BAINBRIDGE ISLAND SCHOOL DISTRICT

SCHOOL BOARD MEETING AGENDA

Date: January 30, 2014
Time: 5:30 PM
Place: Board Room – Commodore Campus

Board of Directors

President – Mike Spence
Directors – Tim Kinkead, Patty Fielding, Mev Hoberg, Sheila Jakubik

Call to Order (5)

Public Comment (5)

Superintendent's Report (10)
- Board Recognition Month
- Staff Recognition

Board Reports (10)

Presentations

A. New Course Proposals – Secondary Schools (10)
Action: *Board Approval*

B. Update – Volunteer Policy/Procedures Revision (10)
Information Only

C. Resolution 05-13-14: Waiver of 180-Day Calendar (10)
Action: Board Approval

D. Instructional Materials Committee Report & Recommendation (10)
Action: *Board Approval*

E. Policy/Procedure 3122 – Excused and Unexcused Absences (Second Rdg.) (10)
Action: *Board Approval*

F. Monthly Technology & Levy Report (10)
Action: *Information Only*

G. Monthly Financial Report (10)
Action: *Information Only*

H. Monthly Capital Projects Report (10)
Action: *Information Only*

I. Woodward Middle School Field Project – Substantial Completion (10)
Action: *Board Approval*

Personnel Actions (5)

Consent Agenda (5)

Projected Adjournment **7:30 PM**

Possible Executive Session

Curriculum & Instruction

8489 Madison Avenue NE . Bainbridge Island, Washington 98110-2999 . (206) 780-1067 . Fax (206) 780-1089

TO: Faith Chapel, Superintendent

FR: Julie Goldsmith, Associate Superintendent

Date: January 17, 2014

RE: New Course Approvals for 2014-15 School Year

At the Board Meeting on January 30th, the secondary principals will join me in presenting several proposed new courses for consideration for the 2014-15 school year. The process for reviewing and recommending new courses has been modified this year to ensure that schools are taking into consideration the short and long-term impact a new course may have on school and district programs. This new process is explained in detail below.

Overview of New Course Proposal Process:

Every seven to eight years our district engages in a formal review of each of the core curricular areas. This process ensures alignment of our programs to current state standards. It provides a review of the entire curricular area at all grade levels including materials used, curriculum outcomes, course requirements, time allocation and assessments. Often this process has generated the need for creating new course or revising existing classes.

This year secondary principals worked with the Curriculum Department to develop a process for vetting new courses that are being developed outside of an established program review. The process was developed using the guidelines established by the Elementary Program and Innovations Committee. Key steps include:

1. Identify the need of the course (student interest, new requirements, teacher interest).
2. Use the new course rubric as a guide for developing the course proposal.
3. Work with the subject department chair and principal to determine the long and short term impacts of the proposed course on other courses or schools in the district.
4. If the program has a large-scale impact, a plan needs to be developed and implemented with the district curriculum department to ensure articulation K-12 and resolve any potential negative impacts on other schools/programs.

5. Complete the new course proposal form (use the attached *New Course Proposal Rubric* as a guide in development) – a recommendation for approval needs to be signed by department chair, site council, and principal prior to being submitted to the curriculum department.

Course Impact

The impact of a course needs to be determined using the following guide:

Small Scale	Medium Scale	Large Scale
• *No long-range implications for other staff* • *Little or no impact on current or future program, instruction, or curriculum*	• *Potential long-range implications for other staff within a school* • *Moderate impact on current or future program, instruction, and/or curriculum*	• *Long-range implications for other grade levels, courses and other schools* • *Impact on current and future program, instruction, and/or curriculum*
Building Decision-Making Process *Principal Approval* **All courses need School Board & C&I approval*	*Building Decision-Making Process* *Principal Approval* **All courses need School Board & C&I approval*	*Principal Approval* *District Decision Making Process* **All courses need School Board & C&I approval*

BISD New Course Approval Rubric

The following rubric will be used to evaluate each course proposal prior to a final recommendation being presented to the Board of Directors.

AREA	Low (1)	High (5)
High Level Content	Course is an isolated class that is not supported by state learning standards	Rigorous course content – course is supporting student learning of CCSS, NGSS, State Standards/Graduation, or CTE Core
High Quality Assessments	No assessments have been identified to measure student attainment of skills, concepts or knowledge within the course	Assessments developed and provide student growth data in relationship to acquisition of student skills, concepts, knowledge
Articulation 7-12	Single class – not part of an articulated plan	Course fits within a sequence of courses within the district that develops student skill/knowledge and leads to college/career
Complimentary/ Support of District-wide Programs	Course is an isolated class that has no relationship to other programs in the district or to post high school training/educational programs	Course fills a need for students within the school – is supported by departments at all secondary schools
Sustainability/ Capacity	Course cannot operate without outside or additional funds. Specialized teacher training and interest is critical.	Course is not dependent on outside funding or highly dependent on one teacher
Student Interest/Need	Student interest has not been determined	High student interest. Critical class for students to meet graduation or college entrance

New Course Recommendations for 2014-15

Course Overview	Grade Level	Department	School
Achieve: This course was piloted last year and is now proposed to be a continuing class and expanded to both grade levels. It is designed to close the achievement gap for students who have potential, but are traditionally not represented in advanced classes that will prepare them for college. The course is designed using research-based methods developed by AVID (Advancment Via Individual Determination).	7-9	Diversified Arts	WMS/BHS
STEM Video Production: This one semester course is designed to develop pre-production and post-production video skills. Students will learn storyboarding, scripting, production, planning and set design. They will also learn to operate microphones, video cameras, lights, mixers and software editing programs.	7-8	Career and Technical Education	WMS
STEM Computer Technology: This one semester course provides students with skills in Microsoft Office, Google Docs, spreadsheets and slides, Kodu Game programming, and Adobe Photoshop. It will also provide an introduction to animation and computer programming.	7-8	Career and Technical Education	WMS
STEM Pre-Engineering: This one semester course provides students with a problem-based learning environment designed to explore engineering. Students will be engaged in projects that involve solar vehicles, maglev vehicles, hovercrafts, dragsters and Tetrix robotics.	7-8	Career and Technical Education	WMS
AP Economics (1 semester Micro/1 Semester Macro): The purpose of the 1st semester AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. The purpose of the 2nd semester AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.	11/12	Career and Technical Education	BHS

Athletic Medicine Level II: This year long CTE course provides students skills as an athletic trainer in assessing injuries, and making responsible decisions about injuries, and the ability to carry out physical therapy is a major part of the job, including proper taping techniques. Students will learn how to complete proper injury recording and therapy tracking.	11/12	Career and Technical Education	BHS
Material Composite Design: This one semester CTE course will provide students with an introduction to composite materials, design 3D structures via computer graphic design, and infuse systems/robotics into actual modeling.	11/12	Career and Technical Education	BHS
Exploring Computer Science: This pilot one semester course is designed to teach the fundamental concepts and big ideas of computing and coding. It is being supported by training through Code.Org. A major goal of the course is to inspire students about computer science's creative potential to transform society. Topics will include: Human Computer Interaction, Problem Solving, Web Design, Programming, Computing and Data Analysis, and Robotics.	9-12	Career and Technical Education, or Mathematics, or Science.	BHS/EHHS

Recommended Action: Approve the proposed new courses for inclusion in the 2014-15 school year.

BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303

Bainbridge Island, Washington

NEW COURSE/PROGRAM PROPOSAL

Please complete in duplicate

Submitted by: Betsy Garfunkel School: Woodward MS Date 11/15/13

Proposed Course/Program Title: Achieve

Grade Level: 7/8 Department: DA Length of Course/Program: 1 year elective

Course Objectives:

To develop the skills necessary for success in middle school, high school college and or technical training.

Brief description of how this course/program will meet current needs not being met by other courses/programs (needs Assessment):

This course would be a class designed to address essential study habits (study skills, organization, time management, etc.). It is also designed with the intention of helping to close the achievement gap for students who have demonstrated academic promise but are not reaching their potential. Currently WMS is piloting this class.

Relationship of this course/program to school and/or district goals:

Our SIP and DIP and Common Core standard include having every student college and career ready.

Brief description of parent/community input:

PTO, Site Base Council and BSF are supportive of this program.

Prerequisite(s) for this course:

None

Statement on impact:

1. Personnel: .4 FTE Teacher
2. Inservice: AVID training
3. Facilities: Classroom space available
4. Other requirements (special transportation, scheduling, etc.):

Students will be invited into this class by invitation and parent approval as one of their two electives.

Text and supplementary materials to be used (include publisher and copyright):

Variety of supplemental materials and speakers.

Approximate cost of materials:

Chromebook for each student: $ 3300

Woodward Middle School ACHIEVE
Class Syllabus 2014-2015

Class Objectives: The ACHIEVE class is designed to allow students to experience meaningful and motivational learning opportunities. Students will develop, and polish, habits and behaviors necessary to succeed in a rigorous curriculum in secondary schooling, college and society.

Class Curriculum: The majority of our time will be focused on;

Study Skills: organization, questioning, note-taking, time management, listening, test taking strategies

Major themes: How to study, set and reach goals, promote behaviors for success

Weekly Class Activities:

Monday ~ Study Groups/Individual work
Tuesday~ Habit Development
Wednesday~ Study Groups/Individual work
Thursday~Skills Tips and Practice
Friday~ Study/work day and monthly Inspirational Day (group activities, guest speakers, motivational videos, field trips)

Student Requirements:

- Be an active participant in your learning.
- Be regularly prepared for each class (have materials and assignments with you).
- Demonstrate progress in building and maintaining grades that reflect success in all classes.
- Working hard together to build a safe and respectful community of learners.

Grading:

Your academic grade in this class will be based on the following:

- planner checks
- study groups
- note taking in all your classes
- class assignments
- participation (in discussions, presentations, activities)

Student Behavior:
Respectful behavior is expected at all times, in all class and school. Absolutely no misbehavior will be tolerated.

Homework:
It is expected that you develop the habit of turning your homework in for **all classes** on the assigned due date.
Assignments are considered **late** if :

- you forgot it at home/in the printer
- you leave it in your locker
- you only have part of it completed at the start of class (**do not** turn in incomplete work)
- for whatever reason you just did not do it

Attendance:
Consistent attendance in school is essential for success! When you miss class, you miss out on the great collaboration, discussion and instruction that occur every day.
What if I am absent? It is YOUR responsibility to find out what you missed. You must arrange to get the missing assignments and learning that occurred.

Daily Materials and Supplies:

- WMS planner
- pencil pouch with sharpened pencils, pens, erasers, highlighters, post-it notes
- binder paper
- Binders from other classes
- Chromebook

BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303

Bainbridge Island, Washington

NEW COURSE/PROGRAM PROPOSAL

Please complete in duplicate

Submitted by: Sean Eaton School: WMS Date 11/25/13

Proposed Course/Program Title: STEM Video Production

Grade Level: 7/8 Department: Div Arts Length of Course/Program: semester

Course Objectives:

Pre-production: storyboarding, scripting, production planning, and set design. Production: operating microphones, video cameras, lights, and mixers. Post- production: editing software

Brief description of how this course/program will meet current needs not being met by other courses/programs (needs Assessment):

No other K-8 course offerings provide direct instruction of the course objectives. It is also a stepping stone for students for multiple high school courses including Digital PhotoShop, Digital Design, and AP Computer Programming.

Relationship of this course/program to school and/or district goals:

-

Brief description of parent/community input:

-

-

Prerequisite(s) for this course:

None

Statement on impact:

1. Personnel: Sean Eaton - teacher
2. Inservice: none
3. Facilities: Wood Shop
4. Other requirements (special transportation, scheduling, etc.):
   none

-

Text and supplementary materials to be used (include publisher and copyright):

Software: Adobe Premiere, After Effects,

-

Approximate cost of materials:

$2000 to update software

-

STEM Video production will provide the students with training on the various aspects of video production including script writing, storyboarding, basic camcorder skills, basic video editing skills, greenscreen effects, and stop motion. These skills will be taught in a series of hands-on workshops using a professional media lab. The students will mentor other students on how to design, create, and edit a video production using Adobe Premier software.

Syllabus

Pre-Production

- Storyboarding
- Camera operation
- Planning sets
- Script writing

Production

- Framing video
- Green Screen effects
- Operating lights, microphones, and video mixers
- Camera operation

Post- Production

- Importing audio, video, and photographs
- Cutting video
- Video & audio effects
- Multilayer editing
- exporting & streaming video

Articulation to BHS

Lighting, camera techniques, framing shots, multilayer editing and set design apply towards digital photo.

BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303

Bainbridge Island, Washington

NEW COURSE/PROGRAM PROPOSAL

Please complete in duplicate

Submitted by: Jake Haley School: Bainbridge High School Date 11/26/2013

Proposed Course/Program Title: AP Microeconomics & Macroeconomics

Grade Level: 10-12 Department: CTE Length of Course/Program: Sem or Year

Course Objectives:

AP Microeconomics is designed to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers. AP Macroeconomics is designed to give students a thorough understanding of principles of economics that apply to an economic system as a whole.

Brief description of how this course/program will meet current needs not being met by other courses/programs (needs Assessment):

Currently BHS offers an Economics course, but no course to further the understanding of Economics.

Relationship of this course/program to school and/or district goals:

Continuing to provide courses in areas of interest and also increase AP course offerings.

Brief description of parent/community input:

Site Council discussion
PTSO discussion
CTE Reiview Pilot discussion

Prerequisite(s) for this course:

Sophomore standing & completion of Algebra II

Statement on impact:

1. Personnel: Joe Lanza; Economics Major
2. Inservice: AP institute training this spring
3. Facilities: Room 222
4. Other requirements (special transportation, scheduling, etc.):
   N/A

Text and supplementary materials to be used (include publisher and copyright):

TBD

Approximate cost of materials:

TBD

CollegeBoard AP

ECONOMICS

MICROECONOMICS
MACROECONOMICS

Course Description

Effective Fall 2012

AP Course Descriptions are updated regularly. Please visit AP Central® (apcentral.collegeboard.org) to determine whether a more recent Course Description PDF is available.

The course should also focus on the foreign exchange market and examine how the equilibrium exchange rate is determined. Students should understand how market forces and public policy affect currency demand and currency supply in the foreign exchange markets and lead to currency appreciation or depreciation. How financial capital flows affect exchange rates, and how appreciation or depreciation of a currency affects a country's exports and imports should be an integral part of the presentation. Having learned the mechanics of the foreign exchange markets, students should then understand how changes in net exports and financial capital flows affect financial and goods markets.

It is important to examine what the effects of trade restrictions are, how the international payments system hinders or facilitates trade, how domestic policy actions affect international finance and trade, and how international exchange rates affect domestic policy goals.

Summary Outline

On the following pages is a summary outline of the major content areas covered by the AP Macroeconomics Exam. The percentages indicated reflect the approximate percentage devoted to each content area in the multiple-choice section of the exam. The outline is a guide and is not intended as an exhaustive list of topics.

Content Area	*Percentage Goals of Exam (multiple-choice section)*

I. Basic Economic Concepts ..... (8–12%)
- A. Scarcity, choice, and opportunity costs
- B. Production possibilities curve
- C. Comparative advantage, specialization, and exchange
- D. Demand, supply, and market equilibrium
- E. Macroeconomic issues: business cycle, unemployment, inflation, growth

II. Measurement of Economic Performance..... (12–16%)
- A. National income accounts
  1. Circular flow
  2. Gross domestic product
  3. Components of gross domestic product
  4. Real versus nominal gross domestic product
- B. Inflation measurement and adjustment
  1. Price indices
  2. Nominal and real values
  3. Costs of inflation
- C. Unemployment
  1. Definition and measurement
  2. Types of unemployment
  3. Natural rate of unemployment

III. National Income and Price Determination..... (10–15%)
- A. Aggregate demand
  1. Determinants of aggregate demand
  2. Multiplier and crowding-out effects
- B. Aggregate supply
  1. Short-run and long-run analyses
  2. Sticky versus flexible wages and prices
  3. Determinants of aggregate supply
- C. Macroeconomic equilibrium
  1. Real output and price level
  2. Short and long run
  3. Actual versus full-employment output
  4. Business cycle and economic fluctuations

IV. Financial Sector..... (15–20%)
- A. Money, banking, and financial markets
  1. Definition of financial assets: money, stocks, bonds
  2. Time value of money (present and future value)
  3. Measures of money supply
  4. Banks and creation of money
  5. Money demand
  6. Money market and the equilibrium nominal interest rate

B. Loanable funds market
   1. Supply of and demand for loanable funds
   2. Equilibrium real interest rate
   3. Crowding out
C. Central bank and control of the money supply
   1. Tools of central bank policy
   2. Quantity theory of money
   3. Real versus nominal interest rates

V. Stabilization Policies ..... (20–30%)
A. Fiscal and monetary policies
   1. Demand-side effects
   2. Supply-side effects
   3. Policy mix
   4. Government deficits and debt
B. The Phillips curve
   1. Short-run and long-run Phillips curves
   2. Demand-pull versus cost-push inflation
   3. Role of expectations

VI. Economic Growth ..... (5–10%)
A. Definition of economic growth
B. Determinants of economic growth
   1. Investment in human capital
   2. Investment in physical capital
   3. Research and development, and technological progress
C. Growth policy

VII. Open Economy: International Trade and Finance ..... (10–15%)
A. Balance of payments accounts
   1. Balance of trade
   2. Current account
   3. Financial account (formerly known as capital account)
B. Foreign exchange market
   1. Demand for and supply of foreign exchange
   2. Exchange rate determination
   3. Currency appreciation and depreciation
C. Imports, exports, and financial capital flows
D. Relationships between international and domestic financial and goods markets

BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303

Bainbridge Island, Washington

NEW COURSE/PROGRAM PROPOSAL

Please complete in duplicate

Submitted by: Jake Haley School: Bainbridge High School Date 11/26/2013

Proposed Course/Program Title: Athletic Medicine II

Grade Level: 10-12 Department: CTE Length of Course/Program: Year

Course Objectives:

Advanced Athletic Medicine II builds on the skills and vocabulary gained in Athletic Medicine I. In this course, students focus on treating and preventing athletic injuries; ankle, knee evaluation, knee anatomy, knee injuries, supply requistion and budgeting, review ace wraps, hands/wrist/thumb taping, shoulder evaluation anatomy, etc.

Brief description of how this course/program will meet current needs not being met by other courses/programs (needs Assessment):

Currently the only courses that focus on the medical profession are: AP Biology, AP Chemistry, Athletic Medicine I. Jobs in the medical field continue to be a major hiring area around the country. Providing advanced athletic medicine training for students builds on early knowledge and allows for some practicum work in the medical field.

Relationship of this course/program to school and/or district goals:

In the CTE review a major area of consideration are courses that focus in the medical arena.

Brief description of parent/community input:

This is the fourth year of our Athletic Trainer implimination program that started in 2010-2011; the committee consisted of parents and local businesses. The outline and proposal included two levels of Athletic Medicine.

Prerequisite(s) for this course:

Athletic Training I; Framework alignment attached.

