and teaching, based on adopted standards and connected to our local maritime community in all its facets, as the foundation of our curriculum and instructional practices.

1. Develop curriculum maps for teaching of standards and dispositions, including those integrated in MARITIME, PLACE-BASED projects
2. Strengthen Maritime Discovery, place based projects by embedding student learning standards and assessment into all projects.
3. Increase student time learning through place based projects.
4. Explore flexible school schedules to enable additional interdisciplinary, experiential learning opportunities.
5. Develop teachers' leadership to improve school and district policies and programs, teaching and learning, and communication.

Personalize student and staff learning for deep learning and engagement.

1. Increase classroom time students are engaged in subject area discourse focusing on thinking strategies.
2. Increase the study of evidence of student learning during teacher collaboration time.

3. Provide district training in the use of instructional strategies to engage students in collaborative work and student ownership of learning.
4. Provide school-based training in growth mindset for students and teachers to increase equity for students.
5. Provide district training for teachers in Universal Design for Learning and implement UDL strategies in instruction for equity and to meet all students' needs.

Advance the use of authentic assessment for student learning and accomplishment.

1. Study and implement Standards Based Grading principles to be implemented in schools to improve equity.
2. Establish priority standards in subject areas. Align instruction and curriculum materials with priority standards and maritime place-based projects.
3. Increase use of classroom formative, benchmark and summative assessment to guide instruction and learning.

Increase student preparation for both career and college.

1. Increase attendance rates at each school.
2. Increase rate of on-time and extended on-time graduation.
3. Improve Math achievement on standardized assessments and in classroom performance.

4. Increase percentage of students meeting science proficiency on standardized assessments and in classroom performance.
5. Increase English Language Arts achievement for students on standardized assessments and in classroom performance.
6. Implement career pathways through additional course offerings and partnerships in middle and high school.
7. Conduct transcript analysis for college and career readiness.

GOAL 2

Technology

Enhance and sustain technology and other tools to serve the individual learner in their everyday experience. All learners (student and teachers) will have the tools, experience and creative frameworks necessary for authentic learning within a community context.

Objectives

1. Create and sustain technology growth and innovation through a strong infrastructure.
2. Increase students' creation and design of authentic and exemplary place-based projects with choice of tools technologies based upon student interests and teacher guidance.
3. Expand technology linked learning spaces to provide opportunities for anywhere, anytime learning.

Strategies

Create and sustain technology growth and innovation through a strong infrastructure.

1. Develop a student tech team (Help Desk) to support continuous integration of technology into instruction and for student use in order to improve technology skills for students and improve response times for repair and assistance
2. Streamline email and use of online documents to support communication with students, families and staff.
3. Update district 2017-2021 technology plan and align technology resources with plan.
4. Implement Technology use survey bi-annually to assess current technology use by teachers and to determine student access to technology.

Increase students' creation and design of authentic and exemplary place-based projects with choice of tools technologies based upon student interests and teacher guidance.

1. Ensure maritime, place-based learning projects integrate student use of technology during projects and to share project process and results.
2. Student Help Desk creates website for tutorials, educational technology tools.
3. Increase teacher use of Google Tools and other applications to provide opportunities for student learning and contribution possible only through the use of technology tools.
4. Create or adapt a framework for K-12 technology skill development and use to include digital citizenship and digital literacy.
5. Expand the access of digital curricular resources for students and teachers, with an increase of district adopted curriculum accessible digitally.

Expand technology linked learning spaces to provide opportunities for anywhere, anytime learning.

1. Increase online class resources for student anywhere/anytime learning.
2. Increase hours schools libraries are open for student access to technology and online learning resources.
3. Study and implement strategies to improve equity of student access to class on-line learning resources

GOAL 3

Community Engagement

Build a connected learning community, engaging families, partners and the greater community to meet the needs of all students, and through maritime place-based projects, develop and support citizens in successful pursuits as students in PT Schools and beyond high school.

Objectives

1. Create additional opportunities for students to make a positive impact on the community, where community members, groups, and businesses are actively engaged in student learning and accomplishments, serving mutually beneficial goals for community and students.
2. Extend ways the district serves as the hub of the community.
3. Increase, encourage, support, and monitor valued local and global partnerships.

Strategies

Create additional opportunities for students to make a positive impact on the community, where community members, groups, and businesses are actively engaged in student learning and accomplishments, serving mutually beneficial goals for community and students.

1. Increase number of MARITIME, PLACE-BASED projects in district, and ensure projects include community partners.
2. Strengthen partnerships by training staff in development of mutually beneficial collaborations with partners.

