

PORT TOWNSEND SCHOOL DISTRICT NO. 50
6:00 p.m. Regular School Board Meeting
December 12, 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
 - 04.010 Athlete Recognition
- 04.02 Board

05. Reports

- 05.01 Superintendent
 - 05.010 District Annual Report
 - 05.011 Calendar of Events
- 05.02 Board
 - 05.020 WSSDA Legislative Conference Priorities

06. Approval of Minutes

06.01 Minutes of the November 28, 2016 Regular Meeting

07. Reorganization of Board

- 07.01 Call for Nominations for Board Chair – Board Secretary John Polm
- 07.02 Election of Board Chair
- 07.03 Election of Other Officers – Board Chair
 - 07.030 Vice-Chair

08. Public Comments

09. Consent Agenda

- 09.01 Consent Agenda Approval
- 09.02 Approval of Personnel Action
 - 09.020 Recommend Tom Gambill and Chris Pierson for the shared position of Credit Recovery Supervising Teacher, Port Townsend High School, 2016-17 school year.
 - 09.021 Recommend Kristin Thibeault for the 2.5 hrs/day Bus Driver position, Port Townsend School District, effective December 12, 2016
 - 09.022 Accept termination of Natalie Kasnick as 6 hr./day Special Education para education, Blue Heron School, as of December 9, 2016

- 09.03 Approval of Financial Reports
 - 09.030 Accounts Payable as of December 12, 2016
 - 09.031 Payroll – November, 2016

- 09.04 Donations
 - 09.040 Accept donation from Mitch Poling of supplies, equipment, and books valued at \$1500 for use in the High School art class

10. Board Correspondence - None

11. Reports

- 11.01 ASB Representative
- 11.02 Director of Business and Finance – Amy Khile
 - 11.020 Enrollment, November 2016
 - 11.021 Fund Summary for November, 2016
 - 11.022 Annual Review of Policy 6022 – Minimum Fund Balance
- 11.02 New Elementary Construction Update – Brad Taylor, Kirk Robinson

12. Action Items - None

13. Unfinished Business

- 13.01 Update on Tennis Courts at Port Townsend High School

14. New Business

- 14.01 Reorganization of Board Committee Representatives
 - 14.010 Current Assignments

15. Policy Review

- 15.01 Policy 2409, World Languages Credit – First Review
- 15.02 Policy 3122, Excused and Unexcused Absences – First Review

16. Board Member Announcements/Suggestions for Future Meetings

17. Next Meeting

- 17.01 January 9, 2017, Work/Study Meeting, 1610 Blaine St., Room S-11, 6:00 p.m.
- 17.02 January 11, 2017, Board Retreat, 1610 Blaine St., Room S-11, 1:00 p.m.

18. Executive Session – (if necessary)

19. Adjournment

NEW Elementary Construction

After a successful bond vote, with over 73% approval from Port Townsend voters, the work of envisioning and constructing a beautiful new Birth through 5th Grade elementary school began. The executive committee met regularly to execute the vision of the building, working with groups such as soil engineers, environmental specialists, the City of Port Townsend, the City Library, The Organic Seed Alliance, and other community partners.. Integrus Architecture was selected from several architectural



firms. Community members, students, and Birth through Grade 5 teachers and staff helped to create the vision for the new elementary school. Based on their vision statements, Integrus Architecture, created the building design. Absher Construction of Puyallup, WA was chosen after a bidding process. The project manager, Kirk Robinson, of The Robinson Company of Seattle, has worked with both Integrus and Absher to ensure an efficiently run and cost effective project. The school facility will meet rigorous standards for environmental design. The new school's resources, available to the larger school community, will include a well-child clinic, a family

education center, and a collaborative library with the Port Townsend Public Library. The community will be able to use the facility after hours to enable connections to social services and recreation opportunities outside and in the gymnasium. A contest to name the new school is set for the 2016-17 school year. Noticeable construction activity will begin in the Spring of 2017.

Family and Community Involvement

Port Townsend School District is committed to the goal of providing quality education for every child. To this end, we will establish partnerships with parents and with the community. Everyone gains if students and families work together to fulfill our district 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.

Parents play an extremely important role as the child's first teacher. As children develop and mature through their elementary, intermediate and high school years, parents are vital in supporting their academic program and holding high expectations for their child's participation and success in and out of school.

We encourage you to be actively involved in the lives of your children at school. Please review our parent involvement policies for our schools and district found on our website in the "for parents" section. Paper copies are available at your school's office.

PORT TOWNSEND SCHOOL DISTRICT 2015-2016 ANNUAL REPORT



Greetings,

The 15-16 school year was a fantastic year for the Port Townsend School District and community. Our Maritime Discovery Schools initiative progressed through year two and resulted in embedded maritime and place-based projects in every grade level. There is more detail on MDS later in this report; however, I do want to mention the amazing community partnerships as a highlight of this effort. Port Townsend is a special place to live and learn.

The bond to build a new PK-5 elementary school and other improvements passed with over a 70% yes vote! Our retiring superintendent, David Engle, noted that this felt like winning the super bowl for the community. Our students will soon be learning in a brand new facility. In addition, we are now also planning for ADA, safety, and security improvements to Port Townsend High School and security improvements at Blue Heron Middle School.

This annual report is designed to share some performance data with the community and provide information on some of the programs in our district. It is not designed to be comprehensive. For additional information on our schools, please go to our website at www.ptschools.org. Also, please feel free to contact me or any of our school principals.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. A. P. G.'.



Maritime and Place Based Learning

As we enter into the third year of the Maritime Discovery Schools Initiative we are refining and growing our work, and focusing on long term sustainability. Over the past two years we have developed a pilot K-12 maritime and place-based curriculum, increased professional development and collaboration focused on place-based learning, offered a high school Maritime Academy program, created a farm to table scratch cooking model food service program, and developed over seventy community partnerships. As we move forward into the next phase of our initiative we will focus on strengthening our maritime career preparation program, sustaining partnerships, broadening the curriculum, and institutionalizing changes in the district.

Partnership with Fort Worden Public Development Authority

District students are now regularly head out for learning at Fort Worden thanks to a partnership with the PDA. Through this partnership the district can use two previously under utilized meeting rooms as a launching place for outdoor learning, or as a retreat space for focused project work. This partnership supports the PDA's mission to provide a life-long learning center, and supports the district's vision of learning happening beyond the traditional classroom walls.

High School Maritime Academy

Four Career and Technical Education Courses are offered at the high school with a focus on preparing students with foundation skills in craftsmanship, creativity, and marine transportation that can translate into careers. In these courses students learn about water based operations, marine trades, manufacturing, fabrication, design, and programing. Students sail, build and repair boats, work with hand tools, and manufacture underwater vehicles. This year each student in the boatbuilding course will be building skin on frame kayaks. Each maritime course involves community partners on a regular basis to help provide specialized instruction in the various fields. Through a unique partnership with Sound Experience and their vessel Adventuress students were able to participate in a three day overnight trip, as well as will get hands on experience during the ship's winter maintenance period in the high school shop and dockside.



Successes

Our students are engaged in more opportunities to learn in our maritime community, and making positive contributions to our community. More than 60% of teachers reported their students worked on school projects where they learned about nature, the sea, or our community one day or more every month through the year. A fifth grader remarked, "My best learning experience was when we went to the Dungeness River." A 7th grader said, "My best learning experience is when we worked on nautical charts in math because I got to learn about the different terms on a chart, and I got to work with a group to help me find the markers and scales on the chart." Parents are also excited about what's happening for their kids. A middle school parent shared, "Water quality testing around our community and field trips to local water sources have really sparked an interest in chemistry. She talks about it a lot. Salinity, oxygen saturation and things like that."

Food Services

2015-2016 was an exciting year for food service. We unveiled a new menu that was healthy, tasty and highlighted lots of local food. We also continued with the change to scratch cooking with fresh soups, rolls, tacos, muffins, and pizza. We also welcomed some great new staff and a new head cook-Shannon Minnihan. During 2015-16 we:

- Increased the amount of local food purchased.
- Hired a Garden Coordinator at the High School garden and started producing food for the cafeteria. In the spring it was salad greens and spinach. Over the summer we grew green beans, raspberries, cabbage, zucchini, tomatoes, basil, and potatoes. Those veggies were processed in the Blue Heron kitchen and frozen to be served in the 16-17 school year. We have made soup, muffins, crisps, parfaits, and pesto out of them.
- Started using Nash grain in our muffins, cornbread and rolls,
- Participated in Taste Washington Day with an all local menu
- Did local squash taste testing with students
- We had a lot of fun coming up with new recipes and making food for the students.

The students and staff seem to be happy with the changes and I will continue to work hard to produce the best tasting, high quality local food that our kids need in order to be the best students they can be.



Technology

Thanks to the Technology portion of the Capital Projects Levy, the district continued to upgrade technology throughout the district. During the 2015-2016 academic year students gained further access to Chromebooks for school work and research through the purchase of additional devices. Teachers and students shared assignments and resources through the Chromebooks and the Google for Education suite of applications; science classes used software applications in their experiments and the robotics and maritime classes used technology applications for coding and design to enhance their hands-on work. Through the use of technology in classroom instruction and in place-based learning projects, students learn essential 21st Century skills.

The district also upgraded the district networks and infrastructure in 2015-2016. Older network drives needed upgrading to prevent network failure, and batteries for the network were purchased to provide uninterrupted power supply during power outages. In addition, the wireless infrastructure was enhanced to enable student use of laptops in classrooms and to provide online testing for required Washington State assessments. The district technology committee met throughout the year. This committee, consisting of teachers, administration and board members, focused on researching technology best practices and then writing an updated draft of the Technology Plan for 2017-2021. The updated plan will be completed by the end of 2016, and with school board approval, will be adopted to guide technology decisions for the upcoming years.

Maritime and Place Based Learning Accomplishments

- 70 Community Partners engaged in Maritime and Place-based Learning
- 42 Maritime and Place-Based Projects implemented in the curriculum
- 13 Multidisciplinary projects across the curriculum
- 15 Projects focused on Stewardship of place, the environment and the sea
- 13 Projects focused on Craftsmanship and Creativity
- 14 Classroom wide projects with students directly making a positive impact on our community
- 100 Native Trees planted
- 600 linear feet of creek bank stabilized
- 50 square feet of non-native plants removed
- 2 Truckloads of trash removed from Port Townsend beaches lead by BRAVO Team
- 78 Student Led Senior Projects presented to the community at Senior Symposium
- 1 Student created menu item on our school lunch menu (Healthy Nachos!)

- # Teachers on district leadership committees
- # Community Members on district leadership committees

State Required Assessment Scores

2015-16 Smarter Balance Assessment

English Language Art (ELA)

	State	District
3rd	54.3%	60.8%
4th	57.0%	63.3%
5th	60.1%	62.3%
6th	56.5%	57.3%
7th	58.5%	75.7%
8th	59.7%	76.4%
11th	75.5%	82.9%

Math

	State	District
3rd	58.9%	63.4%
4th	55.4%	55.7%
5th	49.3%	34.3%
6th	48.0%	28.0%
7th	49.8%	48.6%
8th	47.8%	58.3%
11th	21.8%	33.0%

2015-16 State - Measurement of Student Progress (MSP)

	State	District
5th gr - Sci	63.3%	74.5%
8th gr - Sci	67.5%	72.2%

2015-16 State -End of Course Exam

	State	District
10th gr - Bio	72.2%	89.9%

Assessment Summary

Students in grades 3-8 and 11 are assessed on the Smarter Balanced ELA and Math exams initiated this year. Port Townsend School District students measured higher than state averages in many areas of the SBA.

