

PORT TOWNSEND SCHOOL DISTRICT NO. 50
6:00 p.m. Regular School Board Meeting
January 9, 2017
“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 Hero Awards

05. School Board Appreciation

- 05.01 Proclamation
- 05.02 Reception

06. Public Comments

07. Board Correspondence - None

08. Reports

- 08.01 Student
- 08.02 Board
- 08.03 Superintendent
- 08.04 Strategic Plan

09. Unfinished Business

- 09.01 Board Self-Assessment
- 09.02 Legislative Priorities Letter

10. New Business

11. Policy Review

- 11.01 Policy 4217, Effective Communication – First Review
- 11.02 Policy 4218, Language Access – First Review
- 11.03 Policy 4220, Questions or Concerns Regarding Staff or Programs – First Review

12. Board Member Announcements/Suggestions for Future Meetings

13. Next Meeting

- 13.01 Board Retreat, January 11, 2017, 1610 Blaine St., Room S-11, 1:00 pm
- 13.02 Regular Board Meeting, January 23, 2017, 1610 Blaine St., Room S-11, 6:00 pm

14. Executive Session – (if necessary)

15. Adjournment

The State of Washington



Proclamation

WHEREAS, the mission of Washington's public school system is to assure that all students achieve at high levels and possess the knowledge and skills to be responsible students and enjoy productive and satisfying lives; and

WHEREAS, Washington's 295 locally-elected school boards and nine elected educational service district boards are the core of the public education governance system in our state; and

WHEREAS, the districts and regions they lead serve more than one million students, have a combined annual budget of more than \$11 billion and employ 160,000 people; and

WHEREAS, school directors play a crucial role in promoting student learning and achievement by creating a vision, establishing policies and budgets, and setting clear standards of accountability for all involved; and

WHEREAS, school directors are directly accountable to the citizens in their districts and regions, serving as a vital link between members of the community and their schools; and

WHEREAS, school directors and educational service districts provide a passionate voice of advocacy for public schools and the welfare of school children; and

WHEREAS, it is appropriate to recognize school directors as outstanding volunteers and champions for public education;

NOW, THEREFORE, I, Jay Inslee, Governor of the state of Washington, do hereby proclaim January 2017 as

School Board Recognition Month

in Washington, and I urge all people in our state to join me in this special observance.

Signed this 21st day of December, 2016

A handwritten signature in blue ink, appearing to read "Jay Inslee".

Governor Jay Inslee



Port Townsend School District



Learning Through a Sense of Place

Strategic Plan 2016-2021

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Port Townsend High School students work together on the schooner Adventuress.

About our Strategic Plan

Situated on the beautiful Quimper Peninsula, rich in natural and human resources, the Port Townsend School District benefits from the unique opportunities for educational innovation found in Port Townsend. The Port Townsend School District’s strategic plan creates the goals, objectives and strategies to guide the district forward. Reflected in the plan is evidence of the multi-year process in which the district is engaged to overhaul P-12+ education by creating a cohesive, placed-based curriculum that unifies learning along a central focus for a student’s entire school career. Our place-based approach, focused on the unique maritime, agricultural and arts economy of the Port Townsend area, anchors student learning in their community by preparing students for both maritime and non-maritime employment while engaging them in rigorous academic studies. The strategic plan is created by stakeholders in the schools and community, and with the Port Townsend School Board. Every five years the strategic plan is revised to create a clear path toward improved learning and relevance to meet students’ current and future needs. District and school data, community input and research into best practices inform the strategic plan. The plan is reviewed annually to determine progress and to realign efforts when needed. Principals and school staff create school strategic plans aligned with the district strategic plan, creating coherence across the district.

Dear Port Townsend Community Members,

Strategic planning is a process that helps define our strategy or direction for school district improvement efforts as well as a guide for our resource allocation. Strategic planning provides a system to envision our desired future, while leaving room for changes as we work the plan.

I am pleased to present our new 2016-2021 Strategic Plan, “Port Townsend School District: Learning through a Sense of Place”. We have worked to purposefully collect the essence of work completed in the past few years that has resulted in this plan. This has included committee work by teachers, community, administrators, and board members. Embedded in this work is the belief in place-based education as manifested in our Maritime Discovery Schools Initiative.

Place-based education (PBE) seeks to help communities through employing students and school staff in solving community problems. The Port Townsend School District has made a firm commitment to the place-based framework, and we have been working with community members in a variety of projects and settings. Place-based education differs from conventional text and classroom-based education in that it seeks to understand the local community as one of the primary resources for learning. It is exciting to know that there are over 70 different partnerships currently in place through which this idea of “solving community problems” is alive.

