PORT TOWNSEND SCHOOL DISTRICT NO. 50
School Board Work/Study Session, 6:00 p.m.
September 9, 2013
"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

01.01   Gael Stuart Board 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.   Correspondence - None

05.   Public Comments

06. Presentations

06.01   Shining Star Awards – Superintendent Engle
06.02   Assessment Data Report on OSPI – Superintendent Engle

07. Reports

07.01   YMCA – Erica Delma
07.02   Highly Capable Program – Diane Lashinsky

08. Action Items

08.01   Approval of Highly Capable Program 2013-14
08.02   Approval of PTEA tentative agreement 2013-2016

09. Policy Review - None

10.   Unfinished Business

10.01   Title IX Sports Equity Update – Principal Ehrhardt

11. Board Member Announcements/Suggestions for Future Meetings

11.01   Board Retreat September 16, 2013, 5:00 – 9:00 p.m.
         11.010   Board Self-Assessment
         11.011   Review of Strategic Goals

12.   Executive Session (if necessary)

13.   Next Meeting

13.01   September 23, 2013, Regular Meeting, Gael Stuart Board Room, S-11, 1610 Blaine Street, 6:00 p.m.

14. Adjournment

1. A. Restoration of the 1.9% state salary cut from 2010

The district will restore 1.9% salary to all certificated staff members. In return the PTEA will give back the 1.4 TRI days received in 2010 to the district so that they can be used to fund the PGO as outlined in the CBA. Carry over funds will not be restored at this time. The remaining savings from the returned TRI days will be used to fund the Site Council/Building leadership stipends as outlined in the CBA.

1. B. Reopener

Either side may reopen the agreement due to changing economic conditions.

1. C. Length of Agreement

The length of this agreement will be three years, 2013-14, 2014-15, and 2015-16.

Port Townsend School District
Technology Acceptable Use Policy

PTSD provides technical tools and resources to enhance the overall educational experience of its students and educators. PTSD will monitor Internet traffic to ensure optimal use of instructional resources. Following are the rules and guidelines for acceptable behavior when using PTSD's computer and Internet resources. Failure to follow any of these guidelines may result in confiscation of PTSD's resources and/or additional action being taken under the discipline section of this document.

1. Computer and Network Resources

1.1.**Ownership**. The computer (laptops, notebooks, desktops, printers, smart devices etc.) and peripherals issued to a Port Townsend School District (PTSD) employee are the property of PTSD and are for employee use only. The computer and peripherals issued to a PTSD employee will be returned immediately if he\she is no longer employed by PTSD. Teacher-created educational content stored on district technology is jointly owned by the teacher and District.

1.2.**Use**. The computer and network resources are intended for PTSD related purposes and performance of job duties. The technology acceptable-use policy applies to both work and home use of resources.

1.3.**Personal Use**. Some personal use is permitted as long as such use does not violate PTSD's policies and does not interfere with school-related performance of job duties.

1.4.**Security**. The user is responsible for all technology equipment issued by PTSD.

1.5.**Computer Loss or Damage**. Promptly report stolen equipment to the Technology Department. In the event of negligent loss or damage, PTSD reserves the right not to issue a replacement computer or peripheral.

1.6.**Accounts and Passwords**. The user should consider the account and password confidential and shall not share the password with any other person.

1.7.**Configuration and Software.** Teachers will be able to make small modifications to their computer and install software necessary for the performance of their duties. Users are encouraged to contact the Tech Department before installing any items on their computer. The Technology Department may not support programs or applications installed by individual users. No other modifications or configuration changes are to be made to the computer except upon instruction or with permission of the Technology Department.

1.8 **Personal Devices.** Access to PTSD technology using devices not issued by the school will be supported at the discretion of the Technology Department.

1.10 **Employee Data on Local Machine.**

1.10.1 Transparency: PTSD employees should assume all content: documents, reports, internet logs, emails, etc. created or received on district-owned devices is subject to Public Records law.

1.10.2 Loss of Data & End of Employment: PTSD is not responsible for lost or corrupted data in the event of a hardware/software failure or user error. However, PTSD will make

regular backups of teacher's data and files. Upon leaving employment, teachers may take copies of teacher-created content, but no content with personal student data.

1.11 **Summer Check Out.** Teachers may check out their laptops or mobile computing devices for the summer for purposes outlined in this policy.

2. Electronic Mail Resources

2.1.**Purpose**. Electronic mail (email) is provided to the staff of PTSD (users) to facilitate information exchange consistent with the educational mission of PTSD.

2.2.**Property**. The email system, computers, and user accounts and addresses are the property of PTSD.