Science proficiency is measured on the State MSP at 5th and 8th grades along with the biology End of Course (EOC) exam. This exam is given in any grade in which biology is offered.

The Office of Superintendent of Public Instruction posts on their website, test score and demographic student information for each school in Washington State. If you would like further information, please visit: <https://goo.gl/oiTcu9>

Port Townsend School District and Blue Heron School are in step two of improvement, and Grant Street is in step one of improvement according to federal NCLB's (No Child Left Behind) requirement that all students achieve 100% proficiency on state assessments.

Since the new Every Student Succeeds Act (ESSA) has been approved, the 100% proficiency will no longer be in effect. New rules will be established for the 2017-2018 school year.

The following link is to the National Assessment of Education Progress (NAEP), a federal site that compares assessment data from WA to other states: <https://goo.gl/EukqaS>.



Our Highly Qualified Staff

In 2015-16, 100% of classes in PTSD's high poverty schools were taught by teachers who met the former rules in the ESEA HQ definition. Our teachers continue to improve their knowledge and skills with ongoing professional development. For instance, the Port Townsend School District currently employs 8 National Board Certified Teachers and has 14 teachers currently seeking National Board Certification. If you have any questions regarding the certifications and qualifications of your child's teacher or paraprofessional, please contact the district office.

2015-16 Classroom Teachers	81
Average Years of Teacher Experience	14.3
Teachers with at least a Master's Degree	76.5%
Total number of teachers who teach core academic classes	78
Percentage of teachers teaching with an emergency certificate	0.0%
Percentage of teachers teaching with a conditional certificate	0.0%
Total number of core academic classes	400

PORT TOWNSEND SCHOOL DISTRICT NO 50
CALENDAR OF EVENTS
December 12, 2016 – January 9, 2017

December 12	School Board regular meeting, 6 pm
December 14	Grades 6-8 Band/Choir Concert, 7 pm, BH 2-hr. Early Release, all schools
December 15	HS Band Concert, 7 pm, Auditorium, Wearable Art Show
December 16	GS PTA Craft/Soup Night, 5 – 7:30 pm
December 17	Winter Stringfest 8 am – 5 pm, Concert at 3 pm, HS Gym
December 20	Facilities and Long-Range Planning Committee, 3:30 pm (Nathanael, Jennifer)
December 22- Jan 4	Winter Break, NO SCHOOL, return on Jan 5
January 9	School Board regular meeting, 6 pm

Washington State School Directors' Association (WSSDA)
2016 Legislative Assembly Results
Legislative Position Priority Ranking for 2017 Legislative Session



On September 24, 2016, 147 school leaders representing 95 districts attended WSSDA's annual Legislative Assembly representing a 5% increase in district participation over last year! This year's Assembly approved 38 new positions, added 14 Standing Legislative Positions, amended seven, and eliminated three. All of these positions are critical for informing WSSDA's year-round advocacy efforts. Districts present at the Assembly also voted for their top 10 legislative priorities from the entire suite of all of [WSSDA's legislative positions](#). Results of the vote were reviewed by WSSDA's Legislative Committee in October 2016, and a "short list" of top priorities that will serve as WSSDA's 2017 Legislative Platform was adopted by the Board of Directors prior to WSSDA's Annual Conference in November 2016.

1. Changing School Bond Approval Requirements

WSSDA Position Category: Governance

WSSDA shall initiate and/or support legislation that would change the bond approval percentage from 60 percent to a simple majority. *(Adopted 2016)*

2. Full Funding of Basic Education (2016 SLP 7.1.12)

WSSDA Position Category: Funding and Allocations

WSSDA shall initiate and/or support legislation that fully funds and implements all aspects of Washington's redefined program of Basic Education as outlined in ESHB 2261 (Chapter 548, Laws of 2009). *(Adopted 2012)*

3. Levy Equalization/Levy Lid/Grandfathered Inequities (2016 SLP 7.1.1)

WSSDA Position Category: Funding and Allocations

WSSDA shall initiate and/or support legislation which would

- remove grandfathered inequities in K-12 education levy lids.
- increase the percent of levy impacted by local effort assistance (LEA) to 20 percent.

WSSDA opposes reining in or repealing the levy lid; however, if an increase in the levy lid were adopted by the Legislature, WSSDA supports requiring that LEA be fully funded and a commensurate increase in LEA be included. *(Adopted 1994; Most recently amended 2016)*

4. Fully Fund Facilities for Mandated Class Size Reduction

WSSDA Position Category: Funding and Allocations

WSSDA supports legislation to fully fund any and all mandated class size reduction. Funding will support property acquisition and facilities to provide the necessary classroom space. *(Introduced 2015)*

5. Statewide Bargaining for Salaries

WSSDA Position Category: Governance

WSSDA supports legislation that transfers authority for bargaining basic education salaries for classified, certified, and administrative school employees from local bargaining units to the state, including an immediate moratorium on all current bargaining while the details are determined, and that retains local authority for bargaining of all non-basic education enhancements. *(Introduced 2016)*

6. Tax Reform (2016 SLP 7.7.1)

WSSDA Position Category: Funding and Allocations

WSSDA shall initiate and/or support legislation to implement a comprehensive, attainable, stable and sustainable funding plan for education in Washington State. WSSDA shall support legislation to restructure the Washington State tax system to establish a stable, broad-based, flexible source of revenue for the State of Washington which is equitable and adequate, in order to ensure better educational funding as well as to provide other essential state services. *(Adopted 1989; Most recently amended 2016)*

7. Building Schools outside Urban Growth Areas (New SLP for 2017)

WSSDA Position Category: Governance

WSSDA shall initiate and/or support legislation to allow school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA) when certain circumstances are met. The legislation should also authorize counties that fully plan under the GMA to permit the construction of schools outside of designed UGAs when specified criteria are met. Legislation should establish planning actions that counties must satisfy in complying with the requirement to permit school construction outside of UGAs. Legislation must be applicable to all districts in the state that can demonstrate the required circumstances, and not be arbitrarily limited to only select counties or school districts. *(Adopted 2016)*

8. Washington State Learning Standards Funding (New SLP for 2017)

WSSDA Position Category: Learning

WSSDA shall initiate and/or support legislation to ensure the state fully funds the transition, implementation and execution of new assessments required by Washington State Learning Standards, which include formative and year-end assessments. *(Adopted 2016)*

9. Professional Development (2016 SLP 7.1.26)

WSSDA Position Category: Teaching

WSSDA shall initiate and/or support legislation that fully funds time and training costs a minimum of 80 hours of annual district-directed or approved professional development, collaboration outside the school day, and classroom preparation time (with an additional 16 hours of cultural competency and equity education, for a total minimum of 96 hours) for each certificated classroom teacher in Washington State. This professional development will align with the adopted state definition of professional learning pursuant to HB 1345 (2016). *(Adopted 1979; Most recently amended 2016)*

10. Teacher Shortages

WSSDA Position Category: Teaching

WSSDA supports Legislation and/or policies that remove barriers which are furthering teacher shortages and preventing districts from hiring highly effective teachers, especially those who have graduated from out of state college/university teacher preparation programs. Barrier-busters could include:

- Promotion of state-to-state reciprocal agreements and elimination of additional testing for recent out of state graduates would significantly increase the pool of available teachers and reduce the teacher shortage.
- Creating state level incentives for teachers to consider hard-to-staff schools would help reduce the "bidding wars" that pit one district against others. *(Introduced 2016)*

11. Hold Harmless While the State Transitions from Levy to State Funding

WSSDA Position Category: Funding and Allocations

WSSDA shall initiate and/or support legislation which will ensure – during the State’s transition to full funding of educator compensation – no school district loses the funding necessary to maintain current compensation obligations. Levy amounts should only decrease to the extent that the state has fulfilled its responsibility to fund compensation. Districts should be held harmless to ensure that total funding is maintained or enhanced at the greater of the current aggregate or per pupil amounts increased annually by the Seattle CPI. *(Introduced 2016)*

12. Levy Equalization Funding and Formulas

WSSDA Position Category: Funding and Allocations

WSSDA shall initiate and/or support legislation that maintains or improves levy equalization for districts that receive Local Effort Assistance. Any change in the levy formula that occurs as a result of levy/compensation reform shall include an equalization factor to mitigate differences in local funding capability. That factor shall assure equity among districts at a rate equivalent to or higher than the current formula. *(Introduced 2015)*

13. Levy Rollbacks (New SLP for 2017)

WSSDA Position Category: Funding and Allocations

WSSDA shall initiate and/or support legislation which would ensure that no school district loses levy authority if the district’s apportionment/budgets are decreased by the state. Districts should be held harmless for at least a two-year period. *(Adopted 2016)*

14. School Construction (2016 SLP 7.1.16)

WSSDA Position Category: Funding and Allocations

WSSDA supports “ample provision” for school construction through state policies that:

- Fund school construction needs when districts are determined eligible;
- Maintain a reliable system of funding that supports adequate planning at the local level;
- Provide specific sources of revenue to support and enhance state trust revenue;
- Give highest priority to projects that address un-housed student needs, either through new construction or remodeling
- Allocate square footage to meet current and future program needs with square feet per student at least meeting the national average;
- Fund actual construction costs including mandated green building costs;
- Fund construction costs resulting from new legislation and changes in class size or graduation requirements;
- Allow limited improvement of not more than 10 percent of the current value of the facility, such as energy retrofits, in existing facilities without requiring a review and/or upgrade of the entire building to meet current codes in other areas; and,
- Equalize funding for modernization of existing school facilities in lieu of abandonment and new construction. *(Adopted 2001; Amended 2008 and 2015)*

15. Funding Education Support Service Staff for Students

WSSDA Position Category: Funding and Allocations

WSSDA shall initiate and/or support legislation and funding for social-emotional and behavioral support services individualized to meet the needs of each student. The state will help every school build capacity for wrap-around services by enhancing the prototypical school funding formula for

support service staffing to the national standard. Districts will have the flexibility to increase support personnel through local funding and grants. *(Introduced 2015)*

16. Removing Barriers to Innovation in Public Schools (New SLP for 2017)

WSSDA Position Category: Learning

WSSDA shall initiate and/or support legislation that provides public schools the same opportunities as charter schools to create innovative programming based on outcomes not tied to mandated seat time, staffing, grade levels, or operational restrictions. *(Adopted 2016)*

17. Compensation Technical Working Group Recommendations

WSSDA Position Category: Funding and Allocations

WSSDA supports legislation that implements the recommendations of the Compensation Technical Working Group submitted to the Legislature in June 2012. *(Introduced 2014)*

18. Public Record Requests

WSSDA Position Category: Governance

WSSDA supports legislation that includes a reasonable charge for requests for electronic copies of public records, a method for collecting a reasonable deposit for any size records request, and a process for determining when public record requests are frivolous or harassing. *(Introduced 2015)*

19. Special Education and Special Needs Students (2016 SLP 7.1.6)

WSSDA Positions Category: Learning / Funding and Allocations

WSSDA shall initiate and/or support legislation which requires full funding for special education programs and services. Such programs and services should maximize assistance to children rather than to their various categorizations and assessments. Any state funding formula shall:

