

**PORT TOWNSEND SCHOOL DISTRICT NO. 50**

**School Board Work/Study Session, 6:00 p.m.**

**September 10, 2012**

***"Discover the Power of Learning"***

**Mission:**

In partnership with home and community, Port Townsend School District provides a learning environment where each student develops the knowledge and skills to become a creative, successful and engaged citizen.

**01. Location/Time**

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

**02. Call to Order**

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02.01 Roll Call

02.02 Pledge of Allegiance

**03. Agenda**

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03.01 Agenda Approval

**04. Correspondence**

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04.01 Email from B. Morey regarding high school sports teams' mascot

04.02 Email from T. Thiersch regarding Lincoln Building

**05. Public Comments**

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**06. Reports**

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06.01 Resource Conservation Management – Brian Goldstein

06.010 Utility Chart

06.02 Principals

06.020 Assessment Update for Grant Street – Principal Sepler

06.021 Assessment Update for Blue Heron – Principal Lashinsky

06.03 Superintendent

06.030 High School Credit for Algebra I taken at Blue Heron Middle School

06.031 Mountain View lease agreement

**07. Policy Review**

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07.01 Policy 1005 Key Functions of the Board – 1<sup>st</sup> Review

**08. Board Member Announcements**

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**09. Executive Session (if necessary)**

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**10. Next Meeting**


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10.01 September 24, 2012, Gael Stuart Board Room, S-11, 1610 Blaine Street, 6:00 p.m.

**11. Adjournment**

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From:  Barbara Morey <bemorey@yahoo.com>  
Barbara Morey <bemorey@yahoo.com>

Thursday, August 30, 2012 9:29:49 AM 

Subject: Redskins Issue

To:  **School Board**

Dear School Board Members and Administrators of Port Townsend Schools:

I urge you to review the information below as you consider the issue of the Redskins mascot and team name. This newsletter is published by Caprice Hollins, formerly the Seattle School District Director for Race and Equity.

Please note item 2 below which specifically addresses the use of Native American mascots and team names.

As a person with Native American (Sioux) ancestry, a daughter who attended PTSD, and the previous foster parent of 7 teens of Native American ancestry, I can attest that it is time that we eliminate this racist stereotype from our public face and our team names.

"Redskins" IS a racist term, and no dancing around it will change that.

Sincerely,  
Barbara E. Morey  
707 O Street  
Port Townsend, WA 98368  
Cell Phone: 206 326-9022



## Cultures Connecting

August 28th, 2012

<http://click.icptrack.com/icp/relay.php?r=63108946&msgid=939197&act=FWR8&c=358548&destination=http%3A%2F%2Fwww.culturesconnecting.com>

### AT A GLANCE

[Strengthening and Sustaining Your Social Justice Activism](#)

[Train the Trainer](#)

[The White Privilege Conference in Seattle](#)

[Our 2012-2013 Workshops](#)

### FEATURED

## Back to School Special: 5 Ways to Counter Racism in Schools

Whether you work in an educational setting, have children attending school, or are attending school yourself, many are gearing up for the next school year. Cultures Connecting developed this list of back to school tips to help you create and advocate for socially just, anti-racist education.

### Identify and Eliminate Stereotypes

Is your curriculum biased? Do the books, posters and events in your school perpetuate stereotypes? Although we may not be able to eliminate all damaging stereotypes, we can become better at recognizing them and

### September 28th

Train the Trainer: Helpful Tips for Leading and Facilitating Conversations on Race

### October 3rd & December 4th

Strengthening and Sustaining your Social Justice Activism Introductory Sessions

### November 30th

Activities for Facilitating Courageous Conversations

### January 25th

Strengthening and Sustaining your Social Justice Activism: Powerful Strategies for Getting Out of Your Own Way  
Full Day Session

### March 1st

Strengthening and Sustaining your Social Justice Activism: Powerful Strategies for Getting Out of Your Own Way  
Half Day Session

### April 9th

Understanding Latino Culture, Stereotypes, Oppression and Opportunities

### June 21st & 22nd

Internalized Sexism and White Privilege: A Workshop for White Women

March Workshop in Portland and May Workshop in Bellingham

Details coming soon!

### Fall Professional Development

Whether you are just introducing cultural competency in your organization, looking to deepen your collective understanding, or wanting to apply new skills, Cultures Connecting can help. We provide half and full-day fall workshops that lay a foundation for the rest of the year.

Some of our new workshops include:

all damaging stereotypes, we can become better at recognizing them and engaging in critical discussion with students and each other.

To Do: Plan one lesson or conversation you'll have with a class, young person or colleague about stereotypes.

Resource: [10 Quick Ways to Analyze Children's Books for Racism and Sexism](#) (PDF)

### Talk Openly About Bias, Stereotypes and Racism

We receive powerful messages every day that reinforce prejudice when they go undiscussed. Too often, young people are left to draw their own conclusions about race because adults are worried about saying the wrong thing. Places to start the conversation include asking questions, defining terms, and sharing our own experiences.

To Do: Discuss examples of everyday racism such as Indian mascots.

Resource: [Native Appropriations](#)

### Teach About the Flexibility of Intelligence

Throughout our lives, our minds continually develop and our understandings change. The myth that we have a fixed amount of intelligence is damaging to students of color who have been stereotyped as less smart. Explicitly teaching about how intelligence can grow with work and effort has been shown to increase student performance and decrease drop-out rates.

To Do: Plan a lesson or conversation about how we learn.

Resource: [Reducing Stereotype Threat](#)

### Start an Equity Team

Institutional change requires creative, collaborative energy. Find other parents, educators, or colleagues interested in making school systems more equitable. Schedule a regular meeting time where you can learn and plan together. Even three passionate people can have a huge impact on your organization.

To Do: Invite two or more people to discuss equity issues.

