

PORT TOWNSEND SCHOOL DISTRICT NO. 50

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

March 9, 2015

"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 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 Board

05. Public Comments

06. Board Correspondence

06.01 Email from S. Story following up on wi-fi and cell phone radiation issue

07. Reports

- 07.01 High School ASB Report
- 07.02 ReCyclery Update – Kees Kolff
- 07.03 CTE (Career Technical Education) Program Update – Tanya Rublaitus
- 07.04 WSSDA (Washington State School Directors' Association) Legislative Conference Report

08. Unfinished Business

09. New Business

10. Policy Review

10.01 Policy 3207 – Prohibition of Harassment, Intimidation and Bullying – First Review

11. Board Member Announcements/Suggestions for Future Meetings

12. Next Meeting

12.01 March 23, 2015 Regular Board Meeting, 6:00 p.m., 1610 Blaine St., Room S-11

13. Executive Session – (if necessary)

14. Adjournment

School Board

From: Sonia Story <sonia@moveplaythrive.com>
Sent: Tuesday, March 03, 2015 12:15 PM
To: David Engle
Cc: Holley Carlson; Anne Burkart; Pam Daly; Nathanael O'Hara; Jennifer James-Wilson; School Board
Subject: Re: Following up

March 3, 2015

Greetings Dr. Engle,

I found your follow up email of February 25, 2015, buried in my Junk folder, just a day ago.

Thank you for taking the time to write this and for sharing the website link and document.

I have thoroughly read the document you have supplied. Once I re-read it and have time to respond thoughtfully I will be in touch with you and the other board members.

In the meantime, I appreciate you giving this issue the time that it deserves and I am thankful to you and the board members for hearing my public comment.

Respectfully,

Sonia Story
360-732-4356
www.moveplaythrive.com
Movement for Optimal Brain Function

On Feb 25, 2015, at 1:18 PM, David Engle <dengle@ptschools.org> wrote:

> <image001.gif>

> Hello Mrs. Story,

> I wanted to be sure and get back to you regarding your public comments at our most recent Board meeting. I appreciated your willingness to present your concerns to the Board of Directors. I know that they are always appreciative of public comment. As part of our regular meeting process, we reviewed our work-study calendar for the remainder of the school year. We have a very full slate through the end of this school year. This precludes adding any further agenda items at this time.

>

> In order to let you know that I've considered your concerns, I'm attaching a document that speaks directly to the focus of your public comments. Also, I've included the URL below that connects you to the State of Washington agency most directly concerned with this issue.

>

> Please know that we are actively considering how to most effectively support our instructional program with digital technology. As you may or may not know, we are building a district instructional program that emphasizes active learning in the community. This bias towards placed-based, active and community-connected learning means that we will use digital tools to augment, not substitute for, a more hands-on approach to learning. I worry as much about the risks of our students sitting too much and using digital technology as a replacement for actual social engagement as much as the concerns you raised. Inactivity and alienation are known risk factors for everyone! Again, thank you for your public comments Monday, February 23rd.

>

> Best regards,

> David

>

> <http://www.doh.wa.gov/CommunityandEnvironment/Schools/EnvironmentalHealth/WiFiSafety>

>

>

> This communication is for the sole use of the intended recipient(s) and may contain information that is confidential or legally protected. Any unauthorized review, disclosure, dissemination, distribution or use of this communication is prohibited and may be a violation of the Family Educational Records Privacy Act (FERPA) or other privacy protection laws and regulations. If you received this communication in error, please notify me immediately by phone at 360-379-4503, and delete the original message.

>

> <320-100-WiFiSafetyInSchoolsSept2014Final.pdf>

STUDENTS

Prohibition of Harassment, Intimidation and Bullying

The District is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and ~~patrons~~ *community members* that is free from harassment, intimidation or bullying. “Harassment, intimidation or bullying” means any ~~intentional~~ *intentionally* written message or image, including those that are electronically transmitted, verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability, or other distinguishing characteristics, when an act:

- Physically harms a student or damages the student’s property;
- Has the effect of substantially interfering with a student’s education;
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment;
- Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, or bullying.

“Other distinguishing characteristics” can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status, and weight.

“Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

Harassment, intimidation or bullying can take many forms including but not limited to, slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral, physical or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom, or program rules.

Training

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful and inclusive learning community and ~~shall~~ *will* be implemented in conjunction with comprehensive training of staff and volunteers.

Prevention

The district will provide students with strategies aimed at preventing harassment, intimidation and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement and other community agencies.

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

If allegations are made that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting will occur regardless of whether the harassment, intimidation, or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation or bullying incident, the district will provide all necessary additional services and supports, such as counseling, monitoring and/or reevaluation or revision of the student's IPE of Section 504 plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district.

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

Cross References:	Policy 2161	Special Education and Related Services for Eligible Students
	Policy 3200	Rights and Responsibilities
	Policy 3210	Nondiscrimination
	Policy 3240	Student Conduct
	Policy 6590	Sexual Harassment
Legal Reference:	RCW 28A.300.285	Harassment, intimidation and bullying prevention policies-Model policy and procedure-Training materials-Posting on website – Rules-Advisory Committee
	WAC 392-190-059	Harassment, intimidation and bullying prevention policy and procedure – School Districts
Management Resources:	2014 – December Issue	
	2010 – December Issue	Harassment, Intimidation and Bullying

2008 – April Issue
2002 – April Issue

~~Policy Strengthened~~
~~Cyber bullying Policy Required~~
~~Legislature Passes and Anti-Bullying Bill~~

Date: 6/24/02; 5/23/05; 7/21/08; 1/24/11; _____

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