- recognize that costs will vary according to the needs of every child and, therefore, for every district, based upon the IEP of each student;
- provide adequate funding for all of the required services for eligible special education students without imposing an artificial cap;
- exclude students for whom districts do not receive an annual basic education allocation from any special education program enrollment funding caps; and,
- recognize that any funding formula based upon the assumption that every district has the same budget percentage costs for special education is inherently flawed and will not work.
- Support state and federal funding of recognized costs associated with the McKinney-Vento Homeless Education Assistance Act. *(Adopted 1988; Amended 1990, 1996, 2005, 2014, and 2015)*

20. Ample State Funding for School Nurses, Social Workers, Counselors, and Psychologists

WSSDA Position Category: Learning / Funding and Allocations

WSSDA supports legislation allocating ample funding for school nurses, social workers, counselors and psychologists to school districts based on student needs and aligned with national model recommendations. *(Introduced 2016)*

21. Social-Emotional Learning (SEL) and Behavioral Support for Students

WSSDA Position Category: Learning / Funding and Allocations

WSSDA shall initiate and/or support legislation and funding for Social-Emotional Learning (SEL) and behavioral support for P-12. *(Introduced 2016)*

22. Streamlining Summative Assessments

WSSDA Position Category: Learning

WSSDA shall initiate and/or support legislation which would establish a working committee with representation including a broad spectrum of education stakeholders, students, and school directors to review the summative state assessment process and make suggestions to improve the process so that it is more focused, more balanced on the skills necessary for success, more supportive of effective educational environments and less time intensive. *(Introduced 2016)*

23. Alternative Assessments for High School Graduation Requirements & Accountability

WSSDA Position Category: Learning

WSSDA shall initiate and/or support legislation that allows individual school districts to utilize the SAT and the ACT assessments for high school students to earn the certificate of academic achievement for graduation purposes and to meet the federal and state school accountability requirements at high school. *(Introduced 2016)*

24. Bargaining/Negotiations (2016 SLP 7.3.3)

WSSDA Position Category: Leadership

WSSDA shall initiate and/or support legislation which would exclude the following from being negotiated in school district's collective bargaining agreements:

- Health benefits
- School calendar

(Adopted 1979; Most recently amended 2016)

25. Employee Dismissal (New SLP for 2017)

WSSDA Position Category: Governance

WSSDA supports legislation to provide districts with a reasonable process by which to terminate certified staff, yet protect terminated staff's due process rights. Pre-termination due process should be streamlined so that the termination decision can be expedited. The due process rights of the terminated employee would remain protected by the post-termination hearings process. *(Adopted 2016)*

26. Fiscal Notes and Unfunded Mandates

WSSDA Position Category: Funding and Allocations

WSSDA shall initiate and/or support legislation that requires all school district costs associated with legislation, including incidental, administrative and non-employee, to be identified with the source of funds to be used to implement the legislation. WSSDA supports requiring K-12 related legislation to have a null and void clause if state funding is not appropriated to implement the legislation, in accordance with the school district fiscal note. *(Introduced 2016)*

27. Attract and Retain High Quality Staff in Hard-to-staff Schools

WSSDA Position Category: Teaching

WSSDA shall initiate and/or support legislation that encourages equity across the state through incentives structured to enhance the ability of small, property-poor, or hard-to-staff districts to attract and retain staff. *(Introduced 2015)*

28. State Sales Tax Offset Dedicated to a School Construction Fund

WSSDA Position Category: Funding and Allocations

WSSDA shall initiate and/or support legislation that creates a new state account that would be funded in an amount equal to state sales taxes collected from school districts for construction project costs and to be used to provide capital construction funding for school districts. *(Introduced 2016)*

29. Opposition to Strikes by School Employees

WSSDA Position Category: Teaching

WSSDA supports legislation to clarify that RCW 41.56.120 applies to all public school employees, including certificated personnel, and to mandate courts to assess and enforce a civil fine against the local education association for each strike, work stoppage or slowdown endorsed by the association or in which any members of the association engage or participate. *(Introduced 2015)*

30. McKinney – Vento Homeless Assistance Act Funding (SLP 7.1.29)

WSSDA Position Category: Learning

WSSDA shall initiate and/or support legislation that supports the state fully funding school districts to cover the costs of supporting McKinney-Vento students. *(Adopted 2016)*

31. Kindergarten Preparedness (New SLP for 2017)

WSSDA Position Category: Learning

WSSDA shall initiate and/or support policies or legislation that provide resources for kindergarten preparedness, especially for children in poverty or for whom English is not their primary language. *(Adopted 2016)*

32. MSOC Funding (2016 SLP 7.1.2)

WSSDA Position Category: Funding and Allocations

WSSDA shall initiate and/or support legislation and appropriations which recognize that school districts' abilities to maintain and enhance quality educational opportunities, for all students are strengthened by ample funding for maintenance, supplies and operating costs (MSOC). WSSDA supports enhanced MSOC funding, regularly increased recognizing inflationary costs, with a required review by OSPI every four years of actual costs, as submitted by school districts. *(Adopted 2005; Amended 2010, 2014 and 2015)*

33. Fiscal Notes and Unfunded Mandates (2016 SLP 7.1.19)

WSSDA Position Category: Funding and Allocations

WSSDA shall initiate and/or support requiring that all legislation mandating K-12 programs or services provide full funding for all costs, including incidental, administrative and non-employee and other related costs of the programs or services. WSSDA supports requiring identification of the local cost of compliance (fiscal notes) for any proposed state laws or administrative rules which would affect educational programs or services, as a means of avoiding unfunded mandates. Additionally, if adequate funding is not provided to school districts to comply with currently mandated programs or services, those mandates should be eliminated. *(Adopted 1978; Amended 2002 and 2015)*

34. Use of Levy Funds for Non-Basic Education Programs

WSSDA Position Category: Funding and Allocations

WSSDA shall initiate and/or support legislation that allows levy funds to be used for non-basic education programs. School districts must account for non-basic education levy fund uses. Time for reporting, accounting, and auditing levy fund uses must be minimized and funding to cover costs of compliance included. *(Introduced 2015)*

35. Staff Assignments (New SLP for 2017)

WSSDA Position Category: Teaching

WSSDA shall initiate and/or support legislation that provides the needed flexibility for staff assignment decisions made by district administration, to ensure efficient and effective placements are based on qualifications and fit to the individual school needs as codified in RCW 28A.150.230. *(Adopted 2016)*

36. Recruit and Retain Diverse Teachers

WSSDA Position Category: Teaching

WSSDA shall initiate and/or support legislation and initiatives that promote innovative and intentional strategies to prepare, recruit, and retain teachers from diverse backgrounds that better reflect the student populations that they serve. *(Introduced 2016)*

37. Per Pupil Inflation Formula

WSSDA Position Category: Funding and Allocations

WSSDA shall initiate and/or support legislation that would require levy funding authority to be adjusted by a per pupil inflator that is equal to the actual percentage increase in state and federal funds budgeted for local school districts on a per-pupil basis. *(Introduced 2016)*

38. Early Childhood Education (2016 SLP 7.5.1)

WSSDA Position Category: Learning

WSSDA shall initiate and/or support legislation which would provide funding for public early childhood education and assistance programs. *(Adopted 1991; Amended 2011)*

39. Career and Technical Education Funding (2016 SLP 7.1.15)

WSSDA Position Category: Learning

WSSDA shall initiate and/or support legislative action that will apply fund career and technical education for seventh through twelfth grade, including appropriate staff, equipment and minor facility remodeling. *(Adopted 2011)*

40. Teacher and Principal Evaluation System Implementation (New SLP for 2017)

WSSDA Position Category: Leadership

WSSDA shall initiate and/or support legislation that ensures full funding for the Teacher/Principal Evaluation Program and ensures sufficient preparation time for the evaluation and documentation process. *(Adopted 2016)*

41. Forest Revenue Apportionment Withholding (2016 SLP 7.1.20)

WSSDA Position Category: Funding and Allocations

WSSDA shall initiate and/or support legislation preventing the State from withholding moneys from the State's monthly apportionment in the amount equal to state forest revenue or to the federal forest fees received by school districts from the federal government. *(Adopted 2013)*

42. Academic Rigor and Equity in Public Education

WSSDA Position Category: Learning

WSSDA supports legislation and funding for innovative and equitable solutions to enable students across the state to obtain the 24-credit graduation requirement and be prepared for college and career. The essential component is to provide additional opportunities to access rigorous coursework, including rigorous transition classes during the senior year. This should be available to all students in Washington. *(Introduced 2015)*

43. Increased Funding for High-Poverty Schools (2016 SLP 7.1.5)

WSSDA Position Category: Learning

WSSDA shall initiate and/or support state and federal legislation that would provide sufficient additional direct funding for each student that qualifies for Free and Reduced Price meals to significantly close the achievement – opportunity gap. An even higher level of funding should be provided to schools with high concentrations of students that qualify for Free and Reduced Price meals. *(Adopted 1991; Amended 2012)*

44. Urgent Repair and Energy Efficiency (2016 SLP 7.1.27)

WSSDA Position Category: Funding and Allocations

WSSDA shall initiate and/or support legislation that supports funding for the Washington Urgent Repair Grant Program, the Energy (Efficiency) Operational Savings Project Grants, and other capital budget funding programs that meet emerging or underfunded maintenance, repair and construction needs at school buildings. *(Adopted 2015)*

45. Transportation (2016 SLP 7.1.3)

WSSDA Position Category: Funding and Allocations

WSSDA supports a school transportation funding formula that is based on actual operational costs. Such an operational formula will be designed to:

- Account for cost differentials between districts based on geography, congestion, safety and other factors;
- Eliminate underfunding based on once-per-year student rider counts;
- Address the under-utilization of vehicles for kindergarten routes and in rural areas;
- Provide funding for bus monitors when necessary, especially for high-need special education students;
- Permit districts to use funds for adult crossing guards when they are more cost-efficient than transporting students; and
- Allow districts to use bonds or multi-year levies to purchase student transportation equipment.

(Adopted 2001)

46. Delinking Assessments from Graduation Requirements (2016 SLP 7.8.2)

WSSDA Position Category: Learning

WSSDA shall initiate and/or support that removes state-mandated assessments as a graduation requirement. *(Adopted 2014)*

47. School Year (2016 SLP 7.3.2)

WSSDA Position Category: Teaching

WSSDA shall initiate and/or support legislation which provides state-funded training and planning time for staff and more academic time for students, in the following manner:

- Provide for summer school programs;
- Substantially increase the length of the students' school year;
- Assure that staff has planning and in-service time in excess of the students' calendar year; and
- Provide financial flexibility and incentives for local districts to operate year-round instruction in any or all of their school buildings.

