

PORT TOWNSEND SCHOOL DISTRICT NO. 50
6:00 p.m. Regular School Board Meeting
March 13, 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 Sports Recognition
 - 04.011 Classified Employees Week Proclamation
 - 04.012 Retired School Employees Week Proclamation

05. Public Comments

06. Board Correspondence

- 06.01 Email from S. McQuillen regarding name of the new elementary school
- 06.02 Email from J. Hill regarding name of the new elementary school
- 06.03 Email from T. Thiersch regarding name of the new elementary school
- 06.04 Email from C. Crubaugh regarding name of the new elementary school
- 06.05 Email from V. Johnstone regarding name of the new elementary school
- 06.06 Email from F. Shomer regarding name of the new elementary school
- 06.07 Letter from National Conference on Adolescent Sleep, Health, and School Start Times

07. Reports

- 07.01 Student
- 07.02 Music in the Schools Month – Daniel Ferland
- 07.03 Superintendent
 - 07.030 24-Credit Diploma: Options and Vision for 21st Century Programs
- 07.04 Since Time Immemorial Curriculum Report – Ann Healy-Raymond

08. Action Items

- 08.01 Approve the Name for the New Elementary School
- 08.02 Approve Resolution 17-01: Proclamation of Classified School Employee Week
- 08.03 Approve Resolution 17-02: Proclamation of School Retirees’ Appreciation Week

09. New Business

10. Policy Review

- 10.01 Policy 3140 – Release of Resident Students – First Review
- 10.02 Policy 3414 – Infectious Diseases – First Review
- 10.03 Policy 3416 – Medication at School – First Review
- 10.04 Policy 3420 – Anaphylaxis Prevention and Response – First Review

11. Board Member Announcements/Suggestions for Future Meetings

12. Next Meeting

- 12.01 Special Board Meeting, March 27, 2017, 1610 Blaine St., Room S-11, 5:00 pm
- 12.01 Regular Board Meeting, March 27, 2017, 1610 Blaine St., Room S-11, 6:00 pm

13. Executive Session – (if necessary)

14. Adjournment

The State of Washington



Proclamation

WHEREAS, classified school employees are involved in nearly every aspect of education – maintaining buildings and grounds; preparing and serving meals; keeping school facilities clean and orderly; assisting in the classroom; performing and conducting research activities; providing information technology and media services, administrative support functions, safe transportation, and a secure and healthy environment; and many other specialized services; and

WHEREAS, these dedicated individuals deserve recognition and thanks for the outstanding work they are doing for this state, their communities, and the students enrolled in Washington's public schools and universities; and

WHEREAS, there are nearly 60,000 classified school employees working with and helping students in Washington's universities and public schools; and

WHEREAS, classified school employees are instrumental in the state's responsibility to educate all students; and

WHEREAS, by supporting the learning environment, along with professors, teachers, parents, administrators, and school boards, classified school employees are crucial partners in our education system;

NOW THEREFORE, I, Jay Inslee, Governor of the state of Washington, do hereby proclaim March 13-17, 2017 as

Classified Public School Employee Week

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



Signed this 24th day of January, 2017

Governor Jay Inslee

The State of Washington



Proclamation

WHEREAS, the Washington State School Retirees' Association (WSSRA) recognizes all retired school employees; and

WHEREAS, the WSSRA educates and assists retirees in meeting the special challenges retirement brings, and works to improve their general welfare; and

WHEREAS, the WSSRA aids in advancing education by supporting high educational standards; and

WHEREAS, the WSSRA promotes group and individual involvement in charitable projects and activities, sponsors scholarships, and maintains interest and participation in educational and community activities; and

WHEREAS, the WSSRA supports and encourages retired educators to remain active in the education profession through volunteer activities associated with learning;

NOW, THEREFORE, I, Jay Inslee, Governor of the state of Washington, do hereby proclaim March 13-19, 2017 as

School Retirees Appreciation Week

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



Signed this 19th day of January, 2017

Governor Jay Inslee

Mary Colton

From: Sabrina McQuillen <slmbreezi@yahoo.com>
Sent: Thursday, March 02, 2017 11:53 AM
To: Mary Colton
Subject: school name

Please, don't name the school after Chetzemoka. That man is not to be revered. Look into his real history before you consider "honoring" him. He's already got a park and a ferry named for him.

Sabrina McQuillen Hill

360-390-8915

[Sent from Yahoo Mail on Android](#)

Mary Colton

From: Jacob Hill <jacobmhill@yahoo.com>
Sent: Thursday, March 02, 2017 12:10 PM
To: Mary Colton
Subject: new school name

Chetzemoka was a hero to white settlers because he sold out his own people. Also Port Townsend historically was not s'klallam territory. Port Townsend and Indian Island were gathering places to many tribes from Alaska, Canada, and Coastal Washington; including Makah, Haida, Tlingit, and many others. To continue to focus on one man that sold out his tribe and ignore the others is disrespectful and shows ignorance to the true history of the area. Chetzemoka was a traitor not a role model.

[Sent from Yahoo Mail on Android](#)

School Board

From: Tom Thiersch <thiersch-public@usregs.com>
Sent: Thursday, March 02, 2017 8:59 AM
To: School Board; Keith White; Connie Welch; Nathanael O'Hara; Jennifer James-Wilson; Laura Tucker
Subject: Why change the name of Grant Street school?