Resource: [City of Seattle Race and Social Justice Initiative](#)

### Examine Your Own Biases

You can have the best lesson plans and still not recognize the ways your own prejudice is influencing how you interact with young people, families, and co-workers. We must continually develop our lens to see and understand how we unintentionally harm one another and create barriers to equity. Once we surface our stereotypes, we can more effectively address them to create inclusive school environments.

To Do: Have a conversation about your stereotypes or ask a trusted co-worker or friend to observe you and give you feedback on your unconscious biases.

Resource: [Project Implicit](#) (on-line implicit bias test)

### WHAT'S NEW

**Strengthening and Sustaining Your Social Justice Activism: Powerful Strategies for Getting Out of Your Own Way**

*From Belief to Action: Culturally Responsive Classroom Practice*

*Institutional Power: A Simulation Exploring Systemic Oppression*

*Critical Conversations: Exploring Barriers to Change*

[Contact us](#) today to schedule your fall training.

**Your Own way**  
[Register Today!](#)

### Introductory Session

Wednesday, October 3rd or Friday, December 4th

5:30-8:00pm

2100 24th Avenue South

Seattle, WA 98144

## Upcoming Conferences

### Examining the School to Prison Pipeline Symposium

September 21st

Washington State Criminal Justice Center  
Training Center

19010 1st Ave S. Burien, WA 98148

8:30 a.m. - 4:30 p.m.

[RSVP: sackspa@dshs.wa.gov](mailto:sackspa@dshs.wa.gov)

Whether you are a current activist looking for different ways of doing and sustaining your work, a former activist interested in reinvigorating and reengaging, or a new activist wanting to connect with others, this workshop will help you critically reflect on and improve efforts for social justice. To be able to stick with difficult work for the long haul, we need to do it in ways that feed our hearts and spirits, taking the time to align our actions with our intentions. Often, unconscious obstacles within us get in our own way. In order to “lead who we are” it’s important that we renew rather than deplete, inspire rather than overwhelm, and build connections with others rather than alienate.

### WAEYC Fall Conference

October 18th-20th

Vancouver, WA

<http://www.waeyc.org/conference.htm>

In the introductory session, you’ll engage with one another in critical conversations about racism, privilege and power. We’ll explore the invisible barriers that often stand between us, probing deep questions around the ways we personally internalize oppression and our resulting unconscious actions.

### NW Conference on Teaching for Social Justice

October 22nd

8:00am - 4:30pm

Madison High School,

2735 NE 82nd

Portland, OR 97220

<http://nwtsj.org/>

These sessions are designed to build a foundation for future work together and give you an opportunity to preview our process to see if it is a good fit. They are open to anyone in the community and although encouraged, attendance in a follow-up full day and a half day workshop is not required.

Cost: \$20 for Introductory Session, \$185 for Two-Part Workshop, \$200 for all three sessions

Facilitators: Yarrow Durbin, ME.D., Caprice D. Hollins, PsyD., and Ilsa Govan, MA.

### WSAME Fall Conference

October 27th

[www.wsame.org](http://www.wsame.org)

### Train the Trainer: Helpful Tips for Leading and Facilitating Conversations on Race

[Register Today!](#)

### NW Public Employees Diversity Conference

October 30th

Oregon Convention Center

777 NE MLK Jr. Blvd.

Portland, Oregon

<http://www.nwpublicemployeesdiversityconference.org/>

Friday, September 28th, 2012

8:30am-4:30pm

New Holly Gathering Hall

7054 32nd Ave South

Seattle WA 98118

Our vision is of a world based on principles of equity and justice where all people recognize their roles as agents of change.

Through engaging and interactive exercises, participants in this workshop learn strategies to successfully present sensitive information to a wide audience of learners. You will develop the skills to take difficult conversations about race, privilege and power to a deeper level and better work with resistance. These skills are valuable for organizations instituting systemic change by providing

on-going culturally relevant professional development for staff.

All participants in this workshop receive a free copy of our recently published [Train the Trainer](#) book.

Cost: \$125, Includes book, light breakfast and snacks

Registration: Download the [REGISTRATION FORM](#) and email it to [Caprice.Hollins@CulturesConnecting.com](mailto:Caprice.Hollins@CulturesConnecting.com)  
[The White Privilege Conference Comes to Seattle](#)

### [The Color of Money: Reclaiming our Humanity](#)

April 10th -13th, 2013

<http://click.icptrack.com/icp/relay.php?r=63108946&msgid=939197&act=FWR8&c=358548&destination=http%3A%2F%2Fwww.whiteprivilegeconference.com%2F>

"WPC is a conference that examines challenging concepts of privilege and oppression and offers solutions and team building strategies to work toward a more equitable world." The White Privilege Conference is a national conference with attendance of 1500-2000 diverse people.

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Having attended the conference for the past 5 years, Ilsa says it is easily one of the best environments for deep learning and connection with others committed to social justice. This is also a great opportunity to normalize conversations about white privilege in our communities.

If you or your organization are interested in getting involved, contact [Ilsa Govan](#) to find out more.

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From:  "Tom Thiersch" <thiersch-public@usregs.com> Wed, Sep 05, 2012 10:53:28 ... 

Subject: Lincoln Building

To:  blemaster@ptsd50.org

Cc:  dengle@ptsd50.org  aburkart@ptsd50.org  hcarlson@ptsd50.org  
 jjwilson@ptsd50.org  pdaly@ptsd50.org  **School Board**

Attachments:  message.rtf (3K)  RESOLU~1.PDF (126K)  1001RE~1.PDF (126K)  
 09024C~1.PDF (11K)  winmail.dat (282K)

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Mr. LeMaster,

In light of Superintendent Engle's remarks at the August 27 board meeting regarding his new discussions with the City about the future of the Lincoln Building, I believe it would be very helpful if you would fill him in on your personal involvement with this subject.

Specifically, you had said at board meetings prior to the 2012 capital projects levy election that you were involved with (a member of?) the planning group that established the boundaries of the PT historic district, and that the Lincoln Building was explicitly excluded from being within the boundaries of that area. Further, the Lincoln Building is not on any list of building of historic significance, not national, nor state, nor local. The building is therefore not legally subject to any special treatment or protections.