(Adopted 1988; Amended 1990, 1992 and 2005)

48. Allowing Submission of a Two-year Budget to OSPI (New SLP for 2017)

WSSDA Position Category: Funding and Allocations

WSSDA shall initiate and/or support legislation to allow school districts the option of submitting to OSPI a two-year district budget. *(Adopted 2016)*

49. Expanding Access to and Equitable Funding for all Dual Credit Options

WSSDA Position Category: Learning

WSSDA shall initiate and/or support legislation that provides a stable and equitable funding system for all of Washington's Dual Credit options. Every student who chooses to take a dual credit option should have all of the costs (tuition, books, fees & transportation) paid for as is the case for students who choose to take classes solely through their public high school. The dual credit funding should apply, but not be limited to, classes taken through the AP/IB/Cambridge systems, Running Start, Tech Prep, College in the High School, on-line college coursework and participating classes at our state's Skill Centers. *(Introduced 2016)*

50. WaKIDS Implementation

WSSDA Position Category: Teaching

WSSDA shall initiate and/or support legislation that enacts the full recommendations of the WaKIDS Workgroup report released by OSPI in January 2013. Particular emphasis should be placed on enacting recommendations to:

- Provide for automatic waivers of conference time at the start of the year from the 180 day requirement;
- Provide "WaKIDS Implementation Grants" to cover the additional costs of completing the assessments;
- Continue to take steps to reduce the amount of time it takes for teachers to complete WaKIDS assessments; and
- Specifically allow schools to use strategies that involve school/district-based teams to support and assist classroom teachers in making the observations required under WaKIDS. *(Introduced 2014)*

51. Accountability through Local Governance (2016 SLP 7.4.6)

WSSDA Position Category: Governance

WSSDA shall initiate and/or support legislation that promotes local control over restructuring efforts (school/district improvement). Specifically, all mandated corrective action shall be negotiated with and implemented by the locally elected school board. The local board may seek assistance and support from the Office of Superintendent of Public Instruction and/or the State Board of Education. *(Adopted 2015)*

52. Enhanced Funding for Transitional Bilingual Education (New SLP for 2017)

WSSDA Position Category: Learning

WSSDA shall initiate and/or support the recommendations of the Quality Education Council (QEC) for funding and instructional hour increases for the Transitional Bilingual Instruction Program as outlined below:

- increase hours of English language acquisition instruction for students in English proficiency levels 1-3 (as measured by the annual state based English proficiency exam) to provide six to eight instructional hours per week for grades 6-12;
- provide two years of three additional hours of English language instruction for exited students (level 4 students in all grades); and,
- increase funding to support this as outlined by the QEC

(Adopted 2016)

53. English Language Learners

WSSDA Position Category: Learning

WSSDA supports legislation that ensures English Language Learner (ELL) students have equal access to quality public schools and instruction. This includes but is not limited to:

- Creating a grant program for school districts to implement dual language programs for ELL and native English speaking students.
- Supporting school districts with certificated staff working in classrooms with ELL students to add to their highly qualified status by completing a certificated ELL or Bilingual endorsement.
- Including language acquisition coursework and multicultural competency training as part of the core requirements of teacher education programs.
- Developing academic language interim assessment tools to measure growth toward mastery of English Language Development Standards, in addition to the state's annual measures of progress in academic English language learning.
- Continuing the instructional hour increases and accompanying funding for the Transitional Bilingual Instructional Program. *(Introduced 2015)*

54. Truancy Becca Funding (2016 SLP 7.1.28)

WSSDA Position Category: Governance

WSSDA shall initiate and/or support legislation that (1) provides adequate state funding to school districts for community truancy boards, for additional secretarial and administrative time to monitor truanies, send letters, prepare court documents and truancy petitions, attend court hearings, provide follow-up supervision for Becca compliance, and for other efforts to decrease student absences; or (2) eliminates the Becca law and truancy board requirements if the funding is not continually forthcoming. *(Adopted 2010; Most recently amended 2016)*

55. Open Public Meetings Act (2016 SLP 7.3.1)

WSSDA Position Category: Governance

WSSDA shall initiate and/or support legislation that maintains the current provisions of the Open Public Meetings Act, including without limitations those that allow for confidential executive sessions of the governing board for specified purposes, that allow for the presence of necessary individuals other than board members, and that do not require minutes, taping or any other record of the discussions that transpire in sessions. *(Adopted 2011)*

56. Encouraging Diverse Students to Pursue the Teaching Profession

WSSDA Position Category: Teaching

WSSDA shall initiate and/or support legislation that proactively promotes and encourages opportunities for students of color, bilingual students, and/or students from diverse backgrounds to explore the teaching profession when they are in high school. *(Introduced 2016)*

57. All-Day Kindergarten (2016 SLP 7.1.8)

WSSDA Position Category: Learning

WSSDA shall initiate and/or support legislation for the funding of kindergarten for all districts that chose to offer full-day kindergarten at 1.0 FTE. Legislation will include provisions to change the space allocation formula for un-housed students to reflect full-time kindergarten. *(Adopted 1990; Amended 2004 and 2006)*

58. Technology Funding (2016 SLP 7.1.10)

WSSDA Position Category: Learning / Funding and Allocations

WSSDA shall initiate and/or support legislation which would fully fund the provision and maintenance of technology in school districts, as a part of basic education, to a statewide standard established by OSPI, in consultation with its K-12 technology advisory committee. *(Adopted 2010)*

59. Alternative Routes to Teacher Certification (2016 SLP 7.6.11)

WSSDA Position Category: Teaching

WSSDA shall initiate and/or support legislation that maintains or increases funding for alternative routes to teacher certification in state-identified shortage areas, particularly for those routes that allow Para- Educators and other classified instructional employees to attain a teaching certificate. *(Adopted 2012)*

60. Fund Transitional Bilingual Instruction Program (TBIP) (ELL) and Learning Assistance Program (LAP) Based on Student Need

WSSDA Position Category: Funding and Allocations / Learning

WSSDA supports legislation that allocates TBIP (ELL) and LAP (Learning Assistance Program) funds solely based on student need and not on staff mix. *(Introduced 2016)*

61. Technology Funding Stream

WSSDA Position Category: Funding and Allocations / Learning

WSSDA shall initiate and/or support legislation that creates a specific technology funding stream for school projects specific to creating sufficient technology capacity to successfully administer the Smarter Balanced state assessments. *(Introduced 2014)*

62. Streamlining Reporting

WSSDA Position Category: Governance

WSSDA supports legislation that directs education agencies to review education data reporting for effectiveness and reduced cost of acquisition. *(Introduced 2015)*

63. K-8 World Language Instruction

WSSDA Position Category: Learning

WSSDA shall initiate and/or support legislation that promotes innovative models and/or opportunities for world language instruction in kindergarten through eighth grades. *(Introduced 2016)*

64. Federal Funding Multipliers

WSSDA Position Category: Funding and Allocations

WSSDA supports legislation requiring OSPI to apply any multiplier used by the federal government for determining poverty rates (when qualifying economically disadvantaged students for programs and services) to state-funded programs and services that target those disadvantaged students as well. *(Introduced 2015)*

65. Non-renewal Process

WSSDA Position Category: Governance

WSSDA shall initiate and/or support legislation that changes the applicable provisions of RCW 28A.405 to provide for a practical and efficient system for the non-renewal of certificated staff who do not meet the new evaluation criteria as defined in 28A.405.100. Such a system would provide the following:

- That the statute not require the same timeline for or number of employee-supervisor conferences and fully completed evaluation documents during the established probationary period; and
- The administrative appeal process ends with a decision by the Board of Directors after providing the employee an opportunity to present his/her information. The employee retains the right to appeal to a judge. *(Introduced 2015)*

66. Passage of School Finance Issues (2016 SLP 7.1.18)

WSSDA Position Category: Governance

WSSDA believes that passage of all school finance issues should be by a simple majority of the ballots cast on those issues. *(Adopted 1977; Amended 2000 and 2001)*

67. Charter Schools under Locally Elected School Boards (2016 SLP 7.4.5)

WSSDA Position Category: Governance

WSSDA shall initiate and/or support legislation that authorizes charter schools be formed only under the governance of existing locally elected School Boards of Directors. *(Adopted 2015)*

68. School Employee Salaries (2016 SLP 7.6.1)

WSSDA Position Category: Teaching

WSSDA shall initiate and/or support legislation which would require parity for all educational employee groups whenever state salary increases are provided and which would assure the state of Washington of having salaries for education personnel that would allow them to remain competitive with other states and commensurate with comparable professions. *(Adopted 1988; Amended 1990)*

69. A more clearly defined, online High School and Beyond Plan for Every Student

WSSDA Position Category: Learning

WSSDA shall initiate and/or support legislation that encourages the development of, and free access to, an online HSBP that can be used as the framework for documenting students' personalized pathway decisions and for providing career and college readiness curriculum to all students. *(Introduced 2016)*

70. Regional Collaboration of Choice/Magnet Programs

WSSDA Position Category: Teaching

WSSDA shall initiate and/or support legislation that addresses the resource challenges faced by districts in providing their students access to choice/magnet programs. To ensure equitable access to educational opportunities for all students in Washington, and to avoid duplication, the state will incentivize regional cooperation by providing operating and capital costs, and student transportation between districts when they share programs of choice/magnets within their Education Service District boundaries. *(Introduced 2015)*

71. Education and Funding for Gifted Student Programs (2016 SLP 7.1.7)

WSSDA Position Category: Funding and Allocations (also in Learning)

WSSDA shall initiate and/or support legislation which would assure funding for the education of gifted students at a level of 10 percent of the student population, place that funding within the basic education allocation system and set a minimum number of students to be funded in small school districts. *(Adopted 1987; Amended 2005)*

72. Defining a Minimum School Day (New SLP for 2017)

WSSDA Position Category: Governance

WSSDA shall support and/or initiate legislation that authorizes local school districts to define the minimum standards of a school day until the legislature provides funding for an additional 80 hours of professional development and collaboration time. *(Adopted 2016)*

73. Teacher Seniority and Reductions in Force (2016 SLP 7.6.16)

WSSDA Position Category: Teaching

WSSDA shall initiate and/or support legislation that would support district consideration of variables, in addition to teacher seniority, when faced with a reduction in force due to declining enrollment or reduced state funding. *(Adopted 2014)*

74. End-of-course Exams (2016 SLP 7.8.4)

WSSDA Position Category: Learning

WSSDA shall initiate and/or support legislation that ensures that high school students sit for end-of course exams in each subject at the end of an actual course, regardless of the course completion sequence or grade level. *(Adopted 2015)*

75. Consolidation/Erosion of School Districts (2016 SLP 7.4.1)

WSSDA Position Category: Governance

WSSDA believes that consolidation of local school districts should occur only through a process of voting by the affected citizens and not by legislative mandate. *(Adopted 1982; Amended 1986 and 1994)*

76. Federal DREAM Act (2016 SLP 7.4.3)

WSSDA Position Category: Learning

WSSDA shall initiate and/or support the enactment of a process allowing immigrant students a path toward becoming lawful U.S. residents. *(Adopted 2014)*

77. Strikes and Labor Disputes (2016 SLP 7.6.6)

WSSDA Position Category: Governance

WSSDA is opposed to strikes as a means of settling disputes in public education as referenced in RCW 41.56.120. WSSDA strongly supports decisions by Washington courts that strikes by public employees are illegal. Participants in strikes should suffer economic losses or professional sanctions.

WSSDA supports legislation that would:

- Remove mandatory binding arbitration as the means of resolving impasses in negotiations. It is against the public interest to give final authority over the schools' operations to an arbitrator, who has no continuing responsibility for implementing an arbitration award.
- Impose penalties upon either party who fails to participate in impasse processes and other required procedures designed to promote agreement before the beginning of school.

When a local school district is faced with a strike, WSSDA recommends that the school board take the action, including injunctive relief, it deems necessary to fulfill its obligation to students and patrons.

During a strike, WSSDA will provide services or assistance requested by the local school board.