The goals are three-fold. There is certainly a focus on academic standards and processes resulting in higher levels of student achievement. PBE also enhances students' engagement, academic achievement, and sense of personal efficacy as conservators of their local environment and community. There is a connection in PBE that is designed to build strong ties between local social and environmental organizations within the schools and community. The goal, which may not be part of the goals of many schools, is to help energize and develop the economy and social connections within the community. Finally, the idea of place-based, along with our maritime initiative, really builds tangible connections to the land, culture, and history of Port Townsend. These goals are designed to strengthen the educational programs in the schools and help the schools be a vital partner in enhancing a quality community.

Part of the purpose of a strategic plan is to document the philosophy through goals, objectives and strategies. The plan informs building and program work plans, and it helps make public the work that is designed to impact our students and community. The plan also builds a structure for accountability. The district will use data to provide measurements or indicators with which to evaluate the plan and make adjustments where needed. Our goal is to personalize the learning experiences for every student so that every student is ready for career and college, and is ready to make health-enhancing life decisions. This strategic plan is our roadmap to this goal.

We are committed to the work of creating a world class educational setting in the maritime community of Port Townsend. I hope you share in my enthusiasm as we continue our work together with our incredible students, talented staff, and engaged community.

Dr. John A. Polm, Jr., Superintendent

Port Townsend School District

Port Townsend School District

Motto

Learning through a sense of place.

Our Vision-

The future we seek to create

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.

Our Mission-

Our Purpose

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



Core Principles:

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

Methods to Achieve Our Desired Results

Coherence

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

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

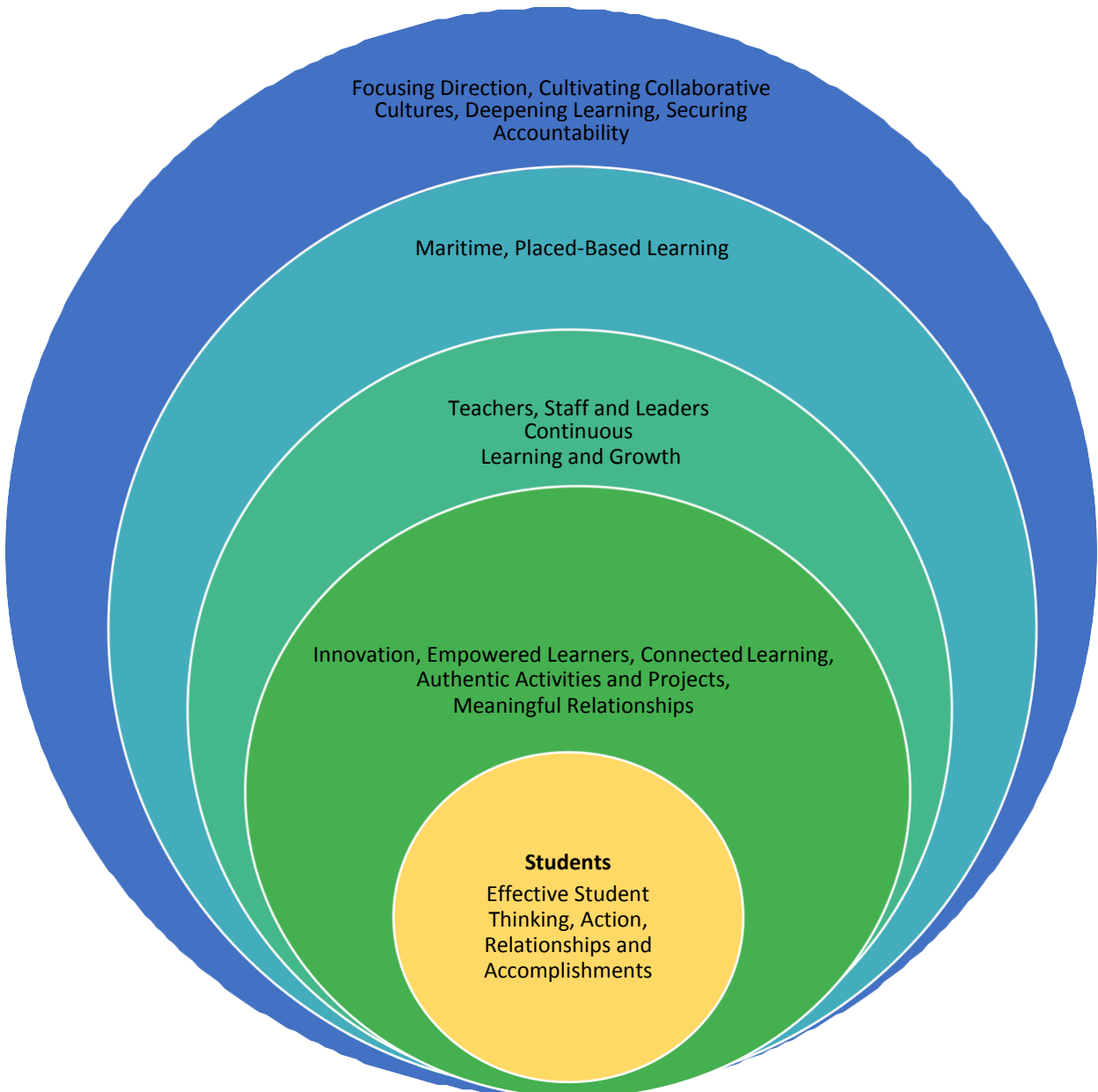


*Empowered learners
own their own learning*

A district Core Principle in action

COHERENCE

Nested Elements of our District Work





District Goals

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

Teaching and Learning:

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

Technology:

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

Community Engagement:

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

Culture of Wellness:

Support active, healthy lifestyles for students and staff through an excellent food service program and through the development of programs and infrastructure that encourages physical activity and outdoor experiences in multiple arenas. Promote social-emotional and positive behavior to ensure a safe, supportive culture and climate for all learners.

Operational Stewardship:

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

Learning Spaces:

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

GOAL 1

Teaching and Learning

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

Objectives

- 1.1 Advance maritime and place-based learning and teaching, based on adopted standards and connected to our local maritime community, as the foundation of our curriculum and instructional practices.
- 1.2. Personalize student and staff learning for deep learning and engagement.
- 1.3 Advance the use of authentic assessment for student learning and accomplishment.
- 1.4 Increase student preparation for both career and college.



ACTIVE LEARNING

Challenging maritime and place-based projects equip students with knowledge, skills and competencies through real-world learning.

Strategies

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

- 1.1.1 Develop curriculum maps for teaching of standards and dispositions, including those integrated in MDS projects
- 1.1.2 Create map of course and grade level learning standards and assessments
- 1.1.3 Strengthen maritime and place based projects by embedding student learning standards and assessment into all projects
- 1.1.4 Increase the number of student accomplishments and time spent on maritime and place-based projects to engage students in real world, community-based problems and opportunities for students to help craft solutions
- 1.1.5 Explore flexible school schedules to enable additional interdisciplinary, experiential, and collaborative learning opportunities
- 1.1.6 Develop teachers' leadership to improve school and district policies and programs, communication and teaching and learning

1.2. Personalize student and staff learning for deep learning and engagement.

- 1.2.1 Increase classroom time students are engaged in subject area discourse focusing on thinking strategies. Increase the study of evidence of student learning during teacher collaboration time
- 1.2.2 Increase school library hours for equity in digital access for learning
- 1.2.3 Provide district training in the use of instructional strategies to engage students in collaborative work and student ownership of learning
- 1.2.4 Provide school-based training in growth mindset for students and teachers to increase equity for students
- 1.2.5 Provide district training for teachers in instructional strategies for differentiation, equity and to meet all students' needs

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

- 1.3.1 Review and update K–12 grading policy, procedures, course syllabus, and assessment practices; Study and adopt selected standards-based grading principles designed to improve equity
- 1.3.2 Establish priority standards in subject areas. Align instruction and curriculum materials with priority standards and MDS projects
- 1.3.3 Ensure ample use of classroom formative, benchmark and summative assessment to guide instruction and learning
- 1.3.4 Ensure multiple and varied opportunities for students to demonstrate their growth and learning through achievement and accomplishments

1.4 Increase student preparation for both career and college.

1.4.1 Increase attendance rates at each school

1.4.2 Increase rate of on-time and extended on-time graduation and maximize student skills for future opportunities. The on-time and extended graduation rates will meet or exceed eighty-five (85) percent (on time) and ninety (90) percent (extended) for students in the following groups:

All students;
Students of racial and ethnic groups;
Economically disadvantaged students;
Students with disabilities; and
Students with limited English proficiency

1.4.3 Improve Math, English Language Arts and Science achievement on standardized assessments and in classroom performance.