Yes, it's an old building. Yes, it has sentimental value to past alumni (whose high school doesn't)? Some of the fixtures are certainly collectable and/or have other salvage value, and even the individual bricks could (and should) be auctioned off. But several past studies have shown that it is impractical to save the building itself for any use, either public or private. The building has been condemned for decades now, it is contaminated with asbestos, and it lacks any seismic structural reinforcement.

No additional public money should be squandered on yet another such study.

In the deliberations leading to board approval of Resolution 11-12 on December 12, 2012, (replaced by Resolution 11-13 on December 19, 2012, to remove the words "Lincoln Building", but retaining the money to demolish same), it was made completely clear that the \$500,000 set aside for demolition was the lowest spending priority among the numerous projects that were to be funded by the Capital Projects levy.

I expect the superintendent to follow those board-established priorities unless and until they are changed by the board in a public meeting.

Regards,

Tom Thiersch



# RCM Program Update PT School District

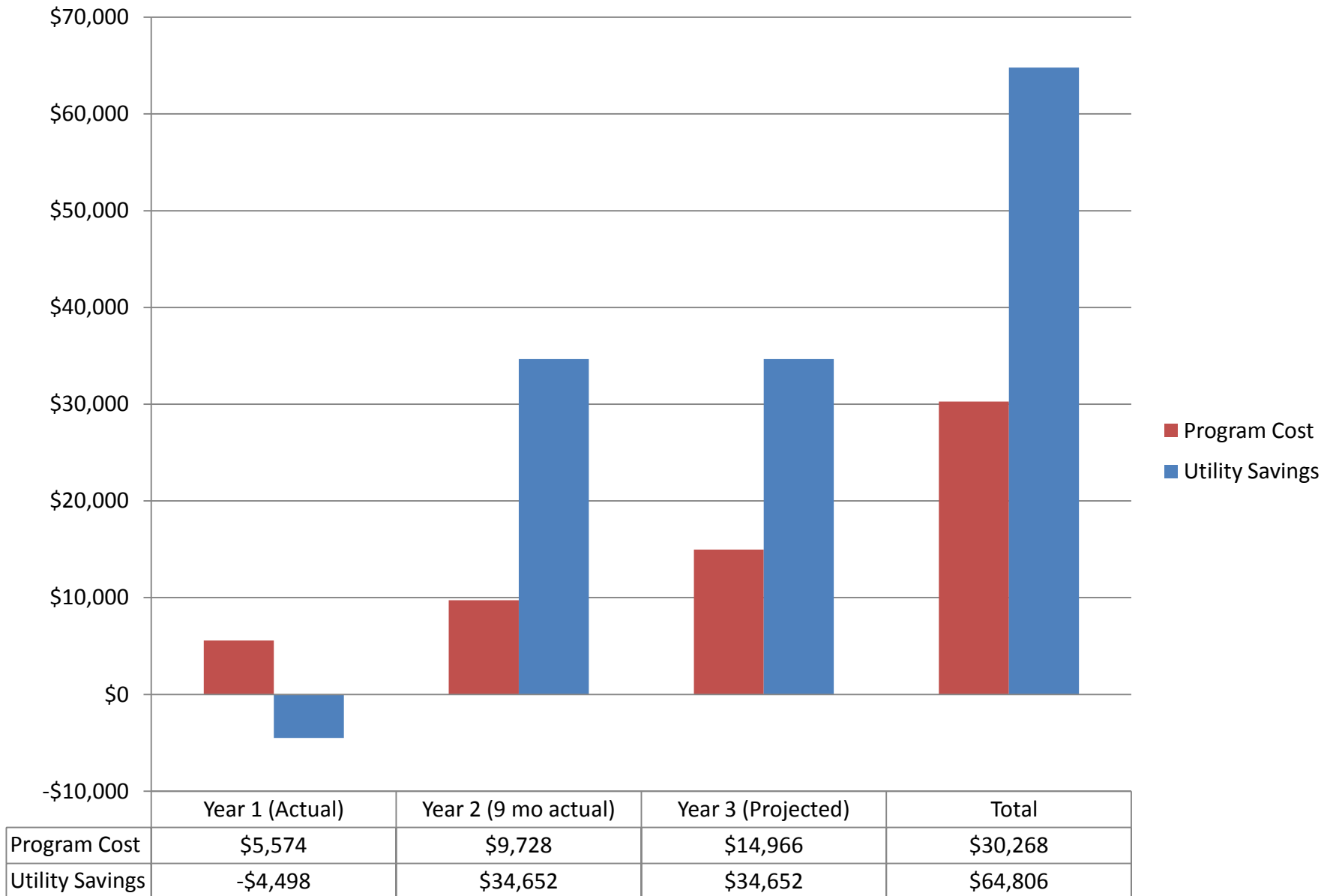
Brian Goldstein, RCM

September 10, 2012

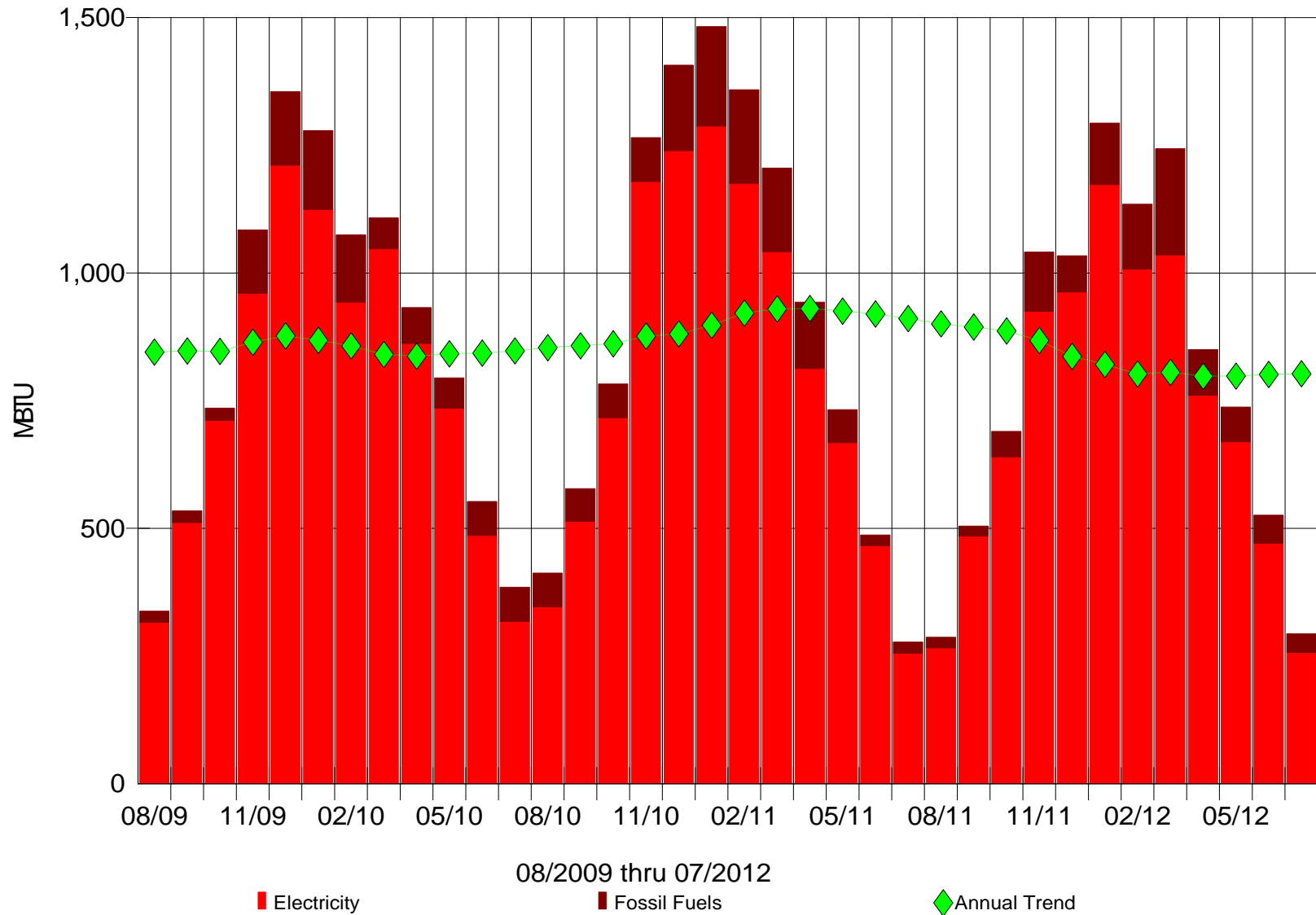
# RCM Program Overview

- Three year program, started Nov 2010
- Funded by 5 agencies + ARRA/PSE grants
- Goals
  - Reduce energy, water use by 10% over base year
  - Reduce solid waste cost by 10% over base year
  - Educate agency staff about sustainable behavior
- Tools
  - Energy database, online meter data
  - WSU engineer support, RCM community
  - Data logging devices, thermal camera, light meter

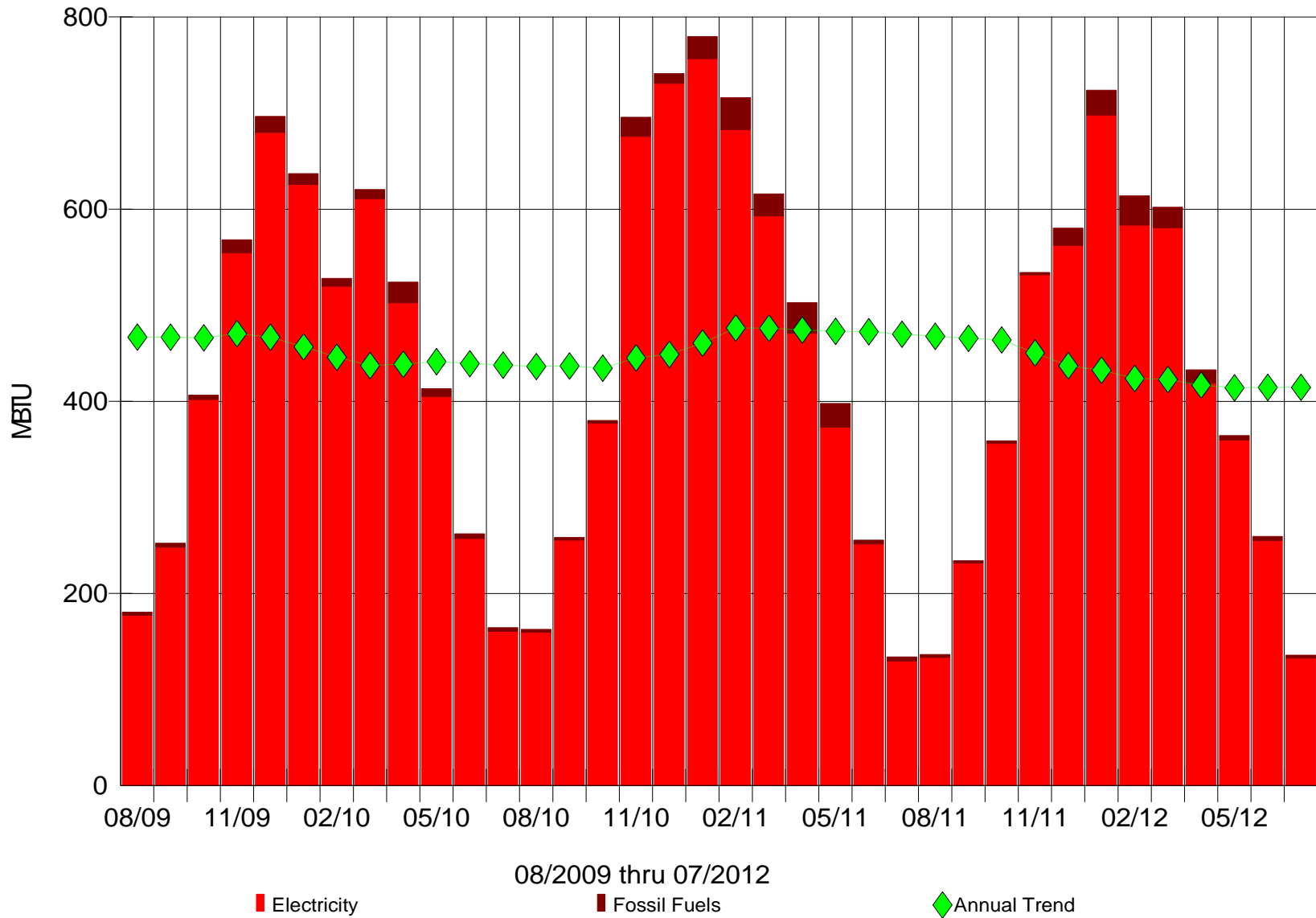
## Port Townsend Schools RCM Program Cost/Utility Savings