(Adopted 2001, Amended 2013)

78. Equity in Remediation Money

WSSDA Position Category: Funding and Allocations

WSSDA supports equalizing the delivery of remedial money for poverty programs by using state Learning Assistance Program dollars to close the gap in per student funding among Title I qualified students, created by differing Title I funding formulas. *(Introduced 2015)*

79. Public Records Act (2016 SLP 7.3.6)

WSSDA Position Category: Governance

WSSDA shall initiate and/or support legislation clarifying that any notes taken or electronic recordings made during an executive session are exempt from disclosure under the Public Records Act. *(Adopted 2012)*

80. Administrators for Small Schools (2016 SLP 7.6.3)

WSSDA Position Category: Teaching

WSSDA shall initiate and/or support legislation that would assure stable financial support for the proper and adequate administrative staffing in small schools and small school districts; preferably at least one administrator per district. *(Adopted 1990)*

Board Chair Nathanael O'Hara called the meeting to order at 6:00 p.m. PRESENT: Nathanael O'Hara, Keith White, Connie Welch, Laura Tucker, and Jennifer James-Wilson. Also present were Superintendent Polm, staff, and community members.

Nathanael O'Hara led the Pledge of Allegiance.

Agenda Approval

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

Recognition

Superintendent

Superintendent Polm presented Hero Awards to:

- Paula Collet, Blue Heron teacher, recognizing her excellence in engaging all students in her 4/5 grade classroom
- Peter Braden, Grant Street Elementary teacher, for his leadership in the building, involvement with all students, and great success as the Port Townsend High School swim team coach.

Board

Ms. James-Wilson said she attended the WSSDA (Washington State School Directors' Association) conference, and wanted to recognize Port Townsend's success in being innovative in many areas of public education. Mr. White said he appreciates the hard work and dedication of all students across the state, and realized that all who attended the conference were there to learn how to provide the best educational opportunities for those students.

Reports

Superintendent

Superintendent Polm reported on some of the sessions he attended at the WSSDA Conference.

Board

The board members discussed some of the information they learned at the WSSDA Conference.

Approval of Minutes

The following minutes were brought for approval:

- October 24, 2016 Regular Board Meeting
- November 3, 2016 Special Board Meeting
- November 14, Work/Study Meeting

Ms. James-Wilson moved to approve the minutes as presented. Mr. White seconded and the motion carried 5-0

Public Comments - None

Consent Agenda

Included on the consent agenda were the following items: 1) Payroll for October, 2016; 2) Accounts Payable for November 28, 2016; 3) Connie Welch moved to approve the consent agenda. Laura Tucker seconded and the motion carried 5-0. Recommend the following actions:

Hires: Recommend Melanie Shoop as 3.25 hr./day Food Service Assistant, effective November 14, 2016, for the 2016-17 school year
Recommend Cameron Botkin as High School Assistant Girls' Basketball Coach, effective the 2016-17 season.
Recommend Charity Jesionowski as High School Assistant Wrestling Coach, effective the 2016-17 school year
Recommend Sean Smith as Blue Heron Boys' 7th Grade Basketball Coach, effective the 2016-17 season

Retirements/Resignations: Accept resignation of Savannah Hensel, Food Service Assistant, effective October 24, 2016

Donations: Accept donation from Steve Engle of a 6-man Elliot lift raft valued at \$999 for use in Kelly Watson's high school maritime classes

Board Correspondence – None

Reports

ASB Representative - None

School/City Library Collaboration Report – Ann Healy-Raymond

Ann Healy-Raymond and Melody Skye Eisler, Director of the Port Townsend Public Library, reported on the following:

- How their outreach to other communities has resulted in similar collaborations between schools and public libraries being developed in surrounding areas.
- The library design in the new elementary school
- Community literacy opportunities at Grant Street
- STEAM (Science, Technology, Engineering, Art, Mathematics) opportunities for females.
- Community reads
- Summer reading program

National Science Teachers' Association Regional Conference Report – Brandi Hageman, Lois Sherwood

Ms. Hageman and Ms. Sherwood reported on ideas presented at this conference and how those might be implemented in all schools in the district, with special attention toward K-12 science alignment and increasing opportunities for more teachers to attend this conference.

OCEAN (Opportunity, Community, Experience, Academics, Navigation) Report – Liz Quayle, Principal Holshouser

Ms. Quayle reported on some successful projects from the 2015-16 school year, assessment scores for OCEAN students, and goals for the coming year.

Director of Finance and Business Operations – Amy Khile

Ms. Khile gave a budget status for all funds for October, 2016, reviewed enrollment for October, and presented a food service analysis for years 2012-2017 (year to date).

Action Items

Approve Resolution 16-16, Adoption of the Jefferson County/City of Port Townsend All Hazards Mitigation Plan (Revised 2016)

Ms. Tucker moved to approve Resolution 16-16. Ms. Welch seconded and the motion carried 5-0.

Approve Policy 6106 – Allowable Costs for Federal Programs

Ms. Tucker moved to approve Policy 6106. Mr. White seconded and the motion carried 5-0.

Approve Policy 6101 – Federal Cash and Financial Management

Ms. James-Wilson moved to approve Policy 6101. Ms. Welch seconded and the motion carried 5-0.

Unfinished Business

New Business

Policy Review – None

Board Member Announcements/Suggestions for Future Meetings

Ms. Tucker suggested having two student ASB board representatives for future discussion.

Mr. O'Hara will not be present for the December 12, 2016 meeting

Next Meeting

Regular Board Meeting, December 12, 2016, 1610 Blaine St., Room S-11, 6:00 p.m.

Adjournment

The meeting was adjourned by consensus at 8:28 p.m.

John A. Polm, Jr., Secretary

ATTEST: _____
Nathanael O'Hara, Board Chair



1500 Van Ness, Port Townsend, WA 98368
Phone: 360.379.4520 Fax: 360.379.4506

Carrie Ehrhardt, Principal Scott R. Wilson, Assistant Principal

To: Personnel Office
From: Carrie Ehrhardt *C Ehrhardt*
Re: Credit Recovery Teacher
Date: 11/14/16

PTHS had two applicants for the posted position of Credit Recovery Supervising Teacher for the 2016-17 school year. The applicants were Tom Gambill and Chris Pierson. The decision was made to offer the position as a shared opportunity for these two teachers and they accepted. A calendar has been worked out as so divide the dates evenly between the teachers. They will be submitting timesheets for their time, so a contract will not need to be created.

I therefore recommend the approval of Tom Gambill and Chris Pierson for the shared position of Credit Recovery Supervising teacher for the 2016-17 school year.

Thank you.

Cc: Dr. John Polm, Superintendent
Jason Lynch, LAP Supervisor

Dear Port Townsend Board of Directors,

It's my pleasure to recommend Kristin Thibeault for the Permanent Substitute position with Port Townsend School District.

Kristin has been a substitute for Port Townsend and Chimacum since 10/2014.

I thoroughly enjoyed my time working with Kristin, and came to know her as a truly valuable asset to absolutely any team. She is honest, dependable, and incredibly hard-working. Beyond that, she is an impressive driver who is always available and ready for anything.

Her knowledge of the area has been a huge advantage to our entire office. She put this skillset to work in order to get the children home safely each and every day.

Kristin has always been an absolute joy to work with. She is a true team player, and always manages to foster positive discussions and bring the best out of other employees.

Without a doubt, I confidently recommend Kristin Thibeault to join our team at Chimacum / Port Townsend Co-Op. As a dedicated and knowledgeable employee and an all-around great person, I know that she will be a beneficial addition to our organization.

Please feel free to contact me should you like to discuss Kristin's qualifications and experience further.

Best wishes,

*Monica Mulligan
Director of Transportation
Chimacum / Port Townsend Co-Op
360-302-5812*

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of December 12, 2016, the board, by a _____ vote, approves payments, totaling \$17,065.80, and voids/cancellations, totaling \$30.00. The payments and voids are further identified in this document.

Total by Payment Type for Cash Account, ASSOCIATED STUDENT BODY:
Warrant Numbers 10544 through 10558, totaling \$17,065.80
Voids/Cancellations, totaling \$30.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
10544	ASB IMPREST FUND	11/30/2016	1,691.00
10545	ASSOC OF WASH STUDENT LEADERS	11/30/2016	400.00
10546	BANK OF AMERICA VISA	11/30/2016	2,275.87
10547	CENTRAL KITSAP HIGH SCHOOL	11/30/2016	400.00
10548	EASTBAY TEAM SALES	11/30/2016	119.90
10549	Fraser, Alice K	11/30/2016	65.36
10550	GOOD SPORTS	11/30/2016	237.50
10551	JEFFERSON CO REC DEPT	11/30/2016	5,950.00
10552	KING COUNTY DIRECTORS	11/30/2016	22.01
10553	Little, Jennifer Ann	11/30/2016	143.22
10554	NORTH OLYMPIC FOOTBALL OFFICIA	11/30/2016	2,152.59
10555	OLYMPIC PENINSULA BOARD OF OFF	11/30/2016	2,601.00
10556	Russell, Julie Ann	11/30/2016	33.26
10557	VALLEY ATHLETICS	11/30/2016	941.49
10558	Wilson, Scott Randall	11/30/2016	32.60
15	Computer	Check(s) For a Total of	17,065.80

Check Nbr	Vendor Name	Check Date	Check Amount
9981	ELMA WRESTLING CLUB	11/30/2016	30.00
1	Void	Check(s) For a Total of	30.00

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of December 12, 2016, the board, by a _____ vote, approves payments, totaling \$107,012.73. The payments are further identified in this document.

Total by Payment Type for Cash Account, CAPITAL PROJECTS:
Warrant Numbers 3328 through 3331, totaling \$107,012.73

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

Check Nbr	Vendor Name	Check Date	Check Amount
3328	ABSHER CONSTRUCTION CO	11/30/2016	7,037.64
3329	INTEGRUS ARCHITECTURE	11/30/2016	99,772.71
3330	Taylor, Brad James	11/30/2016	52.38
3331	TERRAPIN ARCHITECTURE PC	11/30/2016	150.00
4	Computer	Check(s) For a Total of	107,012.73

Comp Joy

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of December 12, 2016, the board, by a _____ vote, approves payments, totaling \$928.80. The payments are further identified in this document.

Total by Payment Type for Cash Account, Wire Transfers:
Wire Transfer Payments 201600014 through 201600015, totaling \$928.80

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

Check Nbr	Vendor Name	Check Date	Check Amount
201600014	DEPARTMENT OF REVENUE	12/02/2016	883.31
201600015	DEPARTMENT OF REVENUE	12/02/2016	45.49

2 Wire Transfer Check(s) For a Total of 928.80

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

December 12, 2016

As of ~~November 28, 2016~~, the board, by a _____ vote, approves payments, totaling \$98,169.02, and voids/cancellations, totaling \$17,902.82. The payments and voids are further identified in this document.

