

PORT TOWNSEND SCHOOL DISTRICT NO. 50
6:00 p.m. Regular School Board Meeting
April 10, 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 Garden/Orchard Coordinators

05. Public Comments

06. Board Correspondence - None

07. Reports

- 07.01 Food Service Update – Stacey Larsen
- 07.02 Superintendent
 - 07.020 Strategic Plan

08. Action Items

- 08.01 Approve District Strategic Plan 2016-2021
- 08.02 Approve Policy 6102 – District Fund Raising
- 08.03 Approve Policy 6220 – Bid Requirements

09. New Business

10. Policy Review

- 10.01 Policy 3530 – Second Review
 - 10.010 Procedure 3530P
- 10.02 Policy 3417 – Catheterization – First Review
- 10.03 Policy 3421 – Child Abuse, Neglect, and Exploitation – Prevention – First Review
- 10.04 Policy 3210 – Nondiscrimination – First Review

11. Board Member Announcements/Suggestions for Future Meetings

12. Next Meeting

- 12.01 Regular Board Meeting, April 24, 2017, 1610 Blaine Street, Room S-11, 6:00 p.m.

13. Executive Session – (if necessary)

14. Adjournment



PORT TOWNSEND

School District

LEARNING THROUGH A SENSE OF PLACE

Superintendent
Dr. John A. Polm, Jr.

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

MEMORANDUM

DATE: April 10, 2017
TO: School Board
FROM: Stacey Larsen, Director of Food Service
SUBJECT: Food Service/Wellness Policy Update

- The Wellness Committee has been reformed with Jennifer James-Wilson and Laura Tucker as board representatives, Karen Obermeyer from Public Health, and Mark Tallarico as the PE teacher. We will be meeting after spring break to see our progress.
- The school district is also taking part in the 5210 Jefferson Campaign. We are considering a kick-off of the 5210 Wellness Campaign with the kids to jump start the county's campaign. Mr. Tallarico and I are working on doing an event with his students.
- We are getting six new tables for the high school cafeteria – thank you to the High School ASB and Principal Carrie Ehrhardt for helping with the funds.
- We are working with Ann Healy-Raymond to start a Food Service webpage
- The compost program is going well; it is being collected and put in worm bins twice a month.
- We will also have more veggies from the high school garden this spring and summer.
- The School District will be offering summer meals at Blue Heron this summer for the last three weeks of July. This is in conjunction with Jason Lynch's program but is open to all kids 1-18 for breakfast and lunch. We will be working with the YMCA and the district teachers to do outreach.
- I am working with principals to increase the eating time for each school, which aligns with the Wellness Policy.

Port Townsend School District



Learning Through a Sense of Place

Strategic Plan 2016-2021

TABLE OF CONTENTS

Superintendent's Letter	3
District Mission	4
Vision	4
Core Principles	4
Methods to Achieve Our Desired Results	5
Nested Elements	6
District Goals	7
Strategic Goals , Objectives and Strategies and Measures of Success	8-20



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, place-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 Beliefs:

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

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 and place-based learning initiative is designed to develop effective thinking, effective action, and effective relationships to help 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).