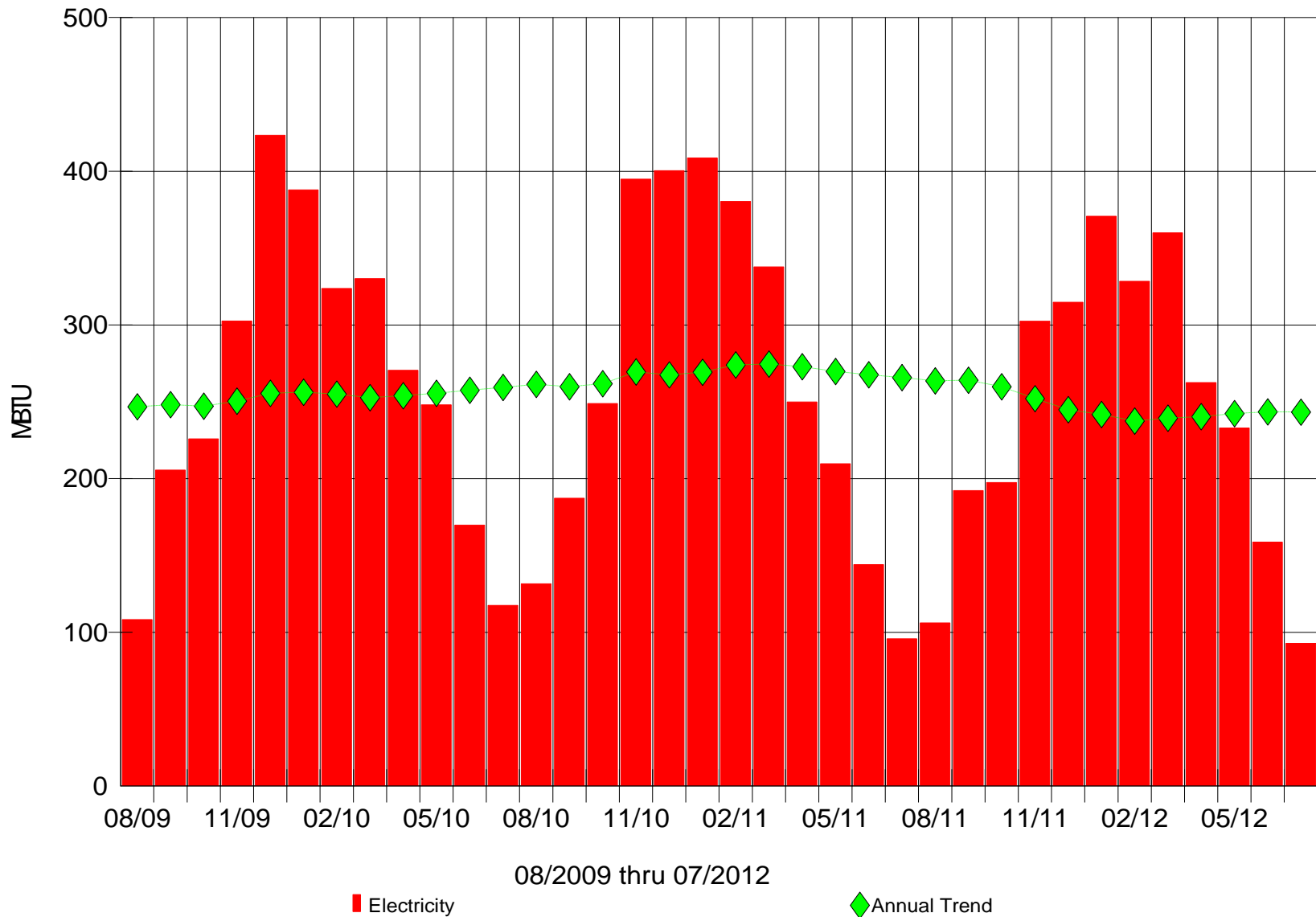
# Energy Use Graph - All PT Schools



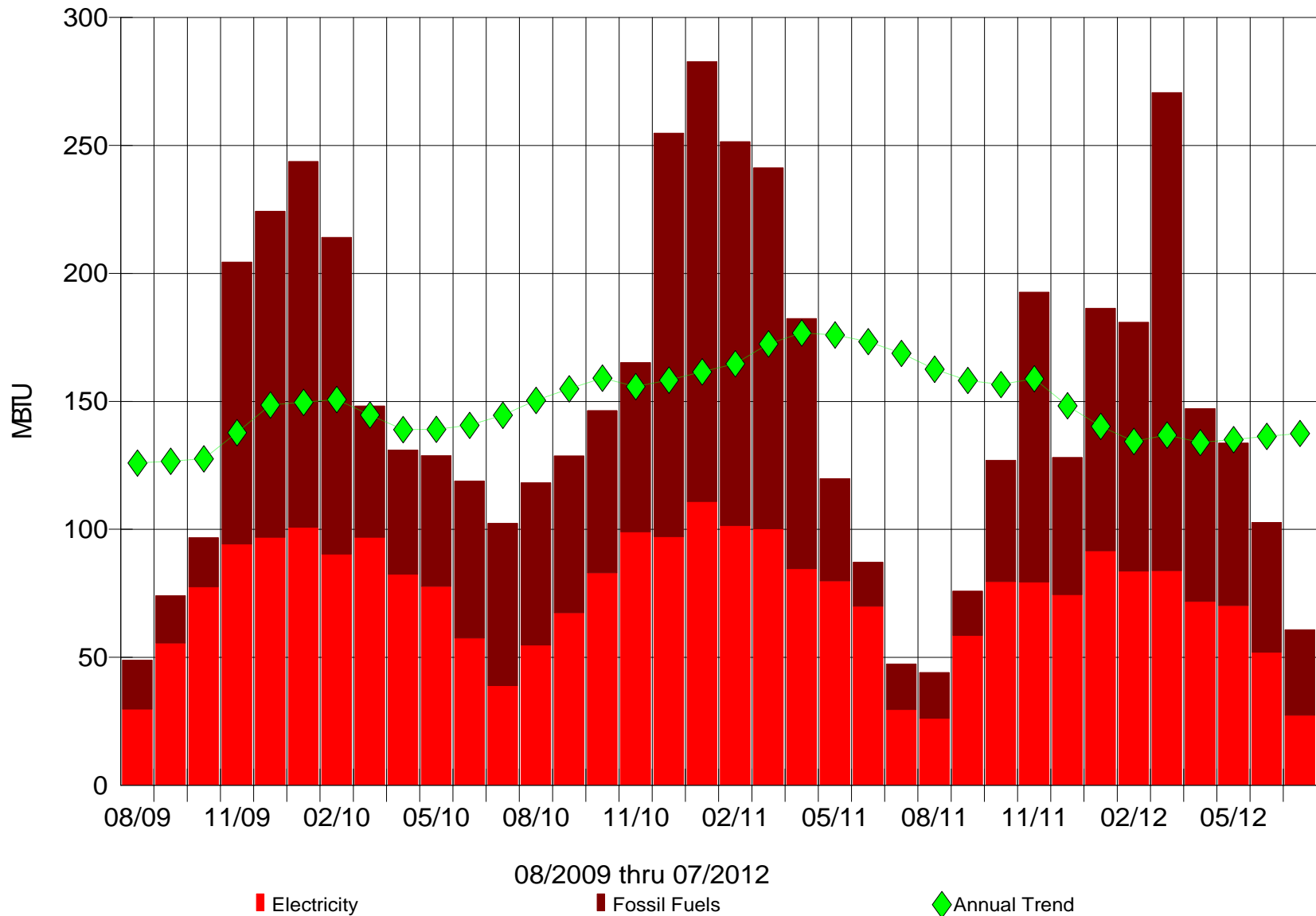
# Energy Use Graph - PT High School



# Energy Use Graph - Blue Heron



# Energy Use Graph - Grant Elementary



# Top 5 Energy