2.3.**Privacy**. Users do not have a personal privacy right in any matter from the email system. PTSD may review email in case of investigation of unprofessional activity.

2.4.**Confidentiality**. The confidentiality of email cannot be assured. Such confidentiality may be compromised by applicability of law or policy, by forwarding of email, or because of unauthorized access. Users, therefore, should exercise caution in using email to communicate confidential or sensitive matters.

2.5.**Restrictions**.

2.5.1. Users may not use email in any way inconsistent with or in violation of the policies set by PTSD.

2.5.2. Users may not use email for unlawful activities, commercial purposes or personal financial gain.

2.5.3. Users may not deliberately disrupt email services or perform activities that interfere with the use of emails by others.

2.5.4. Users of the email system shall not use email in any way that would be considered (a) damaging to another person's reputation, (b) abusive, (c) obscene, (d) sexually orientated, (e) offensive, (f) threatening, or (g) harassing. (PTSD cannot guarantee that a user will not receive an offensive email)

2.5.5. Users may not seek, use, or disclose personal or confidential student or employee information except for proper school business.

2.5.6. PTSD email resources may not be used for personal gain or enterprise. Examples include political campaigning and business solicitations.

2.8.Personal Use. PTSD email services and accounts may be used for some personal purposes provided that such use complies with PTSD policies. Additionally, such use shall not burden the operation of the email system or add to the cost of such operation. Emails arising from such use are the property of PTSD.

3. Internet Resources

3.1. Users will use appropriate language on the Internet.

3.2. Users will not access or transfer inappropriate materials. Internet traffic is monitored and abuses will be reported.

3.3. Users will respect and uphold copyright laws and recognize the exemptions provided for under fair-use provisions.

4. Web Development

4.1. School and/or Teacher websites will not publish photos of students who have completed a Website Opt-Out form.
4.2. No confidential student data shall be on any web pages.
4.3. No commercial marketing or advertising may be done on teacher or school websites.
4.4. Teachers, webmasters and Principals assume responsibility for all content displayed within the schools' and the teachers' websites.

5. Technology & Communication

5.1 Teachers are encouraged to use multiple forms of appropriate communication with parents and students.
5.2 Teachers will have access to email addresses for all parents.
5.3 Teachers will not use technology to observe or communicate with students in a non-professional capacity.

_____   _____

Signature   Date

3. Special Education/Student Services Working Conditions

This language for Special Education/Student Services will be reviewed by PTEA and the administration at the end of its first year of implementation (2013/14).

The Special Education Director with the building principal will convene tri-annual Workload Meetings on or about the dates of August 28, November 28, and March 8 for the purpose of proactively reviewing the workload/caseload of Special Education Staff, Speech and Language Pathologists, School Psychologist. This meeting shall attempt to provide balanced, manageable workload/caseloads for all relevant staff. Acuity will be a significant factor in determining caseload, and teachers serving high-needs students will be assigned lower relative caseloads. If a mutually acceptable agreement cannot be reached in the meetings, the ultimate authority to make decisions lies with the Superintendent. Director, building principal or special ed staff may request an additional meeting based on significantly changed circumstances.

Student Services/Special Education Caseload
Grades pre-K & K – 23 students
Grades 1-3 – 25 students
Grades 4-5 - 27 students
Grades 6-8 – 29 students
Grades 9-12 – 32 students
Elementary (K-5) - one class period not to exceed 14
Secondary (6-12) - one class period not to exceed 15

Speech and Language Pathologist Caseload
Grades K-12 – 45 students

Students with Augmentative communication will be weighted as 2 students

The material below will be put into the appendices:
Proposed Addendum Language:
ADDENDUM 1
Special Ed protocol checklist:
Goal: Proactively evaluate and address stressors in the system
Active process for addressing workload/concern
Maintain and support special ed staff

Protocol – is a script that ensures that every one can expect the meeting to happen the same way every time

The checklist is sent out in advance and each item is discussed at the meeting

Sped ed staff would know to come prepared with the following information. The information that staff bring should be observable and measurable.

The meeting protocol will consist of looking at each indicator and problem solve (predicted or current) issues/concerns

ADDENDUM 2
Workload Meetings Checklist
1. IEP Service Minutes - Direct and indirect
2. Assessments (given to design a student program)
3. Evaluations (to qualify and evaluate a student for services)
4. Upcoming IEP's
5. Transition plan
6. Planning /collaboration
7. Parent support/communication
8. Paperwork
9. Behavior Intervention Plan
10. Education assistant training/support
11. WAAS portfolio

4. TPEP Language

SECTION 1—INTRODUCTION

The evaluation procedures will be guided by the Definitions and Statement of Understanding until more detailed specifics are agreed upon by the district and PTEA. This section of the contract may be reopened at any time by either party.