Total by Payment Type for Cash Account, GENERAL FUND:
Warrant Numbers 61834 through 61887, totaling \$98,169.02
Voids/Cancellations, totaling \$17,902.82

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

Check Nbr	Vendor Name	Check Date	Check Amount
61834	ACE IT EMPLOY & TRANSITION SVC	11/30/2016	2,742.18
61835	Agnew, Angela	11/30/2016	600.00
61836	BANK OF AMERICA VISA	11/30/2016	15,707.62
61837	BLICK ART MATERIALS	11/30/2016	273.72
61838	BROTHERS PLUMBING INC	11/30/2016	572.73
61839	Cannavaro, Maribeth	11/30/2016	2,400.00
61840	CANON FINANCIAL SERVICES INC	11/30/2016	207.07
61841	CAREER CRUISING	11/30/2016	799.00
61842	CENTURYLINK	11/30/2016	701.54
61843	CLARK SECURITY PRODUCTS INC	11/30/2016	52.08
61844	DEMCO	11/30/2016	54.93
61845	DEPARTMENT OF LICENSING	11/30/2016	143.00
61846	EDENSAW WOODS	11/30/2016	57.23
61847	Ehrhardt, Carrie L	11/30/2016	20.52
61848	Falge, Lysa Marie	11/30/2016	98.28
61849	FALLON, MARY (MOLLY)	11/30/2016	770.00
61850	FOOD CO-OP	11/30/2016	24.95
61851	Gustafson, Emily A	11/30/2016	226.00
61852	HANKINSON, JANELLE	11/30/2016	3,135.00
61853	HEADSETS.COM	11/30/2016	32.95
61854	HI-TECH SECURITY INC	11/30/2016	1,218.08
61855	JEFFERSON TRANSIT	11/30/2016	60.00
61856	JIVE COMMUNICATIONS, INC.	11/30/2016	11,054.38
61857	JW PEPPER & SON INC	11/30/2016	86.07
61858	KELVIN	11/30/2016	281.84
61859	KING COUNTY DIRECTORS	11/30/2016	1,016.35
61860	KROGER - QFC CUSTOMER CHARGES	11/30/2016	55.60
61861	Kruse, Jennifer Kathleen	11/30/2016	1,697.74
61862	Marmol, Darlene	11/30/2016	10.80
61863	Montgomery, Kimberly B	11/30/2016	52.92
61864	Nielsen, Jennifer Marie	11/30/2016	701.13

Check Nbr	Vendor Name	Check Date	Check Amount
61865	Olson, Rene Joan	11/30/2016	10.80
61866	OLYMPIC TECHNOLOGY RESOURCES I	11/30/2016	219.04
61867	OLYMPIC SPRINGS	11/30/2016	150.37
61868	OSPI	11/30/2016	5,400.00
61869	Polm JR, John A	11/30/2016	417.42
61870	POSTAGE BY PHONE RESERVE ACCOU	11/30/2016	1,000.00
61871	PUBLIC UTILITY DISTRICT	11/30/2016	19,744.56
61872	RIDDER, ANDY	11/30/2016	456.84
61873	SAFEWAY	11/30/2016	110.58
61874	SEATTLE REPERTORY THEATER	11/30/2016	480.00
61875	SHRED-IT US JV LLC	11/30/2016	86.11
61876	Snyder-Johnson, Betsy	11/30/2016	10.80
61877	SOS PRINTING	11/30/2016	63.77
61878	SOUND EXPERIENCE	11/30/2016	1,250.00
61879	Stankus, Jennifer K	11/30/2016	844.96
61880	STAPLES	11/30/2016	125.50
61881	SUPPLYWORKS	11/30/2016	24.74
61882	Turay, Lisa	11/30/2016	80.00
61883	WASHINGTON FIRST ROBOTICS	11/30/2016	4,366.00
61884	WEA SELECT PLANS - DENTAL	11/30/2016	17,414.50
61885	Wenzl, Kathleen Hope	11/30/2016	41.48
61886	Wilson, Scott Randall	11/30/2016	51.84
61887	YMCA CAMP SEYMOUR	11/30/2016	966.00
54	Computer	Check(s) For a Total of	98,169.02

Check Nbr	Vendor Name	Check Date	Check Amount
58632	Clark, Lisa M	11/30/2016	8.72
58749	McMather, Gina	11/30/2016	198.97
58877	Clanton, Tara	11/30/2016	40.97
58885	Garnett Harris, Cheryl Lee	11/30/2016	109.66
58948	Garnett Harris, Cheryl Lee	11/30/2016	130.00
61489	WEA SELECT PLANS - DENTAL	11/30/2016	17,414.50
6	Void	Check(s) For a Total of	17,902.82

GF2

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of December 12, 2016, the board, by a _____ vote, approves payments, totaling \$246.26, and voids/cancellations, totaling \$5,527.32. The payments and voids are further identified in this document.

Total by Payment Type for Cash Account, GENERAL FUND:
Warrant Numbers 61888 through 61888, totaling \$246.26
Voids/Cancellations, totaling \$5,527.32

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

Check Nbr	Vendor Name	Check Date	Check Amount
61888	BANK OF AMERICA VISA	11/30/2016	246.26

1 Computer Check(s) For a Total of 246.26

Check Nbr	Vendor Name	Check Date	Check Amount
61218	JIVE COMMUNICATIONS, INC.	11/30/2016	5,527.32
1	Void	Check(s) For a Total of	5,527.32

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of December 12, 2016, the board, by a _____ vote, approves payments, totaling \$127,571.78. The payments are further identified in this document.

Total by Payment Type for Cash Account, TRANSPORTATION VEHICLE:
Warrant Numbers 200713 through 200713, totaling \$127,571.78

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

Check Nbr	Vendor Name	Check Date	Check Amount
200713	BRYSON SALES & SERVICE OF WA	11/30/2016	127,571.78

1	Computer	Check(s) For a Total of	127,571.78
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PORT TOWNSEND SCHOOL DISTRICT NO. 50

Payroll for the month of November, 2016

We, the undersigned, do hereby certify that the foregoing payroll is just, true and correct; that the persons whose names appear hereon actually performed services as stated for the time shown, and that the amounts are actually due and unpaid,

Clerk of District

Approved gross in the sum of	\$	<u>738,015.19</u>	Employee Gross
		<u>285,635.61</u>	Employer Contribution
		_____	Payroll Adjustment*
		<u>1,023,650.80</u>	Total Distribution

DIRECTORS:

*Provision is made for the adjusting of employee and employer benefits as necessary.

REPORT OF DONATION

To the Board of the Port Townsend School District

Date of donation: December 1, 2016

Name of donor: Mitch Poling

Address of donor:

Items:	Amount:
<u>China Dishes</u>	<u>800-</u>
<u>Pattern Books & Instructions</u>	<u>150-</u>
<u>Glazes</u>	<u>300-</u>
<u>Tools</u>	<u>250-</u>
<u>Total Value</u>	<u>1500-</u>

Donation to
PTA art
class.

Received by: Luci Chambers

C. Elhardt
Building Administrator

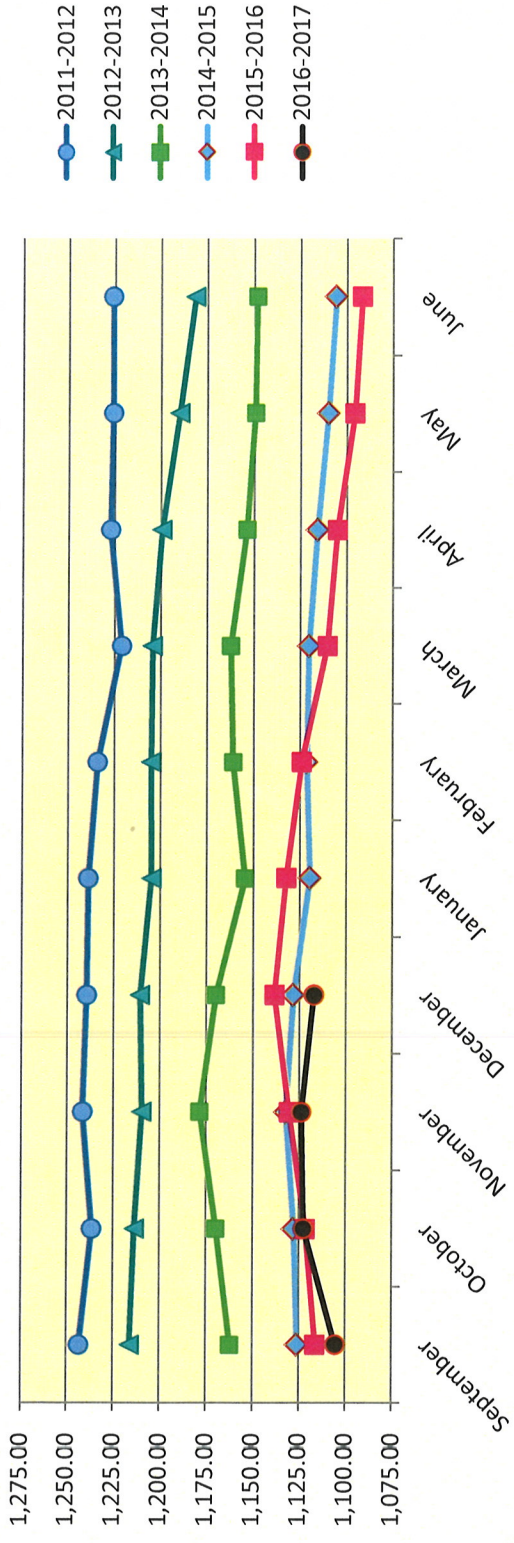
**PTSD ENROLLMENT FY 2015-2016
December-2016**

Prelim
Final

12/1/16

	Bldg - Grant St				ICE/OCEAN		OPEPO/Other		Headcount	FTE *	Comparison to Prior Month (Nov)			COMPARE TO BUDGET		
	Headcnt	FTE	Headcnt	FTE	Headcnt	FTE	Headcnt	FTE			Prior Mo	Diff	FTE *		FY16 AAFTE * BUDGET	VARIANCE from Dec Target Over/≤Under>
													Prior Mo	Diff		
K - @ .5 FTE	71	69.80	-	-	-	-	-	-	71	69.80	72	(1)	70.80	(1.00)	88.0	(18.20)
Grade 1	93	93.00	1	1.00	-	-	-	-	94	94.00	96	(2)	96.00	(2.00)	95.0	(1.00)
Grade 2	76	74.07	4	4.00	-	-	-	-	80	78.07	80	-	78.07	-	75.0	3.07
Grade 3	86	86.00	3	3.00	-	-	-	-	89	89.00	89	-	89.00	-	96.0	(7.00)
TOTAL-Elem	326	322.87	8	8.00	-	-	-	-	334	330.87	337	(3)	333.87	(3.00)	354.0	(23.13)
	Bldg - Blue Heron				ICE/OCEAN - ALE		OPEPO/Other									
	Headcnt	FTE	Headcnt	FTE	Headcnt	FTE	Headcnt	FTE								
Grade 4	62	62.00	7	7.00	10	10.00			79	79.00	79	-	79.00	-	77.0	2.00
Grade 5	68	68.60	9	9.00	11	10.40			88	88.00	86	2	86.00	2.00	80.0	8.00
Grade 6	110	109.32	7	7.00					117	116.32	116	1	115.72	0.60	110.0	6.32
Grade 7	80	77.87	5	4.70					85	82.57	86	(1)	84.12	(1.55)	80.0	2.57
Grade 8	76	74.00	6	5.85		0.69			82	80.54	84	(2)	82.54	(2.00)	77.0	3.54
TOTAL-Middle	396	391.79	34	33.55	21	21.09	-	-	451	446.43	451	-	447.38	(0.95)	424.0	22.43
	Bldg - PTHS				ICE/OCEAN - ALE		OTHER									
	Headcnt	FTE	Headcnt	FTE	Headcnt	FTE	Headcnt	FTE								
Grade 9	73	73.40	9	8.60					82	82.00	83	(1)	83.00	(1.00)	72.0	10.00
Grade 10	72	70.28	4	3.40					76	73.68	76	-	73.68	-	77.0	(3.32)
Grade 11	81	73.28	11	9.40					92	82.68	92	-	83.36	(0.68)	77.0	5.68
Grade 12	102	91.66	12	9.80					114	101.46	116	(2)	102.46	(1.00)	95.0	6.46
TOTAL-High	328	308.62	36	31.20	-	-	-	-	364	339.82	367	(3)	342.50	(2.68)	321.0	18.82
SUB-TOTAL																
-(w/out Running Start)		1,023.28		72.75		21.09			1,149	1,117.12	1,155	(6)	1,123.75	(6.63)	1,099.0	18.12
Running Start -- non-CTE									69	34.40			34.40	-	29.0	5.40
Running Start -- CTE										1.33			1.33	-	2.0	(0.67)
TOTAL FTE including Running Start									1,218	1,152.85	1224	(6)	1,159.48	(6.63)	1,130.00	22.85