Statement on impact:

1. Personnel: Amanda Sagaser increases FTE
2. Inservice: Amanda continues to provide CPR/First Aid for BISD
3. Facilities: Room 313
4. Other requirements (special transportation, scheduling, etc.):
   N/A

Text and supplementary materials to be used (include publisher and copyright):

TBD

Approximate cost of materials:

TBD

Teacher: Amanda Sageser

Bainbridge High School
2013-2014

Class: Athletic Medicine II

Month/ Unit	Content	Skills	EALR/GLE/Common Core	Assessment	Core Leadership Skills
September/February	1) Ankle Injuries	1) Know, understand and identify different ankle injuries 2) Differentiate signs and symptoms of each ankle injury 3) Understand and identify the effect ankle injuries have on the rest of the bony and muscular structure 4) Understand and identify the effect ankle injuries have on the rest of the bony and muscular structure	Reading: 1.2, 1.2.2, 1.3, 1.3.2, 2.1, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.2, 2.2.2, 2.2.4, 2.3, 2.3.2, 2.3.3, 3.1, 3.1.1, 3.2., 3.2.2, 3.3, 3.3.1 Writing: 1.1, 1.1.1, 1.2, 1.2.1, 2.2.1, 2.2.2, 2.3.2, 3.2, 3.3.1, 4.1, 4.1.2 Social Studies: 4.2.3 Health/Fitness: 1.1.5, , 1.2.1, 1.2.2, 1.3.1, 4.2.2, 1.1.1, 1.1.5, 2.4.2	1) Written quiz 2) Power point visual presentation of each injury 3) Lecture/power point visual presentation 4) Labs including special tests and rehabilitation 5) In-class oral question period 6) Comprehensive Final 7) Written critical thinking questions	**1) Leadership with group work; playdoh ankles**

Teacher: Amanda Sageser

Bainbridge High School
2013-2014

Class: Athletic Medicine II

October	2) Knee Evaluation/Anatomy	1) Understand the concept of an orthpaedic assessment of the knee using the "HOPS" or "SOAP" protocol 2) Identify appropriate history questions to ask to start the diagnosis process 3) Identify appropriate observation items to start the diagnosis process 4) Identify appropriate observation items specific to knee injuries for the diagnosis process 5) Understand and use appropriate oral communication skills to talk to a patient regarding history and observation assessments 6) Know, understand, and identify specific anatomical palpation points for a knee diagnosis 7) Apply anatomical points to complete a knee injury evaluation 8) Know, understand and identify specific manual testing for knee injuries 9) Apply specific manual testin to complete a knee injury evaluation 10) Complete a full knee evaluation	Reading: 1.2, 1.2.2, 1.3, 1.3.2, 2.1, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.2, 2.2.2, 2.2.4, 2.3, 2.3.2, 2.3.3, 3.1, 3.1.1, 3.2., 3.2.2, 3.3, 3.3.1 Writing: 1.1, 1.1.1, 1.2, 1.2.1, 2.2.1, 2.2.2, 2.3.2, 3.2, 3.3.1, Communications: 1.1, 1.1.1, 1.2, 2.1.1, 2.2.1, 2.2.2, 2.3.2, 3.2, 3.3.1, 4.1, 4.1.2 Social Studies: 4.2.3 Health/Fitness: 1.1.5, 1.2.2, 1.3.1, 4.2.2, 1.1.1, 1.1.5, 2.4.2	1) Quiz (Written and oral 2) Video demonstration with in-class discussion 3) Lecture 4) In-class oral question period 5) Performance assessment 6) Written evaluation 7) Peer assessment and lab 8) Comprehensive Oral final 9) Demonstrate competency to the Certified Athletic Trainer for completion	1) Leadership with group work 2) Presentations- public speaking

Teacher: Amanda Sageser

Bainbridge High School
2013-2014

Class: Athletic Medicine II

November/March	3) Knee Injuries	1) Know, understand and identify different knee injuries 2) Differentiate signs and symptoms of each knee injuyr 3) Understand and be able to manage different knee injuries 4) Understand and identify the effect knee injuries have on the rest of the bony and muscular structure	Reading: 1.2, 1.2.2, 1.3, 1.3.2, 2.1, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.2, 2.2.2, 2.3, 2.3.2, 2.3.3, 3.1, 3.1.1, 3.2, 3.2.2, 3.3, 3.3.1 Writing: 1.1, 1.1.1, 1.2, .1.2.1, 1.3, 1.6, 2.1, 2.1.1, 2.2.1, 2.2., 2.4, 3.1, 3.1.1, 4.1, 4.1.2 Social Studies: 4.2.3 Health/Fitness: 1.2.1, 1.2.2, 1.3.1, 4.2.2, 1.1.1, 1.1.5, 1.2.4, 2.4.2	1) Written quiz 2) Power point visual presentation of each injury 3) Lecture 4) In-class oral question period 5) Comprehensive Final 6) Written critical thinking questions 7) in groups identify and write SOAP/HOPS for different knee injuries 8) Demonstrate competency to Certified Athletic Trainer for	
December/April	4) Supply Requistion and Budgeting	1) Understand different budget types and how to recognize each 2) Recognize different supplies and prices 3) Demonstrate how to write a supply order with appropriate amounts and totals 4) Recognize the difference between consumable supplies and how to work a budget that includes both and equipment and supplies	Reading: 1.2, 1.2.2, 1.3, 1.3.2, 2.1, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.2, 2.2., 2.2.4, 2.3, 2.3.2, 2.3.3, 3.1, 3.2, 3.2.2, 3.3, 3.3.1 Writing: 1.1, 1.1.1, 1.2, 1.3, 1.6, 2.1, 2.1.1, 2.2.1, 2.2.2, 2.4, 3.1.1, 3.2.1, 3.3 Communications: 1.1, 1.1.1, 1.2, 2.1.1, 2.21, 2.2.2, 2.3.2, 3.2, 3.3.1, 4.1, 4.1.2 Mathematics: 2.1 A Social Studies: 4.2.3	1) Quiz 2) In-class discussion 3) lab performance with written lab work 4) Group written and oral project	

Teacher: Amanda Sageser

Bainbridge High School
2013-2014

Class: Athletic Medicine II

January	5) Review Ace Wraps 6) Prophylactic Ankle Taping	1) Review the correct proceduce to apply the following ace wraps: a) Groin b) Hip flexor C) Ankle Compression D) Shoulder 1) Identify the correct taping method to use for ankle injuries 2) identify the correct type of materials to use, some alternatives and prepare them for use 3) Correctly apply the tape for a basic ankle tape job within a reasonable time frame 4) Undestand, identify and be able to explain the correct components of the basic ankle tape job and determine a bood job vs. a poor job	Reading: 1.2, 1.2.2, 1.3, 1.3.2, 2.1, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.2, 2.2.2, 2.2.4, 2.3, 2.3.2, 2.3.3, 3.1, 3.1.1, 3.2, 3.2.2, 3.3, 3.3.1 Writing: 1.1, 1.1.1, 1.2, 1.2.1, 1.3, 1.6, 2.1, 2.1.1, 2.2.1, 2.2.2, 2.4, 3.1.1, 3.2.1, 3.3 Communications: 1.1, 1.1.1, 1.2, 2.1.1, 2.2.1, 2.2.2, 2.3.2, 3.2, 3.3.1, 4.1, 4.1.2 Social Studies: 4.2.3 Health/Fitness: 1.2.1, 4.2.2, 1.1.1, 1.1.5 Reading: 1.2, 1.2.2, 1.3, 1.3.2, 2.1, 2.1.3, 2.1.4, 2.1.5, 2.3.2, 2.3.3, 3.1, 3.1.1, 3.2, 3.2.2, 3.3, 3.3.1 Writing: 1.1, 1.1.1, 1.2, 1.2.1, 1.3, 1.6, 2.1, 2.1.1, 2.2.1, 2.2.1, 2.4, 3.1.1, 3.2.1, 3.3 Communication: 1.1, 1.1.1, 1.2, 2.1.1, 2.2.1, 2.2.2, 2.3.2, 3.2, 3.3.1, 4.1, 4.1.2 Social Studies: 4.2.3 Health/Fitness: 1.1.5, 1.2.1, 2.4.2	1) Performance test 2) In-class discussion & review 3) Demonstrate competency to Certified Athletic Trainer for completion 1) Demonstration 2) Performance assessment 3) Peer assessment and lab 4) comprehensive lab final 5) Deomonstrate competency to Certified Trainer for completion	**1) Current student trainers were able to help model for students** **2) Students interacted, learning wraps for testing**

BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303

Bainbridge Island, Washington

NEW COURSE/PROGRAM PROPOSAL

Please complete in duplicate

Submitted by: Jake Haley School: Bainbridge High School Date 11/26/2013

Proposed Course/Program Title: Material Composites & Design

Grade Level: 9-12 Department: CTE Length of Course/Program: Sem

Course Objectives:

Provide students an introduction to composite materials, design 3D structures via computer graphic design, infuse systems/robotics into actual modeling.

Brief description of how this course/program will meet current needs not being met by other courses/programs (needs Assessment):

Through the CTE review, courses have been identified to support students in a more hands-on environment & provide the opportunity for technical graphics to allow for production in cooperation with material composites.

Relationship of this course/program to school and/or district goals:

In relationship with CTE review & also partnering with surrounding resources; Rotary, specifically Roy Murdock

Brief description of parent/community input:

Roy Murdock is looking to donate some funds to support CTE development
Roy and Rotary want to assist in the development and support of this program

Prerequisite(s) for this course:

None

Statement on impact:

1. Personnel: Preston Michaels who is .8 FTE would teach this course
2. Inservice: Preston would need some training in composite materials
3. Facilities: Room 110
4. Other requirements (special transportation, scheduling, etc.):
   N/A

Text and supplementary materials to be used (include publisher and copyright):

TBD

Approximate cost of materials:

Potential Lab fee for 3D Printing & composite materials; TBD

BAINBRIDGE HIGH SCHOOL

Skilled and Technical Sciences Department

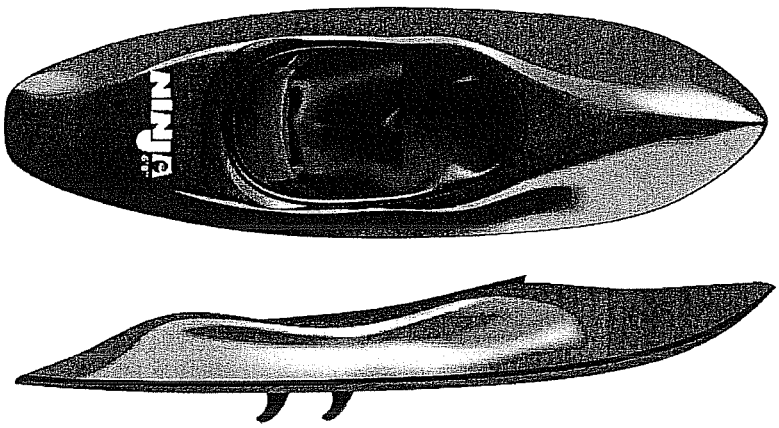
We envision the possibility of a composites program as another great asset to our educational aptitude. Furthering the opportunities for ALL students to develop relative skills and applying themselves in such technologies is a goal for all students. Such a program would introduce and encourage interests for years to come.

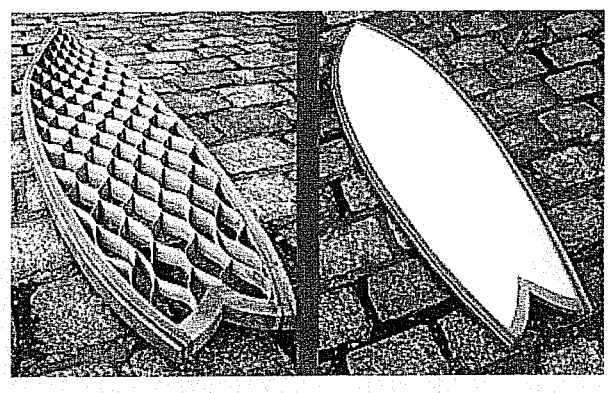
Composites is the current, and future, in so many areas of materials and industries. We look forward to implementing such a program.
Enclosed are documents based on research of existing school programs in the state of WA and beyond. Also are the ideas we have put in motion to develop such a standout program for the students here at BHS.

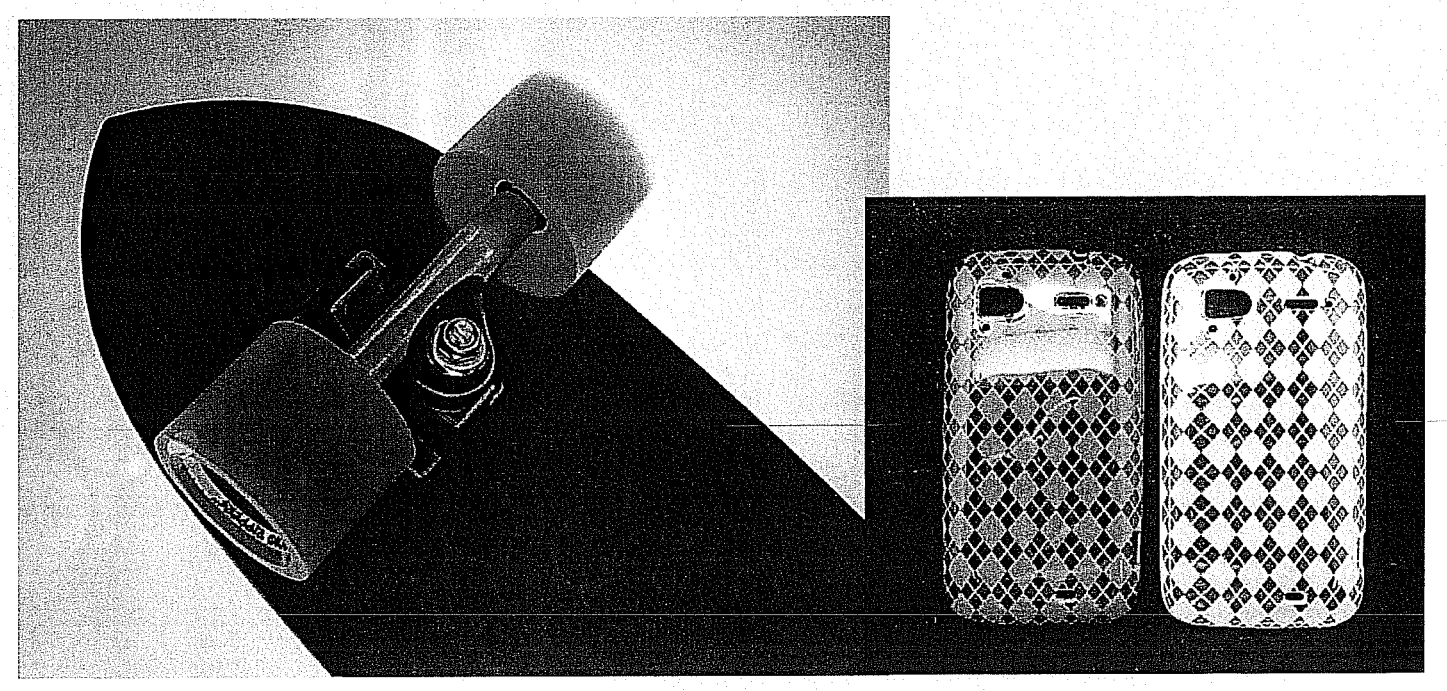
"...a classroom component coupled with a laboratory experience, where you actually do what you've only read about and talked about in class..."

Andre Cocquyt - Composites World - 2013

With the opportunity to introduce Composites, the ideas are endless, with opportunity for all to excel with interest and career opportunities







SKILLED & TECHNICAL SCIENCES EDUCATION

SKILLED & TECHNICAL SCIENCES EDUCATION classes focus on learning technical skills using both hands-on and higher thinking processes. Problem solving activities are done both individually and cooperatively with others. Traditional tools used in Industrial Arts classes and state-of-the-art high tech tools and such as computers, robotics, CNC machines and lasers are introduced to students.

Note: All credits earned in this department count toward the Career Education requirement. Architectural Drafting **can** be taken as a Fine Arts credit. Not all colleges accept Architectural Drafting as fine arts; examples are the University of California system, University of Washington and Western Washington University.

TECHNICAL GRAPHICS Grades 9-12 1 semester .50 credit

Prerequisite: None - **GATEWAY TO COMPOSITES**

Course Description: This class is designed to help students understand the basics of today's technical graphics; the language of architecture, engineering, and design. Course topics include technical communication and lettering, precise and accurate measuring and dimensioning, sketching, single, multi view, isometric, sectional and perspective drawings. Students will use standard drafting equipment, **Computer Assisted Drafting (CAD)** and be introduced to the new **Building Information Modeling (BIM)** for architecture and engineering concepts, **3-D Design** using current state of the art computers and CAD Academy and Curriculum. Individual and group projects and problem solving is done in this class.

ENGINEERING DRAFTING & DESIGN, and FUTURE TECHNOLOGIES Grades 9-12 1 semester .50 credit

Prerequisite: Technical Graphics (Teacher permission) **GATEWAY TO COMPOSITES**

Course Description: Students will be introduced to **2010 CAD Academy** software (Solidworks) computer technologies. Topics include computer generation of designed problems, projects and production of working drawings for manufacturing applications; real world concepts in design and consequence; and Intermediate CAD. Individual and group problem solving will be utilized and tested in this class. **This is a Tech Prep course making students eligible for college credits.**

ARCHITECTURAL DRAFTING I Grades 9-12 1 semester .50 credit

Prerequisite: Instructor approval

Graduation Requirement: Career Ed or Fine Arts (See ***Note*** above)

Course Description: Architectural drafting involves the concepts of architectural design and the design and drafting of a house plan. Each student will design a single-family dwelling, meeting detailed criteria, for a given building site. As the project evolves, step-by-step instruction will be provided on design methods, construction practices, residence sub-systems (electrical, plumbing and mechanical), professional/vocational design/build applications as well as plans meeting current ICC Codes, Bainbridge Island and Kitsap County standards. Lecture, video, guest speakers, and field trips will give supporting information. Students will learn to use **CAD for basic architectural drafting** and **ARCHICAD** software from **GRAPHISOFT**.

EXAMPLE OF COURSE INTEGRATION

ARCHITECTURAL DRAFTING II Grades 10-12 1 semester .50 credit
Prerequisite: Architectural Drafting I ***Note:*** This course may be repeated with Instructor's permission.
Graduation Requirement: Career Ed or Fine Arts

Course Description: This course uses concepts of architecture previously learned as well as current ICC codes to complete a design project such as a vacation retreat home in a given environment (mountain, beach, lake, desert). Research about the chosen environment including Green and Sustainable building practices will be emphasized. Lecture, video, guest speakers, and field trips will give supporting information. A 3D perspective of the exterior of the home will be submitted using BIM computer Technology to complete the package. Students will use **CAD** software by **GRAPHISOFT.** Students may need to purchase some materials for the home scale model.

WOOD TECHNOLOGIES Grades 9-12 1 semester .50 credit

Course Description: Students will be involved individually and in small groups as they research, develop and find solutions to their projects. Students will be working with both stationary and portable power tools in this class. Safety when working with tools and materials and when working with others will be stressed. A variety of hands-on activities such as woodworking, manufacturing and general carpentry are done in this class as well as teacher-approved projects.

ADVANCED WOODWORKING AND COMPOSITES Grades 9-12 1 semester .50 credit
Prerequisite: Wood Technologies ***Note:*** This course may be repeated with Instructor's permission.

Course Description: This class uses the skills and safety concepts learned in Wood Technologies to develop more advanced wood products and pieces of wood art. Students work with both stationary and portable power tools while constructing "residential" and teacher-approved projects.

COMPOSITES TECHNOLOGIES

Prerequisites: Technical Graphics and Wood Technologies
Course Description:
This, **one year class**, is a course in Woods, Composites, Engineering Design, and Material Science. Students will be expected to learn and continually demonstrate proper safety in a shop environment, best practices of tool use and accountability, and shop housekeeping.

Year 1: This course builds on the Introduction to Future Shop Technologies course and will provide students hands-on experiences that encourages student discovery, provides individual student career assessments, compares aptitude with likes and dislikes, develops decision-making skills and challenges students in the application of knowledge. Students will use three dimensional modeling software to communicate the details of products. The use of machinery that enables production of projects from plastic, composite, synthetic and traditional materials will also be a main component of this class. Students will use and care for hand tools, power tools and stationary equipment. Manufacturing methods are initiated with an introduction to machinery and material types, including composites, plastics and other synthetic and natural materials, along with their basic applications. Students start with small projects, which lead to more complicated projects. Technology-related Mathematics, Reading, Writing, Vocabulary, blueprint reading and Science are integrated throughout the curriculum. Students will be encouraged and expected to design and create their own projects in this class.

BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303
Bainbridge Island, Washington
NEW COURSE/PROGRAM PROPOSAL

Please complete in duplicate

Submitted by: *Kristen Haizlip* School: *Bainbridge High School* Date: *1/9/2014*

Proposed Course/Program Title: *Exploring Computer Science*

Grade Level: *Open to grades 9-12, recommended for grades 9-10*

Department: *CTE with potential for Math or Science* Length of Course/Program: *1 semester*

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1. Course Objectives:
   Exploring Computer Science is a nationally recognized introductory college preparatory computer science course designed to support broadening participation in computing and includes curriculum, professional development, and assessments. ECS includes six-unit foundational units with lessons that are designed to promote and inquiry-based approach to teaching and learning foundational concepts in computer science and highlighting the computational practices and problem solving associated with doing computer science.

   The goal of Exploring Computer Science is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students.

   www.exploringcs.org

2. Brief description of how this course/program will meet current needs not being met by other courses/programs (needs assessment):

   Bainbridge High School does not currently offer a comprehensive introductory course to computer science with a focus on conceptual ideas of computing. This course is accessible to all students, from varying levels of computer knowledge and familiarity, and will lay the groundwork required for students to access Advanced Placement courses: AP Computer Science Principles and AP Computer Programming.

3. How will this course promote student learning and the district vision, mission, goals, and core curriculum?
   The ECS course aligns with Priority 2 on the District Improvement Plan: High Quality Curriculum that Supports Instructional Goals. Specifically, the addition of this course acts as the first step to implementation of a comprehensive computer science program at Bainbridge High School, and should help to grow enrollment in AP Computer Science coursework. Additionally, this course correlates with the district-wide focus on STEM and serves to provide additional college and career preparation in our increasingly technology-driven and digitized world.

As Computer Science courses are now recognized (per House Bill 1472) as being counted as Math or Science credits, the ECS course will support our core curricular areas, rather than as a stand-alone elective.

4. Relationship of this course/program to school and/or district goals:
   The course outline for ECS details the problem-based approach for the course, which aligns with the district goal of integrating STEM project-based learning opportunities into courses. Additionally, it is imperative that every BHS graduate leaves high school with the necessary skills to be successful in the 21st century, and it is clear that both conceptual and tactical computer knowledge are 21st century skills.

5. How does this course articulate with programs/courses after graduation?
   Every field and industry is impacted by computers today, and those BHS students who pursue degrees post-high school will be expected to compete in a tech-driven world. Without fail students that enter college in the year 2014 and beyond MUST have at the very least basic computer knowledge and applicable computer programming skills.

6. Brief description of parent/community input:
   As we bring in the Code.org program, beginning with this semester introductory course, we will seek parent/community involvement by bringing in adults that work in the field of computer science. The current global workplace drives the need for this coursework, and the course will undoubtedly receive strong community and parent support.

7. Prerequisite(s) for this course:
   No prerequisites for this course.

Course Impact

The impact of a course needs to be determined using the following guide:

Small Scale	Medium Scale	Large Scale
• *No long-range implications for other staff* • *Little or no impact on current or future program, instruction, or curriculum*	• *Potential long-range implications for other staff within a school* • *Moderate impact on current or future program, instruction, and/or curriculum*	• *Long-range implications for other grade levels, courses and other schools* • *Impact on current and future program, instruction, and/or curriculum*
Building Decision-Making Process *Principal Approval* **All courses need School Board & C&I approval*	*Building Decision-Making Process* *Principal Approval* **All courses need School Board & C&I approval*	*Principal Approval* *District Decision Making Process* **All courses need School Board & C&I approval*

8. Statement on impact: (How will this course impact BISD in both the short and long term – take into consideration staffing, impact on other buildings, training needs, facilities, costs, equipment/materials, and/or programs?)

The ECS course can be taught by teachers currently on staff at BHS, who will receive professional development through the Code.org Pilot District Partnership. There may be impact on enrollment in other electives offered at Bainbridge High School, as students are limited to the 6 period day (unless willing to pay a fee for a 7th period).

In terms of facilities, we do have the space available to house this class, but will need to conduct a formal inventory of hardware and software capacity and may need funding designated to support identified needs.