Saving Strategies

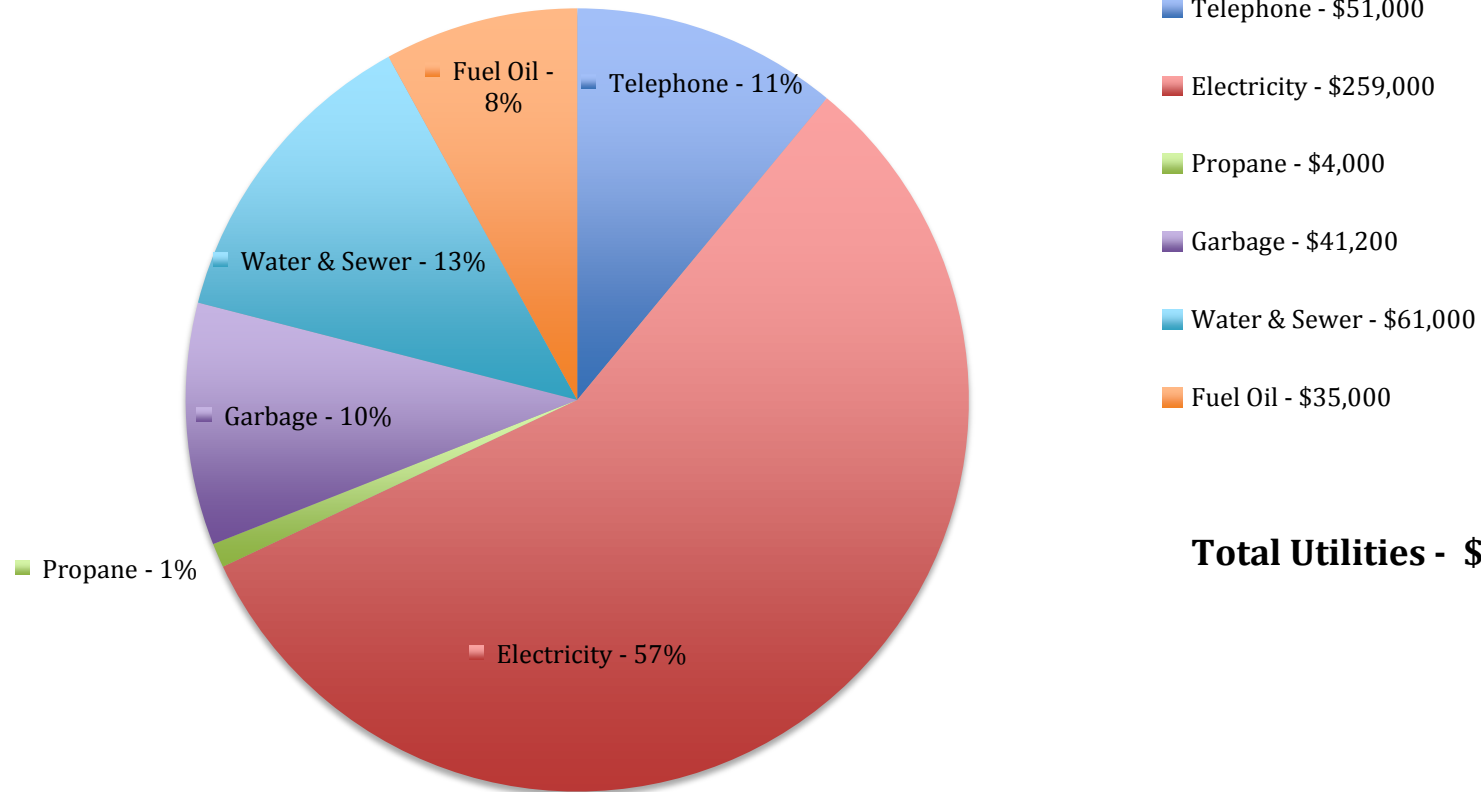
1. Align heating with occupancy
2. Replace/Program modular thermostats
3. Eliminate electric spikes to reduce demand \$
4. Remove lights in overlit areas
5. Turn off lights when unoccupied