Monthly Full Time Equivalent Enrollment (FTE)

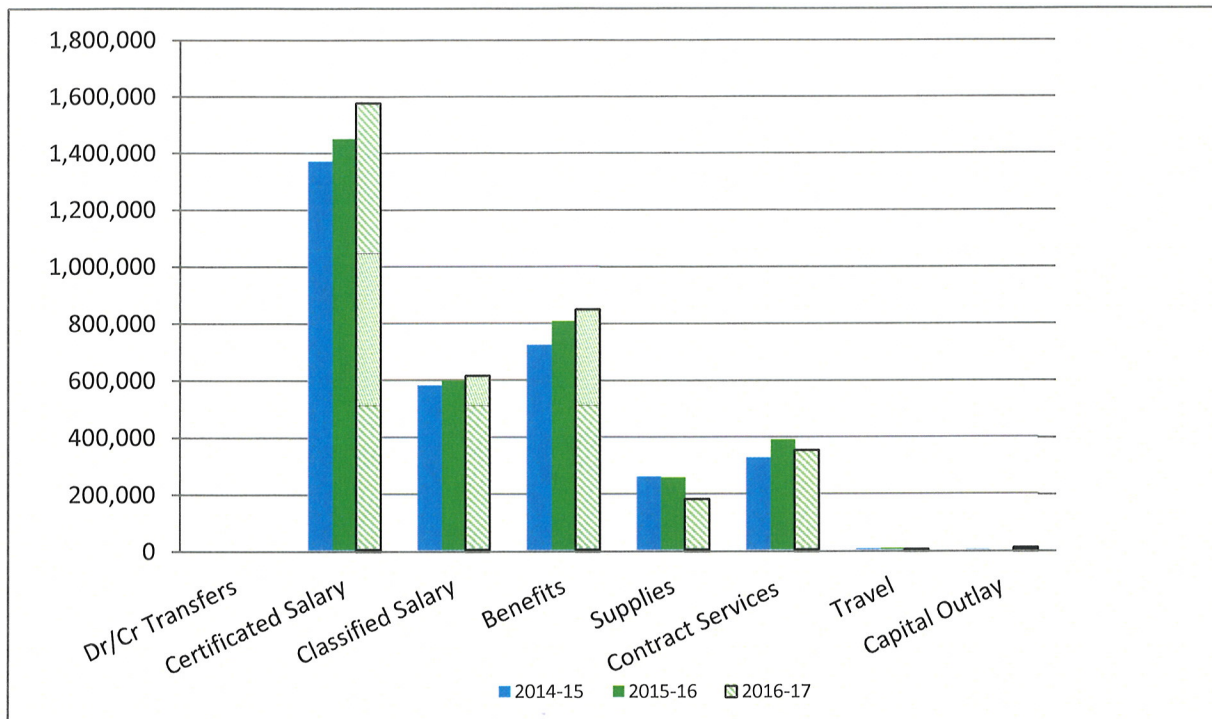


Fund Summary

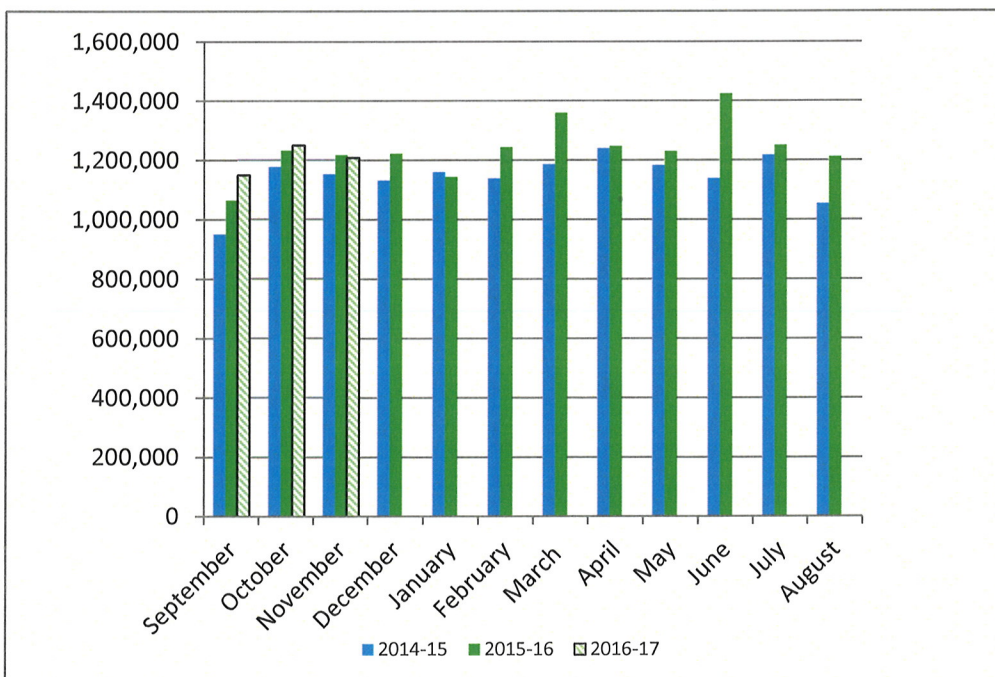
November 2016

	General Fund	Capital Projects	Debt Service	ASB	TVF
Beginning Fund Balance	750,431	42,188,498	127,674	328,653	299,298
Plus Revenues	<u>3,996,321</u>	<u>577,390</u>	<u>57,363</u>	<u>87,020</u>	<u>396</u>
Total Resources	4,746,752	42,765,888	185,038	415,673	299,693
Less Expenditures and Operating Transfers Out	<u>3,610,116</u>	<u>344,176</u>	<u>562</u>	<u>72,017</u>	<u>128,170</u>
Ending Fund Balance	<u><u>1,136,636</u></u>	<u><u>42,421,711</u></u>	<u><u>184,475</u></u>	<u><u>343,656</u></u>	<u><u>171,523</u></u>
Fund Balance as a % of Budgeted Expend. 15,439,226	7.36%				

Port Townsend School District
Year to Date Expenditures by Object
November 30, 2016
\$3,610,116

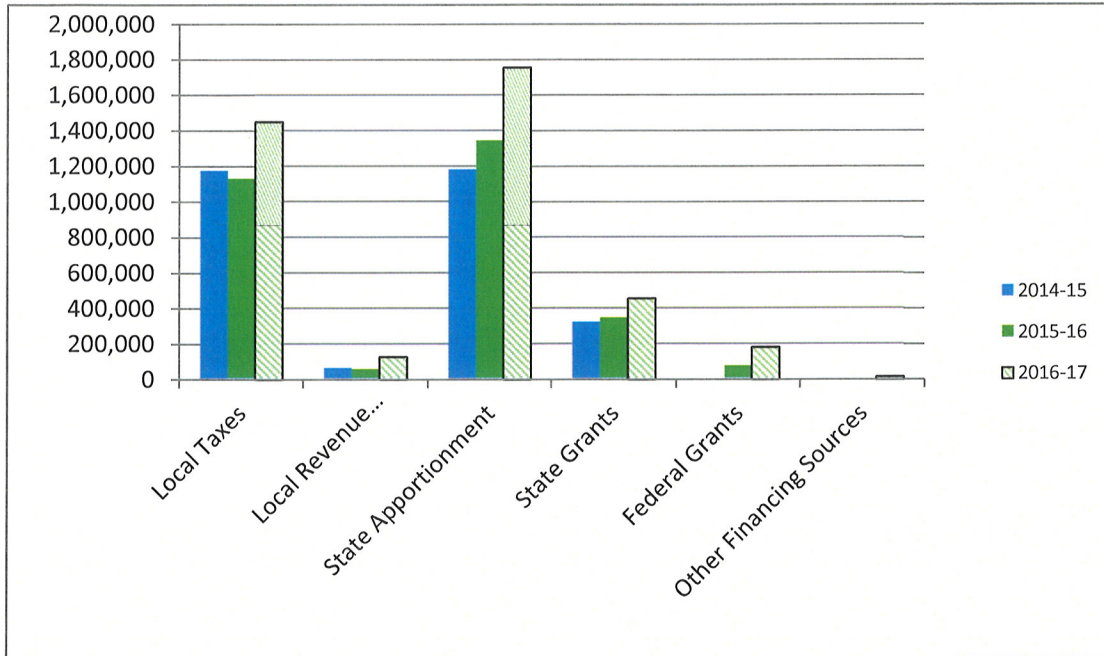


General Fund Expenditure Comparative

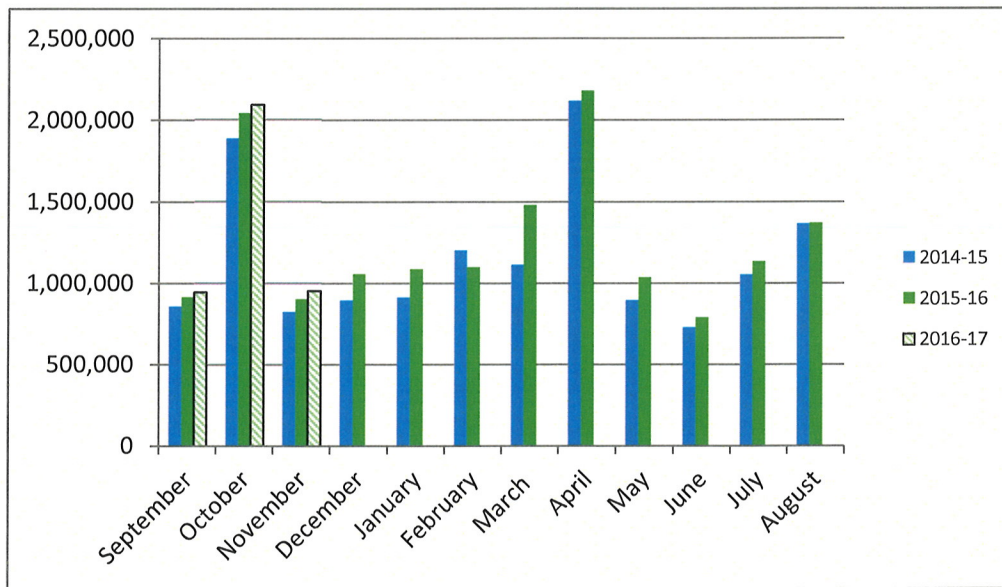


Expenditures as a percentage of budget is 23.38% and we are 25% through the year

Port Townsend School District
Year to Date Revenue by Source
 November 30, 2016
 \$3,996,321



General Fund Revenue Comparison



Revenues as a percentage of budget is 26.42% and we are 25% through the year.