9. What processes/actions have been taken to ensure articulation with other programs/courses in the district?

   This course will serve as a launching pad for students to access advanced computer science coursework at Bainbridge High School and beyond. The course will be part of the natural progression of K-12 computer science opportunities that are being adopted by Bainbridge Island School District.

10. Other requirements (special transportation, scheduling, etc.):

    Scheduling considerations includes funding to offer ECS as a zero period so more students can access the course with the constraints of a six period day.

11. Text and supplementary materials to be used (include publisher and copyright):

    All resources are available online and no cost, and through the Code.org District Partnership.

12. Approximate cost of materials:

    No cost for text or supplementary materials.

13. **Attach a course/program description and outline of the content to be taught.**

SIGN-OFF FOR NEW COURSE/PROGRAM APPROVAL

APPROVED BY: SIGNATURE DATE

Department Head _____

Site Council Review _____

Principal _____ 1/14/2014

Associate Superintendent/Curriculum & Instruction _____

Curriculum

Download the Curriculum:

Exploring Computer Science (Version 5.0) is now available! Click on the links below for a copy as well as various curriculum files you may find useful.

- Exploring Computer Science v5.0
  - Supplemental Materials (Zip 1.5 MB)
  - Scratch Files (Zip 2.8 MB)
  - Unit 5 Data Files (Zip 24.7 MB)
  - Unit 5 Potential Final Projects Data Files (Zip 345 KB)
  - Draft ECS Mapping to Standards Documents

Curriculum Related Guidelines

- Guidelines for Submission of ECS Resources (PDF 213 KB)
- Guidelines for ECS Fidelity (PDF 102 KB)
- Guidelines for Submission of ECS Units (PDF 299 KB)

Exploring Computer Science: Scope and Sequence

Exploring Computer Science is a yearlong course consisting of 6 units, approximately 6 weeks each. The course units draw on the curricular framework listed in Levels II and III of the ACM's A Model Curriculum for K-12 Computer Science (2003). Assignments and instruction are contextualized to be socially relevant and meaningful for diverse students. Units utilize a variety of tools/platforms, and culminate with final projects around the following topics:

1. Human Computer Interaction Students are introduced to the major components of the computer, including: input, output, memory, storage, processing, software, and the operating system. Students consider how Internet elements (e.g. email, chat, WWW) are organized, engage in effective searching, and focus on productive use of email. Fundamental notions of Human Computer Interaction (HCI) and ergonomics are introduced. Students learn that "intelligent" machine behavior is not "magic" but is based on algorithms applied to useful representations of information. Students learn the characteristics that make certain tasks easy or difficult for computers, and how these differ from those that humans characteristically find easy or difficult. Students gain an appreciation for the many ways (types of use) in which computers have had an impact across the range of human activity, as well as for the many different fields in which they are used. Examples illustrate the broad, interdisciplinary utility of computers and algorithmic problem solving in the modern world.
2. Problem Solving This unit covers the basic steps in algorithmic problem-solving, including the problem statement and exploration, examination of sample instances, design, program coding, testing, and verification. Tools for expressing design are used. This unit also includes selected topics in discrete mathematics including (but not limited to) Boolean logic, functions, sets, and graphs. Students are introduced to the binary number system. Students construct complex expressions based on fundamental Boolean operations and learn how to relate the mathematical notion of functions to its counterparts in computer programming. They learn basic set theory and its application in computer science. Students are introduced to graphs using puzzles. Suitable exercises are presented that illustrate the value of mathematical abstraction in solving programming problems.
3. Web Design This section prepares students to take the role of a developer by expanding their knowledge of programming and Web page design and applying it to the creation of Web pages, programs, and documentation for users and equipment. Students

Curriculum

Search This Site

type in search term and hit return

learn to create user-friendly manuals, Web sites, and program interfaces. Students apply fundamental notions of Human Computer Interaction (HCI) and ergonomics. Code documentation and hardware and software limitations are also explored. The notions of hierarchy and abstraction are central to computing. They are crucial to the translation between machine code and a user-friendly interface, to creating reusable code, and to the design of software that is broadly applicable rather than solving only a narrowly defined problem. This unit makes these abstract ideas concrete by focusing first on real-life (non-computing) examples, and then on the specific uses of hierarchy and abstraction in computer science.

4. Programming Students are introduced to some basic issues associated with program design and development. Students design algorithms and programming solutions to a variety of computational problems, using Scratch. Programming problems should include control structures, functions, parameters, objects and classes, structured programming and event-driven programming techniques. This unit introduces data structures, including arrays, vectors, stacks, and queues, and their associated components, operations, and uses. Benefits and limitations of different data structures are presented. The concept that analysis and understanding of data structures can be used as a fundamental organizing principle in the design of solutions is explored.
5. Computing and Data Analysis In this unit students explore how computing has facilitated new methods of managing and interpreting data. Students will use computers to translate, process and visualize data in order to find patterns and test hypotheses. Students will work with a variety of large data sets that illustrate how widespread access to data and information facilitates identification of problems. Students will collect and generate their own data related to local community issues and discuss appropriate methods for data collection and aggregation of data necessary to support making a case or facilitating a discovery.
6. Robotics Students apply previously learned topics to the study of robotics and work in small groups to build and program a robot to perform a required task. Students make use of a programming language to control the behavior of these robots in dynamic environments. As a class (or a district) they will test out their robots under a specific set of circumstances in a robotics competition.

Integrated Topics: Ethical and Social Issues in Computing & Careers in Computing

Ethical and social issues in computing, and careers in computing, are woven throughout the six units. The proliferation of computers and networks raises a number of ethical issues. Technology has had both positive and negative impacts on human culture. Students will be able to identify ethical behavior and articulate both sides of ethical topics. Students study the responsibilities of software users and software developers with respect to intellectual property rights, software failures, and the piracy of software and other digital media. They are introduced to the concept of open-source software development and explore its implications. Students identify and describe careers in computing and careers that employ computing. Information is provided about the required technical skill set, soft skills, educational pathways, and ongoing training required for computing careers. Students also explore how computers are used in other career choices. Finally, students are made aware of which additional secondary-level courses might be needed in preparation for various careers.

Who Wrote the Exploring Computer Science Curriculum?

Joanna Goode and Gail Chapman are the authors of Exploring Computer Science and are the co-directors of the curriculum design team. High school teachers have been involved in contributing instructional materials and have provided important feedback that has been used to improve the materials. Furthermore, along with a design team, the authors have conferred with K-12 and higher education computer science educators around the country involved in computer science reform to inform the creation of these materials.

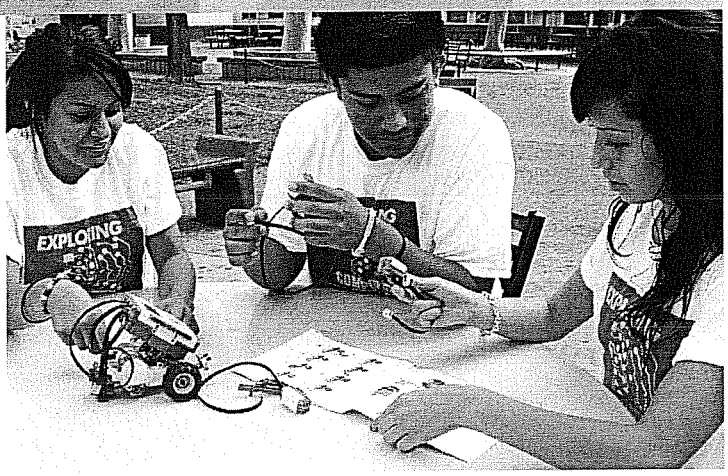
The members of the design team include:

- ☆ Joanna Goode, University of Oregon
- ☆ Gail Chapman, University of California, Los Angeles
- ☆ Jane Margolis, University of California, Los Angeles
- ☆ John Landa, Los Angeles Unified School District Computer Science teacher

- ☆ Todd Ullah, Principal of Washington Preparatory High School
- ☆ Diane Watkins, Director of Science, Los Angeles Unified School District
- ☆ Chris Stephenson, Executive Director, Computer Science Teachers Association

Archived curriculum files can be found here.

What is Exploring Computer Science?



Computing is involved in nearly every field of study, career and industry today. Exploring Computer Science (ECS) is a high school course that provides students with an introduction to the world of computer science. ECS is a college prep (A-G) and Career Technical Education approved course.

The course consists of 6 units which are approximately 6 weeks each. Assignments and instruction are inquiry and equity based and designed to be socially relevant and meaningful for diverse students. Units utilize a variety of tools/platforms, and culminate with creative final projects around the following topics:

Unit 1 Human Computer Interaction

Students are introduced to the concepts of computer and computing while investigating the major components of computers and the suitability of these components for particular applications.

Unit 2 Problem Solving

Students become "computational thinkers" by applying a variety of problem-solving techniques as they create solutions to problems in a variety of contexts.

Unit 3 Web Design

Students are prepared to take the role of a developer by expanding their knowledge of programming and Web page design and applying it to the creation of Web pages, programs, and documentation for users and equipment.

Unit 4 Introduction to Programming

Students are introduced to some basic issues associated with program design and development. Students design programming solutions to a variety of computational problems including animated stories, video games and community based projects.

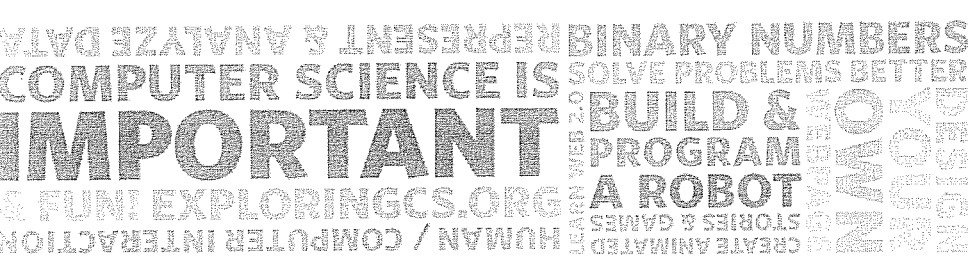
Unit 5 Computing and Data Analysis

Students explore how computing facilitates new methods of managing and interpreting data. Students use computers to translate, process and visualize data in order to find patterns and test hypotheses.

Unit 6 Robotics

Students apply previous concepts to the study of robotics and work in small groups to build and program a robot to perform a required task.

For more information, see our website at *www.exploringcs.org.*



ECS

Exploring Computer Science

EXPLORINGCS.ORG

Fidelity and the ECS Curriculum
ECS InBrief Series

The *Exploring Computer Science* (ECS) curriculum provides a comprehensive set of inquiry-based lessons that comprise a yearlong, introductory computing course for high school students. The course is designed to allow learners to move through successive refinements from informal to complex ideas about computer science. The instructional materials present learning experiences for students that introduce, reinforce, and apply key ideas and concepts of computer science as they progress through the sequential units of the course.

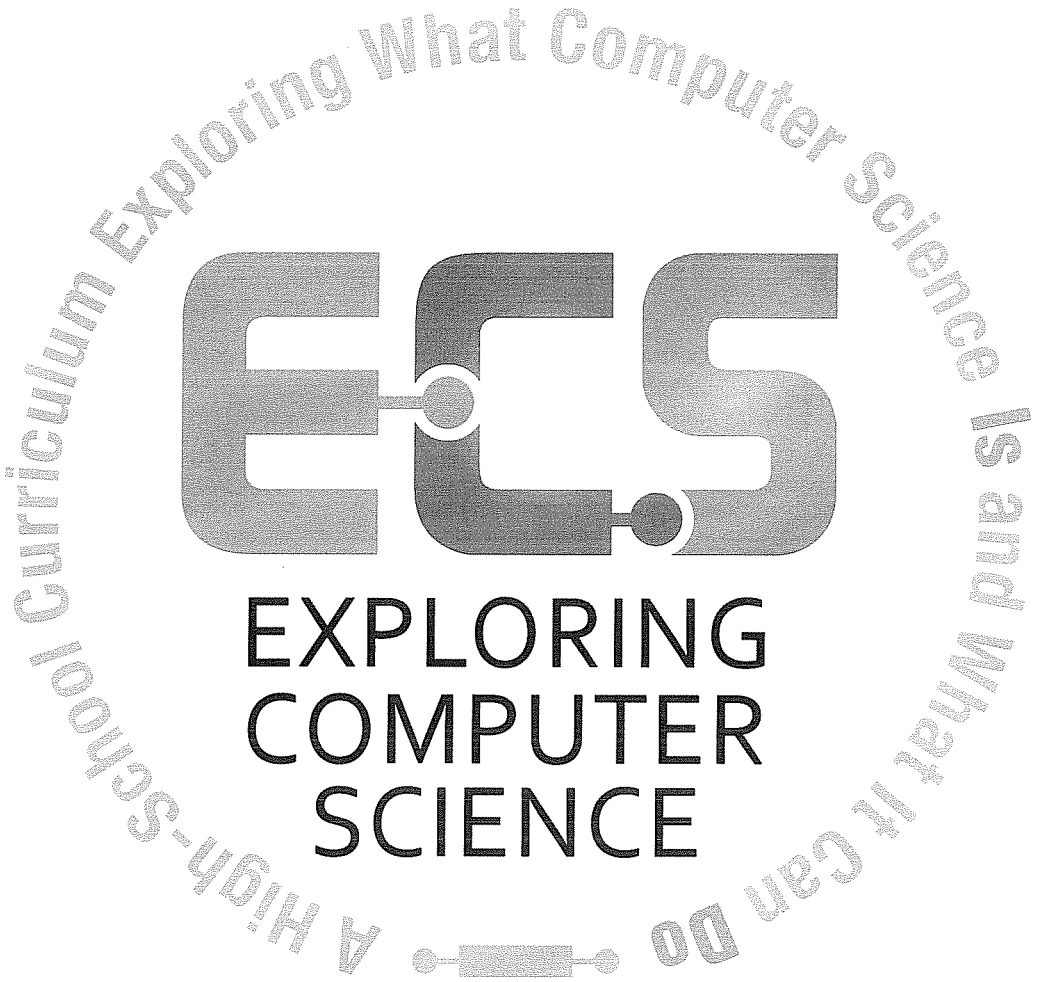
CONCEPTUAL APPROACH	ECS UNITS
Introduce Foundational Knowledge of CS	Unit 1: Human Computer Interaction Unit 2: Problem Solving
Reinforce Learning CS through Coding & Design	Unit 3: Web Design Unit 4: Introduction to Programming
Apply Applications in Computing	Unit 5: Computing and Data Analysis Unit 6: Robotics

Modifications to Lessons in Units 1-4 of ECS:
The first four units carefully integrate the learning progressions of key concepts at the foundation of computer science and are considered the core part of the ECS curriculum. The introductory two units build key ideas and problem solving strategies for computer science that are further developed in later units. These introductory units do not focus on a particular computing tool, but rather provide opportunities for students to develop computational thinking practices that span the field and go beyond learning the intricacies of specific technologies. Units 3 and 4 reinforce this learning by engaging students in coding and design activities.

In order to support an equitable classroom culture, it is important for teachers to adapt the context of particular activities to fit the interests of their students, to connect current events to the computing classroom, and to determine what outside resources make sense to use in support of these adaptations. To balance the need for local customization and to keep the learning progressions intact, modifications to these lessons or units should be done with attention to meeting the same daily objectives as listed in the original curriculum. In other words, student-learning objectives as identified in the curriculum must be tightly adhered to as they are fundamental and build upon each other, but classroom activities designed to meet those objectives may be modified as needed. Adapted lessons should also support inquiry and contribute to an equitable classroom-learning environment.

Modifications to Units 5-6 of ECS:
The final two units provide an opportunity for students to apply key concepts learned in earlier units within particular domains. These two units are well suited to be substituted with units that focus on different applications or tools that build on concepts from Units 1-4. The dynamic nature of the rapidly changing field of computing and the diversity of students enrolled in ECS makes it important to provide flexibility of tools or new applications. Alternative units might include game design, media computation, or the development of mobile phone applications. To maintain the pacing of the course, each substituted unit should be approximately 6 weeks in length. Again, these alternative units should support inquiry and contribute to an equitable classroom-learning environment.

Version 5.0

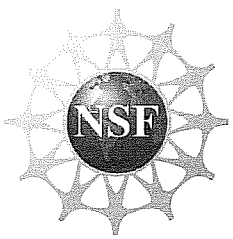


Joanna Goode
University of Oregon

Gail Chapman
University of California, Los Angeles

Sponsors & Supporters

This curriculum was created under the auspices of the Broadening the Participation in Computing National Science Foundation grant, "Into the Loop: An University K-12 Alliance to Increase and Enhance the Computer Science Learning Opportunities for African-American, Latino/a, and Female Students in the Second Largest School District in the Country". Principal Investigator: Jane Margolis (UCLA); Co-Principal Investigators Joanna Goode (University of Oregon), Todd Ullah (LAUSD), Deborah Estrin (UCLA). The Computing and Data Analysis Unit was created under the auspices of the National Science Foundation Math/Science Partnership grant, "MOBILIZE: Mobilizing for Innovative Computer Science Teaching and Learning." Co-principal Investigators: Mark Gould (UCLA, CENS), Mark Hansen (UCLA, CENS), Joanna Goode (University of Oregon, College of Education), Jane Margolis (UCLA, Center X), Thomas Philip (UCLA, Center X), Jody Priselac (UCLA, Center X), and Todd Ullah (LAUSD).



Acknowledgments

George Benainous, David Bernier, Robb Cutler, Judy Hromcik, Michelle Hutton, John Landa, Clifford Lee, Cueponcaxochitl Moreno, Jean Ryoo, Suzanne Schaefer, Chris Stephenson, Diane Watkins

For additional information related to the Exploring Computer Science Partnership visit: www.exploringcs.org

CONTENTS

Course Overview

Goals

Exploring Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of *Exploring Computer Science* is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

This course was originally developed for students in the Los Angeles Unified School District in an effort to broaden participation in computing district-wide, particularly for girls and students of color. After initial success in Los Angeles, several other districts and states have formally developed school-district-university partnerships to bring *Exploring Computer Science* course to their local high schools. Reaching historically underrepresented students continues to be a major emphasis of this course.

Standards

The *Exploring Computer Science* curriculum was developed around a framework of both computer science content and computational practice. This combination of both content and practices provides students with a sense of what computer scientists do. ECS has been mapped onto leading learning standards nationwide. Crosswalks of these mappings are available for Next Generation Science and Engineering Standards, Common Core State Standards, International Society for Technology Education Standards, Computer Science Teachers Association Standards, CA State Standards in Mathematics and English-Language Arts, Illinois Learning Standards in Mathematics and English-Language Arts, California Career Technology Education Standards, and Illinois Career Technology Education Standards. These mapping documents can be found on the SRI International website here: http://pact.sri.com/.

Prerequisites

It is recommended that students have completed an Algebra course prior to enrolling. In California, this course is considered a college preparatory elective by the University of California Office of the President. Thus, the course should provide a rigorous, but accessible, introduction to computer science. No previous computer science course is required to take this course.

Hardware

An ideal laboratory environment for this course would include a classroom with tables, chairs, and computers that are conducive to group-work. While it is also ideal to have one computer for each student in the class, the collaborative nature of this class allows for a 2-1 student-computer ratio if fewer computers are available. These computers can be either Macintosh or PC depending on availability. A networked system makes installation of software easier for the teacher.

Software

Each computer in the classroom should have a web browser installed that allows students to perform searches and make use of a variety of websites and Internet tools. Teachers will need to download and install the Scratch programming language available at http://www.scratch.mit.edu. Please note that website URLs included in this version may change over time.

The Instructional Philosophy of *Exploring Computer Science*

The *Exploring Computer Science* course is more than a curriculum – it is a course that is shaped by four intertwined elements: curricular materials, professional development, assessments (forthcoming), and local policy support to ensure the course "counts" in the curriculum and is supported by local administrators. The course forwards a new orientation to computer science classrooms – one shaped with an interweaving of learning foundational computer science concepts while developing the computational practices that support an inquiry approach to solving problems and creating artifacts. For this reason, teacher participation in Exploring Computer Science professional development is a necessary condition in offering an ECS course.

Curricular Approach

Exploring Computer Science teaches the creative, collaborative, interdisciplinary, and problem-solving nature of computing with instructional materials that feature an inquiry-based approach to learning and teaching. As part of this course, students will delve into real world computing problems that are culturally-relevant, and address social and ethical issues while delivering foundational computer science knowledge to students. Students will engage in several in-depth projects to demonstrate the real-world applications of computing.

This curriculum builds off of learning theories that view learning as a social and cultural process that does not only occur in a vacuum at school; that is, students bring to school bodies of knowledge from their lives, culture, and communities. Building from students' prior knowledge, the collection of problem solving skills, and the social and ethical knowledge of computer-related problems will result in a more active curriculum. Each unit connects students' informal knowledge, technology skills, and beliefs about computing to the theoretical and foundational tenets of computer science. Students will become members of a "computing community of practice" in the classroom where they will be introduced to the behavior, language, and skills of computer scientists. Furthermore, the interdisciplinary nature of computing allows for the incorporation of subject-matter topics across disciplines into the computing curriculum.

Concrete Instructional Strategies

There are several concrete instructional strategies that are included in each unit to implement this culturally relevant, inquiry-based vision.

- Each unit begins with a description of the topic, an explanation of the importance of this topic, possible social applications of this topic, and objectives for the unit.
- Units typically begin with a kinesthetic activity to get students involved in the unit topic. Students are more engaged when they go beyond seatwork to gain familiarity with the scope of a topic. Acting out computing concepts is one way to have students actively engaged in the curriculum.
- In most units, the final unit project is presented at the beginning of the unit so students understand what type of project they will engage in at the end of the unit. Daily assignments help scaffold their knowledge towards gaining the knowledge needed to complete a particular project. The final project represents a culmination of their new knowledge and provides an opportunity to expand their understandings to a particular socially-relevant problem.