Directors:

Remember the enormous outrage from the "boosters" when the racist name of the high school team was changed to Red Hawks? That name was changed for a good reason.

Here, we have a proposed name change for no good reason.

The location and address of the school will be unchanged, the current "Grant Street" name meets the selection criteria, and it's not a name that offends anyone as far as I can tell.

Why aren't the alumni of Grant Street school more vocal about the proposal to change the name of their school?

Grant Street is named, in Port Townsend tradition, after President Grant who, while not our greatest president, was certainly not our worst. https://en.wikipedia.org/wiki/Ulysses_S._Grant

So, why go through the expense of changing a perfectly good name?

Thank you,

Tom Thiersch
Jefferson County

Mary Colton

From: chris.crubaugh@gmail.com
Sent: Friday, March 03, 2017 9:02 AM
To: Mary Colton
Subject: Great Street

My vote is Chetzemoka. Let's show respect to the people who shared this beautiful land with us.

Chris Jones Crubaugh
Sent from my iPhone

Mary Colton

From: Valjohnstone@aol.com
Sent: Saturday, March 04, 2017 1:37 PM
To: Mary Colton
Subject: Chetzemoka!

Dear Mary,

Below is a copy of an email I recently sent to all the school board members but I'm forwarding it to you as well since the Leader recommended we let you know our preference.

Thanks,
Val Johnstone

Dear School Board members:

I can't be at your meeting on Monday but I'm asking you (begging you!) to please, PLEASE, choose Chetzemoka for the new grade school name.

The chief is truly a symbol of Pt Townsend, and besides, the State took away our very own Chetzemoka ferry so let's make up for that transgression and honor him by naming the school after him.

Thank you!

Val Johnstone
4564 Lopez Ave
Pt Townsend

Mary Colton

From: Forest Shomer <inspass@whidbey.net>
Sent: Tuesday, March 07, 2017 12:49 PM
To: Mary Colton
Subject: Naming 'Grant Street' school

Dear Board Members,

I'm writing in support of the leading naming choice: Chetzemoka.

It has rich historical and educational value, and the association with our Park of the same name, will be easy for young children to pick up, as they mostly have early-childhood, positive experience with the Park.

Names involving "Salish" would be my second choice, also for their educational value and ease of saying and spelling.

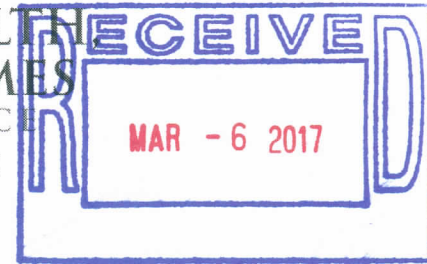
I would discard names utilizing "Discovery" (somewhat trite) and Kah Tai (likely to be misspelled and/or mispronounced) as many locals will say "Kai Tai" regardless of correcting spelling and pronunciation.

Sincerely,

Forest Shomer
PO Box 639
Port Townsend



ADOLESCENT SLEEP, HEALTH
AND SCHOOL START TIMES
THE NATIONAL CONFERENCE
www.SchoolStartTimeConference.org



Mr. Nathanael O'Hara
President, Board of Education
Port Townsend School District
1610 Blaine St
Port Townsend, WA 98368

February 28, 2017

Dear Mr. O'Hara,

You may be aware that the Board of Education (BOE) in Greenwich, CT voted last fall to move high school start times to 8:30am in the 2017/2018 school year. This change aligns Greenwich with the strong recommendations made by our country's leading health organizations, including the American Academy of Pediatrics (AAP), the American Medical Association, and the Centers for Disease Control.^{1 2 3}

In reaching the decision, it was critical for BOE members to fully understand the importance of the recommendations and the serious adverse consequences chronic sleep deficits can have on middle school and high school students. I invited Dr. Judith Owens, an internationally-recognized sleep expert at Harvard and the lead author of the AAP policy recommendation, to come to Greenwich last April and meet with the Board to outline the strong medical case for making the change and to answer questions that board members had.

That meeting proved to be pivotal. Once the BOE members understood the seriousness of the issue, it could move from WHY school bell times should change to the question of HOW such a change could be implemented smoothly.

Peter Sherr, the current Greenwich BOE Chair, said after meeting Dr. Owens:

"I cannot think of another decision this Board could possibly make that could have a greater impact, dollar for dollar, on the health and well-being of all our students."

Not every school district is able to have Dr. Owens personally explain the issue directly to its school board. That led me to help fund a national conference to be held **April 27-28 in Washington D.C.** to bring together leading sleep experts, school-board members, education policy makers, school administrators, and national policy experts.

- Day 1 of the conference will review cutting-edge science on adolescent sleep and the serious adverse consequences of chronic sleep debt on adolescent health, safety and cognitive function.

- Day 2 will focus on the nuts and bolts of changing start times, led by school administrators who have successfully implemented the change.

I am writing to personally invite you to the conference as I hope Port Townsend School District may already be considering this issue or that it will in the near future.

