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Superintendent's Message by Sandra Gessner-Crabtree

"Change is inevitable, growth is optional." John C. Maxwell

According to the Harvard Business Review author Rosabeth Moss Kanter there are ten common reasons people resist change:

1. Loss of control: Folks feel like they've lost control over their territory or autonomy.
2. Excess uncertainty: We immediately perceive that any change is just the start of more change to come and it's all going to result in one big fiery ball of chaos.
3. The Element of Surprise: No one really likes to have short notice about a new change and this signals our downstairs brain to say, "No, Heck No!" (And resist.)
4. Everything Will Be Different and Different is Bad: As humans, our brains seek comfort in the familiar. Our brains do not have to work as hard when we continue to follow the same patterns over and over again. Change is disruptive and startles us out of our common thought patterns. This can cause discomfort and our brains do not like discomfort.
5. Loss of Face: A new direction implies that the old direction was deficient. If it was deficient and I was part of it, then this means I am deficient. This is the basis of zero sum thinking in which our brains believe in order for us to win, someone else has to lose.
6. Concerns About Competence: Change prompts fear in all of us because we wonder if we have the skills needed to rise to the challenge. We also like to look good for our peers and worry about our status when we sense this challenge.
7. More Work: Yes, there is more work during a period of change because there is the transition period and gear up time to move towards something different. But, these periods of time don't last forever and there is usually a greater reward waiting on the other side.
8. The Ripple Effect: If not calculated well, there can be a wide wake left behind the ship of change than the people planning the change accounted for. And when disruptions happen to those outside the initial plan, it can cause unintended consequences which leads to negative feelings.
9. Past Resentment: Ever notice that when a traditional institution is going to make a change, all of the ghosts from past failed changes pop up like it's Halloween? And folks



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love to dwell and retell all those ghost stories. Anyone out there old enough to remember "The New Coke" from 1985?

10. Sometimes the Threat is Real: As humans, we've been wired from the beginning for survival. Change is perceived as a threat most of the time and sometimes the threat is real: the change to automation caused job losses as did the advent of technology in some job fields.

The global CoronaVirus pandemic has caused a great deal of change for all of us, but all of us working adults still have had some sense of agency during this time, some sense of control. Most of our students have not. We still have some of the usual structures in place that provide the mental model for the work we do: our buildings, our workstations, the school calendar, the work week, a work day, the pattern of the school year, our knowledge of how this system works and where we fit into it. Our students, on the other hand, have had few normal reminders of our school system to hold on to during this time. No matter if they are in the blended or distance only model the majority of their school week is left to them to figure out. With little preparation, we gave them devices to navigate their school environment. With no alternative, because they often cannot access in-person learning professionals, we've asked them to adapt to a new way of learning and still expected them to succeed regardless of their level of support. And without their peers to interact with them and friends to support them throughout their day, we expect them to do well and show up on screen over and over again. The adults in our system can be weary and tired of all the changes we've had to endure, but at the end of the day, they can also just wait until another school year comes around and things get back to normal. But for our students, they have had change thrust upon them with no voice in the matter. And for some of them this could have been the year that made all the difference in the world because they are given a finite amount of time for their K-12 journey. And yet, our students are the reason our system exists. Did we help them navigate this challenge and build the social and emotional skills needed to get through times of great stress? Or did we focus more on the loss of normalcy? All it takes is one caring adult to change a child's life. Did we?

In the past month, we have seen some signs that this pandemic will end and we've asked how much more we can do to get more students engaged and learning in-person. We did this even before the Governor's Proclamation on the need for in-person learning due to growing concerns over our students' mental well being. And as spring arrives, we have seen signs of some normalcy to our traditional system return: after school athletics and student activities. We continue to have a decline in case numbers in our county and the school staff has had the



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opportunity to get vaccinated. Many staff members who will be vaccinated are eager to travel during spring break to escape a year of confinement. We will continue to work towards getting more students in for in-person learning, activities, or support because one thing will never change; students will always need caring and skilled adults to guide them in their learning. Students will always need to know how much you care before they care how much you know. If we have learned anything during the last twelve months it is that it is all about building strong relationships with our students and their families. That is the type of enduring change that allows everyone to succeed.

Thank you to all of our professional education support staff who provide a great deal of caring and support for our students and all other staff members in our learning community.