- Computing terms and definitions are explicit and part of the instruction. The curriculum avoids unnecessary jargon, which might distract from learning of the critical content. Students have opportunities to use writing to reinforce the literacy component behind these computing terms and definitions.
- Foundational computing topics are connected to the 'pop-technology' students have likely encountered: mobile phones, social networks, blogs, Internet browsing, etc.
- Real world problems are presented in the context of socially-relevant issues impacting urban communities (housing, safety, poverty, health care, access to equal rights, educational opportunities, improving social services, translation services, transportation, etc.)
- Students have opportunities to work on problems that they help define and can individualize—i.e. selecting their own content for websites; creating original, not pre-scripted, problem-solving strategies, etc.
- Activities are designed to encourage students to work in a variety of collaborative settings including elbow partners, peer-programming, and group research projects. This collaboration encourages conversations around computing topics.
- Students will experience a variety of ways to communicate their answers—academic writing, journal entries, writing a letter to a friend or companion, using presentation software, developing graphics or animation, storyboarding, listing algorithms, drawing illustrations, oral presentations, etc.
- Units incorporate examples of careers in computing as they arise in the curriculum. Students will be given hypothetical opportunities to act as a professional to take on the behavior and skills to solve a given problem.
- Although using technology is a core component of this curriculum, using computers is not necessarily embedded in the curriculum on a daily basis.

All of these strategies contribute to developing the problem-solving skills and computational practices that are emphasized throughout the course.

It is important to note that each unit focuses on different instructional strategies; this is purposeful. In some cases, it is because the particular subject matter lends itself more successfully to a particular set of strategies, but this was also done to highlight the wide variety of possible strategies that can be used effectively in teaching this course. We encourage teachers to experiment by trying strategies that work well for them in a variety of different places in the curriculum. Journal responses and blog entries can be used by students to communicate about their work in any of the units. Peer reviews, gallery walks, jigsaws, role-plays and collaborative groups of varying sizes can be used for activities throughout the course. There are many other possibilities to consider.

Pedagogy and Professional Development

The lessons in ECS forward a pedagogical approach that is aligned with what we know about most effective teaching approaches. In her 2007 book, *Powerful Learning: What we Know About Teaching for Understanding*,

Linda Darling-Hammond notes that studies across different content areas find effective teachers support the process of meaningful learning by:

- Creating *ambitious and meaningful tasks* that reflect how knowledge is used in the field;
- Engaging students in *active learning*, so that they apply and test what they know;
- Drawing *connections to students' prior knowledge* and experiences;
- Diagnosing student understanding in order to *scaffold the learning process* step by step;
- *Assessing student learning continuously* and adapting teaching to student needs;
- Providing *clear standards, constant feedback*, and opportunities for work;
- Encouraging *strategic and metacognitive thinking*, so that students can learn to evaluate and guide their own teaching (p. 5).

Because this view of active knowledge runs counter to traditional concepts of teaching as delivery, professional development support is key to building the instructional strategies and dispositions needed to effectively teach this course. The two-year ECS professional development format provides an intensive and focused learning experience for teachers to develop the pedagogical content knowledge to successfully engage all students in the learning materials. The professional development model also encourages teachers to take on the role of reflective practitioners so they can examine how their pedagogy influences student learning, particularly for historically underrepresented groups.

Assessment

With the exception of the final projects, there are no specific assessments listed in the lesson plans. There are also very few specific "homework" assignments. Differences in grading policies, types of assessments required, and student schedules make it difficult to gauge the best combination of assessment tools to use in a particular environment. Teachers are encouraged to determine which class activities might lend themselves to some research outside of class and which might make useful assessments. Currently SRI International is developing unit assessment tools as well as summative assessments. These assessments are expected to be available during the 2014-2015 school year; check PACT website for updates: http://pact.sri.com

Overview of the Instructional Materials

The pages that follow contain the core of the materials teachers will need in order to plan and teach *Exploring Computer Science.* The materials begin with the unifying themes and practices that are woven throughout the course followed by a Scope and Sequence chart that details the various topics included in the course, along with the unit in the course where each is introduced and reinforced. Teachers should continue to refer back to previous units where appropriate. For example, Unit 3 builds on many of the Unit 1 concepts by taking students from discussing and viewing websites to actually using and developing them. The approximate time allotment noted in the chart includes all activities from introduction through application.

Following the Scope and Sequence is an overview of each unit that includes the unit description and overall objectives of the unit. There is also a table that indicates the topics for each instructional day of the course.

Daily lesson plans with detailed student activities and teaching strategies for each day are the final component of the instructional materials. Each lesson has been built on a 55-minute class period. In schools where class periods are shorter or longer (or on varying block schedules) adjustments will need to be made; such adjustments may include combining lessons (for longer class periods) or assigning parts of the lesson for homework (for shorter class periods).

An attempt was made to provide enough detail to the teaching strategies sections to give teachers clear guidance as to the activities involved and the types of questions that might need to be asked to prompt discussion. At the same time, an effort was made not to be prescriptive. As noted on the previous page, strategies such as journaling and collaborative work can and should be incorporated in as many lessons as possible.

Each unit includes supplementary materials, a final project, and a sample rubric for the final project.

Fidelity to Course

The first four units of the course provide the necessary foundational framework of concepts and practices that underlie further investigation into computer science topics. For this reason, it is necessary to teach the full four units in sequence before launching into extension topics or deviating from the curriculum. Additional units to be substituted for the Unit 5 and 6 application units will be posted on the ECS website if they meet curricular guidelines. For more information about these guidelines please see http://www.exploringcs.org/curriculum.

Unifying Themes and Practices

The individual lessons in this course were developed to reinforce the unifying themes and support the use of the computational practices that we expect students to employ.

The three themes are:

- The creative nature of computing
- Technology as a tool for solving problems
- The relevance of computer science and its impact on society

There are many technological tools that enable people to explore concepts and create exciting and personally relevant artifacts that impact society. In this course, programming is used as one of the tools, but not the only tool. Students are asked to be creative in designing and implementing solutions as they translate ideas into tangible forms. As students actively create, they will also discuss the broader implications of computing technologies.

Throughout the course students will gain experience in employing the following computational practices:

- Analyze the effects of developments in computing
- Design and implement creative solutions and artifacts
- Apply abstractions and models
- Analyze their computational work and the work of others
- Communicate computational thought processes, procedures, and results to others
- Collaborate with peers on computing activities

As students design and implement solutions using abstractions and models, they will analyze the processes they and their peers use to arrive at solutions, study the effects of their creations and learn how computing concepts connect explicitly and implicitly to other disciplines. Students will learn about the collaborative nature of computer science by working in teams and communicate the results of their work in writing and orally supported by graphs, visualizations and computational analysis.

Scope and Sequence

Topic	Focus	HCI	PS	WEB	PR	DA	ROB
1. Computers and the internet (~2 weeks)	1. Hardware components	I		R	R	A	A
	2. Software components	I		R	R	A	A
	3. Interaction of components	I		R	R	A	A
	4. Selection of appropriate components	I					
	5. Search engine fundamentals	I		R			
	6. Collaborative tools	I		R			
	7. Evaluating websites	I		R			
	8. Security on the Internet	I		R			
2. Models of intelligent behavior (~2 weeks)	1. What is intelligence?	I					
	2. Computers vs. humans	I	R	R	R	R	R
3. Algorithms and abstraction (~6 weeks)	1.Understanding the problem		I	R	R	A	A
	2. Exploring problems: problem-solving heuristics and strategies		I	R	R	A	A
	3. Design creation and representation		I	R	R	A	A
	4. Problem data		I	R	R	A	A
	5. Solution accuracy		I	R	R	A	A
	6. Design re-evaluation and refinement		I	R	R	A	A
	7. Decompose the complex		I	R	R	A	A
	8. Communicate results		I	R	R	A	A
	9. Algorithm efficiency		I		R	R	R
	10. Computationally intensive problems		I			R	R
	11. Unsolvable problem for a computer		I			R	R
	12. Computationally hard problems.		I			R	R
4. Connections between mathematics and computer science (~2 weeks)	1. Logic		I		R	A	A
	2. Binary number system		I				
	3. Basic Sets		I		R	A	A
	4. Concepts of functions		I		R	A	A
	5. De Morgan's laws		I		R	A	A
	6. Graphs		I		R	A	A
5. Creating computational artifacts (Web pages, programs, and robots) (~14 weeks)	1. Break a problem statement into specific requirements		I	R	R	R,A	R,A
	2. Design a solution to a problem		I	R	R	R,A	R,A
	3. Choose appropriate tools and techniques		I	R	R	R,A	R,A
	4. Code a solution from a design			I	R	R,A	R,A

Legend: I—Introduce, R—Reinforce, A—Apply

	5. Test a solution to identify errors		I	R	R	A	A
	6. Refine solution		I	R	R	A	A
	7. Documentation and justification		I	R	R	A	A
6. Data and information (~7 weeks)	1. Representation and storage	I	R		R	A	
	2. Methods for collection and generation	I	R			A	
	3. Patterns, trends, and discoveries	I	R			A	
	4. Evaluation		I			R,A	
	5. Computational models	I	R			A	
	6. Rapid testing		I			R,A	
7.Societal impacts of computing (weave throughout)	1. Fostering innovation						
	2. Legal and ethical concerns						
	3. Privacy and cyber security						
	4. Exploitation of information						
	5. Intellectual property						
	6. Limits on information access						
	7. Cultural influence						
	8. Equity, access, and power						
	9. Social and economic values						

Legend: I—Introduce, R—Reinforce, A—Apply

Overview Chart

Human Computer Interaction Unit Overview	
Instructional Day	**Topic**
1-2	Explore the concepts of *computer* and *computing*.
3-4	"Demystify" and learn the function of the parts of a personal computer. Learn the terminology of hardware components necessary for the purchase of a home computer.
5-7	Explore the world wide web and search engines. Experiment with a variety of search techniques, internet resources, and Web 2.0, applications. Evaluate websites.
8-9	Examine the implications of data on society and how computers are used for communications.
10	Tell a story with data.
11-14	Explore how computers are used as a tool for visualizing data, modeling and design, and art in the context of culturally situated design tools.
15-16	Introduce the concept of a computer program as a set of instructions.
17-19	Explore the idea of intelligence—especially as it relates to computers. Explore what it means for a machine to "learn". Discuss whether computers are intelligent or whether they only behave intelligently.
Problem Solving Unit Overview	
Instructional Day	**Topic**
1-2	Introduce data collection and problem solving.
3	Introduce the four steps of the problem solving process.
4-6	Apply the problem solving process. Use different strategies to plan and carry out the plan to solve several problems.
7-9	Reinforce the four steps of the problems solving process.
10-12	Count in the binary number system. Convert between binary and decimal numbers in the context of topics that are important to computer science.
13-14	Introduce the linear and binary search algorithms.
15-16	Explore sorted and unsorted lists and various sorting algorithms.
17	Introduce minimal spanning trees and how graphs can be used to help solve problems.
18-21	Final projects and presentations

Web Design Unit Overview	
Instructional Day	**Topic**
1-2	Explore issues of social responsibility in web use as well as the relative merits of the influence of the web on society, personal lives, and education.
3-4	Introduce the use of basic html.
5	Introduce basic formatting in html.
6-7	Explore image editing for the web using Photoshop or an image editor of choice.
8-10	Introduce basic css.
11-13	Explore the concept of separating style from structure by keeping separate html and css files.
14	Add hyperlinks to other websites.
15-16	Introduce a variety of page layout styles.
17-19	Practice the use of various design elements.
20-21	Introduce several different enhancements for website design, including web user interface elements combining Javascript, html, css, and Photoshop, accordion menus, lightbox and sliding images.
22-25	Final projects and gallery walk

Introduction to Programming Unit Overview	
Instructional Day	**Topic**
1	Introduce the Scratch programming language, including the basic terms utilized in the language.
2-3	Practice using the basic features of Scratch in the context of creating a simple program.
4	Create a dialogue between two sprites.
5-6	Introduce the methods of moving sprites in Scratch.
7-8	Practice the concept of event driven programming through the creation of an alphabet game.
9	Introduce the concept of broadcasting via role play.
10-13	Write Scratch stories and present them to the class. Conduct peer reviews.

14	Introduce the concept of variable.
15	Introduce the concept of conditionals.
16-17	Introduce And, Or and randomness.
18	Apply knowledge of conditionals to develop a Rock Paper Scissors program in Scratch.
19	Build on previous programming concepts to create a timer.
20-23	Create a timing game in Scratch and present it to the class. Peer reviews are conducted.
24	Investigate two types of games that may provide ideas for the final project.
25	Explain final project and the rubric for the final project.
26-28	Write Scratch programs for either My Community or Game project. Conduct peer reviews.
29	Complete final projects.
30	Presentations of final projects

Computing and Data Analysis Unit Overview

Instructional Day	Topic
1-3	Review how data can be used for making a case/discovery. Explore pitfalls and challenges of putting together and managing large sets of data. Provide an overview of the final project.
4-5	Explore possible research questions for a selection of sample campaigns. Validate compelling stories with research data.
6-7	Assign groups. Discuss group roles and responsibilities. Choose campaigns and modes for data collection.
8	Data check-in—Discuss issues that arise (aggregating data, etc.).
9-12	Create maps using the latitude and longitude of a location and then create maps from a file of data.
13	Create maps with student data and related data set.
14-16	Discuss bar plots, categorical and continuous data, and mosaic plots as a vehicle for comparing categorical data, and looking at trends in data.
17	Create bar plots and mosaic plots with student data and related data set.
18-20	Review mean, median, minimum, maximum. Discuss various ways to

	subset data. Represent data with box plots and histograms.
21	Identify mean, median, minimum, maximum, create subsets, and create box plots and histograms with student data and related data set.
22-24	Use a variety of filters and queries to create subsets of text data. Create bar plots to graphically display the information.
25	Analyze text in student data and related data set.
26-27	Finalize data analysis for final project.
28-29	Develop website or Scratch program to present data analysis campaign.
30	Final project presentations

Robotics Unit Overview

Instructional Day	Topic
1	What is a robot? Identify the criteria that make an item a robot.
2-3	Evaluate robot body designs and create algorithms to control robot behavior.
4	Set up LEGO® Mindstorms® NXT® kit.
5	Build robot base.
6-7	Introduce the features of NXT Brick—the "brain" of the robot.
8-9	Introduce the features of the Mindstorms NXT software.
10-13	Program the robot using the Mindstorm Robot Educator Software tutorials.
14	Introduce RoboCup real life robotic competition and write instructions for tic-tac-toe.
15	RoboTic-Tac-Toe Tournament and introduction to RoboCupJunior Dance Challenge.
16-18	Build, program, and present a dancing robot.
19-23	Build program and present a rescue robot.
24-33	Final projects and presentations

Code.org Pilot District Partnership Model

Code.org is a 501c3 non-profit organization focused on bringing Computer Science to every K-12 school. In 2013-2014, Code.org is offering select school districts an opportunity to apply to a nationwide, four-year pilot program in which they will receive a package of nationally-recognized CS courses, complete curriculum resources, and multi-year teacher professional development, **at no cost to the district.** This partnership model describes the responsibilities and the relationship between the district, school, and Code.org in order to increase CS opportunities for all students.

What Code.org brings to the District and Schools

01

Advocate & Celebrate

Code.org is composed of three missions: to educate, to advocate, and to celebrate computer science. Advocacy and celebration support and augment the impact of the education initiatives.

Advocacy

- Help in advocacy and lobbying for CS as a college preparatory, core credit (Math or Science) at the state and district level

Celebration

- Marketing of courses through celebrity videos and materials
- Rewards, incentives, student contests
- PR event with local leaders/celebrities in tech, business, and government to celebrate establishment of new courses
- Grassroots outreach to local community of parents to build support for the new program

02

Educate

Code.org provides a complete K-12 package of computer science opportunities consisting of a K-8 course and three nationally recognized 9-12 courses. In addition to curriculum resources and technology tools, Code.org brings a one-day K-8 workshop and multi-year 9-12 professional development experience. **All costs associated with the professional development, including teacher stipends, are covered by Code.org.** The course and professional development model reflect a blended learning approach in which online components are used to enhance in-person learning.

Grades K-8: 20-hour online Blockly course

- 5 hr online pre-workshop PD consisting of Blockly tool tutorials and content building
- 1-day workshop, with stipend
- Online 20 hour course for K-8 students, including unplugged, offline activities

- The K-8 course will be available in December 2013. Separate K-2, 3-5, and 6-8 courses are coming in 2014-2015.

Grade 9-12: Recommended 3 course levels

The three course levels can be implemented as a suggested course sequence (as in a CTE pathway) or a multiple entry point program that meets the needs of many types of kids and allows students with different background experiences to take different paths through the offerings.

Level 1

ECS - Exploring Computer Science (All grades)

- Exploring Computer Science is a nationally recognized introductory college preparatory computer science course designed to support broadening participation in computing and includes curriculum, professional development, and assessments. ECS includes six-unit foundational units with lessons that are designed to promote an inquiry-based approach to teaching and learning foundational concepts in computer science and highlighting the computational practices and problem solving associated with doing computer science.
- The PD experience is based on three major pillars: computer science content/concepts, inquiry, and equity.
- Find more information at: www.exploringcs.org

Level 2

CSP - AP Computer Science Principles (Sophomores/Juniors/Seniors)

- Currently in a three year pilot phase that culminates a series of three year-long pilots during which the curriculum framework and assessment were established --- leading to an AP exam in 2016-2017; the course has been designed from the beginning to broaden participation in computing and computer science.
- The course is far more than an a traditional introduction to programming and the fundamental concepts of computing --- it is a rigorous, engaging, and approachable course designed so that each student will understand how these concepts are transforming the world we live in and how each student can use the concepts in their own lives, studies, and in collaborating to participate in the transformation.
- Code.org will be creating a complete curriculum (lessons, videos, tutorials, assessments, etc.) for CSP that will be available June 2014.
- Find more information at: www.csprinciples.org

Level 3

AP Computer Science A or Elective

- Code.org will connect district with third-party organizations that are endorsed, but not funded by Code.org.
- AP Computer Science A partners
- Electives: Media Computation, AgentSheets, Bootstrap, etc.

Grade 9-12 Blended PD Model	8 in-person days, 60 hours of online PD

Phase 1

Pre-Workshop, 20 hr online component - Knowledge building (pedagogy and CS content)

Phase 2

Summer 5-day, In-person, Core Professional Development Workshop

- Focused on quality CS pedagogy - Teaching content through equity and inquiry.
- Role-play lessons using Teacher/Learner/Observer Model.
- Creating a professional learning community that will extend throughout the Code.org partnership.

Phase 3

Academic Year, 40 hr online component

- Online hangouts, discussion forums, posting of experience reflections, assessment reflections.
- Utilizing the nationwide CS10K Community of Practice.
- Video evaluation system based off the MET Project - Taped participant lessons with feedback/communication between Code.org facilitators and participants.
- Access to the Code.org mentor network and professional volunteers.

Phase 4

3-day, In-person PD workshop

- Reflection and follow-up on the academic year (1 day)
- CSP content PD (2 day)

Partnership Timeline — Please see next page.

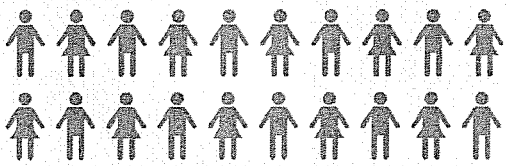
year 1

year 2

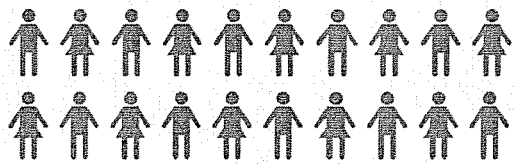
year 3

year 4

Cohort 1
ECS teachers



Cohort 2
ECS and CSP teachers



FALL 2013

District partnership agreement with Code.org

Identification of schools and teachers for Cohort 1

SPRING 2014

Phase 1
20 hr pre-workshop online PD

SUMMER 2014

Phase 2
Summer PD workshop

FALL 2014
SPRING 2015

Phase 3
40 hr online PD

Identification of Master teachers from Cohort 1, go through Phase 1 Master Teacher PD

SUMMER 2015

Phase 4
3 day PD workshop

ECS year 1

ECS year 2 | CSP year 1

ECS year 3 | CSP year 2

Identification of schools and teachers (ECS and CSP)

Phase 1
20 hr pre-workshop online PD

Phase 2
Summer PD workshop run by Cohort 1 Master teacher and Code.org facilitator

ECS year 1 | CSP year 1

ECS year 2 | CSP year 2

FALL 2015
SPRING 2016

Phase 3
40 hr online PD

SUMMER 2016

Phase 4
3 day PD workshop run by Cohort 1 Master teachers

Depending on student demand, a district/school can elect to offer a course from Code.org's third level choices (CS A or Electives). PD will be through a third-party partnership, unfunded by Code.org

FALL 2016
SPRING 2017

First AP CSP exams offered

SUMMER 2017

Code.org releases school from PD program and continues to collect data in order to assess ongoing impact.

Commitments by the District and Schools

01

What a Code.org District commits to

1. CS as a core credit in high school.
   - If it's a District level decision: CS should be a Math or Science credit before first courses offered (Year 2 of partnership)
   - If it's a State level decision: Work with Code.org to make CS count as a Math or Science credit at the state level.
2. Course code at the state/district level by the time students register for courses the year before the specific course is offered.
3. Sharing student data: The district will work with Code.org's external evaluator to share data on student demographics and performance such as grade in course, unit assessments, final year-end assessment.
4. Delegate a district point of contact whose responsibility it is to consistently coordinate with Code.org throughout the multi-year PD process, including bi-weekly phone calls and a prompt response to email.
5. School selection: Select schools for Cohort 1 and 2 based on Code.org's recommended school profile.
   - Strong principal leadership with interest in promoting STEM courses
   - Student demographics fit Code.org's targeted demographics (women and underrepresented groups)
   - Willing and able guidance department
6. Continue mapping courses to national CS standards: Ensure all additional CS course content beyond Code.org's course portfolio continues to map to national CSTA K-12 CS standards.