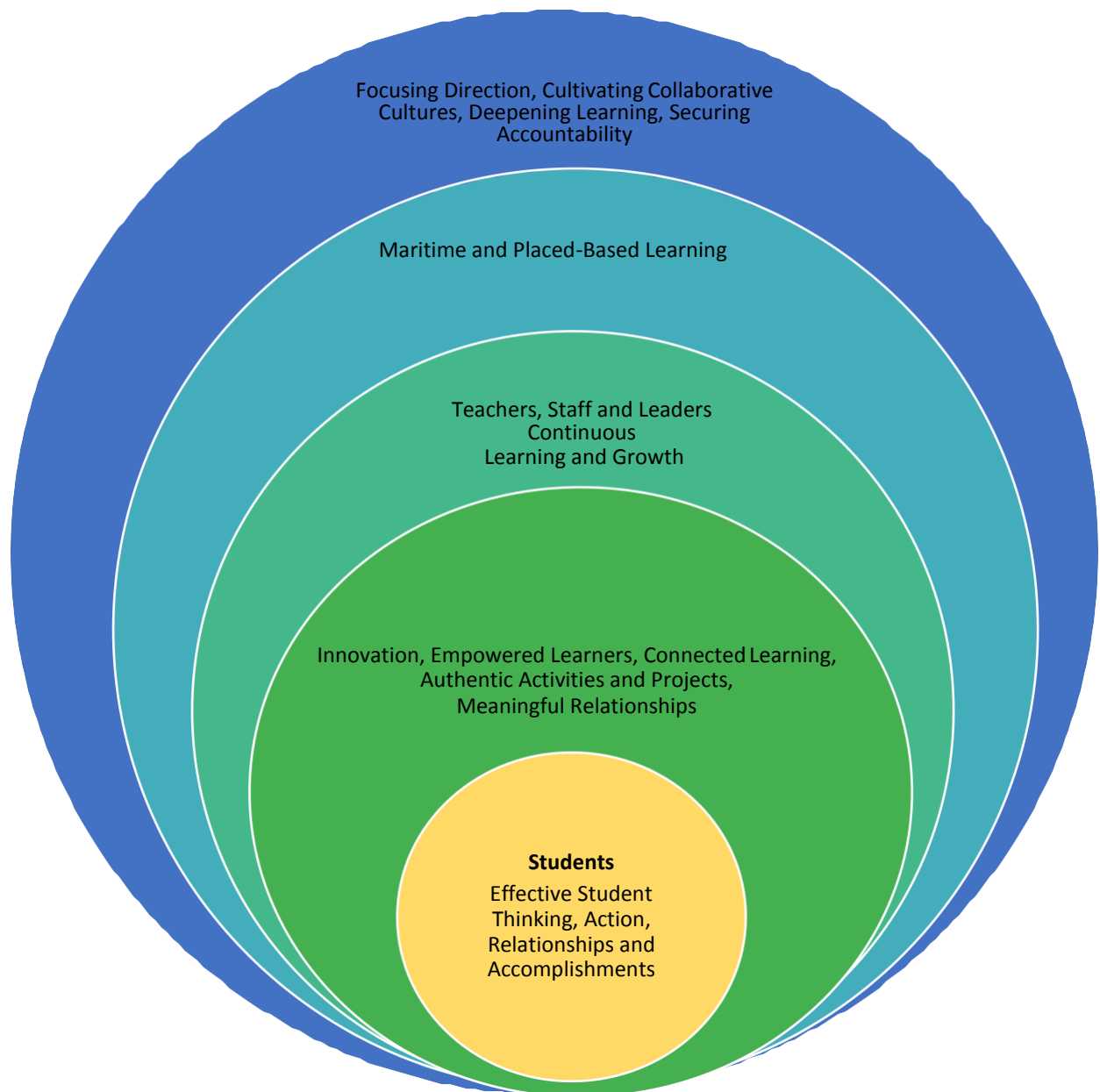


Empowered learners own their own learning

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. Through maritime and place-based projects, develop and support students in successful pursuits as engaged citizens.

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 and 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.



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

Strategies and Activities

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 Maximize classroom time students are engaged in subject area discourse focusing on thinking strategies
- 1.2.2 Assure ample school library hours to support 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
- 1.3.5 Ensure the study of evidence of student learning during teacher collaboration time

1.4 Increase student preparation for both career and college.

- 1.4.1 Increase attendance rates at each school to 95%
- 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

	15-16	16-17	17-18	18-19	19-20	20-21 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% (2015)					90%
Extended Graduation Rate	86.6 (2014)					95%
Post High School 2 or 4 year college attendance	TBD					TBD
Post High School Trade or Certificate Program attendance	TBD					TBD