The evaluation process shall recognize strengths, identify areas needing improvement, and provide support for professional growth. Within the selected instructional framework teachers will be allowed to exercise their professional judgment and will be evaluated on their own practice, skills, and knowledge.

The parties agree that the following evaluation system is to be implemented in a manner consistent with good faith and mutual respect, and as defined in RCW 28A.405.110 "(1) An evaluation system must be meaningful, helpful, and objective; (2) an evaluation system must encourage improvements in teaching skills, techniques, and abilities by identifying areas needing improvement; (3) an evaluation system must provide a mechanism to make meaningful distinctions among teachers and to acknowledge, recognize, and encourage superior teaching performance; and (4) an evaluation system must encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluations through recognizing the importance of objective standards and minimizing subjectivity."

Additionally, the parties agree that the evaluation process is one which will be implemented with collaboration between the evaluator and the bargaining unit member, as described in WAC 392-191-025: "To identify in consultation with classroom teachers and certificated support personnel observed, particular areas in which their professional performance is satisfactory or outstanding, and particular areas in which the classroom teacher or support person needs to improve his or her performance."

Additionally, as State law and regulations evolve, parties will reopen this section of the agreement to meet State requirements.

SECTION 2 —DEFINITIONS

Criteria shall mean one of the eight (8) state defined categories to be scored.

Component shall mean the sub-section of each criterion.

Evaluator shall mean a certificated administrator who has been trained in observation, evaluation and the use of the specific instructional framework and rubrics contained in this agreement and any relevant state or federal

requirements. The evaluator shall assist the teacher by providing support and resources.

Artifacts shall mean any products generated, developed or used by a certificated teacher. Artifacts should not be created specifically for the evaluation system. Additionally, tools or forms used in the evaluation process may be considered as artifacts.

Evidence shall mean examples or observable practices of the teacher's ability and skill in relation to the instructional framework rubric. Input from students, parents or other sources shall not be used as evidence, but may be used as Artifacts by the teacher. No anonymous source material may be used as evidence or artifact.

Not Satisfactory shall mean:
Level 1: Unsatisfactory – Receiving a summative score of 1 is not considered satisfactory performance for all teachers.
Level 2: Basic – If the classroom teacher is on a continuing contract with more than five years of teaching experience and if a summative score of 2 has been received two years in a row or two years within a consecutive three-year period, the teacher is not considered performing at a satisfactory level.

Student Growth Data shall mean the change in student achievement between two points in time within the current school year relative to State standards, as determined by the teacher with support from their assessor. Assessments used to demonstrate growth must predominantly originate at the classroom level and be initiated by the classroom teacher. Assessments used to demonstrate growth must be appropriate, relevant, and may include both formative and summative measures.

SECTION 2 —STATEMENT OF UNDERSTANDING

1. REGULAR AND IMMEDIATE FEEDBACK: Teachers may expect regular and immediate feedback throughout the year from formal and informal observations.
2. PROFESSIONAL DEVELOPMENT: Regular and adequate professional development will be provided around both State and CEL frameworks to help teachers navigate and succeed in the new assessment framework. Time will also be made no later than September for training of teachers new to eVAL software.
3. TEACHER ENGAGEMENT: Adequate time & resources will be made available for teachers within the work year to complete the evaluation process and gather and submit evidence.
4. COLLABORATION: The evaluation process will be viewed as a collaborative endeavor between assessor and teacher based on on-going professional growth.
5. BASIC PERFORMANCE INTERVENTION:
   A. Non-provisional teachers on focused or comprehensive evaluation who receive a summative Basic assessment may choose to be assessed on a

criteria of their choice, or return to a comprehensive evaluation the following year.

B. Additional district professional development support will be provided to teachers failing to meet the Proficient benchmark.

C. Additional administration supported Plan of Progress will be implemented with union advisement before any non-renewal action is taken against a teacher based on unsatisfactory evaluation.

6. SHARED TEACHERS: Teachers will be assessed at their primary work site with additional evaluation support/feedback from the secondary administrator. If a teacher is shared equally between two buildings, the teacher may choose the school he wishes to be assessed at first and responsibility for assessment will rotate between administration of the two school sites.

7. CHOICE OF CRITERIA: Teacher and evaluator will determine criteria used for a focused assessment before the end of September for the year assessment will take place. Yearly district focuses will be proposed/supported for teachers wanting additional professional development support.