02

What a Code.org High School commits to

1. Scheduled course: Confirmed spot in the master schedule and an assigned teacher, by the time students register for courses in year 1 of the partnership.
2. Teacher selection: Select teachers to be trained based on Code.org's recommended teacher profile.
   - Experienced (3 years+) teacher committed to staying at the school.
   - Preferably teaching a STEM course or from a STEM background.
   - Experience with using inquiry in the classroom preferred.

- CS experience is not necessary, but some previous knowledge is helpful.

3. Teacher confirmation: Each principal commits that the teacher that attends the PD is the teacher that will be teaching the course in the Fall.
4. Marketing and recruitment: Marketing of the course to teachers, counselors, parents, and students, including actively recruiting girls and underrepresented groups. In this effort, they agree to use Code.org's marketing materials including a presentation to guidance counselors, a dedicated email to all parents, and a video for all students.
5. School is responsible for providing hardware and Internet access.
6. Commitment to professional development: Each teacher commits to all four phases of professional development.
7. Not quenching the fire: Offering both core courses in our package (ECS, CSP) if enrollment numbers are there. This means making room in the master schedule and assigning a teacher to teach any new courses.

03

What a Code.org K-8 School commits to

1. Offering the full 20-hour Blockly course as a separate semester experience or interwoven into an existing course.
2. Teacher selection: Select teachers to be trained based on Code.org's recommended teacher profile.
   - Experienced (3 years+) teacher committed to staying at the school.
   - Preferably teaching a STEM course or from a STEM background.
   - CS experience is not necessary, but some previous knowledge is helpful.
3. Teacher confirmation: Each principal commits that the teacher that attends the PD workshop will be teaching the course.
4. Marketing/Awareness: Make teachers, counselors, parents, and students aware of the course. In this effort, a school agrees to use Code.org's marketing materials including a presentation to guidance counselors, a dedicated email to all parents, and a video for all students.
5. School is responsible for providing hardware and Internet access.
6. Commitment to professional development: Each teacher commits to all phases of professional development.

SUPERINTENDENT
Faith A. Chapel

8489 Madison Avenue NE * Bainbridge Island, Washington 98100 * (206) 842-4714 * Fax: (206) 842-2928

January 23, 2014

To: Faith Chapel

From: Peter Bang-Knudsen

RE: Update on Volunteers Policy and Procedures

On January 30, 2014, I will provide the Board of Directors with an update on the work related to the volunteer policy and procedures. As I noted in my December 12th presentation to the Board, the district is in the process of updating its volunteer handbook and Policy/Procedures 5430 Volunteers. Next week, we will have a committee consisting of parents and staff to review the updated handbook, policy and procedures. After the committee has an opportunity to review and provide suggestions to the draft documents, I will bring the updated draft documents to the board meeting on January 30th for your review and input. After receiving your input on the documents, I will return in February with a first reading of the new volunteer policy.

Listed below are a few items that have been updated and improved from our existing volunteer handbook, policy and procedure:

- Creating clear expectations about the screening process for volunteers that must be completed before volunteers may begin their service.
- Updating the volunteer procedures and handbook to clarify the roles of volunteers, as well as what is unacceptable.
- Ensuring that each volunteer reads and signs the volunteer agreement before beginning service. This volunteer agreement highlights the "dos and don'ts" of volunteering.
- Ensuring that general lunch time supervision and recess duty will be provided by paid-staff.

As always, if you have any additional questions, please do not hesitate to contact me.

Curriculum & Instruction

8489 Madison Avenue NE . Bainbridge Island, Washington 98110-2999 . (206) 780-1067 . Fax (206) 780-1089

TO: Faith Chapel, Superintendent

FM: Julie Goldsmith, Associate Superintendent

RE: Resolution for Waiver of 180-Day Calendar

Date: January 2014

ISSUE

The State Board of Education requires that all schools must have 180 days of attendance. The district currently

All requests for waivers must be accompanied by a resolution adopted and signed by the Board of Directors. If this Resolution is not approved, schools would be required to go back to early release days to conduct student/parent/guardian/ teacher conferences.

Woodward also uses full day conferences in January that provides student-led parent/guardian/teacher conferences. The waiver request includes continuation of 2 full days of conferencing. Approval of Resolution 13 10 11 will allow District staff to use full days for this activity, rather than scheduling multiple half days.

BACKGROUND

For many years our schools utilized early release days for conferences. This disrupted programs, learning, family, and school routines for thousands of children. Many educators believed that full days of parent/guardian/teacher conferences, rather than early release days for conferences would produce a more uniform academic environment, which they believe is better for student learning. Consecutive early release days are disruptive to elementary and middle school routines because:

- Schedules need to be revised to create planning time for every teacher and to enable students with disabilities to access the resource room or related service providers, which can diminish the time devoted to core academics.
- Parents need to alter work schedules and/or find childcare.

- Teachers are often overwhelmed by the requirements of planning for teaching on days when they are conducting conferences.

For the past several years, our schools have utilized full-day parent/guardian/teacher conference schedules. Programs run without disruption and routines that provide structure for children are maintained. In addition, families have greater options for childcare, work release, and family time.

When the full-day conference schedule was established, parent/guardian/teacher conferences took on a new meaning and focus for schools and parents. Teachers were able to teach for five full days, and maintain their focus on instruction, after which they were able to conference for three full days. A critical component of the alternative model has been more time for conferences themselves. At some schools, students participated in the conferences, enabling them to receive the benefit of being part of the conversation regarding their academic progress. Full-day parent/guardian/ teacher conferences enable the conference to be longer by as much as 15 minutes. This helps with getting families truly involved in their kids' education, with more time for questions and answers directly related to their students.

BENEFITS:

Benefits to continuing a full-day conference schedule include:

- protects instructional time;
- eliminates schedule changes and disruption (e.g., changes in specialist schedules) for teachers and students;
- allows teachers to focus on teaching when teaching and conferencing when conferencing;
- protects vulnerable children, including those on IEPs and those receiving tutor and LAP services (typically these programs lose time or are cancelled altogether in order to provide contractual PCP time);
- maintains the focus on teaching and learning for an additional week each year;
- provides more time for longer conferences, typically 35-40 minutes rather than 20-25 minute schedule during early dismissal;
- provides for an option to truly include students in conferences; and
- reduces the burden on families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules.

<u>Recommendation:</u>

Approve Resolution XXXX to continue a waiver of the 180-Day Calendar for the purpose of parent-teacher conferences.

8489 Madison Avenue NE * Bainbridge Island, Washington 98100 * (206) 842-4714 * Fax: (206) 842-2928

RESOLUTION 05-13-14

A RESOLUTION of the Board of Directors of Bainbridge Island School District No. 303, Kitsap County Washington, to request a waiver for the 2014-15, 2015-16, and 2016-17 academic years from the 180-day school year requirement (RCW 28A.150.220) from the State Board of Education pursuant to RCW 28A.305.140, RCW 28A.305.141, and RCW 28A.655.180 (1), as provided for in WAC 180-18-030, WAC 180-18-040, and WAC 180-40-050:

WHEREAS the Bainbridge Island School District seeks a five (5) day waiver from the 180-day calendar for elementary, a four (4) day waiver for intermediate schools and two (2) day waiver for the middle school within the District for the purpose of implementing full-day parent/guardian/teacher conferences;

WHEREAS parents and staff have supported full-day parent/guardian/teacher conference schedule over the more traditional ten half-day schedule with early dismissals;

WHEREAS Bainbridge Island School District educators believe that the conference time with limited early dismissal disruptions, allowed by having full-day conferences twice per year at the K-6 level and once at the 7-8 level, creates a more productive teaching and learning environment;

WHEREAS the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes to permit schools to have schedules and programs that provide an effective educational system for all students or for individual schools in a school system (WAC 180-18);

WHEREAS the waiver for the purpose of full day conferences for K-8 schools supports increased academic achievement by: (1) eliminating ten half days of schedule changes in favor of full-days (less disruption for teachers and students and it protects instructional time); (2) allowing teachers to focus on teaching when teaching and conferencing when conferencing; (3) maintaining the focus on teaching and learning; (4) allowing for longer and more meaningful parent/guardian/teacher/student dialogue with a typical conference extended to 35-40 minutes rather than 20-25 minutes; (5) permitting the inclusion or partial inclusion of students in conferences; and (6) reducing the burden of families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules.

Adopted this 30th day of January, 2014.

_____

_____

_____

_____

_____

BOARD OF DIRECTORS

Attest: _____, Secretary to the Board of Directors

The Washington State Board of Education
Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

Old Capitol Building, Room 253
P.O. Box 47206
600 Washington St. SE
Olympia, Washington 98504

Application for Waiver from the 180-Day School Year Requirement for the Purpose of Parent-Teacher Conferences

Under WAC 180-18-050, adopted by the State Board of Education (SBE) in November 2012, a district seeking a waiver of not more than five days, solely for the purpose of parent-teacher conferences, from the basic education requirement of a minimum 180-day school year shall provide notification of the request to SBE. Notification must be made at least 30 days prior to implementation of the waiver plan. It must include:

- An adopted resolution by the school district board of directors stating, at a minimum, the number of school days and school years for which the waiver is requested, and attesting that the district will meet the minimum instructional hours requirement of RCW 28A.150.220(2) under the waiver plan.

- Information and documentation as specified in WAC 180-18-050(3).

On a determination that all required information and documentation has been received, SBE will, within 30 days of receipt, notify the requesting district by letter that the requirements of the rule have been satisfied and the waiver has been granted.

A district seeking to obtain a waiver of more than five days for the purpose of parent-teacher conferences must request the waiver through the regular Option One process under WAC 180-18-050(1) and (2).

Waivers under this section may include those requested by districts operating state-funded, full-day Kindergarten that are required to implement the Washington Kindergarten Inventory of Developing Skills (WaKIDS) program under RCW 28A.655.080. Under Chapter 323, Laws of 2013, schools administering WaKIDS may use up to three days at the beginning of the school year to meet with parents and families as required in the parent involvement component of the inventory, while counting those days toward the 180-day school year requirement. Any additional days to be used for implementation of WaKIDS require a waiver from the SBE.

Completed application materials for a parent-teacher conference waiver must be submitted by e-mail no later than 30 days before implementation of the waiver plan to:

Jack Archer
State Board of Education
PO Box 47206
Olympia, Washington 98504
360-725-6035; Fax 360-586-2357
Jack.archer@k12.wa.us

Applications must include all information and documentation as provided in WAC 180-18-1050(3) to be considered complete and for the waiver to be granted.

The Washington State Board of Education
Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

Old Capitol Building, Room 253
P.O. Box 47206
600 Washington St. SE
Olympia, Washington 98504

Application for Waiver from 180-day Requirement for the Purpose of Parent-Teacher Conferences

1. Contact Information (Please complete all information below)

Name	Julie Goldsmith
Title	Associate Superintendent
School District	Bainbridge Island
Phone	206 780 1067
Email	jgoldsmith@bisd303.org
Mailing Address	8489 Madison Avenue Bainbridge Island, WA 98110

2. Does the district currently have any 180-day waivers? If yes, please explain.

Yes	If yes, please explain: Currently we have a waiver of 4 days for grades K-6 and a waiver of 2 days for grades 7-8. All are for the purpose of parent conferences.

3. Is the request for all schools in the district? If no, which schools or grades are included in the request?

No If no:	Schools	Grades
	All Elementary/Intermediate Schools (Blakely, Ordway, Wilkes, Sakai, Commodore Options School) and Woodward Middle School	K-8

4. Number of waiver days requested (may not exceed five):

School Years	2014-15	2015-16	2016-17
Number of Days	5 days – grades K-4 4 days – grades 5-6 2 days – grades 7-8	5 days – grades K-4 4 days – grades 5-6 2 days – grades 7-8	5 days – grades K-4 4 days – grades 5-6 2 days – grades 7-8

5. If the request is granted, will the district meet the requirement of RCW 28A.150.220 to make available an annual average instructional hour offering of at least 1,000 hours in grades 1-12 and 450 hours in Kindergarten, increasing for grades 7-12 to 1,080 hours beginning in the 2014-15 school year ?

   yes

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P.O. Box 47206
600 Washington St. SE
Olympia, Washington 98504

6. Explain in detail how the parent-teacher conferences conducted under the waiver plan will be used to improve student achievement.

   To provide meaningful time for parents and teachers to talk about student learning and growth of learning over time. The use of full day parent/guardian/teacher conferences increases academic achievement by: 1) protecting instructional time; 2) eliminating schedule changes and disruption (e.g., changes in specialist schedules) for teachers and students; 3) allowing teachers to focus on teaching when teaching and conferencing when conferencing; 4) protecting vulnerable children including those on IEPs and those receiving tutor and LAP services (typically these programs lose time or are cancelled altogether in order to provide contractual PCP time); 5) maintaining the focus on teaching and learning for an additional week each year; 6) providing more time for longer conferences, typically 35-40 minutes rather than 20-25 minute schedule during early dismissal; 7) providing for an option to truly include students in conferences; and 8) reducing the burden on families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules.

7. Explain the district's reasons for electing to conduct parent-teacher conferences through full days rather than partial days.
   Many educators believed that full days of parent/guardian/teacher conferences, rather than early release days for conferences would produce a more uniform academic environment, which they believe is better for student learning. Consecutive early release days are disruptive to elementary and middle school routines. Schedules need to be revised to create planning time for every teacher and to enable students with disabilities to access the resource room or related service providers, which can diminish the time devoted to core academics. Parents need to alter work schedules and/or find childcare. Teachers are often overwhelmed by the requirements of planning for teaching while conducting conferences.

8. State the number of partial days (half days, early releases, late starts) that will be reduced as a result of implementing the waiver plan.

   This plan maintains the current full day release days for parent conferences and eliminates one half day early release that has been used at the K-4 level for parent conferences.

9. Describe how administrators, teachers, other school and district staff, and parents have participated in the development of the waiver request.

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P.O. Box 47206
600 Washington St. SE
Olympia, Washington 98504

A district-wide committee comprised of parents and staff developed the initial plan for revising the conference day schedule from half days to full days. Community and staff surveys were completed to assist in the development of the original plan to convert numerous half day conferencing into full day periods. Staff and parents felt this was a better use of instructional time.

10. In the space below provide an electronic link to the district's collective bargaining agreement with the local education association.

http://bisd303.org/Page/3451

8489 Madison Avenue NE * Bainbridge Island, Washington 98110-2999 * (206) 842-4714 * Fax: (206) 842-2928

January 23, 2014

TO: Faith Chapel, Superintendent

FROM: Julie Goldsmith, Associate Superintendent

RE: APPROVAL OF INSTRUCTIONAL MATERIALS

The Instructional Materials Committee met December 17, 2013 and reviewed the following program for approval:

Title/Author or Publisher	Grade Level/Course
Kelso's Choice by Clark & Hipp	Grades K-12/Counseling for Conflict/Resolution

I would like to respectfully submit my recommendation to approve the above materials. Thank you.

Attachments: Meeting Notes

Instructional Materials Committee
12/17/13 Meeting Notes

Attendance:

Julie Goldsmith, Sheryl Belt, Kris Henshaw, Mary Madison, Martha Wells, Victoria Van Nocken, Samantha Everett, and Lynn Erickson

Guests and Non-Voting Members:

Karen Knight (guest and requestor)

Agenda

Kelso's Choice, a problem solving program by Barbara Clark and Diane Hipp and published by Cerebellum Corporation (@ 2011) was submitted for review by Karin Knight, Counselor at Blakely, to use in the Kindergarten through Second grade classes at Blakely.

Program Description:

Kelso's Choice is a problem solving/character education curriculum created for elementary students through 6th grade. This program will provide an elementary student with an introduction to problem solving skills and will teach students how to differentiate between small and large problems and will give students options to choose from to solve the smaller problems more easily and independently. The differentiated curriculum is research-based, lessons are 30 minutes in length, easy to implement and take very little teacher preparation or training. This curriculum is used prevalently in both the Seattle Schools and in other Kitsap County schools and many reported a reduction in rule breaking behavior and incidents of conflicts.

Synopsis of the Committee Discussion and Recommendation:

Members of the committee considered the program a terrific tool to use both at school and at home and felt it provided the consistency and fluidity needed to support the teaching of social thinking skills and basic conflict-resolution, a major emphasis for all students on the spectrum, and would allow time for the school counselor to work with students on the subject right in the classroom.

A motion was made and seconded to approve the *Kelso's Choice* program for any teacher or counselor to use at grades K-12. The IMC members present voted unanimously to approve the motion and the motion was carried.

Respectfully submitted by Judy Kornbau, Recorder

Curriculum & Instruction

8489 Madison Avenue NE . Bainbridge Island, Washington 98110-2999 . (206) 780-1067 . Fax (206) 780-1089

TO: Faith Chapel, Superintendent

FM: Julie Goldsmith, Associate Superintendent

RE: Policy and Procedure 3122, Excused and Unexcused Absences

Date: January 24, 2014

Attached for a second reading by the Board of Directors is Policy 3122, Excused and Unexcused Absences. The Washington State School Directors Association (WSSDA) has provided recommendations for the revisions.

Background Information:

The Washington legislature amended RCW 28A.225.030 and 28A. 225.035 to change the mandatory truancy petition filing provisions to apply only to students under seventeen years of age. The amendments also require initial petitions to contain information about the student's academic status, and prohibit issuance of a bench warrant at an initial truancy hearing. In addition, school districts must periodically update the court about the child's academic status in school on a schedule to be determined by the court, with the first report to be received no later than three months from the date at which the court assumes jurisdiction. The measures are anticipated to provide substantial annual cost savings to the state and school districts. WSSDA has updated Model Policy and Procedure 3122 to reflect the changes.

Recommended Action: Approve Policy 3122, Excused and Unexcused Absences

EXCUSED AND UNEXCUSED ABSENCES

Students are expected to attend all assigned classes each day. School staff will keep a record of absence and tardiness, including a call log and/or a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences.

Excused Absences

Punctual and regular school attendance is necessary for mastery of the educational program provided to students of the district. Students at times may appropriately be absent from class. The following principles shall govern the development and administration of attendance procedures within the district:

The following are valid excuses for absences:

1. **Participation in a district or school approved activity or instructional program;**
2. **Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental or optometry);**
3. **Family emergency, including, but not limited to, a death or illness in the family;**
4. **Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;**
5. **Court, judicial proceeding or serving on a jury;**
6. **Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;**
7. **State-recognized search and rescue activities consistent with RCW 28A.225.055;**
8. **Absence directly related to the student's homeless status;**
9. **Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion); and**
10. **Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.**

The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

~~Absences due to illness or a health condition; a religious observance, when requested by a student's parent(s); school-approved activities; family emergencies; and, as required by~~

~~law, disciplinary actions or short-term suspensions shall be excused. The principal may, upon request by a parent, grant permission in advance for a student's absence providing such absence does not adversely affect the student's educational progress. A student, upon the request of a parent, may be excused for a portion of a school day to participate in religious instruction, provided such is not conducted on school property or involves the school to any degree.~~

A. If an absence is excused, the student shall be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher, except that in participation-type classes a student's grade may be affected because of the student's inability to make up the activities conducted during a class period.

B. An excused absence shall be verified by the parent(s), or adult, emancipated or appropriately aged student, or school authority responsible for the absence. **If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.**

Unexcused Absences

A. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.

B. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused shall experience the consequences of his/her absence. A student's grade shall be affected if a graded activity or assignment occurs during the period of time when the student is absent.

C. The school will make reasonable efforts to notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one (1) unexcused absence within any month during the current school year. The notification shall include the potential consequences of additional unexcused absences. A conference with the parent or guardian shall be held after two (2) unexcused absences within any month during the current school year. A student may be suspended or expelled for habitual truancy. Prior to suspension or expulsion, the parent(s) shall be notified in writing, in his/her primary language, that the student has unexcused absences.

A conference shall be scheduled to determine what corrective measures should be taken to ameliorate the cause for the student's absences from school. If the parent does not

attend the conference, the parent shall be notified of the steps the district has decided to take to reduce the student's absences.

Not later than the student's fifth (5^{th}) unexcused absence in a month, the district shall enter into an agreement with the student and parent(s) that establishes school attendance requirements, refer the student to a community truancy board, or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

If such action is not successful, the district shall file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent(s), student, or parent(s) and student no later than the seventh (7^{th}) unexcused absence within any month during the current school year, or upon the tenth (10^{th}) unexcused absence during the current school year.

D. All suspensions and/or expulsions shall be reported in writing to the superintendent within twenty-four (24) hours after imposition.

The superintendent shall enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures shall be disseminated broadly and made available to parents and students annually.

Cross References:	Board Policy	3241(6)	Suspensions or Expulsions
		3230	Student Privacy
Legal References:	RCW	13.34.300	Failure to cause juvenile to attend school as evidence under neglect petition
		28A.225	Compulsory School Attendance
	WAC	180-16-215(4)	Minimum 180 school day year—Five day flexibility—Students graduating from high school
		392-400-235	Discipline--Conditions and limitations
		392-400-260	Long-term suspension--Conditions and limitations
	20 USC	1400-14910	IDEA (1997 Individuals with Disabilities Education Act)

8489 Madison Avenue NE * Bainbridge Island, Washington 98100 * (206) 842-4714 * Fax: (206) 842-2928

To: Faith Chapel, Superintendent
From: Randi Ivancich, Director of Instructional Technology & Assessment
Date: January 30, 2014
Re: Technology Projects and School Technology Levy Monthly Report

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The Bainbridge Island School District will use technology to ensure that every student is ready for success.

Technology Levy Budget Summary

This summary provides information on the encumbrances to date applied to the 2010 School Technology Levy budget for the 2013/2014 school year.

FY 2013/2014 Technology Levy Budget		$1,856,300
Encumbered Purchase Orders	$ 305,802	
Expenditures to Date	$ 444,328	
Total Encumbrances to Date		$ 750,130
FY 2012/2013 Technology Levy Budget Balance		$1,106,170

Learning, Teaching, and Assessment

The staff from Ordway, Sakai and Bainbridge High School have placed orders for student computing devices. A successful phase 1 of the pilot of Chromebooks at Ordway and BHS have prompted them to initiate a phase 2 and involve more students and teachers. All three schools have ordered combinations of desktops, laptops, and Chromebooks for students to use in classrooms to meet student computing needs based on the curriculum.