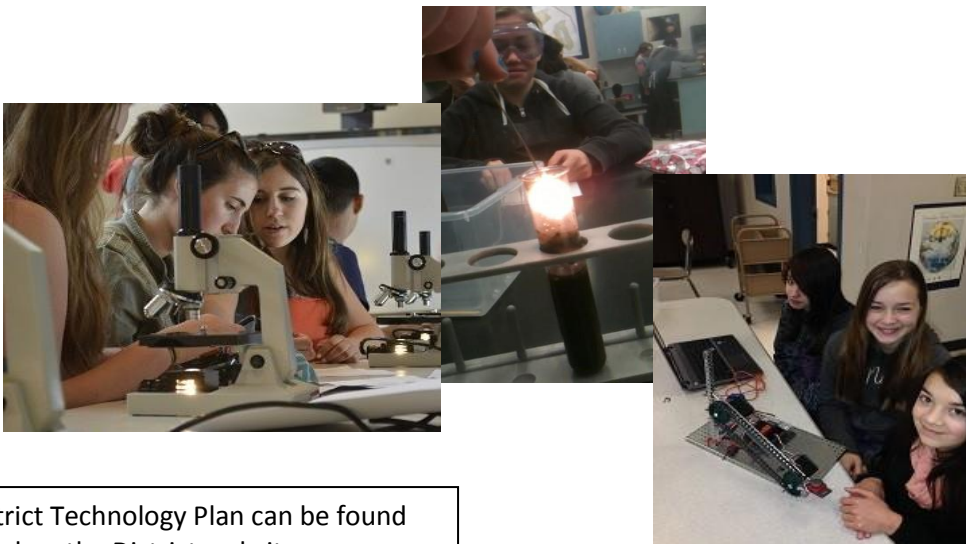
GOAL 2

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



The District Technology Plan can be found [HERE](#) and on the District website.

Strategies and Activities

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 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

	15-16	16-17	17-18	18-19	19-20	20-21
Percentage of maritime and place-based projects integrating technology for learning and presentation	50%					90%
Average service tickets in queue per month						
Technology Committee recommended move to Gmail and Google Calendar for 2017-18						
Teachers reporting they use Google for Education tools and applications with students						80%
Teachers who report integrating digital citizenship into instruction						80%
Number of hours district libraries are open before and after school to provide student access to technology and online resources	Approx. 20 hrs.					6 hr./wk
Hours of district or school provided technology training for teachers	5					10
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%					95%
Hours of technical service provided by High School Student Help Desk	0					250
Number of district provided technology tutorials for teachers and staff	27					50
District provided laptops for K-12 students for in school use	1070					

GOAL 3

Community Engagement

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

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 and Activities

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
- 3.1.2 Strengthen partnerships by training staff in the development of mutually beneficial partnerships
- 3.1.3 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

	15-16	16-17	17-18	18-19	19-20	20-21
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
School district leaders' participation in community groups	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 and Activities

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 life-long 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

	15-16	16-17	17-18	18-19	19-20	20-21
Number of health and wellness programs in which students participate	1					TBD
District health trainings offered for staff	17					
Percentage of staff who completed health trainings	90%					
Meals served by district food services using locally sourced foods						
Healthy Youth Survey goals based upon 2016-17 survey						



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 and Activities

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

	15-16	16-17	17-18	18-19	19-20	20-21
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

	15-16	16-17	17-18	18-19	19-20	20-21
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

MANAGEMENT SUPPORT

District Fundraising Activities

The District aspires to offer exceptional programming to students and encourages fundraising to help support student opportunities. The District also encourages community and business partnerships that enhance the exceptional priority programs offered to students. Fund raising should be aligned to the school district strategic plan.

Some examples of exceptional priority programs include authentic projects within the maritime and place-based curriculum, the health and culture of wellness supported through scratch cooking and farm-to-school initiatives, sports, art, and music programs, and focused professional development opportunities for staff members and community partners.

District fundraising may include donations of goods or services that are reasonably related to the pursuit of the District's objectives. The District may enter into inter-local agreements with other government agencies and/or partnerships with organizations which generate additional funds for school district activities. The District may also operate business ventures consisting of the sale of goods or services that are produced by, or that are linked to, the District's educational programs. Fundraising programs, including business ventures, will be in the best interests of the District and will not interfere with the operation of the District's programs and functions. District fundraising programs will be in compliance with any applicable law and/or state or federal constitutional provisions, including the separation of church and state. District fundraising under this policy excludes levy, state, or federal allocations.

This policy governs the establishment and administration of District fundraising for the general fund and for particular programs in the district. It does not address fundraising programs conducted by Parent Teacher Organizations, other non-profit or citizen's organizations, or the Associated Student Body. Fundraising by the Associated Student Body is addressed by RCW28A.325.030 and District Policy 3530.

The superintendent will establish procedures for the administration of district fundraising programs to ensure compliance with all applicable laws.

Legal References:	RCW 28A.320.015	School Boards of Directors – Powers, Notice of Adoption of Policy
	RCW 28A.320.030	Gifts, conveyances, etc., for scholarship and student aid purposes, receipt and administration
	Attorney General's Opinion	AGO 2003 No. 1
Cross References:	Policy 3530	Fund Raising Activities Involving Students
	Policy 3510	Associated Student Bodies
Management Resources:	<i>Policy News</i> , Dec 2003	

Date: 4/10/17

PORT TOWNSEND SCHOOL DISTRICT NO. 50

MANAGEMENT SUPPORT

Bid Requirements

The board of directors of the Port Townsend School District recognizes the importance of:

- maximizing the use of district resources;
- the need for sound business practices in spending public money;
- the requirement of complying with state laws governing purchasing;
- the importance of standardized purchasing regulations; and
- the need for clear documentation.