8. ASSIGNMENT TO COMPREHENSIVE EVALUATION: Assignment to comprehensive evaluation cycle will be done by year entry into the school district, provisional status, volunteer, or lottery, if necessary, to ensure approximately 25% of teachers by building will be on a comprehensive evaluation.

5. Change Curriculum Language to match Common Core
The PTEA and district administration will work together to change the current language in the CBA to match the language in the new State standards.

6. Change language in CBA about moving into a position that is greater than your current FTE.

4. All other qualifications being equal, senior qualified employees will be given first right of refusal for vacant and new positions that are not more than 0.2 FTE greater than that employees current FTE. Qualified employees are guaranteed an interview for positions that are greater than 0.2FTE above that employees current FTE. Qualifications will be determined by the criteria stated in the job announcement, which may include but are not limited to, educational training and certification, educational employment experience, related employment experience and educational program needs. No current employee shall be required to teach audition lessons for the purpose of determining qualifications.

7. Workstation

A teacher workstation will include all of the following:
Laptop
Projection device
Working phone
Filing cabinet
Desk
Chair
White board
Document camera
Projection screen
Productivity software e.g. Microsoft word
Access to Internet to perform duties required of the job

From:	Carrie Ehrhardt
Sent:	Tuesday, September 03, 2013 9:58 AM
To:	Mary Colton; David Engle; School Board
Subject:	Follow Up on Athletic Questions at School Board 8/26/13

Dear Board:

I did some follow up on the inquiries raised at the last meeting during my athletic finance report. If you have other questions after reading through this, please don't hesitate to ask:

1. Pam inquired about the distribution of students who play multiple sports during a single school year.
Here is the data from 2012-13:
3 sport athletes: 12 females, 8 males
2 sport athletes: 34 females, 40 males
<u>1 sport athletes: 45 females, 65 males</u>
PTHS: 149 female, 169 male

2. Jennifer inquired about the salary duplication for cross country head and assistant coach. The amount was $2505 in each category, but the column did not total. Jennifer pointed this out and I responded that it much be a calculation error in the spreadsheet. But then I looked closer at it when I returned to the office and I then remembered that there is no paid assistant coach for XC. The duplication was a reminder to myself (which I had forgotten over the summer!) that the XC coach has chosen to split the salary between herself and an assistant coach. So, the total at the bottom of the XC column, which represents the salary and benefits for only one coaching stipend, is correct.

3. Bill inquired about the salary devision between the $5010 given to most team sports head coaches, compared to the $5107 given to spring sports team head coaches. I stated that this was done a few years ago due to some changes in the training protocol for concussion management. I went back and looked at the historic data, and spoke with Laurie McGinnis in the personnel office, to get a more specific answer.
Back in the summer of 2011, Risk Management notified districts across the state about needing additional safety training for spring coaches. The data was showing that statewide, and even across the country, there was an increase in concussion injuries being seen in the spring sports of softball/fastpitch, baseball, and boys soccer. Patrick and I responded by designing a new fitting protocol for batting helmets, and we upgraded our pads for catchers and goalies. This occurred during the same time that the state had just put in place the 1.9% salary reduction for teachers, starting the following fall. Because there was quite a difference in the salaries between the coaches at that time, the spring coaches requested a negotiation session to look at their salaries. The district team included myself, Gene Laes and Laurie McGinnis. At the conclusion of the presentation by the coaches, Gene agreed that the spring team sport coaches should be receiving a similar salary to the other team coaches. So, Gene set the salaries for these three sports in the following year at a base of $5107 each, thus, they were not affected by the 1.9% reduction on the certificated base salary, which caused a subsequent reduction in the other team sport salaries. For equity purposes, Gene also raised the salary for girls soccer, saying that it should be equal to the other team sport coaches salary for fall sports. Thus, while it was raised, it was then affected by the base reduction that the state instituted. This shows the salary trends for head coaches salaries over the past three years, since these changes have taken place:

<u>2010-11</u> (Prior to Gene adjusting the salary schedules)
Football/Volleyball/Boys BB/Girls BB/Wrestling - $5136
Girls Soccer - $3595
Fastpitch/Softball, Baseball, Boys Soccer - $3595

<u>2011-12</u> (Including salary adjustments made by Gene Laes the summer prior)
Football/Volleyball/Girls Soccer/Boys BB/Girls BB/Wrestling - $5010
Fastpitch/Softball, Baseball, Boys Soccer - $5107

<u>2012-13</u>
Football/Volleyball/Girls Soccer/Boys BB/Girls BB/Wrestling - $5010
Fastpitch/Softball, Baseball, Boys Soccer - $5107

Thank you.

Carrie Ehrhardt
Principal, Port Townsend High School