1.4.4 Implement college and career pathways through additional and multidisciplinary Science, Technology, Engineering, Arts and Math (STEAM) offerings in middle and high school.

1.4.5 Conduct transcript analysis for college and career readiness.

Student reflections after a maritime experience

“This helped educate me in the form of work ethic, along with using an engineer's brain. “

“It was inspiring to observe the care and attention to detail that the crew carries in every line of their work. This mindset has proven to be contagious to me, and I now want to ace school, more than ever.”



Measures of Success

Teaching and Learning Progress Goals

	2015- 2016	2020- 2021 Goal
Number of maritime and place-based learning projects K-12	42	85
Interdisciplinary place-based projects	13	25
District professional development hours focused on instructional strategies for differentiation (e.g. workshop model)	24	TBD
Classroom projects with students making a positive impact on our community needs	16	TBD
Senior Projects presented to the community at Senior Symposium	78	TBD
Public showcases of students' work and accomplishments	15	TBD
3rd Grade Reading Achievement on State Assessment	60.8%	90%
3rd Grade Math Achievement on State Assessment	63.4%	90%
5 th Grade Reading Achievement on State Assessment	62.2%	90%
5 th Grade Math Achievement on State Assessment	34.2%	90%
5th Grade Science Measurement of Student Progress	74.5%	90%
8th Grade Reading Achievement on State Assessment	76.4%	90%
8th Grade Math Achievement on State Assessment	58.3%	90%
8th Grade Science Measurement of Student Progress	72.2%	90%
11th Grade Reading Achievement on State Assessments	82.9%	95%
11th Grade Math Achievement on State Assessments	33.0%	95%
11th Grade Biology End of Course Exam	89.9%	95%
9 th Grade Credit Accrual	TBD	95%
10 th Grade Credit Accrual	TBD	95%
On Time Graduation Rate	76.1%	90%
Extended Graduation Rate	(2015) 86.6	95%
Post High School 2 or 4 year college attendance	(2014) TBD	TBD
Post High School Trade or Certificate Program attendance	TBD	TBD

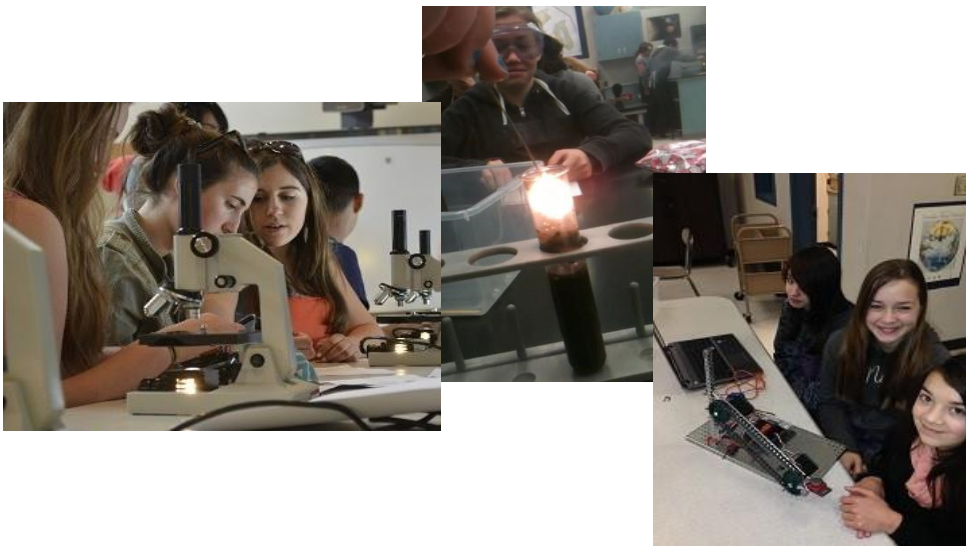
GOAL 2

Technology

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

Objectives

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



Strategies

2.1 Sustain technology growth and innovation through a strong infrastructure.

- 2.1.1 Develop a student tech team (Help Desk) to support continuous integration of technology into instruction in order to improve technology skills for students and to improve response times for repair and assistance.
- 2.1.2 Streamline email and use of online documents to support communication with students, families and staff.
- 2.1.3 Update district 2017-2021 technology plan and align technology resources with plan.
- 2.1.4 Implement Technology Use Survey bi-annually to assess current technology use by teachers and students and to determine student access to technology.
- 2.1.5 Create a refresh cycle for technology purchases, to include hardware and infrastructure.
- 2.1.6 Plan for financial resources to support on-going repair and upgrade of technology infrastructure and resources.