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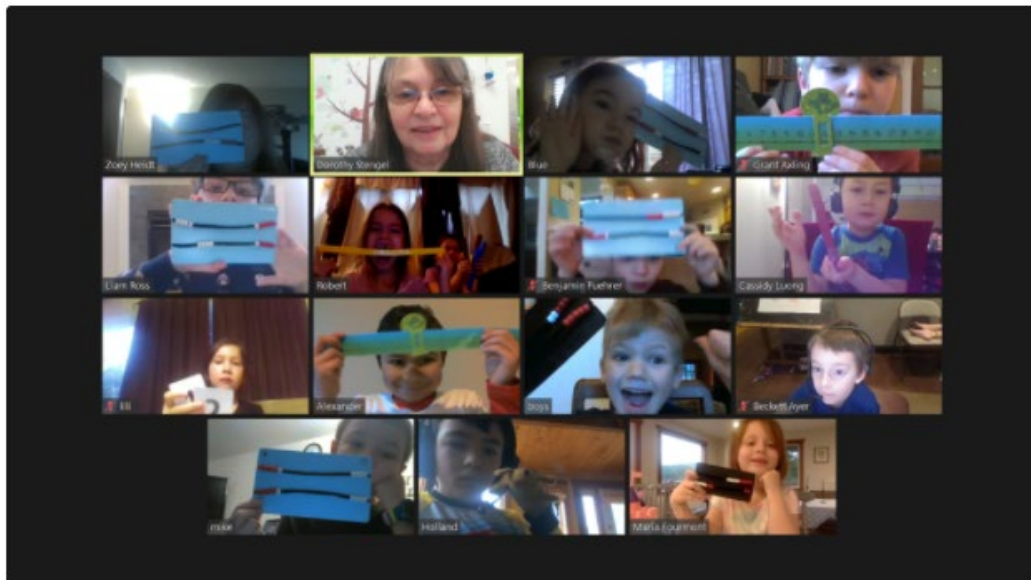
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Salish Coast Elementary News from Principal Lisa Condran

Thank you to AAUW!

AAUW has been an amazing partner for Salish Coast Elementary through the years. Historically they have provided math volunteer support, reading support, and funded an online learning program. When Covid hit they were quick to offer support in a variety of ways. AAUW purchased individual math manipulative kits for students to use at home. This gives students hands-on materials that support our math curriculum and enhance student learning. Salish Coast Elementary students and staff are so grateful for the continued support of AAUW, thank you. We look forward to the day when volunteers can come back into the school.





Spirit Days

Salish Coast enjoyed some great spirit days recently. On March 4th and 5th we had class color dress up days.

Grade Level Color Dress up Days:

Kinder - Blue

1st Grade - Red

2nd Grade - Orange

3rd Grade - Green

4th Grade - Purple

5th Grade - Pink

Then on March 16th and 18th, we had rainbow dress days.

Taproot Theater Anti-Bullying Assembly

This week our students were also able to participate in a virtual assembly with Taproot Theater. The name of the play is **"Team Player Mode"**, and its goal is to teach kids about bullying and how we can prevent it at our school.

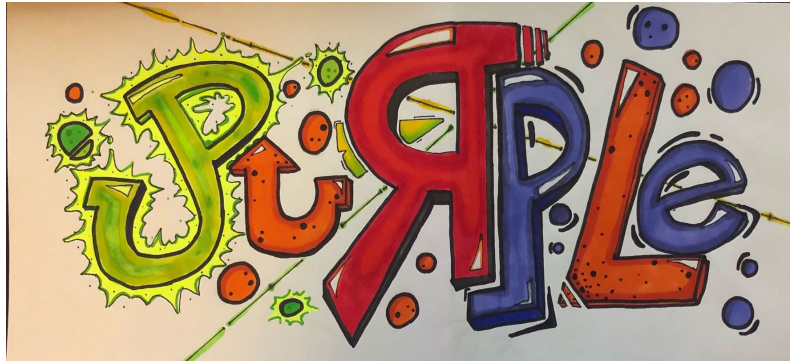
Blue Heron and OCEAN Highlights by Theresa Campbell, Principal



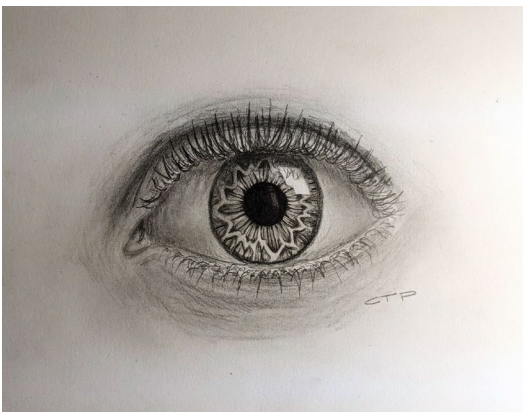
Christie Boyd, Blue Heron Art Teacher, has done phenomenal work engaging students in art projects through Blended and Distance Learning lessons. Please check out this [album of student samples](#) to see a few of the wonderful artistic creations that have been submitted by students this year.



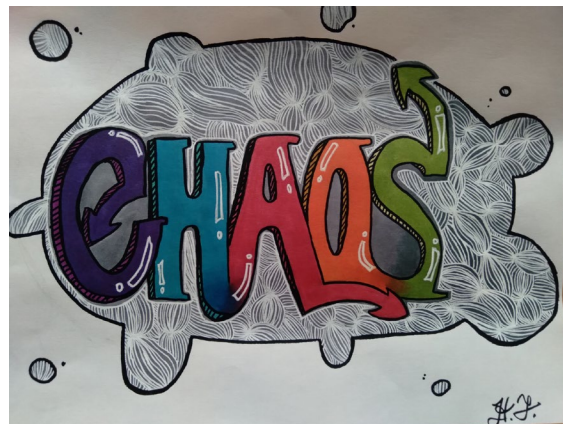
Alex Wells, grade 7



Benja Greene, grade 8



Claire Porter, grade 8



Heather Tracy, grade 8

You may have also noticed the beautiful student created "Signs of Hope" lining San Juan Avenue and the student drop off area. The signs share a portion of the Inauguration poem of Amanda Gorman and a portion of a poem by Mary Oliver. The 7th and 8th grade students enrolled in art classes at Blue Heron along with the maintenance department collaborated on this project. See [this video](#) for the full view.