Procurement Using State Funds

Whenever the estimated cost of furniture, supplies or equipment (except books) will cost:

- less than \$40,000, no competitive bidding process is required to make the purchase;
- between \$40,000 and \$75,000, the board will follow the informal competitive bidding process by requiring quotes from at least three different sources to be obtained in writing or by telephone and recorded for the public to review;
- over \$75,000, the board will follow the formal competitive bidding process by:
 1. preparing clear and definite plans and specifications for such work or purchases;
 2. providing notice of the call for formal bids by publication in at least one newspaper of general circulation in the district at least once each week for two consecutive weeks;
 3. providing the clear and definite plans and specifications to vendors interested in submitting a bid;
 4. require that bids be in writing;
 5. open and read bids in public on the date and in the place named in the notice; and
 6. file all bids for public inspection after opening.

The board may waive bid requirements for purchases:

- clearly and legitimately limited to a single source of supply;
- involving special facilities or market conditions;
- in the event of an emergency;
- of insurance or bonds; and
- involving public works in the event of an emergency.

“Emergency” means unforeseen circumstances beyond the district’s control that present a real, immediate threat to the proper performance of essential functions or will likely result in material loss or damage to property, bodily injury or loss of life if immediate action is not taken.

Whenever bid requirements are waived, a document explaining the factual basis for the exception and the contract will be recorded and open for public inspection.

The board may by resolution reject any and all bids and make further calls for bids in the same manner as the original call. The board reserves the right to purchase through an inter-local cooperative agreement with another governmental agency provided such agency has complied with the bidding requirements that are applicable to school districts.

The board will include in each contract a proviso requiring the contractor to prohibit any of its employees who has ever been convicted of or pled guilty to any of the child related felonies from working where he/she would have contact with public school students. The contract shall also provide that failure to comply with this requirement is grounds for immediate termination of the contract.

The superintendent will establish bidding and contract awarding procedures for all purchases of furniture, equipment, supplies (except books), or public works projects consistent with state law.

Use of State Funds for Improvements or Repairs

The board may make improvements or repairs to district property through a district department without following the competitive bidding process if the total cost of improvements or repairs does not exceed \$75,000. If the board estimates that the total cost is \$75,000 or more, the board will follow the formal competitive bidding process outlined above unless the contract is let using the small works roster process authorized by RCW 39.04.155 or under any other procedure authorized for school districts.

Procurement Using Federal Funds

When federal funds are used for procurement of goods (furniture, supplies, equipment, and textbooks):

- Purchases of \$3,500 or less do not require quotes. However, the district must consider price to be reasonable, and, to the extent practical, distribute purchases equitably among suppliers.
- Purchases between \$3,500 and \$75,000 must be procured using price or rate quotations from three or more qualified sources.
- Purchases of \$75,000 or more must be publicly solicited using sealed bids.

When federal funds are used for procurement of services;

- Purchases of \$3,500 or less do not require quotes. However, the district must consider price to be reasonable, and, to the extent practical, distribute purchase equitably among suppliers.
- Purchases between \$3,500 and \$150,000 must be procured using price or rate quotations from a reasonable number of qualified sources
- Purchases of \$150,000 or more must be publicly solicited using sealed bids.

Procurement by noncompetitive proposals may only be used when one of the following four circumstances applies:

- The item is only available from a single source;
- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- The awarding agency (e.g., OSPI) authorizes a noncompetitive proposal in response to a written request from the district; or
- After solicitation of a number of sources, competition is determined inadequate.

The district must maintain documentation supporting the applicable circumstance for noncompetitive proposals.

Suspension and Debarment

Before entering into federally funded vendor contracts for goods and services that equal or exceed \$25,000 and any subcontract award, the district will ensure the vendor is not suspended or debarred from participating in federal assistance programs.

The superintendent will establish bidding and contract awarding procedures consistent with state and federal law.

Conflict of Interest

No employee, officer, or agent may participate in the selection, award or administration of a contract supported by federal funds if he or she has a real or apparent conflict of interest. Such a conflict would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

No employee, officer or agent of the district may solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. Violation of these standards may result in disciplinary action including, but not limited to, suspension, dismissal, or removal.