2.2 Increase students' creation and design of authentic and exemplary maritime and place-based projects with integrated technologies, student interests, and teacher guidance.

- 2.2.1 Ensure maritime and place-based learning projects integrate technologies during project learning and when students share project results.
- 2.2.2 Initiate Student Help Desk to create website for tutorials, educational technology tools, and to provide students and teachers technical expertise.
- 2.2.3 Ensure support for teacher use of Google Tools and other software and applications to provide opportunities for student learning and contribution.
- 2.2.4 Explore design and feasibility of 1:1 laptop program.
- 2.2.5 Create or adapt a framework for K-12 technology skill development, to include digital citizenship and digital literacy.
- 2.2.6 Ensure the access to digital curricular resources for students and teachers, with an increase of district adopted curriculum accessible digitally.

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

- 2.3.1. Increase online class/course resources for student anywhere/anytime learning.
- 2.3.2 Increase hours schools libraries are open for student access to technology and online learning resources.
- 2.3.3 Study and implement strategies to improve equity of student access to class on-line learning resources
- 2.3.4 Study and pilot a laptop loan program for students, to increase equity of access to digital tools for learning.

Measures of Success

Technology Progress Goals

	2015-2016	2020-2021 Goal
Percentage of maritime and place-based projects integrating technology for learning and presentation	50%	90%
Technology Department technology service tickets completed	385	TBD
Average service tickets in queue per month	TBD	TBD
Technology Committee recommended move to Gmail and Google Calendar for 2017-18		
Teachers reporting they use Google for Education tools and applications with students	TBD	TBD
Teachers who report integrating digital citizenship into instruction	TBD	TBD
Number of hours that district libraries are open before and after school to provide student access to technology and online resources	TBD	TBD
Hours of district or school provided technology training for teachers	5	TBD
Number of laptops available for student loan for home to improve equity of technology access	0	40
Percentage of Teachers who provide online resources to students on their websites as part of course work for anywhere, anytime learning (93 teachers in 2016)	41%	90%
Hours of technical service provided by High School Help Desk	0	250
Number of district provided technology tutorials for teachers and staff	27	TBD
District provided laptops for k-12 students for in school use	1070	TBD

GOAL 3

Community Engagement

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

Objectives

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



High School Mock Trial Team

Strategies

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

- 3.1.1 Increase number of maritime and place-based projects in district to include mutually beneficial community partnerships
- 3.1.1 Strengthen partnerships by training staff in the development of mutually beneficial partnerships
- 3.1.2 Explore opportunities for community based student internships

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

- 3.2.1 Develop on-site community resources in new elementary
- 3.2.2 Develop and implement plans for collaborative district and Port Townsend Public Library in new elementary
- 3.2.3 Further develop plans for Mountain View campus as community resource
- 3.2.4 Increase ways the district communicates with families and community (e.g. newsletters, videos)

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

- 3.3.1 Grow district leaders' participation in community groups and partnerships
- 3.3.2 Begin developing regional and global partnerships to enhance district mission
- 3.3.3 Strengthen staff work with regional and global partners for mutual benefit and growth

Measures of Success

Community Engagement Progress Goals

	2015-2016	2020-2021
Community Partners engaged in Maritime and Place-based Learning with district students	70	TBD
Classroom wide place-based projects with students directly making a contribution to our community (e.g. High School ROV collects data for Marine Science Center, Special Education students make toys for Humane Society animals)	14	TBD
Senior projects with a community service component	TBD	TBD
Community members serving on district or school committees	35	TBD
Student internships in local community	TBD	TBD

GOAL 4

Culture of Wellness

Support active, healthy lifestyles for students and staff through an excellent food service program and through the development of programs and infrastructure that encourages physical activity and outdoor experiences in multiple arenas. Promote social-emotional well-being and positive behavior to ensure a safe, supportive culture and climate for all learners.

Objectives

- 4.1 Cultivate and nurture children's and adults' health and well-being through healthy eating and physical activity in a district-wide culture of wellness.
- 4.2 Increase experiential learning incorporating habits and practices that support lifelong wellness.
- 4.3 Establish norms that support students, families and staff to be socially, emotionally and physically safe.
- 4.4 District provides training for staff for safety and positive school culture.
- 4.5 Promote positive, caring and supportive district and school climates respectful of all learners.