Extend ways the district serves as the hub of the community.

1. Further develop the new elementary on-site community resources.

2. Develop and implement plans for collaborative district and Port Townsend Public Library in new elementary
3. Further develop plans for Mountain View campus as Community Resource

Increase, encourage, support, and monitor valued local and global partnerships.

1. Grow district leaders' participation in community groups and partnerships.
2. Begin developing global partnerships to enhance district mission.
3. Strengthen staff work with partners for mutual benefit and growth

GOAL 4

Culture of Wellness

Support active, healthy lifestyles for students and staff through an excellent food service program and through the development of programs and infrastructure that encourages physical activity and outdoor experiences in multiple arenas.

Objectives

1. Cultivate and nurture children's and adults' health and well-being through healthy eating and physical activity in a district-wide culture of wellness.
2. Increase experiential learning incorporating habits and practices that support lifelong wellness.

Strategies

Cultivate and nurture children’s and adults’ health and well-being through healthy eating and physical activity in a district-wide culture of wellness.

1. Improve nutrition and fitness programs through implementation of newly revised Nutrition and Fitness Board Policy and procedure.
2. Establish classroom practices and celebrations to include healthy food options.
3. Enhance student understanding of nutrition and wellness through connections with curriculum.
4. Transition physical education programs to focus on skills needed for students to develop lifelong healthy habits and fitness.

Increase experiential learning incorporating habits and practices that support lifelong wellness.

1. Improve field trip and classroom outing procedures to enable safe and frequent outdoor learning experiences.
2. Increase staff and students participation in local and national programs to increase wellness habits and practices.
3. Increase the use of healthy, locally sourced food from school district and local farms, for school meals.

Goal 5

Operational Stewardship

Create responsive, effective and integrated operations to sustain district initiatives, enable continuous improvement in educational programs and achieve organizational success now and in the future.

Objectives

1. Provide sound, responsible financial stewardship through the management and maintenance of adequate financial reserves.
2. Assure the alignment of resources to meet district strategic goals.
3. Increase support for district educational programs and strategic goals by leveraging community and fiscal partnerships and engaging in opportunities for grant writing.
4. Create innovative operational procedures and systems responsive to the needs of our students, staff and stakeholders.

Strategies

Provide sound, responsible financial stewardship through the management and maintenance of adequate financial reserves.

1. Improve communication and procedures to ensure adequate fund balance to staff and supply schools.
2. Assure the alignment of resources to meet district strategic goals.

Create system for leveraging community and fiscal partnerships and engaging in opportunities for grant writing.

1. Create process designed to seek fiscal supports that align with district mission and goals.

Create innovative operational procedures, and systems that are responsive to the needs of our students and staff and stakeholders.

1. Improve process, timeliness and completeness of regular operational procedures.
2. Create regular participation in job fairs to attract and secure high quality applicants.
3. Increase alignment across district for operational procedures.
4. Enhance digital processes to increase efficiencies.

Goal 6

Learning Spaces

Create and maintain caring, safe and orderly learning environments in anticipation of and responsive to changing requirements of students and district employees.

Objectives

1. Build, operate, and maintain student centered, flexible learning spaces in a responsible, environmentally sensitive way.
2. Provide healthy learning environments through a high level of repair, maintenance, and upgrades.
3. Enhance the safety and emergency preparedness of district facilities and communication.
4. Increase learning spaces throughout our community.
5. Facilitate the community use of district spaces.

Strategies

Build, operate, and maintain student centered, flexible learning spaces in a responsible, environmentally sensitive way.

1. Construct new elementary school with design and materials to meet or exceed industry standards for energy consumption and environmental impact.
2. Construct new elementary school with indoor and outdoor flexible learning spaces.
3. Improve configuration of learning spaces in each school to reflect students learning needs.

Provide healthy learning environments through a high level of repair, maintenance, and upgrades.

1. Complete installation of new Controls to air handler system at HS auditorium.
2. Install new lights in gyms and HS auditorium for safety and security
3. Replace carpet in areas of need on a replacement cycle.
4. Tile commons at HS for repair and upgrade.
5. Replace plumbing fixtures in locations in the district for repair and upgrades
6. Complete installation of fresh water bottle filling stations to provide filtered, healthy water.

Optimize the safety and emergency preparedness of district facilities and communication.

1. Increase ADA access on high school campus with installation of elevators.
2. Increase security on high school and middle school campuses through installation of security cameras.
3. Improve emergency preparedness in conjunction with county and city agencies.

Increase learning spaces throughout our community.

1. Pursue opportunities for learning spaces for students and teachers throughout community to enhance place-based learning.