# Next Steps

- Work with Facilities on capital levy projects
- Identify candidates for occupancy sensors
- Review computer hibernation policies
- Reduce solid waste stream/cost

## Utility Budget 2012-13



# BLUE HERON SCHOOL

3939 San Juan Avenue  
Port Townsend, WA 98368  
Phone: (360) 379-4540  
Fax: (360) 379-4548



Dr. Diane Lashinsky, Principal  
Grades 4 - 8  
[www.ptschools.org/blueheron](http://www.ptschools.org/blueheron)

September 2012

Dear Dr. Engle,

For two years, Mrs. Manning's 8<sup>th</sup> grade Algebra students have been requesting that they receive high school credit for the successful completion of the Algebra I program offered at Blue Heron. The following requirements must be met by the state in order for a student to receive high school credit.

RCW 28A.230.090 (4b):

If requested by the student and his or her family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if: The academic level of the course exceeds the requirements of seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.

WAC 180-51-050 (1a,b):

High school credit-Definition. As used in this chapter the term "high school credit" shall mean:  
Grades nine through twelve or the equivalent of a four-year high school program, and grades seven and eight under the provisions of RCW 28A.230.090 (4) and (5):

- a) One hundred fifty hours of planned instructional activities approved by the district; or
- b) Satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy. Districts are strongly advised to confirm with the higher education coordinating board that the award of competency-based high school credit meets the minimum college core admissions standards set by the higher education coordinating board for admission into a public, baccalaureate institution.

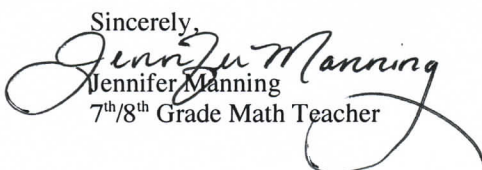
Both of these conditions are met in how Mrs. Manning has delivered the course and holds her students to expectations that are equivalent to the Algebra I course offered at the Port Townsend High School. The Algebra students at Blue Heron use the same textbook as the students in the high school, are expected to meet the same set of state standards as the students in the high school, and take the same End of Course Algebra I Exam. Last year, the question was discussed as a seat time issue, which is not a mandatory condition in WA state for earning high school credit. Dr. Lashinsky asked Mary Colton if she can find any language in our school board policy relative to this question and she cannot.

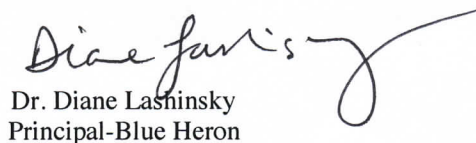
We would like to propose that students must maintain a passing grade (equal to or greater than 70%) throughout the course and pass the End of Course Algebra I assessment (score equal to or greater than 400-Level 3 or 4) to receive credit at the high school level. With this change of policy, the students in the 2010-2011 and 2011-2012 school years could all receive credit retroactively. The names of these students will be passed on to the office staff at the high school to complete the transcription process.

In addition, we would like to suggest that all students who meet the aforementioned requirements automatically have the class recorded on their high school transcript, without an additional parent request. However, if a parent would prefer that their child's grade be withheld from the transcript, the student would need to repeat the course for a higher grade in high school. This information, including the requirements for high school credit and the transcription process, will be conveyed to parents and students on the 8<sup>th</sup> grade Algebra I syllabus distributed at the beginning of each school year.

Thank you for supporting the students in our community. We truly believe these talented, high achieving mathematics students should be honored for their diligence. We look forward to hearing from you soon and would be happy to set up a meeting to discuss this further.