Strategies

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

- 4.1.1 Improve nutrition and fitness programs through implementation of newly revised Nutrition and Fitness Board Policy and Procedure
- 4.1.2 Establish school and classroom practices and celebrations to include healthy food options
- 4.1.3 Enhance student understanding of nutrition and fitness through connections with curriculum
- 4.1.4 Transition physical education programs to focus on skills needed for students to develop lifelong healthy habits and fitness

4.2 Ensure ample experiential learning incorporating habits and practices that support lifelong wellness.

- 4.2.1 Improve field trip and classroom outing procedures to enable safe and frequent outdoor learning experiences
- 4.2.2 Support staff and student participation in local and national programs to increase wellness habits and practices
- 4.2.3 Ensure the use of healthy, locally sourced food from school district and local farms for school meals

4.3 Establish norms that support students, families and staff to be socially, emotionally and physically safe.

- 4.3.1 Adopt and monitor norms for meetings to create high functioning and respectful work environments
- 4.3.2 Establish classroom norms for personal responsibility, cooperation and concern for others
- 4.3.3 Enhance responsible behavior, caring, optimism and positive interactions district wide
- 4.3.4 Improve school climate and culture through the use of positive behavior support systems and outreach to families
- 4.3.5 Collaborate with families to promote students' social/emotional health

4.4 Provides training for staff for safety and positive school cultures.

- 4.4.1 Support positive relationships and social skills through training and development of programs
- 4.4.2 Enhance safety and health through required trainings

4.5 Promote positive, caring and supportive district and school climates that are respectful of all learners.

- 4.5.1 Support and monitor services for students when there is a demonstrated need
- 4.5.2 Research and adopt evidence-based programs that enhance social-emotional well-being in all learning environments

Measures of Success

Culture of Wellness Progress Goals

	2015-2016	2020-2021
Number of health and wellness programs in which students participate	1	TBD
District health trainings offered for staff	17	TBD
Percentage of staff who completed health trainings	90%	TBD
Meals served by district food services using locally sourced foods	TBD	TBD
Healthy use survey goals based upon 2016-17 survey	TBD	TBD



Goal 5

Operational Stewardship

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

Objectives

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

Strategies

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

5.1.1 Improve communication and procedures to ensure adequate funds are available for staffing and supplies.

5.1.2 Ensure the alignment of resources with district strategic goals

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

5.2.1 Create processes designed to seek fiscal supports that align with district mission and goals

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

5.3.1 Improve process, timeliness and completeness of regular operational procedures

5.3.2 Create regular participation in job fairs to attract and secure high quality applicants

5.3.3 Increase alignment across district for operational procedures

5.3.4 Enhance digital processes to increase workflow efficiencies

Measures of Success

Operational Stewardship Progress Goals

	2015-2016	2021
Jobs fairs attended for recruitment of high quality candidates	3	TBD
Each department transitions three (3) paper to digital processes to increase workflow efficiencies and decrease paperwork (5 year goal increases digital process by three (3) processes per year, per department)	TBD	TBD
Grants written in collaboration with partners aligned with district goals	2	TBD

Goal 6

Learning Spaces

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

Objectives

- 6.1 Build, operate, and maintain student centered, flexible learning spaces in a responsible, environmentally sensitive way.
- 6.2 Provide healthy learning environments through a high level of repair, maintenance, and upgrades.
- 6.3 Enhance the safety and emergency preparedness of district facilities and communication.
- 6.4 Increase learning spaces throughout our community.
- 6.5 Facilitate the community use of district spaces.

Strategies

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

- 6.1.1 Construct new elementary school with design and materials to meet or exceed industry standards for energy consumption and environmental impact.
- 6.1.2 Construct new elementary school with indoor and outdoor flexible learning spaces.
- 6.1.3 Create design of learning spaces to reflect student learning needs.

6.2 Provide healthy learning environments through a high level of repair, maintenance, and upgrades through the:

- 6.2.1 Complete installation of new controls to air handler system at HS auditorium.
- 6.2.2 Install new lights in gyms and HS auditorium for safety and security
- 6.2.3 Replace carpet in areas of need on a replacement cycle.
- 6.2.4 Tile High School commons for repair and upgrade.
- 6.2.5 Replace plumbing fixtures in locations in the district for repair and upgrades
- 6.2.6 Complete installation of fresh water bottle filling stations to provide filtered, healthy water.