Facilitate the community use of district spaces.

1. Investigate and implement better facility management software.
2. Update district procedures for facility use.
3. Work with community partners to enhance use of district spaces

PERSONNEL

Disciplinary Action And Discharge

Grounds for Disciplinary Action or Discharge

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

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

W. Use of district supplies and equipment for personal betterment or financial gain or other improper purposes

~~Discipline shall be reasonably appropriate to the circumstances but may include suspension or discharge.~~

In the event that allegations or charges are made against a staff member for misconduct with minors, the superintendent may contact the Child Protective Services central registry for evidence regarding whether the staff member as an adjudicated or admitted perpetrator of child abuse or neglect. *Appropriate reports will also be made to law enforcement, the Office of Superintendent of Public Instruction, and the student's parents or guardians, as required by law.* ~~Discharge or other adverse action affecting the contract status of certificated staff shall be instituted by the superintendent in the manner prescribed by law.~~

~~When allegations are made against an employee of sexual abuse, verbal abuse, or physical abuse, the district shall make a determination whether the abuse or misconduct occurred.~~

~~If the district determines that sufficient information exists to conclude that the abuse or misconduct occurred and that the abuse or misconduct resulted in the employee's leaving his or her position at the district, the district must forward known information about the employee sexual misconduct to prospective school district employers.~~

Abuse and Sexual Misconduct

The district shall *will* not enter into any contract *that is contrary to law* to suppress information about verbal or physical abuse or sexual misconduct by a present or former employee. ~~Neither shall the district expunge such information from the employee's file. *and will comply with all legal requirements regarding such misconduct.*~~

~~In cases where the allegations involve violations of the state professional code of conduct for certificated staff, the superintendent shall file a report with the Office of Professional Practice in the State Superintendent's office. When the district or superintendent discharges, fails to renew the contract, or permits a certificated staff member to resign, the superintendent shall notify the office of professional practice of such termination of employment.~~

Suspension of Staff

The superintendent/*designee* is authorized to suspend a provisional-status classified staff member immediately *as deemed appropriate*. ~~Provisional status as used herein is granted to a classified staff member for the first 3 months, 90 days in one school year of employment. Thereafter, if performance has been acceptable, the classified staff member shall be granted regular status.~~

~~The superintendent is authorized to suspend a regular status classified staff member immediately. Provisional status as used herein is granted to a classified staff member for the first 90 days of employment. Thereafter, if performance has been acceptable, the classified staff member shall be granted regular status.~~

~~The superintendent is authorized to suspend a regular status classified staff member immediately. The staff member shall be advised of the right to request an informal pre-termination meeting within five (5) working days following notice. At such time the staff member may receive notice~~

~~of the charges against him/her, an explanation of the evidence, and an opportunity to refute any of the charges made.~~

~~Upon the request of the suspended staff member, the board shall meet with the suspended staff member to determine if discharge action shall be taken. If a request is not received, the board shall act upon the recommendation of the superintendent.~~

Cross Reference:	Policy 5006	Certification Revocation
	Policy 5240	Evaluation of Staff
	Policy 5280	Termination Separation from Employment
Legal References:	RCW 28A.400.300	Hiring and discharge of employees – Leave for employees – Seniority and leave benefits, retention upon transfers between schools. of employees transferring between school districts and other educational employers
	RCW 28A.400.320	Crimes against children – Mandatory termination of classified employees – appeal – Recovery of salary or compensation by district
	RCW 28A.400.340	Notice of discharge to contain notice or right to appeal if available
	RCW 28A.405.300	Adverse change in contract status of certificated employee – Determination of probable cause – Notice – Opportunity for hearings
	RCW 28A.405.310	Adverse change in contract status of certificated employee, including non-renewal of contract – Hearings – Procedure
	RCW 28A.405.470	Crimes against children – Mandatory termination of certificated employees – Appeal – Recovery of salary or compensation by district
	RCW 28A.410.090	Revocation of authority to teach or suspension of certificate or permit to teach – Criminal basis – Complaints – Investigation - Process
	RCW 28A.400.320	Mandatory termination of classified employees
	RCW 28A.405.470	Mandatory termination of certified employees
	RCW 49.44.200	Personal social networking accounts - Restrictions on employer access – Definitions
	WAC 180-44-060	Drugs and alcohol – Use of as cause for dismissal
	Chapter 181-86	RCW Policies and procedures for administration of certification proceedings
	WAC 181-87	Acts of Unprofessional Conduct
Management Resources:	Policy News	December 2015
		December 2014
		October 2004

Date: 3/27/00; 4/28/03; 12/08/08_____