*This is a unique and unprecedented opportunity for you to get fully up to speed on a critical public health issue for your students. You will have an opportunity to discuss the science with the experts who did the path-breaking research and who wrote the policy recommendations; you will be able to discuss the implementation challenges with those who have made the bell-time change successfully. **The goal is to have each conference participant leave with a blueprint of the processes for making the change.***

This conference is sponsored by the Yale School of Medicine's Department of Pediatrics, the Robert Wood Johnson Foundation, the RAND Corporation, and the non-profit organization Start School Later.

To register for the conference or to get more information, please visit our website: www.SchoolStartTimeConference.org. This event has limited seating so I urge you to register soon if you would like to attend.

I would greatly appreciate it if you could share this letter with your school board colleagues. I hope to see you there!

Sincerely,



Jim Healy

jimhealy@capraibex.com

Co-Founder, National Conference on Adolescent Sleep, Health, and School Start Times

¹ American Academy of Pediatrics, "Policy Statement: School Start Times for Adolescents," PEDIATRICS Volume 134, Number 3, September 2014.

² American Medical Association Newsroom, "AMA Supports Delayed School Start Times to Improve Adolescent Wellness," Press Release. June 14, 2016.

³ Centers for Disease Control and Prevention (CDC). "School Start Times for Middle School and High School Students - United States, 2011-12 School Year." MMWR Wkly/Vol. 64/No. 30. Aug 7, 2015.

Article from the University of Kansas website: <https://news.ku.edu/2014/01/14/ku-research-establishes-link-between-music-education-and-academic-achievement>

KU research establishes link between music education, academic achievement

Wed, 01/15/2014

LAWRENCE — University of Kansas researchers have confirmed what decades of anecdotal evidence and national research suggested: Increased music participation has important direct and indirect effects on positive outcomes in student achievement and engagement.

For a **baseline study** commissioned by Nashville's **Music Makes Us** initiative, KU researchers from the School of Music and the Center for Public Partnerships & Research (CPPR) examined four years of districtwide data on the 2012 graduating class, as well as student surveys and focus groups, to determine what influence music can have on students. Principal investigators were the School of Music's Christopher Johnson and CPPR's Becky Eason.

"The results of this study strongly support the notion that education advocates should also be advocates for music education," said Johnson, a professor of music education & therapy and director of the Music Research Institute at KU. "It has been stated many times that the reason that kids in music do better in school is because the smart kids participate in music. This is the first study that has ever taken those fourth-grade test scores and used them to even the playing field, allowing us to see what happened as the students progressed from fifth grade to 12th grade. The results noted in this study were calculated after the initial differences in the fourth-grade test scores were removed from the equation."

Analysis showed that students engaged in music programs outperformed their peers on every indicator: grade-point average, graduation rate, ACT scores, attendance and discipline referrals. Overall, the study demonstrated that the more a student participates in music, the more positive these benefits become.

Johnson analyzed quantitative data about high-school music participation, school engagement and academic achievement for 6,006 students in the Metropolitan Nashville Public Schools class of 2012 cohort. Eason conducted qualitative surveys and focus groups with current fifth- through 12th-grade students. Analyzed together, the data establish a benchmark — a picture of students who have been enrolled in middle- and high-school music and the potential effect of music study on student engagement and student academic achievement.

"One of the key findings that shouldn't get lost is how important music is for creating a sense of belonging and purpose for the students who participate," said Eason, associate director of CPPR. "They identify themselves as musicians, as being in the band or chorus, and they're motivated to come to school so that they can participate in music. The students also believe that music participation teaches them skills like discipline and concentration that they can use to their benefit throughout the school days."

Eason said the project was also a great example of how units across the university can work together; the study marks the fourth research collaboration between CPPR and the Music Research Institute.

"Professor Johnson brings credentials in music education and the necessary quantitative skills to the research," Eason said. "I have a background in qualitative research and the staff to administer the project. Between the two of us, we were able to accomplish a pretty remarkable study."

Metro Nashville leaders are using the study's findings and its recommendations to inform decisions about the future of the Music Makes Us initiative. Eason and Johnson hope to replicate and extend this project in other communities and school districts.

“This benchmark study confirms what every music teacher knows,” said [Laurie Schell](#), director of Music Makes Us. “Music engages students in school and can motivate them toward greater achievement. Our job now is to take this knowledge and let it guide us in expanding a high-quality music program that reaches all students.”

More about Music Makes Us

Launched in fall 2012, Music Makes Us is a K-12 initiative focusing on music literacy and student participation. A joint effort of Metro Nashville Public Schools, Mayor Karl Dean, music industry leaders and community advocates, Music Makes Us is intended to strengthen traditional school music while adding a contemporary curriculum that embraces new technologies and reflects a diverse musical landscape. The initiative has augmented traditional school music with contemporary, culturally relevant music offerings (bluegrass, hip-hop, rock) as well as real-life music industry experiences (record-label production, audio-engineering and audio-technology programs).

Metropolitan Nashville Public Schools is the nation’s 42nd-largest district with more than 83,000 students. “Music and other co-curricular activities are going to play a key role in our journey to becoming the highest-performing urban school district in the country,” said Director of Schools Jesse B. Register. “We will offer every student in Metro Schools the opportunity to learn a music instrument or otherwise participate in music programs. This new research reinforces our resolve. Music will help students grow, achieve and be empowered in education.”