Current vs Prior Year

November 30, 2016

	Adopted 16-17 Budget	November 2016 Year To Date	November 2015 Year To Date	Difference
Revenues				
Local Tax	3,527,025	1,451,257	1,129,400	321,856
Local Non Tax	530,225	128,818	56,948	71,870
State General Purpose	7,476,001	1,756,848	1,344,357	412,490
State Special Purpose	2,183,810	458,680	346,699	111,981
Federal General Purpose	0	0	0	0
Federal Special Purpose	1,333,391	182,574	74,610	107,965
Other Agencies/Sources	78,500	18,144	0	18,144
Total	15,128,952	3,996,321	2,952,015	1,044,306
		26.42%		
Expenditures				
Employee Costs				
Payroll - Certificated	6,230,878	1,577,922	1,450,919	127,003
Payroll - Classified	2,433,511	618,541	598,871	19,670
Payroll - Benefits	3,424,949	850,438	807,841	42,598
	12,089,338	3,046,902	2,857,631	
% of overall expend	78%	84%	81%	
Non Employee Costs				
Supplies	853,281	185,123	257,798	(72,675)
Contract Services	2,381,306	356,630	390,890	(34,260)
Travel	25,301	7,800	7,800	0
Capital Outlay	90,000	13,680	0	13,680
	3,349,888	563,232	656,487	
% of overall expend	22%	16%	19%	
Total	15,439,226	3,610,133	3,514,118	96,015
Revenue less expenditures	(310,274)	386,187	(562,103)	948,290
Actual % of budget consumed		23.38%	23.40%	

Highlights

November 30, 2016

	November Revenues	YTD Revenues	November Expenditures	YTD Expenditures
General Fund				
Apportionment	397,177	1,697,030		
Local Tax Collection	263,362	1,451,257		
Special Education - State	70,797	302,495	189,359	560,185
Extracurricular			50,851	137,337
MDS	32,572	32,572	13,146	65,006
Food Service	28,593	76,448	38,965	94,800
Capital Projects				
Local Tax Collection	90,089	496,411		
Interest Revenue	5,602	16,979		
Local Support Non Tax	5,000	64,000		
Capital Levy Expenditures			34,591	51,764
Bond Expenditures			108,088	236,559
Debt Service Transfer			55,853	55,853
Debt Service				
Non-Voted Principal/Interest	489	1,511		
Debt Service Transfer	55,853	55,853		
ASB				
General Student Body	5,211	21,518	1,460	4,001
Athletics	4,962	11,600	16,892	27,163
Clubs	12,016	39,890	12,319	39,186
Transportation Vehicle				
Interest	158	396		
Equipment			127,572	128,170

MANAGEMENT SUPPORT

Minimum Fund Balance

The district recognizes the importance of maintaining a prudent fund balance in the general fund to ensure operational cash flow needs are met, to set aside resources for known obligations and to help protect against unforeseen circumstances. Accordingly, the district adopts this policy in regards to those portions of fund balance that are in spendable form but are not legally restricted as to their use from outside sources.

The Port Townsend School District Board of Directors directs the superintendent to strive to provide a minimum fund balance of 5%, based on recurring fiscal year expenditure, which will be reviewed annually.

Cross Reference:

Board Policy 6020
Board Policy 6040

System of Funds and Accounts
Expenditures in Excess of
Budget

Date: 8/8/2011; 12/9/2013



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

MEMORANDUM

DATE: November 23, 2016
TO: School Board
FROM: John Polm, Jr., Superintendent
SUBJECT: Tennis Courts

During the November 14, 2016 school board study session, the Port Townsend Schools' governing board requested information regarding the tennis courts located on the high school campus. The following is information gathered to date:

School Use

- High school PE classes for their tennis unit for approximately three weeks in the spring, and as a gathering area for class when outside
- No athletic teams use the courts at this time since PTHS co-opts with Chimacum and students practice at Chimacum
- PTHS has hosted tennis tournaments at times, most recently Coupeville vs. Chimacum/PT once a season in the spring

Community Use

- Courts are open, not reserved through facility process, but are not used frequently
- The Port Townsend Tennis Club is the only organized user at this time. Otherwise, the users would be community members without any other affiliations.
- There are four total courts (3 tennis and 1 pickle ball)

Maintenance Director Brad Taylor reported that the tennis courts located at Port Townsend High School were constructed in the 1990's, about the time Blue Heron was built, and are currently used lightly.

Athletic Director Scott Wilson expressed interest in converting one tennis court into a basketball court, probably the current court lined for pickle. Brad Taylor agrees, and believes this would meet the needs of more school-age students than the four current tennis courts.

Brad Taylor also reported that the Tennis Club approached him about six (6) months ago asking to clean the courts. He said he lent the pressure washer and their members provided the labor to wash the courts. The courts do need some patching and repairs.

CURRENT BOARD ASSIGNMENTS

BY ASSIGNMENT

Instructional Materials	Connie Welch
Wellness	Jennifer James-Wilson, Laura Tucker
Finance	Nathanael O’Hara, Keith White
Technology Committee: (1/12, 2/2, 3/2, 4/12, 5/11, 6/1)	Keith White, Connie Welch
Facilities and Long-Range Planning: (12/20)	Nathanael O’Hara, Jennifer James-Wilson
Policy Review: (1/10, 2/7, 3/7, 4/11, 5/2, 6/6)	Jennifer James-Wilson
Legislative Representative:	Keith White, Jennifer James-Wilson
Accounts Payable Review:	Keith White
WIAA:	Keith White

BY BOARD MEMBER

Jennifer James-Wilson	Wellness, Facilities and Long-Range Planning, Policy Review, Legislative Representative
Nathanael O’Hara	Finance, Facilities and Long-Range Planning
Laura Tucker	Wellness
Connie Welch	Instructional Materials, Technology
Keith White	Finance, Technology, Legislative Representative, Accounts Payable Review, WIAA

INSTRUCTION

World Languages Credit for Competency/Proficiency

The board recognizes the value of preparing students to be global citizens with the skills to communicate in English and other world languages. In our state’s diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, through experiences of using the language at home, attendance at language programs offered in the community, learning online or time spent living abroad. The district encourages students and their families to take advantage of any language learning opportunities available to them.

To enable students to fully benefit from the advantages of multilingualism, the district will encourage students to learn to understand, speak, read and write at a high level of language proficiency. Proficiency can also be demonstrated in languages that are only spoken or signed. In order to recognize the language proficiency of students, the superintendent is directed to develop procedures for awarding world language credits to students based on demonstrated proficiency across a range of language skills.

Legal References:	RCW 28A.230.090(4)(5)	High school graduation requirements or equivalencies
	WAC 180-51-050	High school credit - Definition

Date: _____.

STUDENTS

Excused and Unexcused Absences

Consistent school attendance matters for school success, and developing the habit of attendance prepares students for success in college, career, and in life. Reducing absenteeism ensures an equitable opportunity for children to learn, grow, and thrive.

Upon enrollment and at the beginning of each school year, the district will inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and be provided such information in a language they can understand. Parents will be required to date and acknowledge review of this information online or in writing.

Excused Absences

Students at times may appropriately be absent from class.

~~A. Absences due to illness or a health condition; a religious observance, when requested by a student's parent(s); school-approved activities; family emergencies; and, as required by law, disciplinary actions or short term suspensions shall be excused. The principal may, upon request by a parent, grant permission in advance for a student's absence provided such absence does not adversely affect the student's educational progress. A student, upon the request of a parent, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property, or involves the school to any degree.~~

The following are valid excuses for absences:

- 1. Participation in a district or school approved activity or instructional program;*
- 2. Illness, health condition or medical appointment (including, but not limited to medical, counseling, dental or optometry), with return to school after appointment;*
- 3. Family emergency, including, but not limited to a death or illness in the family;*
- 4. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;*
- 5. Court, judicial proceeding, or serving on a jury;*
- 6. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;*
- 7. State-recognized search and rescue activities consistent with RCW 28A.225.055;*
- 8. Absence directly related to the student's homeless status;*
- 9. Absence resulting from a disciplinary/corrective action (e.g. short-term or long-term suspension, emergency expulsion); and*
- 10. Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.*

The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher except ~~that~~ *in the case of* participation-type classes, a student's grade may be affected because of the student's inability to make up the activities conducted during a class period.

An excused absence shall be verified by the parent/guardian *or a responsible adult*, emancipated ~~minor~~ or appropriately-aged student, or school authority responsible for the absence. *If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult.* If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol, or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.

~~D. A student's grade may be affected if an activity or assignment occurs during the period of time when the student is absent.~~

~~E. The school shall notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification shall include the potential consequences of additional unexcused absences.~~

~~Not later than the student's fourth unexcused absence in a semester the district shall enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.~~

~~A conference with the parent or guardian shall be held after five unexcused absences within any semester during the current school year. After five unexcused absences within a semester, a petition will be filed with Jefferson County Juvenile Services, and the student will be required to attend Truancy Court.~~

~~A conference shall be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school. If the parent does not attend the conference, the parent shall be notified of the steps the district has decided to take to reduce the student's absences.~~

~~If such action is not successful, the district shall file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year.~~

~~F. All suspensions and/or expulsions shall be reported in writing to the superintendent within 24 hours after imposition.~~

Unexcused Absences

Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria for an excused absence.

~~*B. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence, which may include school discipline. In some cases, a student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.*~~

~~*The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences.*~~

~~*A conference with the parent or guardian will be held after two unexcused absences within any month during the current school year. In rare situations, a student may be suspended or expelled for habitual truancy. Prior to suspension or expulsion, The parent will be notified in writing in his/her primary language that the student has unexcused absences. A conference will be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school. If the parent does not attend the conference, the parent will be notified of the steps the district has decided to take to reduce the student's absences.*~~

~~*Not later than the student's fifth unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board, or file a petition and affidavit with the juvenile court alleging violation of RCW 28A.225.010*~~

~~*If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student, or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year.*~~

~~*In rare situations, a student may be suspended or expelled for habitual truancy. All suspensions and/or expulsions will be reported in writing to the superintendent within 24 hours after imposition.*~~

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents is necessary for the success of the policy and procedures, the procedures shall be disseminated broadly and made available to parents and students annually. ~~in the Student Handbook and when deemed necessary by school administration.~~

Students dependent pursuant to Chapter 13.34, RCW

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act

with that student and adults involved with the student. Adults includes the student’s caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student’s unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student’s management of the school work.

Cross References:	<i>Policy 3120 Policy 3230 Policy 3240 Policy 3241</i>	<i>Enrollment Student Privacy Student Conduct Expectations and Reasonable Sanctions Classroom Management, Discipline and Corrective Action</i>
Legal References:	<i>RCW 13.34.300 RCW 28A. 225 WAC 180-16-215(4) WAC 180-40-235 WAC 180-40-260 WAC 392-400-325</i>	<i>Relevance of failure to cause juvenile to attend school to neglect petition Compulsory School Attendance and admission (new section added pursuant to SSHB 2449 (2016 legislative session)) Minimum 180 school day year Discipline—Conditions and limitations Long term suspension—Conditions and limitations Statewide definition of excused and unexcused daily absences</i>
Mangmt. Resources	<i>Policy News: 2016-July 2015-June 2012- December 2011-December 2011-June</i>	

Date: 2/12/70; 3/2/92; 9/23/96; 8/21/97; 7/26/99; 10/28/02; 6/24/03; 5/23/05 _____