6.3 Enhance the safety and emergency preparedness of district facilities and communication.

- 6.3.1 Increase ADA access on high school campus with installation of elevators.
- 6.3.2 Enhance security on high school and middle school campuses through installation of security cameras.
- 6.3.3. Improve emergency preparedness in conjunction with county and city agencies.

6.4 Increase learning spaces throughout our community.

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

6.5 Facilitate the community use of district spaces.

- 6.5.1 Investigate and implement better facility management software.
- 6.5.2 Update district procedures for facility use.
- 6.5.3 Work with community partners to enhance use of district spaces

Measures of Success

Learning Spaces Progress Goals

	2015-2016	2020-2021
Number work orders completed per year	TBD	TBD
Average # of work orders in queue	TBD	TBD
Schools with ADA accessible campuses	2	TBD
Number of community organizations and groups using district spaces	TBD	TBD
Improvements designed to enhance student and staff health and wellness.	TBD	TBD



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

January 9, 2017

Senator Hargrove
Representative Van De Wege
Representative Tharinger

The McCleary Decision clarified the challenges of the legislature in meeting basic education funding as required by our State constitution. The Port Townsend School District Board of Directors collectively support solutions requiring legislative consideration and prioritize the following:

Levy Authority at 28%

- Maintain the levy authority at 28%, and do not revert to 24% as scheduled. This change needs to be a priority, and it should be set at 28% until compensation is fixed through a regular and consistent revenue source.

Reduce the teacher shortage by attracting, preparing, compensating, developing and retaining highly-skilled professionals. Equalize salary allocation to create equity among school districts.

- Take action on the final report submitted by the Compensation Technical Working Group (June 2012) to ensure the state meets its responsibility to establish an equitable and adequate system for public school employee compensation.
- Increase and expand alternative routes to teaching, support para educator pathways and “grow your own” programs from within communities, and establish loan forgiveness programs.
- Streamline out-of-state reciprocity requirements for teacher certification.
- Provide state-wide, affordable health care options.

Meet the state’s paramount duty to fully fund education. Expand available state resources.

- Invest in education as a continuum from quality early learning through higher education.
- Do not cut critical support services for youth and families in order to fund McCleary. This would simply transfer the burden of lack of services to schools.
- Enhance state revenues to ensure the Legislature is able to fully comply with its constitutional paramount duty with “regular and dependable” sources of funding.
- Enact legislation that clarifies what local dollars can and cannot be used for.
- Preserve local effort assistance (LEA).

Enhance school construction funding and formulas to provide adequate and safe schools that meet modern education requirements and construction costs.

Advance a constitutional amendment to the people authorizing school district bond issues allowing bonds to be approved with a simple majority vote.



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

Respectfully,

Nathanael O'Hara, Board Chair

Keith White, Board Vice-Chair

Jennifer James-Wilson, Director

Laura Tucker, Director

Connie Welch, Director

John A. Polm, Jr., Secretary to the Board

COMMUNITY RELATIONS

Effective Communication

In order to provide an equal opportunity for students, staff, and community to participate in and enjoy the benefits of all district services, programs, and activities, district-sponsored programs, activities, meetings, and services will be accessible to individuals with disabilities, including persons with hearing, vision, and/or speech disabilities. When communicating in this context with students, families, applicants, participants, and members of the public with disabilities, and their companions with disabilities, the District will take appropriate steps to ensure that any communications are as effective as communications with persons who have no disabilities. Such steps will include furnishing in a timely manner appropriate auxiliary aids and services when necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, programs, activities, meetings, or services conducted or sponsored by the District. The information contained within the District's website is a service that will be accessible to all individuals with disabilities.

Auxiliary aids and services will be provided for any school-initiated program, activity, meeting, or service, which may include:

- Parent/teacher conferences
- ESE/IEP/504 meetings
- Conferences or hearings involving student corrective action
- Planning meetings
- Interviews for District employment
- Staff meetings
- Interactive meetings regarding accommodations
- Graduation ceremonies
- Field trips
- School performances or sporting events
- Board meetings
- Website information, including online information regarding curriculum, policies, and Board materials and agendas
- Reports of student grades and academic progress
- Parental alerts regarding school closures or events

The superintendent is granted the authority to develop procedures in order to implement this policy.