We are offering technology professional development opportunities for all certificated staff during January and early February. The sessions include training in Google Apps for Education, Moodle 2.5, iPads in Special Education, BISD website, Homeroom data dashboard, Skyward, and Smart Notebook/Smartboard. These sessions provide training opportunities for those staff who were not able to attend the August Technology Professional Development sessions.

NWEA MAP testing for the winter test period will be February 3- 27, 2014. Each school will establish its own testing schedule.

Technology Department staff are preparing the computer images and systems to support the state online Measurement of Student Progress (MSP) testing for students in grades 3-8. Once the testing system is deployed on BISD computers, students will be able to practice with the tools used in the online tests and learn to navigate through the tests. The online MSP testing test window is April 23 – May 30, 2014.

2010 TECHNOLOGY LEVY
2013-14 District Fiscal Year Summary

		ESTIMATED BUDGET	ENCUMBERED TO DATE (TOTAL AMT)	EXPENDITURES TO DATE	ENCUMBERED PO BALANCE	LEVY BUDGET BALANCE
LEARNING:						
Engage and Empower		**728,225**				**589,544**
Hardware		626,975	116,146	76,719	39,427	510,829
Software		96,250	22,535	18,686	3,849	73,715
Professional Development		5,000	0	0	0	5,000
Sub-total LEARNING			138,681	95,405	43,275	
TEACHING:						
Prepare and Connect		**289,449**				**155,874**
Hardware		159,588	14,822	14,822	0	144,766
Software		0	0	0	0	0
Professional Development		129,861	118,753	103,117	15,636	11,108
Sub-total TEACHING			133,575	117,939	15,636	
ASSESSMENT:						
Measure What Matters		**78,500**				**23,439**
Hardware		5,000	0	0	0	5,000
Software		58,500	53,234	53,234	0	5,266
Professional Development		15,000	1,827	397	1,430	13,173
Sub-total ASSESSMENT			55,061	53,630	1,430	
INFRASTRUCTURE:						
Access and Enable		**260,000**				**254,070**
Hardware		207,500	3,573	3,573	0	203,927
Software		42,500	2,357	2,357	0	40,143
Professional Development		10,000	0	0	0	10,000
Sub-total INFRASTRUCTURE			5,930	5,931	(0)	
COMMUNICATIONS + PRODUCTIVITY		**234,000**				**79,931**
Hardware		116,000	80,098	31,509	48,588	35,902
Software		108,000	73,254	71,849	1,406	34,746
Professional Development		10,000	717	417	300	9,283
Sub-total COMM. + PROD.			154,069	103,775	50,294	
Technical Support		266,126	262,814	67,648	195,166	3,312
Sub-total Technical Support			262,814	67,648	195,166	
= Total	$	**$1,856,300**	**$750,130**	**$444,328**	**$305,802**	**$1,106,170**

SUPERINTENDENT
Faith A. Chapel

8489 Madison Avenue NE * Bainbridge Island, Washington 98100 * (206) 842-4714 * Fax: (206) 842-2928

MEMORANDUM

To: Faith Chapel, Superintendent Date: January 23, 2014

From: Peggy Paige, Director of Business Services

RE: Monthly Financial Reports – December

Attached are the financial reports for the month ending December 31, 2013

1. General Fund
   a. Analysis
2. Summary of Fund Balances
   a. Budget Status Reports

Analysis of General Fund

Revenue

Total General Fund revenues to December 31 were $13.2 million, 3.4% more than for the same period last year and at the average. Tax collections are slightly above the expected average. Local nontax revenues are below the 3 year average. A donation from the Bainbridge Schools Foundation was received earlier in a prior year so the expected percentage is inflated. State revenues are consistent with state funding expectations and *budgeted* enrollment. Transportation is consistent with budget estimates and will not be adjusted for actual ridership until later in the year. While Federal revenues are up compared to the expected average they are similar to prior year at this time. Title II revenues are being reimbursed on a monthly basis since we are using the funds to support two positions. In prior years we have used these funds for staff development activities that may not have occurred every month.

Expenditure

Expenditures for the year to December total $13.3 million, which is 9.6% higher than for the same period last year. Year-to-date expenditures are above the average.

Total expense for Regular (Basic) Education increased 11% over last year and is above the average. While some of this increase is due to salary adjustments (restoration of previous year reductions) and payment for extra professional development days at the beginning of the school year we are spending at a pace that suggests that we will exceed budget estimates. We will begin to review actual FTE and staffing costs to budget estimates after the January payroll is posted.

Total special education costs are up 8.5% compared to last year and are above the 3-year average. This area is also impacted by salary restoration and payment for extra days and will also be reviewed to compare budgeted FTE to actual FTE. Payments for outside services will also be reviewed to determine the extent to which they may exceed budget estimates. Some of these excess costs *may* be offset with an increase in Safety Net revenues.

Vocational expense is down from last year and the average. Certificated salaries should come in below budget due to staffing changes.

Compensatory education is as expected per the annual budget. This category fluctuates throughout the year due to the fact that certain expense items (such as teacher certification bonus) do not occur in a regular monthly pattern.

Other Instruction reflects expenditures for the Highly Capable Program. This category will fluctuate during the year as activities occur.

Total Support Services is above last year and the average. Transportation/Motor Pool expenditures are below last December, primarily in the purchase of supplies (including diesel). Operation, Buildings is down from last year but above the average. Benefit costs may have been slightly under-budgeted in this area and will be reviewed. Utilities are up from prior year and above the expected average but we are expecting reimbursement by the Parks Department for propane use at the pool. Food Service is in line with budget at this time. Maintenance is up from prior year due to some necessary (but unbudgeted) costly repairs related to a sewer lift station and also a variation in payment cycle for contracted services. This area will also be reviewed to compare actual FTE to budget estimates. Information Services increases are related to contract renewals and purchases that were reimbursed with Tech Levy funds this month. The reimbursement is recorded as revenue rather than a reversal of the original expenditure. Central Office expenditures are up from prior year and currently running above the average. There have been unbudgeted expenditures (review of all certificated personnel files, leasehold tax due on parking revenues) and atypical levels of expense in substitute costs, overtime and legal fees.

Cash Flow

Net cash outflow during December was $727,175. As of December 31, 2013, the closing cash balance in the general fund was $2,710,550.

GENERAL FUND
Summary of Revenues & Expenses
December 31, 2013

	Dec-13 Actual YTD $	% Incr/Decr prior year	Dec-12 Actual YTD $	Annual Budget Budget	% YTD	Avg %
Revenues - By Revenue Source						
Local Taxes	4,014,814	-0.5%	4,033,648	8,806,000	45.6%	45.1%
Local Nontax	1,164,551	1.5%	1,147,319	3,157,900	36.9%	38.9%
State, General Purpose						
Basic Education	6,388,420	8.6%	6,010,284	19,665,000	32.5%	33.1%
Special Education	137,532	6.6%	129,024	425,000	32.4%	34.2%
State, Special Purpose						
Special Education	745,702	0.0%	745,385	2,645,000	28.2%	31.3%
Transportation	275,504	1.2%	272,201	945,000	29.2%	32.5%
Other	238,795	29.1%	184,969	664,900	35.9%	34.6%
Federal, Special Purpose	328,847	-2.7%	337,815	1,188,700	27.7%	23.8%
TOTAL	13,294,165	3.4%	12,860,645	37,497,500	**35.5%**	**35.9%**

	Actual YTD $	% Incr/Decr prior year	Actual YTD $	Budget	% YTD	Avg %
Expenses - By program code						
Regular Instruction*						
Teaching	5,918,114	12.6%	5,253,577	17,679,639	33.5%	32.2%
Principal	762,239	5.8%	720,385	2,303,166	33.1%	32.7%
Guidance/Counseling	347,969	10.1%	315,944	1,049,612	33.2%	31.7%
Learning Resources	263,099	2.4%	256,946	651,939	40.4%	36.6%
Extracurricular	252,549	-5.2%	266,453	610,369	41.4%	39.4%
Other	376,852	17.1%	321,874	1,012,000	37.2%	33.7%
Total Regular (Basic) Ed.	7,920,822	**11.0%**	7,135,180	23,306,725	**34.0%**	**32.6%**
Special Education						
Teaching	1,329,094	7.2%	1,240,266	3,625,388	36.7%	32.9%
Other	541,197	12.0%	483,142	1,610,026	33.6%	32.7%
Total Special Ed.	1,870,291	**8.5%**	1,723,409	5,235,414	**35.7%**	**32.8%**
Vocational Education	260,157	-13.1%	299,426	933,855	27.9%	31.8%
Compensatory Education	149,028	-2.7%	153,206	670,646	22.2%	31.8%
Other Instruction	17,398	-8.1%	18,937	36,407	47.8%	22.6%
Support Services						
Transportation/Motor Pool	469,393	-6.5%	502,251	1,407,692	33.3%	35.2%
Operation Buildings	494,320	-1.1%	499,713	1,426,972	34.6%	33.1%
Utilities	350,513	29.5%	270,709	1,290,000	27.2%	23.6%
Food Services	350,792	-1.9%	357,513	956,526	36.7%	36.4%
Maint/Grounds	339,836	10.9%	306,468	844,249	40.3%	34.2%
Information Services	312,128	24.1%	251,435	705,129	44.3%	35.8%
Central Office	502,228	33.2%	376,907	1,437,068	34.9%	32.4%
Other	281,680	8.4%	259,836	337,102	83.6%	80.7%
Total Support Services	3,100,890	**9.8%**	2,824,833	8,404,738	**36.9%**	**34.7%**
TOTAL	13,318,586	9.6%	12,154,990	38,587,785	**34.5%**	**33.1%**
Excess (Deficiency) of Revenues over Expenditures	(24,421)		705,654	(1,090,285)		

GENERAL FUND CASH FLOW FORECAST 2013-14
December 2013

	Actual August	Actual September	Actual October	Actual November	Actual December	Projected January	Projected February
OPENING CASH BALANCE							
Imprest	6,800.00	6,800.00	6,800.00	6,800.00	6,800.00		
Cash on hand	(466.44)	151,796.11	135,962.79	77,387.54	92,129.47		
Cash on deposit	1,143,553.36	1,575,365.97	1,726,806.39	3,740,316.24	1,920,488.67		
Warrants outstanding	(937,667.93)	(1,256,735.52)	(1,406,631.35)	(1,250,590.74)	(1,107,944.64)		
Investments	3,122,187.97	2,623,531.67	1,824,622.57	1,825,447.92	2,526,251.72		
Total opening cash balance	*3,334,406.96*	*3,100,758.23*	*2,287,560.40*	*4,399,360.96*	*3,437,725.22*	*2,710,550.54*	*2,266,902.71*
Cash Inflows							
Local taxes	50,026.73	274,788.31	2,872,732.60	816,891.19	50,401.84	168,859.10	170,557.43
Local Support nontax	12,977.88	588,945.10	223,441.65	176,718.73	175,445.68	237,863.29	244,231.80
State, general purpose	1,901,633.82	1,805,717.59	1,807,744.97	1,104,737.51	1,807,752.28	1,906,801.45	1,914,179.24
State, special purpose	559,214.76	298,939.77	304,082.70	188,433.61	308,680.90	312,350.36	360,430.09
Federal, general purpose	-	-	-	-	-	-	-
Federal, special purpose	290,737.33	(3,154.43)	109,641.59	130,250.81	92,108.80	119,034.04	58,542.09
Other Financing Sources	50,013.62	-	-		159,863.97	-	-
Adjustments (accruals,receivables due)	*(68,977.42)*	204,939.98	2,589.85				
Total cash inflows	*2,795,626.72*	*3,170,176.32*	*5,320,233.36*	*2,417,031.85*	*2,594,253.47*	*2,744,908.25*	*2,747,940.64*
Cash Outflows							
Regular Instruction	(2,079,156.22)	(2,280,623.77)	(1,882,448.34)	(1,983,276.17)	(1,774,473.50)	(1,943,024.89)	(1,921,894.04)
Special Education Instruction	(400,177.87)	(437,658.68)	(462,705.33)	(493,461.85)	(476,465.43)	(465,939.56)	(468,768.59)
Vocational Education Instruction	(83,038.80)	(58,612.47)	(77,256.82)	(61,825.65)	(62,461.74)	(61,364.51)	(57,616.66)
Compensatory Education Instruction	(36,378.34)	(36,990.65)	(36,163.17)	(40,094.74)	(35,779.41)	(14,054.91)	(36,625.25)
Other Instructional Programs	(73,401.13)	(573.77)	(2,346.09)	(11,347.45)	(3,130.97)	(4,472.15)	1,284.43
Support services	(729,549.09)	(596,957.69)	(754,254.80)	(849,249.81)	(900,428.19)	(699,700.05)	(705,841.62)
Adjustments (accruals,payables due)	372,426.00	(571,957.12)	6,741.75	60,588.08	(68,688.91)		
Total cash outflows	*(3,029,275.45)*	*(3,983,374.15)*	*(3,208,432.80)*	*(3,378,667.59)*	*(3,321,428.15)*	*(3,188,556.08)*	*(3,189,461.73)*
Net change in cash balance	**(233,648.73)**	**(813,197.83)**	**2,111,800.56**	**(961,635.74)**	**(727,174.68)**	**(443,647.83)**	**(441,521.09)**
CLOSING CASH BALANCE	**3,100,758.23**	**2,287,560.40**	**4,399,360.96**	**3,437,725.22**	**2,710,550.54**	**2,266,902.71**	**1,825,381.62**
Composition of closing cash balance							
Imprest	6,800.00	6,800.00	6,800.00	6,800.00	6,800.00		
Cash on hand	151,796.11	135,962.79	77,387.54	92,129.47	66,956.45		
Cash on deposit	1,575,365.97	1,726,806.39	3,740,316.24	1,920,488.67	1,328,195.69		
Warrants outstanding	(1,256,735.52)	(1,406,631.35)	(1,250,590.74)	(1,107,944.64)	(1,218,613.08)		
Investments	2,623,531.67	1,824,622.57	1,825,447.92	2,526,251.72	2,527,211.48		
Total closing cash balance	*3,100,758.23*	*2,287,560.40*	*4,399,360.96*	*3,437,725.22*	*2,710,550.54*	-	-

GENERAL FUND CASH FLOW FORECAST 2013-14
December 2013

	Projected March	Projected April	Projected May	Projected June	Projected July	Projected August	**Budget 2013-14**
OPENING CASH BALANCE							
Imprest							
Cash on hand							
Cash on deposit							
Warrants outstanding							
Investments							
Total opening cash balance	*1,825,381.62*	*1,747,088.72*	*3,886,222.75*	*3,456,841.02*	*2,490,965.67*	*2,043,330.42*	
Cash Inflows							
Local taxes	307,803.34	2,840,908.00	1,074,061.69	134,571.78	46,053.77	46,290.36	8,806,000.00
Local Support nontax	385,796.77	224,367.01	256,993.32	233,250.91	110,119.26	144,330.15	3,157,900.00
State, general purpose	1,903,406.60	1,890,921.17	1,049,336.35	1,169,606.79	2,158,627.33	2,151,406.05	20,090,000.00
State, special purpose	364,195.12	350,708.27	218,686.08	271,691.58	392,209.80	466,957.99	3,983,900.00
Federal, general purpose	-	-	-	-	-	-	
Federal, special purpose	104,617.89	88,366.05	168,736.63	173,661.00	112,315.66	152,738.86	1,188,700.00
Other Financing Sources	40,000.00		-	35,000.00	-	35,000.00	271,000.00
Adjustments (accruals,receivables due)		50,000.00	6,000.00	2,000.00		140,000.00	
Total cash inflows	*3,105,819.73*	*5,445,270.49*	*2,773,814.07*	*2,019,782.06*	*2,819,325.82*	*3,136,723.42*	*37,497,500.00*
Cash Outflows							
Regular Instruction	(1,913,123.41)	(1,995,110.03)	(1,907,503.97)	(1,907,606.41)	(1,876,848.53)	(1,821,556.51)	23,306,725.00
Special Education Instruction	(464,870.64)	(463,317.90)	(464,779.21)	(467,428.50)	(435,036.63)	(440,043.00)	5,235,414.00
Vocational Education Instruction	(76,848.15)	(78,356.17)	(73,274.29)	(75,057.11)	(70,916.98)	(69,391.66)	933,855.00
Compensatory Education Instruction	(32,581.27)	(33,841.78)	(32,044.64)	(51,307.62)	(105,478.15)	(153,154.69)	670,646.00
Other Instructional Programs	(3,407.47)	(3,569.52)	(4,608.50)	(2,394.28)	(13,574.14)	(11,169.40)	66,407.00
Support services	(693,281.70)	(731,941.06)	(720,985.19)	(481,863.48)	(765,106.63)	(553,889.61)	8,374,738.00
Adjustments (accruals,payables due)						75,000.00	
Total cash outflows	*(3,184,112.63)*	*(3,306,136.46)*	*(3,203,195.80)*	*(2,985,657.41)*	*(3,266,961.07)*	*(2,974,204.87)*	*38,587,785.00*
Net change in cash balance	**(78,292.90)**	**2,139,134.03**	**(429,381.73)**	**(965,875.35)**	**(447,635.25)**	**162,518.54**	**(1,090,285.00)**
CLOSING CASH BALANCE	**1,747,088.72**	**3,886,222.75**	**3,456,841.02**	**2,490,965.67**	**2,043,330.42**	**2,205,848.97**	
Composition of closing cash balance							
Imprest							
Cash on hand							
Cash on deposit							
Warrants outstanding							
Investments							
Total closing cash balance	-	-	-	-	-	-	

SUMMARY OF FUND BALANCES

31-Dec-13

	Dec-13 YTD Actual	2013-14 Annual Budget
General Fund		
Opening fund balance		
Reserved for Inventory	165,000.00	200,000.00
Restricted for Carryover	-	-
Committed to Minimum Fund Balance	1,100,000.00	1,100,000.00
Assigned to Other Purposes	1,265,000.00	1,100,000.00
Unassigned	326,741.53	300,000.00
Total opening fund balance	2,856,741.53	2,700,000.00
Revenue	13,294,165.17	37,497,500.00
Expenditure	(13,318,586.49)	(38,587,785.00)
Excess (Deficiency) of Revenues over Expenditures	(24,421.32)	(1,090,285.00)
Reserved for Inventory	165,000.00	200,000.00
Restricted for Carryover	-	-
Committed to Minimum Fund Balance	1,100,000.00	1,100,000.00
Assigned to Other Purposes	1,265,000.00	150,000.00
Unassigned	302,320.21	159,715.00
Total closing fund balance	2,832,320.21	1,609,715.00
Capital Projects Fund		
Opening fund balance	5,944,861.46	6,000,000.00
Revenue	711,811.95	8,575,000.00
Expenditure	(1,590,535.82)	(9,067,516.00)
Reserve of bond proceeds	3,591,768.22	4,746,345.00
Reserve of levy proceeds	1,237,460.35	482,139.00
Unreserved Fund Balance	236,909.02	279,000.00
Closing fund balance	5,066,137.59	5,507,484.00
Debt Service Fund		
Opening fund balance	3,608,198.52	3,570,000.00
Revenue	3,741,763.71	8,355,000.00
Expenditure		
Principal	(2,115,000.00)	(5,040,000.00)
Interest	(1,739,378.88)	(3,585,000.00)
Other	-	(5,000.00)
Closing fund balance	3,495,583.35	3,295,000.00
ASB Fund		
Opening fund balance	309,891.04	283,000.00
Revenue	236,475.05	643,800.00
Expenditure	(121,470.28)	(881,319.00)
Closing fund balance	424,895.81	45,481.00
Transportation Vehicle Fund		
Opening fund balance	416,493.32	410,000.00
Revenue		
Depreciation	-	40,000.00
Investment Earnings	571.73	1,500.00
Grant Revenue	-	-
Sale of Equipment		
Expenditure	-	(340,000.00)
Closing fund balance	417,065.05	111,500.00

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2013 (September 1, 2013 - August 31, 2014)

For the BAINBRIDGE ISLAND SD #303 School District for the Month of December , 2013

	ANNUAL	ACTUAL	ACTUAL			
REVENUES/OTHER FIN. SOURCES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
00 LOCAL TAXES	8,806,000	50,401.84	4,014,813.94		4,791,186.06	45.59
00 LOCAL SUPPORT NONTAX	3,157,900	175,445.68	1,164,551.16		1,993,348.84	36.88
00 STATE, GENERAL PURPOSE	20,090,000	1,807,752.28	6,525,952.35		13,564,047.65	32.48
00 STATE, SPECIAL PURPOSE	3,983,900	308,680.90	1,100,136.98		2,883,763.02	27.61
00 FEDERAL, GENERAL PURPOSE	0	.00	.00		.00	0.00
00 FEDERAL, SPECIAL PURPOSE	1,188,700	92,108.80	328,846.77		859,853.23	27.66
00 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
00 OTHER AGENCIES AND ASSOCIATES	0	.00	.00		.00	0.00
00 OTHER FINANCING SOURCES	271,000	159,863.97	159,863.97		111,136.03	58.99
Total REVENUES/OTHER FIN. SOURCES	37,497,500	2,594,253.47	13,294,165.17		24,203,334.83	35.45
EXPENDITURES						
Regular Instruction	23,304,625	1,774,473.50	7,920,821.78	255,358.00	15,128,445.22	35.08
Federal Stimulus	0	.00	.00	0.00	.00	0.00
Special Ed Instruction	5,236,914	476,465.43	1,870,291.29	216,244.50	3,150,378.21	39.84
Voc. Ed Instruction	933,855	62,461.74	260,156.68	15,194.28	658,504.04	29.49
Skills Center Instruction	0	.00	.00	0.00	.00	0.00
+60 Compensatory Ed Instruct.	670,646	35,779.41	149,027.97	26,247.54	495,370.49	26.14
Other Instructional Pgms	36,907	3,130.97	17,398.28	5,426.87	14,081.85	61.85
Community Services	30,000	.00	.00	0.00	30,000.00	0.00
Support Services	8,374,838	900,428.19	3,100,890.49	1,194,968.74	4,078,978.77	51.29
Total EXPENDITURES	38,587,785	3,252,739.24	13,318,586.49	1,713,439.93	23,555,758.58	38.96
OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
OTHER FINANCING USES (GL 535)	0	.00	.00			
EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER)EXP/OTH FIN USES(A-B-C-D)	1,090,285-	658,485.77-	24,421.32-		1,065,863.68	97.76-
TOTAL BEGINNING FUND BALANCE	2,700,000		2,856,741.53			
G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXX		.00			
TOTAL ENDING FUND BALANCE (E+F + OR - G)	1,609,715		2,832,320.21			