Legal References:	RCW 28A.335.190	Advertising for bids – Competitive Bid procedure – Purchases from inmate work programs – Telephone or written solicitation, limitations – Emergencies
	RCW 28A.400.330	Crimes Against Children – Contractor Employees – Termination of Contract
	RCW 39.04.155	Small Works Roster Contract Procedures – Limited Public Works Process – Definition
	RCW 39.04.280	Competitive Bidding Requirements – Exemptions
	RCW 39.30.060	Bids on public works – Identification, substitution of contractors
	2 CRF 200.318	General Procurement Standards
Management Resources:	34 CFR 80.36	Procurement
	34 CFR 85	Debarment and Suspension
	<i>Policy News</i> , June 2001	Legislation Further Simplifies Bid Compliance
	<i>Policy News</i> , October 2005	Competitive Bid Process Change
	<i>Policy News</i> , February 2011	
	<i>Policy News</i> , April 2012	
	<i>Policy News</i> , June 2013	
	<i>Policy News</i> , June 2015	
	<i>Policy News</i> , October 2015	
	<i>Policy News</i> , March 2016	

Date: 10/12/81; 5/9/94; 1/25/99; 11/24/03; 6/14/10; 1/24/11; 11/9/15; 4/10/17

PORT TOWNSEND SCHOOL DISTRICT NO. 50

STUDENTSFund Raising Activities Involving Students

The district strives to create an enjoyable setting for all patrons, guests, staff members, and students. All fund raising will be conducted in a respectful manner and avoid situations that may be perceived as high-pressure or confrontational.

The board acknowledges that the solicitation of funds from students, staff and citizens ~~must~~ **should** be limited since students are a captive audience and since solicitation can disrupt the program of the schools. Solicitation and collection of money by students for any purpose including the collection of money in exchange for tickets, papers, magazine subscriptions, or for any other goods or services for the benefit of an approved school organization may be permitted by the superintendent providing that the instructional program is not adversely affected.

The superintendent ~~shall~~ **will** establish rules and regulations for the solicitation of funds by approved school organizations, official school-parent groups and by outside organizations. The principal ~~shall~~ **will** distribute these rules and regulations to each student organization granted permission to solicit funds.

Cross Reference: Policy 3510

Policy 6102

Associated Student Bodies

District Fund Raising Activities

Legal References: WAC 392-138-030(2)

~~Powers—Authority and policy of board of directors~~

Date: 10/12/81; 11/17/88; 12/20/99; 10/28/02; 5/23/05;_____

STUDENTS

Student Fund Raising Activities

The district strives to create an enjoyable setting for all patrons, guests, staff members, and students. When engaged in fund raising, all groups are expected to behave respectfully and avoid high-pressure tactics. Guidelines for student fund raising activities are as follows:

- A. Student participation must be voluntary.
- B. The fund raising activity must be such that it is ~~not~~ likely to create a ~~poor~~ **positive** public relations image.
- C. Fund raising activity efforts ~~must~~ **should support and** not interfere with the educational program. ***No student fund raising may take place during instructional hours.***
- D. Fund raising activities conducted by associated student bodies or sub-groups thereof must conform to the district ASB accounting requirements. Expenditures of all ASB funds must be approved by the ASB.
- E. ***When selecting a vendor, the net profit to the school needs to be 40% or greater to be approved.***
- ~~E.F.~~ Fund raising activities conducted by outside groups (including parent groups) must not involve the official student body organizations and must not utilize district materials, supplies, facilities or staff unless reimbursement is made.
- ~~F.G.~~ Sponsorship of fund raising activities by schools' official parent groups, even where moneys realized shall be donated to associated student bodies, is encouraged to minimize accounting difficulties. If fund raising activities are co-sponsored by a student body organization and a parent group, an arrangement for the proportional sharing of expenses and profits or losses should be made prior to initiation of fund raising.
- ~~G.H.~~ ***Fund raising should align with the district Wellness Policy 6700 and provide balanced options when selling edible items.*** The following fund raising activities are approved.
 - 1. Sales of goods (~~candy~~, T-shirts, etc.), magazines, apples (if maintained in cold storage),
 - 2. Car washes, school supplies, rummage and garage sales, pancake breakfasts, spaghetti dinners,
 - 3. ~~Paper~~ **Food** drives, bottle drives, etc. that do not interfere with the school day,
 - 4. Carnivals when organized and supervised by the school and/or the recognized parent group,
 - ~~5. Skating and bowling parties provided there is adequate supervision,~~
 - ~~6.5.~~ Bandathons, bikeathons, and walkathons,
 - ~~7.6.~~ Basketball games if liability insurance for participants and facilities is included in the contract, and
 - ~~8.7.~~ Talent, variety, musical, and drama productions (after school hours).