For more information, contact Bill Woodard, Achievement & Assessment Institute, 785-864-1680, or J.D. Warnock, School of Music, 785-864-9742.

The University of Kansas is a major comprehensive research and teaching university. The university's mission is to lift students and society by educating leaders, building healthy communities and making discoveries that change the world. The KU News Service is the central public relations office for the Lawrence campus.

kunews@ku.edu | 1450 Jayhawk Blvd., Suite 37, Lawrence, KS 66045

For additional information see this YouTube video regarding how the neuroscience of sound, language, and music shapes human communication:

<https://www.youtube.com/watch?v=YYw17xCTPTI>



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: March 13, 2017
TO: School Board
FROM: John Polm, Jr., Superintendent
SUBJECT: Discussion 24-Credit Diploma

The State Board of Education increased the minimum required credits for high school graduation from 20 to 24 beginning with the class of 2019. We seek to raise the PTSD on time graduation rate to 85+% and extended graduation rate to 90+% within five years.

Port Townsend School District graduation rates are as follows as per OSPI:

- On time: 2011 = 78.6 2012 = 79.6 2013 = 69.7 2014 = 81.0 2015 = 76.1
- Extended: 2011 = 84.9 2012 = 82.5 2013 = 75.9 2014 = 86.6 2015 = TBD

Washington State graduation rates are as follows as per OSPI:

- On time: 2011 = 76.6 2012 = 77.2 2013 = 76.0 2014 = 77.2 2015 = 78.1
- Extended: 2011 = 78.9 2012 = 78.8 2013 = 79.9 2014 = 81.1 2015 = TBD

Concerns:

- The majority of students attend Port Townsend High School. The district rates are statistically about the state averages. 24 credits and a six-period day create a system with no room for student course failure and consequently may make it more difficult for students to graduate on time.

High School Schedule and Graduation Credit Requirements

Subject Areas	2015-18	2019 and beyond
English	4	4
Mathematics	3	3
Science (including 1 lab credit)	2	3 (2 must be lab)
Social Studies	3	3
Arts	1	2 (1 may be Personal Pathway)
Health and Fitness	2	2
Careers	0.5	0.5
Occupational Education	2	0.5
Electives	5	4
Foreign Language or Personal Pathway		2
Total District Required Credits	22.5	24



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

Consider changing the bell schedules, requirements and course offerings with priorities to:

- Increase opportunities to enrichment courses and credit accrual/recovery at Port Townsend High School (CTE courses, fine arts, foreign language)
- Maintain opportunities to integrated and enrichment arts courses at Blue Heron
- Assure that core academic opportunities are not diminished
- Align middle and high school schedules to support shared staffing and PD schedules
- Support the maritime and place-based experiences for all students
- Assure flexibility for credit waivers of local requirements when appropriate if credit requirements increase
- Encourage interdisciplinary projects and assure that any change will support experiential maritime and place-based learning opportunities

Current Schedules:

PTHS Regular 6 Period Day	Monday and Friday
8:15-9:15	1 st Period
9:20-10:15	2 nd Period
10:20-11:15	3 rd Period
11:20-11:50	Lunch
11:55-12:50	4 th Period
12:55-1:50	5 th Period
1:55-2:50	6 th Period

PTHS Block Schedule	Tuesday	Wednesday	Thursday
8:15-9:45	1 st Period	5 th Period	1 st Period
9:50-11:15	2 nd Period	6 th Period	2 nd Period
11:20-11:50	Lunch	Lunch	Lunch
11:55-1:20	3 rd Period	3 rd Period	5 th Period
1:25-2:50	4 th Period	4 th Period	6 th Period

Blue Heron Regular 7 Period Day	Monday through Friday
8:00-9:01	1 st Period
9:04-10:54	2 nd Period
10:57-11:47	3 rd Period
11:49-11:19	Lunch (7 th and 8 th Grades)
11:21-12:11	4 th Period
12:14-1:04	5 th Period
1:07-1:57	6 th Period
2:00-2:50	7 th Period

March 13, 2017

Report to the Board

Instruction focusing on NW American Indians and Use of the **Since Time Immemorial** Curriculum

<http://www.indian-ed.org/>

Seven Social Studies teacher responded to a March 2017 survey regarding topics, themes and resources used in their NW Native American studies in Social Studies courses. Responses to the survey were from teachers from the Port Townsend High School, Middle School and Grant Street Elementary. All grades with Native American studies as part of their designated curriculum responded to the survey. The following information is from the teachers' survey responses.

Grade 3

Topics: Native American History, culture, living off the land and sea, environmental care, culture, economy, historical daily life. **Resources used:** Print and online resources, Jefferson County Historical Society materials, links from the District's NW American Indian lib guide (which includes the Since Time Immemorial Curriculum).

Grade 4

Topics: "Is it Fair?" loss of tribal land to build the Elwah Dam, the Blynn Road and the effects it had on the Native Tribe. Elwah Dam restoration is also studied. (This is part of the place-based learning project focusing on Salmon restoration) **Instructional Resources:** Video "Return of the River", and work with community partner Neil Harrington, biologist with the Jamestown S'Klallam tribe.