ENDING FUND BALANCE ACCOUNTS:		
L 810 Restricted For Other Items	0	.00
L 815 Restric Unequalized Deduct Rev	0	.00
L 821 Restrictd for Carryover	0	.00
L 825 Restricted for Skills Center	0	.00
L 828 Restricted for C/O of FS Rev	0	.00
L 830 Restricted for Debt Service	0	.00
L 835 Restrictd For Arbitrage Rebate	0	.00
L 840 Nonspnd FB - Invent/Prepd Itms	200,000	165,000.00
L 845 Restricted for Self-Insurance	0	.00
L 850 Restricted for Uninsured Risks	0	.00
L 870 Committed to Other Purposes	0	.00
L 872 Committd to Min Fnd Bal Policy	1,100,000	1,100,000.00
L 875 Assigned Contingencies	0	.00
L 884 Assigned to Other Cap Projects	0	.00
L 888 Assigned to Other Purposes	150,000	1,265,000.00
L 890 Unassigned Fund Balance	159,715	302,320.21
TOTAL	1,609,715	2,832,320.21

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2013 (September 1, 2013 - August 31, 2014)

For the BAINBRIDGE ISLAND SD #303 School District for the Month of December , 2013

REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
000 Local Taxes	1,525,000	8,708.15	702,293.75		822,706.25	46.05
000 Local Support Nontax	50,000	2,083.75	9,518.20		40,481.80	19.04
000 State, General Purpose	0	.00	.00		.00	0.00
000 State, Special Purpose	0	.00	.00		.00	0.00
000 Federal, General Purpose	0	.00	.00		.00	0.00
000 Federal, Special Purpose	0	.00	.00		.00	0.00
000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
00 Other Agencies and Associates	0	.00	.00		.00	0.00
00 Other Financing Sources	7,000,000	.00	.00		7,000,000.00	0.00
Total REVENUES/OTHER FIN. SOURCES	8,575,000	10,791.90	711,811.95		7,863,188.05	8.30
EXPENDITURES						
Sites	500,000	172,403.08	703,077.01	100,234.36	303,311.37-	160.66
Buildings	6,678,453	255,189.31	634,816.69	141,012.74	5,902,623.57	11.62
Equipment	1,618,063	47,105.87	92,778.15	201,129.41	1,324,155.44	18.16
Energy	0	.00	.00	0.00	.00	0.00
Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	8,796,516	474,698.26	1,430,671.85	442,376.51	6,923,467.64	21.29
OTHER FIN. USES TRANS. OUT (GL 536)	271,000	159,863.97	159,863.97			
OTHER FINANCING USES (GL 535)	0	.00	.00			
EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER)EXP/OTH FIN USES(A-B-C-D)	492,516-	623,770.33-	878,723.87-		386,207.87-	78.42
TOTAL BEGINNING FUND BALANCE	6,000,000		5,944,861.46			
G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXX		.00			
TOTAL ENDING FUND BALANCE (E+F + OR - G)	5,507,484		5,066,137.59			

. ENDING FUND BALANCE ACCOUNTS:

/L 810 Restricted For Other Items	0	.00
/L 825 Restricted for Skills Center	0	.00
/L 830 Restricted for Debt Service	0	.00
/L 835 Restrictd For Arbitrage Rebate	0	.00
/L 850 Restricted for Uninsured Risks	0	.00
/L 861 Restricted from Bond Proceeds	4,746,345	3,591,768.22
/L 862 Committed from Levy Proceeds	482,139	1,237,460.35
/L 863 Restricted from State Proceeds	0	.00
/L 864 Restricted from Fed Proceeds	0	.00
/L 865 Restricted from Other Proceeds	0	.00
/L 866 Restricted Impact Fees	0	.00
/L 867 Restrictd Mitigation Fees	0	.00
/L 869 Restricted fr Undistr Proceeds	0	.00
/L 870 Committed to Other Purposes	0	.00
L 889 Assigned to Fund Purposes	279,000	236,909.02
L 890 Unassigned Fund Balance	0	.00
TOTAL	5,507,484	5,066,137.59

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2013 (September 1, 2013 - August 31, 2014)

For the BAINBRIDGE ISLAND SD #303 School District for the Month of December , 2013

REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
00 Local Taxes	7,418,000	41,147.39	3,275,167.65		4,142,832.35	44.15
00 Local Support Nontax	12,000	493.78	3,369.15		8,630.85	28.08
00 State, General Purpose	0	.00	.00		.00	0.00
00 Federal, General Purpose	925,000	.00	463,226.91		461,773.09	50.08
00 Federal, Special Purpose	0	.00	.00		.00	0.00
00 Other Financing Sources	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	8,355,000	41,641.17	3,741,763.71		4,613,236.29	44.78
EXPENDITURES						
Matured Bond Expenditures	5,040,000	2,115,000.00	2,115,000.00	0.00	2,925,000.00	41.96
Interest On Bonds	3,585,000	1,739,378.88	1,739,378.88	0.00	1,845,621.12	48.52
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	5,000	.00	.00	0.00	5,000.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	8,630,000	3,854,378.88	3,854,378.88	0.00	4,775,621.12	44.66
OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
OTHER FINANCING USES (GL 535)	0	.00	.00			
EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER)EXPENDITURES (A-B-C-D)	275,000-	3,812,737.71-	112,615.17-		162,384.83	59.05-
TOTAL BEGINNING FUND BALANCE	3,570,000		3,608,198.52			
G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXX		.00			
TOTAL ENDING FUND BALANCE (E+F + OR - G)	3,295,000		3,495,583.35			
ENDING FUND BALANCE ACCOUNTS:						
L 810 Restricted for Other Items	0		.00			
L 830 Restricted for Debt Service	3,295,000		3,495,583.35			
L 835 Restrictd For Arbitrage Rebate	0		.00			
L 870 Committed to Other Purposes	0		.00			
L 889 Assigned to Fund Purposes	0		.00			
L 890 Unassigned Fund Balance	0		.00			
TOTAL	3,295,000		3,495,583.35			

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2013 (September 1, 2013 - August 31, 2014)

For the BAINBRIDGE ISLAND SD #303 School District for the Month of December , 2013

REVENUES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
000 General Student Body	151,000	3,236.23	64,350.09		86,649.91	42.62
000 Athletics	96,500	3,136.00	23,095.80		73,404.20	23.93
000 Classes	23,000	.00	.00		23,000.00	0.00
000 Clubs	309,900	2,945.56	127,621.23		182,278.77	41.18
000 Private Moneys	63,400	588.29	21,407.93		41,992.07	33.77
Total REVENUES	643,800	9,906.08	236,475.05		407,324.95	36.73
EXPENDITURES						
000 General Student Body	227,200	331.23	11,570.76	83.74	215,545.50	5.13
000 Athletics	147,700	6,342.25	34,307.66	639.65	112,752.69	23.66
00 Classes	21,500	.00	2,000.00	0.00	19,500.00	9.30
00 Clubs	350,500	10,582.19	65,179.73	94,348.68	190,971.59	45.51
00 Private Moneys	134,419	4,372.13	8,412.13	0.00	126,006.87	6.26
Total EXPENDITURES	881,319	21,627.80	121,470.28	95,072.07	664,776.65	24.57
EXCESS OF REVENUES OVER(UNDER)EXPENDITURES (A-B)	237,519-	11,721.72-	115,004.77		352,523.77	148.42-
TOTAL BEGINNING FUND BALANCE	283,000		309,891.04			
G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXX		.00			
TOTAL ENDING FUND BALANCE C+D + OR - E)	45,481		424,895.81			
ENDING FUND BALANCE ACCOUNTS:						
L 810 Restricted for Other Items	0		.00			
L 819 Restricted for Fund Purposes	45,481		424,895.81			
L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
L 850 Restricted for Uninsured Risks	0		.00			
L 870 Committed to Other Purposes	0		.00			
L 889 Assigned to Fund Purposes	0		.00			
L 890 Unassigned Fund Balance	0		.00			
TOTAL	45,481		424,895.81			

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2013 (September 1, 2013 - August 31, 2014)

For the BAINBRIDGE ISLAND SD #303 School District for the Month of December , 2013

REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
000 Local Taxes	0	.00	.00		.00	0.00
000 Local Nontax	1,500	157.75	571.73		928.27	38.12
000 State, General Purpose	0	.00	.00		.00	0.00
000 State, Special Purpose	40,000	.00	.00		40,000.00	0.00
000 Federal, General Purpose	0	.00	.00		.00	0.00
000 Other Agencies and Associates	0	.00	.00		.00	0.00
000 Other Financing Sources	0	.00	.00		.00	0.00
TOTAL REV/OTHER FIN.SRCS(LESS TRANS)	41,500	157.75	571.73		40,928.27	1.38
9900 TRANSFERS IN FROM GF	0	.00	.00		.00	0.00
Total REV./OTHER FIN. SOURCES	41,500	157.75	571.73		40,928.27	1.38
EXPENDITURES						
pe 30 Equipment	340,000	.00	.00	0.00	340,000.00	0.00
pe 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
pe 90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	340,000	.00	.00	0.00	340,000.00	0.00
OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
OTHER FINANCING USES (GL 535)	0	.00	.00			
EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER)EXP/OTH FIN USES(C-D-E-F)	298,500-	157.75	571.73		299,071.73	100.19-
TOTAL BEGINNING FUND BALANCE	410,000		416,493.32			
G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXX		.00			
TOTAL ENDING FUND BALANCE (G+H + OR - I)	111,500		417,065.05			
ENDING FUND BALANCE ACCOUNTS:						
L 810 Restricted For Other Items	0		.00			
L 819 Restricted for Fund Purposes	111,500		417,065.05			
L 830 Restricted for Debt Service	0		.00			
L 835 Restrictd For Arbitrage Rebate	0		.00			
L 850 Restricted for Uninsured Risks	0		.00			
L 889 Assigned to Fund Purposes	0		.00			
L 890 Unassigned Fund Balance	0		.00			
TOTAL	111,500		417,065.05			

Bainbridge Island SD #303
Facilities/Capital Projects Office

Memo

To: Faith Chapel, Superintendent

From: Tamela Van Winkle, Director Facilities and Capital Projects

Date: 01/30/14

Re: Capital Projects and Facilities Report-December

Capital Projects Budget Summary:

- The attached Bond 2009 Project Summary provides detailed information regarding the current status of the 2009 budget. Please notice that the budget has been realigned with the Bond 2009 request. Through value engineering and project progression we have been able to make these adjustments to the budget:

Estimated Budget	$42,561,137
Encumbered To Date	$33,035,308
Expenditures To Date	$32,735,760
Encumbered PO Balance	$ 299,548
Capital Project Budget Balance	$ 9,525,829

With a few minor projects left at Wilkes the Capital Projects Department is re-directing their efforts toward essential renovations. Future board reports will focus on projects specific to school sites. Priorities will be refined as we review the results of the work associated with the Study and Survey.

Wilkes Replacement

- Spee West continues to manage warranty issues despite the official one-year warranty period ending Dec. 28, 2013. Warranty work completion includes; modifications to the automatic window operators on the high bay windows that open when the temperature exceeds the high set point, upgrades to the proximity card panel and lighting and occupancy sensor refinements. Capital Projects continues to work with Wilkes staff to address needs for additional acoustic wall panels, replacement of the pea gravel within the playground area, creation of user manuals for the sophisticated amps, mixers, and microphones in the music room and the commons, the addition of a backdrop for music performances, and completion of the two remaining card readers for the shared learning areas in the third and fourth grade wings.

Woodward

- Substantial Completion of the Athletic Fields Renovation was achieved on January 14, 2014. The track with rubberized surfacing and striping has been completed and the grass sod and hydro seeding are rooting. While minor punch work remains, it is anticipated that the field and track will be opened to the

school and the community on April 7th – the first day of spring sports. Mike Florian plans to host a grand opening to share with the community the latest improvements at Woodward.

District-General

- Standardization of assisted listening systems is underway. Instructional Support Services and Capital Projects joined forces to identify needs and analyze products. Two "Lightspeed" trial systems are currently under examination for use at the high school where two classrooms have students with immediate needs.

- Improvements to the Ordway music room are in progress. A protective cover has been installed over old acoustic insulation in the music room at Ordway. Additional recommendations are under consideration to address improved acoustical performance.

Commodore

- The Commodore Administration Modernization Project opened to staff on January 4, 2014. Construction began the day after school was released for the holiday break. Electricians, carpenters, drywall installers, painters, and furniture installers of both existing and new pieces worked effectively and efficiently to ensure that the project was completed in time for school to start the New Year. District employees from Technology, Facilities Maintenance and Capital Projects worked collaboratively over the holidays. Thanks to the excellent carpentry skills of our newest addition to the Maintenance staff, Jim Lindsley, the tasks of re-swinging the principal's door and installing framing for a new sliding door were completed in house in a timely manner. Technology coordinated equipment break-down and set-up. Custodian Lisa Pickens cleaned the floor several times, moved heavy desks to storage and adopted the projects as if it were her own home.
- Additional work to complete the project includes finishing and hanging new doors that will enclose the copy/ work room and lessen noise in the front office, modification of an existing base cabinet for paper storage, and an extension of the new entry transaction counter to cover unfinished infrastructure.

CAPITAL PROJECTS BUDGET UPDATE

BOND 2009 PROJECT SUMMARY

As of December 31, 2013

	ESTIMATED BUDGET	ENCUMBERED TO DATE	EXPENDITURES TO DATE	ENCUMBERED PO BALANCE	CP BUDGET BALANCE
Bond Costs					
Bond Costs - 9000	$ 500,000	$ 288,310	$ 288,310	$ 0	$ 211,690
Sub-total Bond Cost	500,000	288,310	288,310	0	211,690
Wilkes					
Wilkes Core - 9001	29,760,611	28,847,207	28,733,530	113,677	913,405
Sub-total Wilkes	29,760,611	28,847,207	28,733,530	113,677	913,405
Blakely Elementary School					
Blakely Essential Renovations - 9010	514,498	46,307	42,367	3,940	468,192
Blakely Roof Replacement - 9015	358,752	668	668	0	358,084
Sub-total Blakely	873,250	46,974	43,034	3,940	826,276
Ordway Elementary School					
Ordway Essential Renovations - 9020	1,048,258	21,438	17,292	4,146	1,026,820
Ordway Portables Roof Replacement - 9025	122,313	48,776	48,776	0	73,537
Sub-total Ordway	1,170,571	70,214	66,068	4,146	1,100,358
Sakai Intermediate School					
Sakai Essential Renovations - 9030	242,250	68,205	68,205	0	174,044
Sub-total Sakai	242,250	68,205	68,205	0	174,044
Woodward Middle School					
Woodward Essential Renovations - 9040	331,787	142,226	130,647	11,579	189,561
Woodward Roof Replacement - 9045	252,792	35,085	35,085	0	217,707
Woodward Site Improvements - 9046	1,003,187	1,128,564	1,028,330	100,234	(125,377)
Sub-total Woodward	1,587,766	1,305,875	1,194,062	111,813	281,891
Bainbridge High School					
Bainbridge HS Essential Renovations - 9050	2,095,170	178,448	178,448	0	1,916,723
Bainbridge HS Roof Replacement - 9055	443,817	2,263	2,263	0	441,554
Sub-total Bainbridge HS	2,538,987	180,710	180,710	0	2,358,277
Commodore Options School					
Commodore Essential Renovations - 9060	993,599	265,034	236,828	28,206	728,564
Commodore Roof Replacement - 9065	56,664	39,409	39,409	0	17,255
Sub-total Commodore	1,050,263	304,443	276,237	28,206	745,819
Transportation					
Transportation Essential Renovations - 9070	713,945	46,260	46,260	0	667,686
Transportation Roof - 9075	35,559	293	293	0	35,267
Sub-total Transportation	749,504	46,552	46,552	(0)	702,952
District Office					
Disrict Office Essential Renovations - 9080	118,378	117,792	117,312	480	586
Sub-total District Office	118,378	117,792	117,312	480	586
Districtwide Security					
Districtwide Security - 9090	473,533	80,820	79,439	1,381	392,713
Sub-total Districtwide Security	473,533	80,820	79,439	1,381	392,713
Energy Conservation					
Energy Conservation - 9095	947,026	58,215	58,215	0	888,811
Sub-total Energy Conservation	947,026	58,215	58,215	0	888,811
Capital Projects Administration - 9100	2,098,997	1,169,989	1,134,085	35,905	929,008
Sub-total Capital Projects Administration	2,098,997	1,169,989	1,134,085	35,905	929,008
= Total of Projects and Fees	$ 42,111,137	$ 32,585,308	$ 32,285,760	$ 299,548	$ 9,525,829
South Island Sewer (paid May 2012)	450,000	450,000	450,000		0
= Total Expected Expenditures	$ 42,561,137	$ 33,035,308	$ 32,735,760	$ 299,548	$ 9,525,829

Bainbridge Island SD #303
Facilities/Capital Projects Office

Memo

To: Faith Chapel, Superintendent

From: Tamela Van Winkle, Director Facilities and Capital Projects

Date: 01/30/2014

Re: Woodward Athletic Field Renovation Project
Substantial Completion -Approval

Please find the attached letter of Substantial Completion for the Woodward Athletic Field Renovation Project. This letter states that the work performed under the contract has been reviewed and found, to the Engineering Consultant's best knowledge, information and belief, to be substantially complete as of January 16, 2014. This action establishes the date for commencement of all warranties associated with the Woodward Athletic Field Renovation Project.

In accordance with the contract documents, the contractor is required to complete or correct all work identified as incomplete or defective within 60 days from the date of Substantial Completion. The letter identifies specific punch list items that require completion prior to Final Completion. All items are deemed to be minor and do not hinder the use of the track. However, the field areas should be given additional time to establish and stabilize prior to extensive student or public use. The track and field will be available for use the first day of spring sports, April 7th.

I recommend that the Board accept Woodward Athletic Field Renovation Project as substantially complete.

January 21, 2014

DA HOGAN

Bainbridge Island District
8489 Madison Ave NE
Bainbridge Island, WA 98110

Attn: Nancy Josephson

Re: Woodward Middle School Field and Track Improvements
Substantial Completion – Hellas Construction Co.

Nancy:

On November 29, 2013 an inspection was completed for the field and track improvements at Woodward Middle School. Several items were identified as remaining to be completed, including the striping /painting of the track lanes and event markings. Work associated with striping has been completed, and we recommend to the Bainbridge Island School District the project be considered substantially complete, effective January 16, 2014 when the track striping was complete.

The following punch list items were identified, and confirmation of completion will occur prior to January 27, 2013. All are considered minor, and do not hinder the immediate use of the facility. The track is available for use, however the field areas should be given every opportunity to establish and stabilize prior to extensive public or student use/activities. The punch list items identified on November 29, 2013 include:

1. Saw cut and remove excess asphalt paving at javelin runway. Saw cut to be maximum ½" from edge of rubberized surfacing. Place and finish grade sand/root zone soil and install sod to meet and match existing sod and rubberized surfacing edge. Sod to be used can be locally available sand based sod, rather than sand based sod from Bos Sod.
2. Clean up/remove loose debris from west "D" zone asphalt pavement. Coarse asphalt does not meet requirement of top lift of asphalt pavement. Hellas has offered that when appropriate weather conditions exist, they will apply asphaltic seal coat surface to asphalt pavement to seal/encapsulate aggregate at no cost to the District.
3. Saw cut and remove excess asphalt paving at high jump – East "D" zone area. Saw cut to be maximum ½" from edge of rubberized surfacing. Place and finish grade sand/root zone soil and install sod to meet and match existing sod and rubberized surfacing edge. Sod to be used can be locally available sand based sod, rather than sand based sod from Bos Sod.
4. Mow/clean/remove overspray from natural turf sod surface.
5. Remove sod, fill and finish grade soil and reinstall sod where settlement has occurred at North Field irrigation heads.

D.A. Hogan & Associates, Inc.
119 1st Avenue South, Suite 110
Seattle, WA 98104

(206) 285-0400 Tel
(206) 285-0480 Fax

6. Complete construction of drainage swale at east track straight. Finish grade and reseed/mulch. Finish grade at all catch basins, removing debris and soil partially covering surfaces of grating.
7. Complete restoration and finish grading of topsoil perimeter at north perimeter of south field where track surfacing/staging occurred. Clean asphalt walkway and repair if damaged. Portions of asphalt paving have been seal coated to mask area where track surfacing was spilled. Additional seal coating may be required.
8. Mow grass at north perimeter of south field and finish grade topsoil. Seed / restore all disturbed areas.
9. Finish grade at perimeter of containers. Clean seed/overspray from hydro seeding efforts.
10. Remove and dispose discarded soccer goals from North field perimeter.
11. Winterization of the entire site irrigation system will be completed by District staff during week of December 2. In spring 2014, and in coordination with District maintenance staff, demonstrate operation of all irrigation system components to District and consultant. This to occur during week of April 1 (spring break) and prior to field use starting by District. Repair any heads/pipe associated with work in this contract.
12. Remove, finish grade, and reinstall natural turf sod patches at south field collector trench.
13. Fill exposed post hole at north perimeter of south field.
14. Remove approximately 1" depth sand at revised drainage trench, south perimeter of south field. Install sod in lieu of seed restoration.
15. Roll flat / smooth all lateral drainage trenches in south field. Finish grade smooth and reseed/fertilize trenches.
16. Finish grade/restore gravel construction access at NE entrance.
17. Remove approximately 10 sf of Scots broom at NW track tail. Finish grade smooth and restore.
18. Finish grade/rake smooth all perimeter edges of track. Seed and mulch to restore surface.
19. Finish grade smooth long jump pit sand surface.
20. Provide as-constructed drawings.