Any major purpose fund raising activity that is not listed above must have the approval of the superintendent.

H.I. Fund raising activities by outside groups for the benefit of the school(s), that are expected to be in excess of \$1,000.00, must be submitted by the principal to the superintendent for approval. Application for approval must include:

1. The sponsoring group,
2. The proposed activity,
3. The manner in which the money is to be collected, and
4. The purpose.

I.J. When the ASB shares in the receipts derived from vending machine operations or from the sale of student pictures, such activities must be in compliance with policy.

K. *Any recognized parent organization must complete facility use forms when using district facilities. The approval process will include building principal approval and guidance on the procedures.*

J.L. Any outside group other than an official school-parent group must have District office approval before conducting fund raising activities within a school or schools. Such outside organizations or persons seeking to raise funds from or through students:

1. Must work through established official parent organizations and not with or through student body organizations or the administration.
2. May not use school materials, supplies, facilities, or staff without proper reimbursement. Requests to the administration for access to students for purposes of fund raising should be referred to the appropriate parent organization, which shall have the option of permitting the outside group to utilize the parent organization's normal method of communication to transmit information concerning the fund raising.
3. Shall not collect money in school buildings as part of fund raising activities. Fund collections must be made by other means in other locations under the supervision of the official parent groups, except that each school may permit the official parent organization to maintain one box in the school's central office for deposit of envelopes containing funds from a permissible fund raising activity.
4. May display a sign announcing a fund raising activity. Brochures explaining the program may be made available to students through the school office.

Date: 10/12/81; 11/17/88; 12/20/99; 10/28/02; 5/23/05; 12/19/13; _____

STUDENTS

Catheterization

The board authorizes ~~that~~ qualified staff **to** provide for clean, intermittent bladder catheterization (CIC) of students or assisted self-catheterization in conformance to rules adopted by the state board of nursing.

~~Employees who are not licensed nurses and whose job descriptions do not require performing catheterizations may file a written statement of refusal to perform catheterizations. Refusal will not adversely affect the employees' job status or be grounds for dismissal.~~

Catheterization is ~~permitted~~ **authorized** under the following conditions:

- A. A parent, legal guardian or other person having legal control over the student files a written, current and unexpired request that the district provide for the catheterization of the student;
- B. A licensed physician of the student files a written, current and unexpired request that catheterization of the student be provided for during the hours when school is in session or the hours when the student is under the supervision of school officials;
- C. A registered nurse provide written, current and unexpired instructions regarding catheterization ~~which~~ **that** states which staff members are designated to provide for catheterization and a description of the nature and extent of any supervision that is required;
- D. ~~A~~ **Any** staff member who is authorized to provide for catheterization must receive training from a ~~licensed osteopath, physician, practical nurse or~~ registered nurse consistent with the rules of the State Board of Nursing. ~~(licensed practical nurses are exempted from the training requirement).~~ **Licensed practical nurses (LPNs) are trained to provide catheterization as part of their professional preparation and are not subject to this training requirement.**

Employees (except licensed nurses) who have not previously agreed in writing to perform clean, intermittent bladder catheterization as a specific part of their job description may file a written letter of refusal to perform catheterization. The employee's refusal may not serve as grounds for discharge, nonrenewal or any other action adversely affecting the employee's contract status.

The district and its staff and the staff member who provides for catheterization in substantial compliance with this policy and the rules of the State Board of Nursing ~~shall~~ **will** not be liable in any criminal action or for civil damages arising from providing catheterization. The district may discontinue catheterization service for a student without being liable so long as the affected parents/guardians are given advance oral/written notice.

Cross References:	Policy 2161	Education of Students with Disabling Conditions
Legal References:	RCW 28A.210.290	Catheterization of School Students - Immunity from liability
	RCW 28A.210.255	Provision of health services in public and private schools – Employee job description
	RCW 28A.210.280	Catheterization of public and private school students
	WAC 246-839-820	Provision for clean, intermittent catheterization in schools
Management Resources	Policy News, June 2003	
	Policy News, December 2003	

Policy News, December 2014

Date: 7/26/99; 10/28/02; 5/23/05_____

PORT TOWNSEND SCHOOL DISTRICT NO. 50

STUDENTS

Child Abuse, Neglect, and Exploitation- Prevention

Child abuse, neglect and exploitation are violations of children's human rights and an obstacle to their educational development. The Board directs that staff shall be alert for any evidence of ~~such~~ **child** abuse, neglect or exploitation.