4th and 5th Grade

Topics: Early native tribe movement from South America and Mexico, early native tribe movement from Canada, displacement of native Americans in the original 13 colonies, westward expansion and the displacement of native Americans, native tribes of Washington state, present day tribes and where they are located. **Instructional Resources:** Primary sources from tribes, various internet sources, units sold on Teachers Pay Teachers, and the textbooks adopted by the district.

Grades 1-5 OPEPO

Topics: Northwest Coast Tribes- using Storypath as our framework: What defines Culture, How the natural environment shapes culture, Culture of NW tribes (food, housing, languages, clothing, spiritual beliefs, art, etc)? Through storypath lessons, students build families and stories based upon the information learned, and become a character in the historical story. Students learn about the impact of the settlers moving in, conflict that ensued, treaties that were formed. **Instructional Resources:** Storypath, History boxes from the Washington State History Museum (has artifacts and great primary source documents) Note: Storypath is from the Since Time Immemorial Curriculum.

Grades 6, 7

Topics: (Washington State History course) Human Migration - Theories, and supported evidence, Coastal and Plateau Indians - - Classroom Based Assessment (Enduring Cultures) Compare and contrast two Native American Nations and the history of their development in Washington State. Sea and Land Explorers and their interaction with Native American People, The Early Missionaries and Pioneers Territory and Treaty Making The Treaty Era Removal and Assimilation, Assimilation to Termination, Self-Determination, Present Nation Territorial Government and Indian Wars. **Instructional Resources:** *Washington A State of Contrast*, *Washington in the Pacific Northwest*, Library Resources, and some information from <http://www.indian-ed.org> (Since Time Immemorial Curriculum) Students also conduct independent research for CBA assignment.

March 13, 2017

Report to the Board

Grade 11

Topics: (American History course) Original contact and conflict, expansion and land issues (Indian Removal Act, Trail of Tears, etc), Battle of Little Big Horn, Wounded Knee, Carlisle Indian School, general history on treaties, NW natives and treaties, stereotypes, AIM, Fish Wars and the Boldt decision, modern issues facing Native American Indians. **Instructional Resources:** A variety of primary and secondary sources.

Since Time Immemorial (STI) Curriculum Essential Questions:

1. How does physical geography affect the distribution, culture, and economic life of local tribes?
2. What is the legal status of tribes who negotiated or who did not negotiate settlement for compensation for the loss of their sovereign homelands? What were the political, economic, and cultural forces consequential to the treaties that led to the movement of tribes from long established homelands to reservations?
3. What are ways in which Tribes respond to the threats and outside pressure to extinguish their cultures and independence?
4. What do local Tribes do to meet the challenges of reservation life; and as sovereign nations, what do local Tribes do to meet the economic and cultural needs of their Tribal communities?

STI Learning Objectives Elementary- 1. Over 500 independent tribal nations exist within the United States today, and that they interact with the United States, as well as each other, on a government-to-government basis; 2. Understand tribal sovereignty is a way that tribes govern themselves in order to keep and support their ways of life; 3. Understand that tribal sovereignty predates treaty times; 4. Understand how the treaties that tribal nations entered into with the United States government limited their sovereignty; 5. identify the names and locations of tribes in their area.

STI Learning Objectives Middle School- 1. According to the US Constitution, treaties are “the supreme law of the land”; 2. Consequently treaty rights supersede most state laws; 3. Tribal sovereignty has cultural, political, and economic bases; 4. Tribes are subject to federal law and taxes, as well as some state regulations; 5. Tribal sovereignty is ever-evolving and therefore levels of sovereignty and status vary from tribe to tribe; and 6. There were and are frequent and continued threats to tribal sovereignty that are mostly addressed through the courts.

STI Learning Objectives High School- 1. Recognize landmark court decisions and legislation that affected and continue to affect tribal sovereignty; 2. Understand that tribal sovereignty protects tribes’ ways of life and the development of their nations; 3. Understand that tribal, state, and federal agencies often work together toward the same goal; 4. Explain the governmental structure of at least one tribe in their community; and 5. Distinguish between federally and non-federally recognized tribes.

Conclusion- While instruction on Northwest Native American topics is strong on many topics that are part of the STI objectives and essential questions, specific sovereignty topics are not sufficiently taught.

To address the need for this instructional shift, the district will send additional teachers to the STI training offered during summer 2017 in Port Angeles. In addition, STI training will be brought to the district during the 2017-18 school year for all social studies teachers. The STI curriculum was updated in 2016, providing a more accessible format. Links to this updated curriculum are on the district websites. The STI curriculum will be added to Board Policy 2020 (Instruction) with board approval.