Sincerely,

  
Jennifer Manning  
7<sup>th</sup>/8<sup>th</sup> Grade Math Teacher

  
Dr. Diane Lashinsky  
Principal-Blue Heron

# PORT TOWNSEND SCHOOL DISTRICT

*"Discover the Power of Learning"*

**Superintendent**  
Dr. David Engle

360 / 379-4501  
FAX: 360 / 385-3617  
www.ptschools.org

1610 Blaine Street  
Port Townsend, Washington 98368

**Board of Directors**  
Anne Burkart  
Holley Carlson  
Bill LeMaster  
Jennifer James-Wilson  
Pam Daly

September 6, 2012

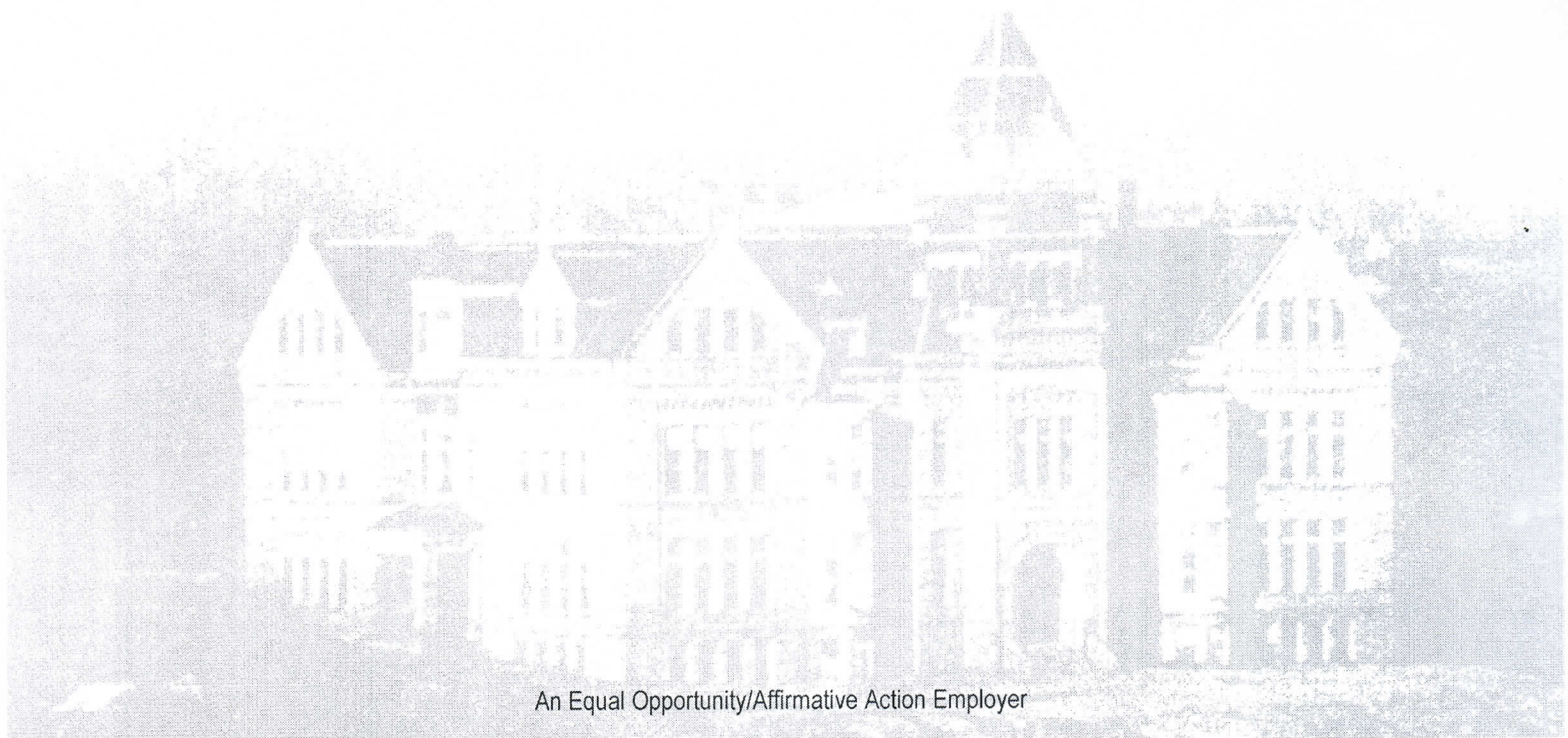
RE: High School Credit for Algebra I taken in Middle School

I am recommending that the Board approve the attached request from Jennifer Manning and Blue Heron Middle School Principal Dr. Diane Lashinsky to grant high school credit for Algebra I taken in 8<sup>th</sup> grade at Blue Heron Middle School.

Respectfully,



David Engle  
Superintendent of Schools



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## BOARD OF DIRECTORS

### Key Functions of the Board

Acting on behalf of the people of each community, the school board will fulfill the following functions:

#### **Vision:**

##### **Responsible Governance:**

The board, with participation by the community, shall envision the future of the school district's educational program and formulate goals, define outcomes and set the course for the school district. This will be done within the context of racial, ethnic and religious diversity and with a commitment to education and excellence and equity for all students.

#### **Structure:**

##### **Creating Conditions for Student and Staff Success:**

To achieve the vision, the board will establish a structure which reflects local circumstances and creates an environment designed to ensure all students the opportunity to attain their maximum potential through a sound organizational framework. This includes employing a superintendent, developing and approving policies, formulating budgets, setting high instructional and learning goals for staff and students, and nurturing a climate conducive to continuous improvement.

##### ***High Expectations for Student Learning:***

*The board will continuously articulate the belief that all students can learn and that each student's learning can improve regardless of existing circumstances or resources. The board will act as leaders of a vision of shared learning that is supported by individual schools and the community.*

#### **Accountability:**

##### **Accountability for Student Learning:**

The board's accountability to the community will include adopting a system of continuous assessment of all conditions affecting education, including assessments for measuring staff and student progress towards goals. The public will be kept informed about programs and progress. Staff and board training will be provided to ensure continuous improvement of student achievement.

#### **Advocacy:**

##### **Community Engagement:**

The board shall serve as education's key advocate on behalf of students and their schools. The board shall work to advance the community's vision for its schools, pursue the district's goals, encourage progress and energize systemic change and ensure that students are treated as whole persons in a diversified society.

Cross References:	Policy 1310	Policy Adoption, Manuals and Administrative Procedures
	Policy 1810	Annual Goals and Objectives
	Policy 1820	Evaluation of the Board
Management Resource:	Wash. School Board Standards (Adopt. June 27, 2009)	

*Policy News*, February 2012, Model Policies Aligned with  
Washington School Board Standards

**Date: 3/28/04,**\_\_\_\_\_

**PORT TOWNSEND SCHOOL DISTRICT NO. 50**