For purposes of this policy, the term "child" means anyone under the age of 18 and/or any current student of the district, including home-schooled students or any other person classified as a student in the district's database.

"Child abuse, neglect, or exploitation" means:

- A. Inflicting physical injury on a child by other than accidental means, causing death, disfigurement, skin bruising, impairment of physical or emotional health, or loss or impairment of any bodily function;
- B. Creating a substantial risk of physical harm to a child's bodily functioning;
- C. ***Attempting***, committing or allowing to be committed any sexual offense against a child as defined in the criminal code. ***This definition also includes any communications with a child for immoral purposes or viewing, possessing, or distributing any sexually explicit images of a child. It also includes or intentionally contacting, touching, either directly or through the clothing, the genitals, anus or breasts of a child unless the contact is necessary for the child's for other than hygiene, child care or health care purposes. This also includes a child's intentional or coerced contact with anyone's genitals, anus, or breasts;***
- D. Committing acts ~~which~~ ***that*** are cruel or inhumane regardless of observable injury. ~~Such~~ ***these*** acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child's pain or mental suffering;
- E. Assaulting or criminally mistreating a child as defined by the criminal code;
- F. Failing to provide food, shelter, clothing, supervision or health care necessary to a child's health or safety;
- G. Engaging in actions or omissions resulting in injury to, ~~or creating~~ a substantial risk to the physical or mental health or development of a child; ***or***
- H. Failing to take reasonable steps to prevent the occurrence of the preceding actions.

~~Child abuse can include abuse by another minor and so may be included in incidents of student misconduct.~~

Children (including other students), family members, and any other adult can engage in child abuse, neglect, or exploitation. This may include incidents of student on student misconduct. Staff should report all incidents of abuse regardless of the age of the person who engages in it.

Subject to the definition above, staff should not focus on a person's mental status to determine if she or he has committed child abuse, neglect, or exploitation. The law governing mandated reporting does not allow for exceptions for people with medical conditions that may mitigate the intent for committing child abuse, neglect, or exploitation.

When feasible, the district will provide community education programs for prospective parents, foster parents and adoptive parents on parenting skills and on the problems of child abuse and methods to avoid child abuse situations. The district ~~shall~~ **will** also encourage staff to participate in in-service programs that ~~deal with~~ **address** the issues surrounding child abuse.

The Superintendent ~~shall~~ **will** develop reporting procedures **and provide them to, including** ~~sample indicators of abuse and neglect, and shall disseminate the procedures to all staff on an annual basis.~~ The purpose is to identify and **timely** report ~~as soon as possible to the proper authorities~~ all evidence of child abuse ~~or~~ , neglect **or exploitation to the proper authorities.** Staff ~~shall~~ **will** receive training regarding reporting obligations during their initial orientation and every three years after initial employment.

~~Professional~~ **All** staff are ~~legally~~ responsible for reporting all suspected cases of child abuse, and neglect, **and exploitation to the proper authorities and/or the appropriate school administrator..** ~~A certificated or classified school employee who has knowledge or reasonable cause to believe that a student has been a victim of physical abuse or sexual misconduct by another school employee shall report such abuse or misconduct to the appropriate school administrator. The administrator shall report to the proper law enforcement agency if he or she has reasonable cause to believe the misconduct or abuse has occurred as required under RCW 26.44.030. Under state law, staff are free from liability for reporting a reasonable suspicion of child instances of abuse, or neglect, or exploitation. and professional staff are criminally liable for failure to do so. However, failing to report the incident may result in criminal liability regardless of whether the authorities determine the incident is provable in a subsequent legal proceeding.~~

Staff need not verify ~~that~~ a **report that a** child has ~~in fact~~ been abused, ~~or~~ neglected, **or exploited.** Any conditions or information that may **be** reasonably ~~be~~ related to abuse, ~~or~~ neglect, **or exploitation** should be reported. Legal authorities have the responsibility for investigating each case and taking **appropriate** ~~such~~ action as ~~is appropriate~~ under the circumstances.