PORT TOWNSEND SCHOOL DISTRICT NO. 50
1610 Blaine Street
PORT TOWNSEND, WA 98368

RESOLUTION 17-01
Proclamation of Classified School Employee Week

WHEREAS, the Port Townsend School District recognizes classified school employees who are actively serving the children of our community; and

WHEREAS, classified school employees are involved in nearly every aspect of education – maintaining buildings and grounds, preparing and serving meals, keeping school facilities clean and orderly, assisting in the classroom, performing and conducting research activities, providing information technology and media services, administrative support functions, safe transportation, a secure and healthy environment, and many other specialized services; and

WHEREAS, these dedicated individuals deserve recognition and thanks for the outstanding work they are doing in our communities and schools; and

WHEREAS, classified school employees are instrumental in the state’s responsibility to educate all students and crucial to fulfilling the District’s mission of educating our children; and

WHEREAS, classified school employees, by supporting the learning environment, are partners with teachers, parents, administrators, and our Board of Directors:

NOW, THEREFORE BE IT RESOLVED that the Port Townsend School District Board of Directors hereby proclaims March 13-17, 2017 as *Classified School Employee Week* in the Port Townsend School District.

ADOPTED by the Board of Directors of Port Townsend School District No. 50, Jefferson County, Washington, at an open public meeting held March 13, 2017.

BY ORDER OF THE BOARD OF DIRECTORS
PORT TOWNSEND SCHOOL DISTRICT NO. 50

Nathanael O’Hara, Board Chair

Jennifer James-Wilson

Connie Welch

Keith White

Laura Tucker

ATTEST:

John A. Polm, Jr.
Secretary to the Board

PORT TOWNSEND SCHOOL DISTRICT NO. 50
 1610 Blaine Street
 PORT TOWNSEND, WA 98368

RESOLUTION 17-02
Proclamation of School Retirees' Appreciation Week

WHEREAS, the Port Townsend School District recognizes school employees who have retired from active teaching, administration, or a specialized field of the teaching profession; and

WHEREAS, school retirees advance and strengthen our public schools and the status of the teaching profession by supporting high educational standards; and

WHEREAS, these individuals and the Washington State School Retirees' Association (WSSRA) promote involvement in charitable projects and activities, sponsor scholarships, and maintain interest and participation in educational and community activities; and

WHEREAS, school retirees are vital volunteers in our schools and educational institutions, and participants in school sponsored and community activities; and

WHEREAS, Governor Jay Inslee has declared the week of March 13-19, 2017, as School Retirees' Appreciation Week in the State of Washington:

NOW, THEREFORE BE IT RESOLVED that the Port Townsend School District Board of Directors hereby proclaims March 13-19, 2017 as *School Retirees' Appreciation Week* in the Port Townsend School District.

ADOPTED by the Board of Directors of Port Townsend School District No. 50, Jefferson County, Washington, at an open public meeting held March 13, 2017.

BY ORDER OF THE BOARD OF DIRECTORS
 PORT TOWNSEND SCHOOL DISTRICT NO. 50

 Nathanael O'Hara, Board Chair

 Jennifer James-Wilson

 Connie Welch

 Keith White

 Laura Tucker

ATTEST:

 John A. Polm, Jr.
 Secretary to the Board

STUDENTS

Release of Resident Students

A student who resides within the boundaries of the district shall be released to 1) attend another school district, or 2) enroll for ancillary services, if any, in another district as specified in the parental declaration of intent to provide home-based instruction, provided the other district agrees to accept the student if:

- A. A financial, educational, safety or health condition affecting the student would be reasonably improved as a result of the transfer;
- B. Attendance at the school in the nonresident district is more accessible to the parent's place of work or to the location of child care; or
- C. There is some other special hardship or detrimental condition affecting the student or the student's immediate family which would be alleviated as a result of the transfer. Special hardship or detrimental condition includes a student who becomes a resident of the district in mid-year may apply for a release to complete the current school year only in his or her former district of residence, if transferring mid-year would create a special hardship or detrimental condition;
- D. The purpose of the transfer is for the student to enroll in an online course or online school program offered by an online provider approved under RCW 28A.250.020; or***
- ⊖.E The student is a child of a full-time certificated or classified school employee.

In all cases in which a resident student is released, the student or the student's parent(s) ~~shall~~ **will** be solely responsible for transportation, except that a student may ride on an established district bus route if the superintendent determines that the district would incur no additional cost.

A parent or guardian ~~shall~~ **will** request the release of his/her child by completing the appropriate district form including the basis for the request and the signature of the superintendent, or his or her designee, of the school district which the student will attend.

The superintendent **will** grant or deny the request for release according to the above-stated criteria, and promptly notify the parent in writing of his/her decision.

If the request is granted, the superintendent ~~shall~~ **will** notify the nonresident district and make necessary arrangements for the transfer of student records.

If the request is denied, the superintendent ~~shall~~ **will** notify the parent of the right to petition the board, upon five (5) school business days prior notice, for review of the decision and to have a hearing before the board at its next regular meeting. Following the hearing by the board, a final decision ~~shall~~ **will** be promptly communicated to the parent in writing.

If the request for release is denied by the board, the written decision ~~shall~~ **will** inform the parent or guardian of the right to appeal such decision to the superintendent of public instruction.

Each school district board of directors annually will inform parents of the district's inter-district enrollment options and parental involvement opportunities. Information of inter-district acceptance policies will be provided to nonresidents on request. Providing online

access to the information satisfied the requirement of this policy unless a parent or guardian specifically requests information to be provided in the written form.