Blue Heron after school sports clubs and activities are getting underway. The Running Club, hosted by Kim Clarke, is in session from March 8 - April 2. Twenty students are participating at this time and there are plans for a coed Volleyball Club (April 12 - May 7) and a coed Flag Football Club (May 10 - June 4) to be offered as well. Music practice groups will soon begin after school following safety guidelines and other opportunities for students to participate in clubs/activities are being considered for the spring quarter.



Port Townsend High School News by Carrie Ehrhardt, Principal and CTE Director



If you've wandered

through the Northwest Maritime Center's courtyard on a weekday morning the past 6 months, you've likely witnessed a hearty crew of teenagers hard at work, attending school in a pandemic. Fifteen students, split into two cohorts, have been attending a hybrid version of the Port Townsend Maritime Academy, which is an advanced Maritime Operations Career and Technical Education program run in collaboration with West Sound Technical Skills Center, the Port Townsend School District and the Northwest Maritime Center.

When asked "What it is like to attend school outside in a pandemic" the students' answers veered from "COLD" to "It's just so nice to connect with other people in this challenging time". As a collective crew of students, teacher Kelley Watson, and NWMC Captain Sonia Frojen would sum up our experiences this year in one word: "Grateful!" We are grateful to see each other's faces (even if they are always covered in masks), grateful when the sun shines (even if it's not as often as we'd like), grateful for getting out on the water, grateful to be gathering together during this crazy time, and very grateful for our bright orange rubber rain gear!

Since September this crew has been attending in-person classes two days a week, working with independent learning tasks two days a week, and attending one all class Zoom meeting a week. When students were surveyed on their favorite units, essentially they named all of them -- rowing, outboard engine and inflatable use, and our current tool use and winter



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maintenance. Second-year students reminisced about the keelboat sailing unit from last year, before we knew what social distancing was. While knots were not mentioned as a favorite unit, they did come up among

the most important skills learned so far this year, along with learning how to dress warmly.

Nearly half of the students are returners from last year, and several seniors plan to attend Tongue Point Maritime Academy in Astoria, Oregon. They have learned independence and confidence, found career pathways, learned knots, learned to work as a team, learned how to dress warm, learned how to appreciate this learning opportunity and each other. We've also laughed a lot, spent every day outside, and clocked dozens of hours out on the water!

If you know a junior or senior who might be interested in this program it comes highly recommended from the current crew. Students wholeheartedly endorse this program, sharing that it's a great fit for students who like learning that is "hands-on, physical, active, outside, and applicable to real life".

Registration is now open for the Port Townsend Maritime Academy via West Sound Technical Skills Center at wst.smapply.org and space is limited. Sign up for the Port Townsend Maritime Satellite Program. While this year's program served 15 Port Townsend High School youth, the program is open to all local districts, including Chimacum, Quilcene, Coupeville, and others. Students earn 3 credits for the year long, half-day program in English Language Arts, PE and Career and Technical Education.

For more information about the Port Townsend Maritime Academy, please contact teacher kwatson@ptschools.

Athletics

Congratulations to all Season 1 student athletes and coaches for completing a fun and successful season and good luck to Season 2 Boys Soccer, Girls Tennis, Baseball, Track and Field, and Golf student athletes and coaches. Link to Season 2 schedules <https://www.csd49.org/CJSHS/Content2/cjshs-athletics>



Celebrating Music in the Schools

"Music in the Schools" month was first organized in March 1985 by the National Association for Music Education as an opportunity to speak to the benefits of music in the classroom and to advocate for all students to receive music education. In Washington, music is defined as a core content area in our state's definition of basic education. All 6th graders have the opportunity to participate in a remote band or orchestra class and learn an instrument. Seventh to 12th graders can choose to participate in band or orchestra. Music teachers have been able to bring in small groups for practice. For wind instruments practice can be held outdoors and socially distanced, while non-wind instruments gather indoors with masks and distancing.

All subject areas are having a challenging time this year and music is no exception. Music teachers are working to find creative solutions to keep students engaged including the use of technology, remote teaching, community involvement and virtual ensembles. While this year has required a different level of creativity and risk, the long tradition of musical excellence in the Port Townsend School District is going strong.



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Port Townsend School District Annual Report

Here is a link to our district's annual report [PTSD Annual Report](#)

Each district in Washington State is required to publish an annual report providing an overview of how financial resources such as levy funds are used.



Port Townsend School District does not discriminate in any programs or activities on the basis of 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 provides equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. The following employees have been designated to handle questions and complaints of alleged discrimination:

Laurie McGinnis, Title IX Coordinator

Shelby MacMeekin, 504 Coordinator & ADA Compliance

Amy Khile, Civil Rights Compliance