Cross References:	Policy 4310	Relations with the Law Enforcement and Child Protective Agencies
Legal References:	RCW 13.34.300	Relevance of failure to cause juvenile to attend school as evidence under neglect petition
	RCW 26.44.020	Child abuse— Definitions
	RCW 26.44.030	Reports - Duty and authority to make - Duty of receiving agency – Duty to notify – Case planning and consultation – Penalty for unauthorized exchange of information – Filing dependency petitions – Investigations – Interviews of children – Records – Risk assessment process
	RCW 28A. 620.010	Community education provisions - Purposes
	RCW 28A. 620.020	Community education provisions— Restrictions – Classes on parenting skills and child abuse prevention encouraged
	RCW 43.43.830(6)	Background checks - Access to children or vulnerable persons - Definitions
	RCW 28A.320.160	Alleged sexual misconduct by school employee – Parental notification – Information on public records act.

Management Resources:	RCW 28A.400.317	Physical abuse or sexual misconduct by school employees – Duty to report - Training
	WAC 388-15-009	Definition of child abuse, neglect or exploitation What is child abuse or neglect?
	AGO 1987, No. 9	Children - Child Abuse - Reporting by School Officials - Alleged Abuse by Student
	<i>Policy News, April 2010</i>	
	<i>Policy News, June 2015</i>	
	<i>Policy News, February 2007</i>	Physical Abuse and Sexual Misconduct Notice Requirements
	<i>Policy News, June 1999</i>	23% of districts out-of-compliance on child abuse policies

Date: 4/23/70; 11/17/88; 12/20/99; 10/28/02; 5/23/05; 10/9/07_____

PORT TOWNSEND SCHOOL DISTRICT NO. 50

STUDENTS

Nondiscrimination

The district will provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without discrimination based on race, religion, creed, color, ***immigration status***, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability. The district will provide equal access to school facilities to the Boys Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment. ***Auxiliary aids and services will be provided upon request to individuals with disabilities.***

Conduct against any student that is based on one of the categories listed above that is sufficiently severe, persistent, or pervasive as to limit or deny the student's ability to participate in or benefit from the district's course offerings; educational programming or any activity will not be tolerated. When a district employee knows, or reasonably should know, that such discriminatory harassment is occurring or has occurred, the district will take prompt and effective steps reasonably calculated to end the harassment, prevent its recurrence, and remedy its effects.

The district's nondiscrimination statement will be included in all written announcements, notices, recruitment materials, employment applications, and other publications made available to all students, parents, or employees. The statement will include: 1) notice that the district will not discriminate in any programs or activities on the basis of any of the above-listed categories; 2) the name and contact information of the district's compliance officer designated to ensure compliance with this policy; and the 3) the names and contact information of the district's Section 504 and Title IX compliance officers.

The district will annually publish notice reasonably calculated to inform students, students' parents/guardians (in a language that they can understand, which may require language assistance), and employees of the district's discrimination complaint procedures.

The superintendent will designate a staff member to serve as the compliance officer for this policy. The compliance officer will be responsible for investigating and discrimination complaints communicated to the district.

The district will provide training to administrators and certificated and classroom personnel regarding their responsibilities under this policy and to raise awareness of and eliminate bias and discrimination based on the protected classes identified in this policy.

Cross References:	Policy 2020	Curriculum Development and Adoption of
	Policy 2030	Instructional Materials
	Policy 2140	Service Animals in Schools
	Policy 2150	Guidance and Counseling
	Policy 2151	Co-Curricular Program
		Interscholastic Activities

	Policy 3211	Transgender Students
	Policy 4217	<i>Effective Communication</i>
	Policy 4260	Use of School Facilities
Legal References:	RCW 28A.640	Sexual Equality
	RCW 28A.642	Discrimination prohibition
	RCW 49.60	Discrimination - Human Rights Commission
	20 U.S.C. 7905	Boy Scouts of American Equal Access Act
	42 U.S.C.§§ 12101-12213	Americans with Disabilities Act
	WAC 392-190-020	Training-Staff responsibilities-Bias awareness
	WAC 392-190-060	Compliance-School district designation of responsible employee – Notification
	WAC 392-400-215	Student Rights
Management	<i>Policy News, March 2016</i>	
Resources:	<i>Policy News, Dec 2014</i>	
	Policy News, April 2013	
	Policy News, Dec 2012	
	Policy News, June 2011	
	Policy News, August 2007	

Date: 12/12/85; 1/19/89; 12/20/99; 10/28/02; 5/23/05; 11/26/07; 8/8/11; 7/13/15_____