~~Resident parents shall be informed of inter-district enrollment options annually. The district shall make available for public inspection the Superintendent of Public Instruction's annual information booklet on enrollment options in the state at each school building, the central office and local public libraries.~~

Legal References:	RCW 28A.225.220	Adults, children from other districts, agreements for attending school - Tuition
	RCW 28A.225.230	Appeal from certain decisions to deny student's request to attend non-resident district - Procedure
	RCW 28A.225.225	<i>Applications from nonresident students or students receiving home-based instruction to attend district – School employees children – Acceptance and rejection standards - Notification</i>
	RCW 28A.225.230	<i>Appeal for certain decisions to deny student's request to attend nonresident district - Procedure</i>
	RCW 28A.225.290	Enrollment options information booklet
	RCW 28A.225.300	Enrollment options information to parents
	C-36-L03	Enrolling Children of Certificated and Classified School Employees
Management Resources:	Policy News, February 2001	Federal Budget Implicates Policy
	Policy News, June 2003	Enrolling Children of School Employees
	<i>PolicyNews, Dec. 2016</i>	

Date: 2/28/83; 11/17/88; 6/21/90; 7/26/99; 10/28/02; 5/23/05_____

STUDENTS

Infectious Diseases

In order to safeguard the school community from the spread of certain communicable diseases, the superintendent ~~shall~~ **will** implement procedures assuring that all school buildings are in compliance with State Board of Health rules and regulations regarding the presence of persons who have, or have been exposed to, infectious diseases deemed dangerous to the public health. Such procedures shall also prescribe the manner in which safeguards are taken to remove the danger to others.

The district ~~shall~~ **will** require that the parent or guardian ~~shall~~ complete a medical history form at the beginning of the each school year. The nurse may use such reports to advise the parent or guardian of the need for further medical attention and to plan for potential health problems in school.

The board authorizes the school principal to exclude students who have been diagnosed by a physician, or are suspected of having an infectious disease, in accordance with the **regulations within the most** current Infectious Disease Control Guide, **provided by the State Department of Health and the Office of the Superintendent of Public Instruction**. The principal and/or school nurse ~~shall~~ **will** report the presence of suspected cases of reportable communicable disease to the appropriate local health authority as required by the State Board of Health. Such information concerning a student's present and past health condition ~~shall~~ **will** be treated as confidential. The principal ~~shall~~ **will** cooperate with the local health officials in the investigation of the source of the disease.

The fact that a student has been tested for a sexually transmitted disease, the test result, any information relating to the diagnosis or treatment of a sexually transmitted disease, and any information regarding drug or alcohol treatment for a student must be kept strictly confidential. If the district has a release, the information may be disclosed pursuant to the restrictions in the release.

The school principal has the authority to send an ill child home without the concurrence of the local health officer, but if the disease is reportable, the local health officer must be notified. The local health officer is the primary resource in the identification and control of infectious disease in the community and schools. The local health officer, in consultation with the superintendent, can take whatever action is deemed necessary to control or eliminate the spread of disease, including closing a school.

Legal References:	RCW 28A.210.010	Contagious diseases, limiting contact - Rules and regulations
	RCW 70.02	Medical records - health care information access and disclosure
	WAC 246-100	Contagious diseases – School districts and day care centers
Management Resources	<i>Policy News, Feb 2013</i>	Policy Revisions

Date: 5/12/88; 12/1/97; 7/26/99; 10/28/02; 5/23/05; 11/26/07 _____

STUDENTS

Medication at School

Under normal circumstances prescribed ~~oral medication and oral~~ and over the counter medication should be dispensed before and/or after school hours under supervision of the parent or guardian. ~~Oral medications are administered by mouth either by swallowing or inhaling including through a mask that covers the mouth or mouth and nose.~~

If a student must receive prescribed or over-the-counter oral or topical medication, eye drops, ear drops, or nasal spray (“medications”) from an authorized staff member, the parent must submit a written authorization accompanied by a written request from a licensed health professional prescribing within the scope of his or her prescriptive authority.

~~If a student must receive prescribed or non-prescribed oral medication from an authorized staff member, the parent must submit a written authorization accompanied by written instructions from a licensed health professional (LHP) prescribing within the scope of his/her prescriptive authority. If the medication will be administered for more than fifteen consecutive days, the LPH must also provide written, current and unexpired instructions for the administration of the medication.~~

The superintendent shall establish procedures for:

- A. ***Delegating***, training and supervision of staff members in the administration of prescribed or non-prescribed ~~oral~~ medication to students by a physician or registered nurse;
- B. Designating staff members who may administer prescribed or non-prescribed ~~oral~~ medication to students;
- C. Obtaining signed and dated parental and ~~LHP~~ ***health professional*** requests for the dispensing of prescribed or, non-prescribed ~~oral~~ medications, including instructions from the ***LHP health professional***. ~~if the medication is to be given for more than fifteen (15) days;~~
- D. Storing prescribed or non-prescribed medication in a locked ~~substantially constructed cabinet~~ ***or limited access facility***;
- E. Maintaining records pertaining to the administration of prescribed or non-prescribed ~~oral~~ medication.
- F. Permitting, under limited circumstances, for students ~~in grades 6-12 only~~ to carry and self-administer medications necessary to their attendance at school.
- ~~G. Permitting, for asthma only, students younger than grade 6 to carry and self-administer asthma inhalers with written and signed parent permission and LHP orders.~~