Cross References:	Policy 2161	Special Education and Related Services for Eligible Students
	Policy 2162	Education of Students with Disabilities under Section 504 of the Rehabilitation Act of 1973
	Policy 3210	Nondiscrimination
Legal References:	RCW 28A.642	Discrimination prohibition
	RCW 49.60	Discrimination -Human rights commission
	WAC 392-400-215	Student rights
	42 U.S.C.§§ 12131-12134	Americans with Disabilities Act of 1990 (ADA) (Title II)
	28 C.F.R. Part 35	Nondiscrimination on the basis of disability in state and local government services
	29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973

34 C.F.R. Part 104
20 U.S.C. §§ 1400-1419

34 C.F.R. Part 300

Section 504 of the Rehabilitation Act of 1973
Individuals with Disabilities Education Act
(IDEA), Part B
Assistance to states for the education of children
with disabilities

Management Resources: *Policy News* Mar 2016

Date: _____

PORT TOWNSEND SCHOOL DISTRICT NO. 50

COMMUNITY RELATIONS

Language Access

The Board of Directors is committed to improving meaningful, two-way communication and promoting access to District programs, services, and activities for students and parents with limited English proficiency (LEP) free of charge. The District will develop, implement, and maintain a language access plan tailored to the District's current LEP parent population.

At a minimum, the District's Language Access Plan will incorporate the procedures that accompany this policy and address:

Parent Identification

The District will accurately and in a timely manner identify LEP parents and provide them information in a language they can understand regarding the language service resources available within the District.

Oral Interpretation

The District will take reasonable steps to provide LEP parents competent oral interpretation of materials or information about any program, service, and activity provided to non-LEP parents and the facilitate any interaction with District staff significant to the student's education. The District will provide such services upon request of the LEP parent(s) and/or when it may be reasonably anticipated by District staff that such services will be necessary.

Written Translation

The District will provide a written translation of vital documents for each limited English proficient group that constitutes at least 5 percent of the District's total parent population or 1000 persons, whichever is less. For purposes of this policy, "vital documents" include, but are not limited to, those related to:

- Registration, application, and selection;
- Academic standards and student performance;
- Safety, discipline, and conduct expectations;
- Special education and related services, Section 504 information, and McKinney-Vento services;
- Policies and procedures related to school attendance;
- Requests for parent permission in activities or programs;
- Opportunities for students or families to access school activities, programs, and services;
- Student/parent handbook;
- The District's Language Access Plan and related services or resources available;
- School closure information; and
- Any other documents notifying parents of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under Federal law, state law, or District policy.

If the District is unable to translate a vital document due to resource limitations or if a small number of families require the information in a language other than English such that document translation is unreasonable, the District will still provide the information to parents in a language they can understand through competent oral interpretation.

Staff Guidance

All school administrators, particularly those who have the most interaction with the public such as registrars and enrollment staff, certificated staff, and other appropriate staff as determined by the superintendent, will receive guidance on meaningful communication with LEP parents, best practices for working with an interpreter, how to access an interpreter or translation services in a timely manner, language services available within the District, and other information deemed necessary by the superintendent to effectuate the Language Access Plan.

Appropriate District staff, as determined by the superintendent, will also receive guidance on the interaction between this policy and the District’s policy on effective communication with students, families, and community members with disabilities.

The superintendent is authorized to establish procedures and practices for implementing this policy.

Cross references:	Policy 3210 Policy 4129 Policy 4217	Non-discrimination Family Involvement Effective Communication
Legal references:	RCW 28A.642 RCW 49.60 WAC 392-400	Discrimination prohibition Discrimination – Human Rights Commission Discipline Title VI of the Civil Rights Act of 1964
Management Resources:	<i>Policy News</i> , July 2016 OSPI website: Interpretation and Translation Services	

Date: _____

COMMUNITY RELATIONS

Complaints Concerning Staff or Programs

In the interest of maintaining productive two-way communication with parents and community members, questions and concerns are welcome. While most questions and concerns can be resolved through informal discussion between the parties involved, the district understands that some situations require additional communication. The district has developed a procedure to guide a more formal process for resolution.

Complaints regarding instructional materials should be pursued in the manner provided for in Policy 2020 (Curriculum Development and Adoption of Instructional Materials).

Legal References:	RCW 28A.405.300	Adverse change in contract status of certificated employee – Determination of probable cause – Notice – Opportunity for hearing
	RCW 42.30	Open Public Meetings Act
Cross References:	Policy 2020	Course Design, Selection and Adoption of Instructional Materials

Date: 12/20/99; 1/13/03; 1/23/06_____