~~Medications administered by routes other than oral (ointments, drops, Nasal inhalers, suppositories or non-emergency injections may not be administered by school staff other than registered nurses or licensed practical nurses, parent/guardian, or an adult not employed by the school district and designated by the parent/guardian.~~

Nasal inhalers, suppositories and non-emergency injections may not be administered by school staff other than registered nurses and licensed practical nurses. No medication ~~shall~~ **will** be administered by injection **by school staff** except when a student is susceptible to a predetermined, life-endangering situation. ~~that may require the injection of epinephrine by an EpiPen only.~~ In such an instance, the parent ~~shall~~ **will** submit a written and signed permission statement. Such an authorization ~~shall~~ **will** be supported by signed and dated written orders accompanied by supporting directions from the ~~LHP~~ **licensed health professional**. A staff member ~~shall~~ **will** be trained prior to injecting ~~an EpiPen~~ **a medication**.

If the district decides to discontinue administering a student’s medication, the superintendent or designee must provide notice to the student’s parent or guardian orally and in writing prior to the discontinuance. There shall be a valid reason for the discontinuance that does not compromise the health of the student or violate legal protections for the disabled.

Administration of legend (prescribed) drugs or controlled substances by nasal spray

If a school nurse is on the premises, he/she may administer a nasal spray containing a prescribed drug or controlled substance to a student. If a school nurse is not on school premises, a nasal spray containing a legend (prescribed) drug or controlled substance may be administered by:

- ***A trained school employee, provided that person has received appropriate RN delegation and volunteered for the training pursuant to RCW 28A.210.260***
- ***A parent-designated adult***

A parent-designated adult is a volunteer, who may be a school district employee, who receives additional training from a healthcare professional or expert in epileptic seizure care selected by the parents who provides care for the student consistent with the student’s individual health plan on file with the school.

Required Notification of EMS

After every administration of any legend (prescribed) drug or controlled substance by nasal spray to a student, Emergency Medical Services (911) will be summoned as soon as practicable.

Cross Reference	Policy 3419 Policy 3420	Self-Administration of Asthma and Anaphylaxis Medications Anaphylaxis Prevention and Response
Legal References:	RCW 28A. 210.260 RCW 28A.210.270 Attorney General Memorandum (2/9/89)	<i>Public and Private Schools - Administration of Oral Medication by - Conditions</i> <i>Public and Private Schools - Administration of Oral Medication by - Immunity from Liability – Discontinuance, procedure</i> Administration of Medication
Management Resources	Policy News, Feb 2014 <i>Policy News, Aug 2012</i>	<i>Nasal spray added to list of medications that may be administered by school personnel</i> <i>“Medication” Definition Expanded</i>

Policy News, Feb 2001

Oral Medication Defined

Date: 11/12/88; 10/27/97; 7/26/99; 9/10/01; 10/28/02; 5/23/05_____

PORT TOWNSEND SCHOOL DISTRICT NO. 50

STUDENTS**Anaphylaxis Prevention *and Response***

Anaphylaxis is a life-threatening allergic reaction that may involve systems of the entire body. Anaphylaxis is a medical emergency that requires immediate medical treatment and follow-up care by an allergist/immunologist.

The Port Townsend School District Board of Directors expects school administrators, teachers and support staff to be informed and aware of life threatening allergic reactions (anaphylaxis) and how to deal with the resulting medical emergencies. For students, some common life-threatening allergens are peanuts, tree nuts, fish, bee or other insect stings, latex, and some medications. Affected students require planned care and support during the school day and during school-sponsored activities.

Parents/guardians are responsible for informing the school about their student's potential risk for anaphylaxis and for ensuring the provision of ongoing health information and necessary medical supplies. The district will take reasonable measures to avoid allergens for affected students. The district will also train all staff in the awareness of anaphylaxis and prepare them to respond to emergencies. Additionally, student specific training will be provided for appropriate personnel.

Even with the district's best efforts, staff and parents/guardians need to be aware that it is not possible to achieve a completely allergen-free environment. However, the district will take precautions to reduce the risk of a student having an anaphylactic reaction by developing strategies to minimize the presence of allergens in schools.

The district does not stock undesignated epinephrine autoinjectors.

The superintendent will establish procedures to support this policy ***and to ensure:***

- 1. Rescue protocol in cases of suspected anaphylaxis will follow OSPI's Guidelines for the Care of Students with Anaphylaxis (2009);***
- 2. A simple and standardized format for emergency care plans is utilized;***
- 3. A protocol is in place to ensure emergency care plans are current and completed;***
- 4. Medication orders are clear and unambiguous***
- 5. Training and documentation is a priority.***

Cross References***Policy 3416******Policy 3418******Policy 3419******Medication at School******Emergency Treatment******Self-Administration of Asthma and Anaphylaxis Medications******Legal References******RCW 28A.210.383******WAC 392-380******Anaphylaxis – Policy Guidelines – Procedures - Report******Life-Threatening Health Conditions******Management Resources******Policy News, February 2009******Anaphylaxis Prevention Policy Required***

OSPI, March 2009
Policy News, August 2012

Anaphylaxis Prevention and Response

Date: 7/13/09 _____

PORT TOWNSEND SCHOOL DISTRICT NO. 50