Most, if not all of these items have been completed by Hellas Construction in the past 7 weeks. A final inspection will be performed after all the punch list items have been completed. Preliminary warranty and maintenance manuals have been received, with minor modifications to be received this week.

Please do not hesitate to contact me if you have any questions regarding these issues.

Sincerely,

Robert Harding, Principal
D.A. Hogan & Associates, Inc.

Date: January 22, 2014
To: Faith Chapel, Superintendent
From: Cami Dombkowski, Personnel Director
Subj: Personnel Actions

Personnel actions recommended for Board approval at the January 30, 2014 School Board meeting are as follows:

Hiring Recommendations: (Subject to acceptable outcome of a criminal history records check and sexual misconduct clearance)

Bredy, Patricia	.233 FTE Language Arts/Social Studies Leave Replacement Teacher effective 01/27/14 for the remainder of the 2013-2014 school year
Johnson, Kathleen (Katie)	8.0 hrs/day Personnel Specialist at the District Office effective 01/21/14
Tsao, Victoria	3.0 hrs/day Special Education Paraeducator at Bainbridge High School effective 12/10/14

Changes in Assignment:

Palmer, Paige	Extend 3rd Grade Leave Replacement Teacher assignment through the end of the 2013-2014 school year
Moler, Vicki	From 5.5 hrs/day to 5.7 hrs/day Bus Driver at Transportation effective 01/06/14 due to rebid
Weir, Jennifer	From 5.8 hrs/day to 5.9 hrs/day Bus Driver at Transportation effective 01/06/14 due to rebid
Spray, Sarah	Add Extracurricular 8th Grade Girls Basketball Coach at Woodward Middle School to existing assignments effective 01/08/14

Retirements:

Resignations:

Hoppis, Joanne	3.0 hrs/day Food Service Assistant at Woodward Middle School effective 01/20/14

Requests for Leave of Absence:

Bailey, Amanda	4th Grade Teacher at Ordway Elementary School requests to amend her Leave of Absence request from 01/06/14 – 04/11/14 for suitable reasons
Kundtz, Anne	.8 FTE Language Arts/Social Studies Teacher at Woodward Middle School requests Leave of Absence for the 2014-2015 school year

8489 Madison Avenue NE * Bainbridge Island, Washington 98110 * (206) 842-4714 * Fax: (206) 842-2928

Board of Directors Meeting
January 30, 2014

CONSENT AGENDA

1. **Donation**
   Donation to Wilkes Elementary School in the amount of $1,214.96 from Wilkes PTO to support the purchase of Kindergarten blocks and carts. In addition, 2 sets of wooden blocks and 2 storage carts for the blocks were donated.

2. **Donation**
   Donation to Wilkes Elementary School in the amount of $2,441.27 from Wilkes PTO to support after school programs, robotics, Lego robotics, and computer programs.

3. **Donation**
   Donation to Blakely Elementary School in the amount of $12,006.79 from Blakely PTO to support purchases of books, classroom supplies, math materials.

4. **Minutes from the** *December 19, 2013* **Special School Board Meeting**

5. **Minutes from the** *January 9, 2014* **School Board Meeting**

6. **Vouchers**

➢ General Fund Voucher	$ 222,63.02
➢ Capital Projects Fund Voucher	$ 67,396.74
➢ Associated Student Body Fund Voucher	$ 52,869.62
➢ AP ACH Fund Voucher	$ 4,070.15
➢ Trust/Agency AP Warrants	$ 399.60

_____

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SCHOOL BOARD OF DIRECTORS

8489 Madison Avenue NE · Bainbridge Island, WA 98110 · 206-842-4714 · FAX 206-842-2928

Gifts and Donations

The Bainbridge Island School Board of Directors recognizes that individuals and organizations in the community may wish to contribute money, supplies, equipment, materials or real property to enhance the school program. The board appreciates such generosity and recognizes the valuable contribution donations can make. Accordingly, the board has established guidelines for the acceptance of gifts in excess of $1000.

These gifts must satisfy the following criteria:

1. the purpose of use shall be consistent with the priorities, philosophy and programs of the district;
2. minimum financial obligation for installation, maintenance and operation;
3. free from health and/or safety hazards; and
4. no direct or implied commercial endorsement.
5. otherwise consistent with Board Policy No. 6114.

It is also understood that all gifts shall become district property and shall be accepted without obligation relative to use and/or disposal.

Name of Donor (Printed) Wilkes PTO

School Wilkes

Address _____

_____

_____

Phone _____ **Email** _____

Donation Amount or Value of Donated Items: $ 1,214.96 (check rec 1/13/14)

Purpose of Donation (*specify if cash donation is to be used for a specific purpose; include details of items to be funded*)

Kindergarten blocks & Carts

If donation is considered supplies, equipment, materials or real property, please list donated items below:

Wooden blocks (2 sets) 2 Storage Carts for blocks

In accordance with the district policy on gifts, the above mentioned donation(s) meet the guidelines outlined in the gifts policy and have been approved by the appropriate individual for use in the district. To the best of my knowledge the descriptions and dollar amounts listed above are correct and accurate.

Signature of Donor _____ Date: _____

Reviewed By: Sheryl L Belt Date: 1-13-2014
(Printed Name) (Signature)

District Review: _____ Date: _____
(Printed Name) (Signature)

8489 Madison Avenue NE · Bainbridge Island, WA 98110 · 206-842-4714 · FAX 206-842-2928

Gifts and Donations

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2. minimum financial obligation for installation, maintenance and operation;
3. free from health and/or safety hazards; and
4. no direct or implied commercial endorsement.
5. otherwise consistent with Board Policy No. 6114.

It is also understood that all gifts shall become district property and shall be accepted without obligation relative to use and/or disposal.

Name of Donor (Printed) Wilkes PTO

School _____

Address _____

_____

_____

Phone _____ **Email** _____

Donation Amount or Value of Donated Items: $ 2441.27 (ck# 5062)

Purpose of Donation (*specify if cash donation is to be used for a specific purpose; include details of items to be funded*)

PTO support for Wilkes after school programs; robotics, lego robotics and computer programming. AR invoice 1001300080

If donation is considered supplies, equipment, materials or real property, please list donated items below:

_____

_____

_____

In accordance with the district policy on gifts, the above mentioned donation(s) meet the guidelines outlined in the gifts policy and have been approved by the appropriate individual for use in the district. To the best of my knowledge the descriptions and dollar amounts listed above are correct and accurate.

Signature of Donor _____ Date: _____

Reviewed By: J. Gray _____ Date: 1-13-14
(Printed Name) (Signature)

District Review: _____ Date: _____
(Printed Name) (Signature)

8489 Madison Avenue NE · Bainbridge Island, WA 98110 · 206-842-4714 · FAX 206-842-2928

Gifts and Donations

The Bainbridge Island School Board of Directors recognizes that individuals and organizations in the community may wish to contribute money, supplies, equipment, materials or real property to enhance the school program. The board appreciates such generosity and recognizes the valuable contribution donations can make. Accordingly, the board has established guidelines for the acceptance of gifts in excess of $1000.

These gifts must satisfy the following criteria:

1. the purpose of use shall be consistent with the priorities, philosophy and programs of the district;
2. minimum financial obligation for installation, maintenance and operation;
3. free from health and/or safety hazards; and
4. no direct or implied commercial endorsement.
5. otherwise consistent with Board Policy No. 6114.

It is also understood that all gifts shall become district property and shall be accepted without obligation relative to use and/or disposal.

Name of Donor (Printed) Blakely PTO

School _____

Address _____

_____

_____

Phone _____ **Email** _____

Donation Amount or Value of Donated Items: $ 12006.79 (ck #4371)

Purpose of Donation (*specify if cash donation is to be used for a specific purpose; include details of items to be funded*)

_____

_____

If donation is considered supplies, equipment, materials or real property, please list donated items below:

PTO Supported purchases for staff. Including books, classroom supplies, technology items, math materials. A/R invoice 1001300095

In accordance with the district policy on gifts, the above mentioned donation(s) meet the guidelines outlined in the gifts policy and have been approved by the appropriate individual for use in the district. To the best of my knowledge the descriptions and dollar amounts listed above are correct and accurate.

Signature of Donor _____ Date: _____

Reviewed By: Julie Gray _____ Date: 1-23-14
(Printed Name) (Signature)

District Review: _____ Date: _____
(Printed Name) (Signature)

BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303
SPECIAL SCHOOL BOARD MEETING MINUTES

Date: December 19, 2013

Place: Board Room – Commodore Commons

Board of Directors Present
Board President – Mike Spence
Directors – Patty Fielding, Tim Kinkead, Mev Hoberg, Sheila Jakubik

Call to Order
5:29 PM – Board President Mike Spence called the meeting to order and a quorum was recognized.

Election of Officers
Director Tim Kinkead nominated Mike Spence for Board President and Legislative Representative. In addition, Mr. Kinkead nominated Mev Hoberg to be the Board Vice-President. The nomination was seconded by Director Sheila Jakubik, with the affirmative vote in favor of the nominations being unanimous.

Presentations
A. Washington Interscholastic Athletic Association (WIAA) Classification & League Alignment for Bainbridge High School (BHS) Athletics and Activities
Bainbridge High School Principal Jake Haley provided a summary and background related to the WIAA classification designation and league alignment process. It was noted that every four years, WIAA adjusts the enrollment standards for each school, with the goal of having roughly the same number of schools in each classification grouping. A significant change this time is the adjustments no longer include alternative schools in the count, and only students in the 9th, 10th, and 11th grades are included. The difference between 2014 and the last adjustment year of 2010 was explained. Mr. Haley noted for the last three adjustment cycles, BHS has been a member of the Metro 3A League in District Two. The new WIAA methodology for calculating school size has classified Bainbridge High School as 2A.

Since the presentation at the December 12th school board meeting, the WIAA released a revised list of school classifications after receiving updated enrollment data from schools. Two schools (Bremerton, Port Angeles) in the Olympic League that were previously classified as 3A are now classified as 2A. Based on this new information, Mr. Haley and Associate Principal Kristen Haizlip spoke with schools in both the Olympic and Metro Leagues, and reviewed data and additional feedback from students, coaches and parents. In addition, school administrators considered the issue of lost instructional time, which remains a concern, particularly in the spring, as well as the differences in travel time and costs between the Olympic and Metro Leagues. After extensive analysis and consideration, along with input from coaches and athletes, the following two recommendations were presented as the best fit for the needs of BHS for this classification cycle: 1) Opt-up to the 3A Classification; 2) Remain in the Metro 3A League. While this is the recommendation presented to the board, it was noted that if BHS continues to have numbers that place it at the 2A Classification level, administrators and the board could again be having a dialogue regarding a 2A or 3A placement. Mr. Haley indicated the desire is to continue a dialogue as a district regarding consideration of participation in the 2A Olympic League in 2016-2018 if BHS is again in a 2A classification.

Following the presentation, board members asked clarifying questions including how the WIAA calculated school numbers, opportunities for post-season competition, costs for time and travel, and strategies for addressing lost instructional time for student athletes. Mr. Haley indicated his administrative/staff team has discussed ways to mitigate such issues as instructional time and time/travel impacts.

Public Comment
All citizen comments are summarized, with written comments/letters submitted for record available upon request. *Al Abuax* – Spoke as a football coach on the Island, indicating his preference for the district to be part of the Olympic 2A League. He noted a compelling newspaper article about having all sports in 2A and having opportunities for playoffs no matter how complicated those opportunities might be. Mr. Abuax addressed the board about the district's

mission, vision, and guiding beliefs, particularly in the area of student success. He also spoke about a sense of community. *Andy Grimm* – Spoke about the BHS current division that includes private schools. He indicated the choice was to be in the Olympic League, and for the board to look at the public schools. He also spoke to the competitive issues related to private schools that can recruit players from a larger area, and the possibility of other schools coming into the league. *Kat Matthews* – Addressed the issue of missed school time from the perspective of a student athlete stating there were many ways to make up the time missed. She noted meeting with a math teacher during their zero period and underscored that if a student is proactive about the missed time it is really not a problem. Ms. Matthews also noted feeling closer to the Seattle schools. *Susan Brink* – Stated participants in the track program did not miss class time this year as most of the events took place here. *Travis Moroch* – Noted some students would change to other schools if the district opts for the Olympic League. *Jennifer Pells* – Spoke as the parent of an incoming high school freshman, noting her support for softball and soccer and remaining in the Metro League. *Grace Madigan* – Spoke as a student participating in the golf program and stated her preference for remaining in the Metro League. She also uses time management to address any lost instructional time in school. *Rick Wood* – Spoke as a member of the football coaching staff and applauded the students who spoke at the meeting. He noted the level of competition and parody for the sport of football does not exist (in the Metro League) as it does for other sports. He spoke in favor of realignment in the conference to create a competitive format amongst the schools. *Casey Brink* – Spoke as a student athlete competing in two sports and stated there was a sense of pride when competing in the Metro League. He also noted that whether the district moves to the Olympic League or remains in the Metro League, it is one each team to compete at their highest level.

Following public comment, board members engaged in discussion of the various points related to the recommendations made by the high school administrators. The conversation focused on several issues including loss of instructional time, level of competitiveness, and if enrollment numbers again classify BHS as a 2A school in 2016-2018 the dialogue would be revisited. The idea of holding conversation with the Metro League regarding realignment of specific sport conferences was also discussed. At the conclusion of the discussion, Board President Mike Spence asked for a motion regarding the two recommendations for this WIAA classification cycle.

Motion 43-13-14: That the Board approves Bainbridge High School to opt-up to 3A classification and remain in the Metro 3A League. (Jakubik) The affirmative vote was unanimous.

Adjournment

7:04 p.m. – President Mike Spence adjourned the meeting.

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SCHOOL BOARD OF DIRECTORS

ATTEST: _____, Secretary to the Board of Directors

BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303
SCHOOL BOARD MEETING MINUTES

Date: January 9, 2014

Place: Board Room – Commodore Commons

Board of Directors Present
Board President – Mike Spence
Directors – Tim Kinkead, Mev Hoberg

Excused
Patty Fielding, Sheila Jakubik

Call to Order
5:34 p.m. – Board President Mike Spence called the meeting to order and a quorum was recognized.

Public Comment
No public comment.

Superintendent's Report
Superintendent Faith Chapel reported on a multi-agency meeting regarding mental health issues, specifically as those issues impact young people. Ms. Chapel also noted a recent district administration workshop about crisis intervention. There is a shared concern in the community about how to help families cope with a very difficult situation for which there are limited resources.

Ms. Chapel shared a press release from the State Supreme Court following up on its ruling that the state had not met its constitutional obligation to fully fund basic education. The court said the Legislature took "meaningful steps" last year but was "not on target" to implement the key funding promises it had made in earlier years. The court wrote it was clear "the pace of progress must quicken," calling for lawmakers to write a complete plan by April for phasing in billions of dollars of extra funding by 2018. The complete press release is available at: http://www.theolympian.com/2014/01/09/2922593/mccleary-state-supreme-court-wants.html#storylink=cpy

Ms. Chapel noted the community received in the mail, an informational brochure regarding the renewal of Educational Programs and Operations and Technology Levies. Ms. Chapel recognized the Bainbridge Island Public Schools Supporters Co-Chairs Janet Woolever (present) and Scott Reynvaan for their work running the levy campaign.

Board Reports
Mev Hoberg reported attending the monthly Parent Teacher Organization Coordinating Council (PTOCC) meeting Thursday morning. At the meeting, the Bainbridge Island Public Schools Supporters presented information about the Educational Programs and Operations, and Technology Levies. In addition, it was announced the Commodore Options Programs Open House was scheduled for February.

Presentations
A. Wilkes Elementary Project – Final Completion
Director of Facilities and Capital Projects Tamela Van Winkle opened the presentation by thanking the many people that assisted with the process leading to Final Completion of the new Wilkes Elementary School project. She noted obtaining Final Completion was a complicated process, taking an "orchestra" of

"musicians" and resulting in a school that beautifully exemplified the communities' history of placing a high priority on education, and their understanding of the connection between facilities and effective program delivery. Amongst those contributing to the success of the project were the Capital Projects and Maintenance staff, Nancy Josephson – Capital Projects Manager, contractor Spee West, the design team of Malham Architects, various state and local agencies, the school board, the superintendent, and the students, staff and parents of the district.

In addition to information about Final Completion, Ms. Van Winkle presented statistics related to the Wilkes Elementary project outcome as follows: Opened: 2012; Gross Square Feet: 70,509; Construction Bid: $21,359,000; Construction Final Cost: $21,714,411; Cost per Square Foot: $308; Architect: Mahlum; General Contractor: Spee West Construction. Ms. Van Winkle also provided statistics for other elementary school construction projects in the area as a cost comparison demonstration. Other projects highlighted included:

1) Bellevue School District - Cherry Crest Elementary School
Opened: 2012 *Gross Square Feet:* 76,950
Construction Bid: $22,349,000
Construction Final Cost: $22,838,769
Cost per Square Foot: $297
Architect: NAC Architecture
General Contractor: Bayley Construction

2) Snohomish School District - Machias Elementary School
Opened: 2011 *Gross Square Feet:* 70,370
Construction Bid: $20,045,867
Construction Final Cost: $21,355,894
Cost per Square Foot: $303
Architect: NAC Architecture
General Contractor: Graham Construction.

3) Lake Washington School District – Carl Sandburg Elementary School
Opened: 2012 *Gross Square Feet*: 66,580
Construction Bid: $20,674,000
Construction Final Cost: $21,720,911
Cost per Square Foot: $326
Architect: NAC Architecture
General Contractor: Spee West Construction

4) Lake Washington School District – Rachel Carson Elementary School
Opened: 2008 *Square Feet:* 56,506
Construction Bid: $16,100,000
Construction Final Cost: $17,500,000
Cost per Square Foot: $310
Architect: Integrus Architecture
General Contractor: Kassel Construction

5) Medina, Washington – St. Thomas School
Opened: 2008 *Square Feet:* 55,000
Construction Bid: Not Available
Construction Final Cost: $19,500,000
Cost per Square Foot: $355

Architect: Bassetti Architects
General Contractor: Sellen Construction

6) Lake Washington School District – Benjamin Rush Elementary School
Opened: 2013 *Square Feet*: 67,250
Construction Bid: $23,765,374
Construction Final Cost: $24,873,086
Cost per Square Foot: $370
Architect: Integrus Architecture
General Contractor: Mortenson Construction

Ms. Van Winkle also presented an energy consumption comparison between the old Wilkes Elementary School and the new school that demonstrated a 36% savings realized with the new school. At the conclusion of the presentation, several Wilkes Elementary staff and parents spoke about the beautiful new school, and how it functions as an educational learning space. Following these testimonies, the letter from Mahum Architects recommending Final Acceptance of the Wilkes Elementary School Building Replacement was noted. The letter informs the district that Wilkes Elementary School was constructed in accordance with the contract documents.

Motion 44-13-14: That the Board approves the Final Acceptance of the Wilkes Elementary School Replacement dated January 9, 2014. (Hoberg) The affirmative vote was unanimous. (Hoberg, Spence, Kinkead)

B. Change in Basic Education Requirements for Secondary Instructional Hours
Superintendent Faith Chapel explained the Washington State Legislature mandated changes to the basic educational instructional hour requirement for Grades 7-12, beginning in the fall of 2014. Currently, school districts are required to provide all students in Grades 1 – 12 with a minimum of 1000 hours of instruction over a period of 180 days. This requirement remains the same for students in Grades 1-6, but students in Grades 7-12 will need to receive 1080 hours of instruction beginning with the 2014-2015 school year. Ms. Chapel noted this change was inserted into budget negotiations at the end of the special legislative session in June, and school districts were taken by surprise when they learned of this new requirement in July. Since that time, districts have raised numerous questions related to funding allocations and implementation guidelines.

Following Ms. Chapel's opening remarks, Associate Superintendent Julie Goldsmith further explained the implications of the new requirement of 1080 hours of instruction for students in Grades 7-12. She stated "instructional hours" included all time in a school day from the beginning of the first scheduled class period to the end of the last scheduled class period, reduced by time actually spent for meals (by students). The definition of the "school day" was presented as was the requirement for districts with full-day parent teacher conferences need to apply for a waiver to be compliant with the Basic Education Act. Noting the changes needed for 2014/15, Ms. Goldsmith stated the current hours per year for secondary grades were 1003, which means 77 instructional hours (approximately 27 minutes per day) will need to be added next year. It was also noted that all district schools participated in early release each Monday for Professional Development and Collaboration, which equates to a total of 33 days (49.5 hours).

While approximately $465K will be provided to the district by the state to support this new mandate, those funds will not totally cover the cost for compliance with the new law. Options being considered by the district to meet the new instructional hours requirement include:
1) Increase the length of the school day for all students by 27 minutes per day. *Positive impacts* – a) Compliance with the new state requirement; b) Additional instructional time for students. *Potential Negative Impacts* – a) Increased working time for all staff (certificated and classified) – would need to

work with all bargaining units to determine compensation needs; b) Impact on bud schedule – may need to start secondary before elementary; c) Ongoing costs in excess of $1.3 million.

2) Increase the length of the school day for 7-12 students by 27 minutes per day within a 6-period schedule. *Positive Impacts* – a) Compliance with the new state requirement; b) Additional instructional time for 7-12 students. *Potential Negative Impacts* – a) Increased working time for all 7-12 staff (certificated and classed) – would need to work with all bargaining units to determine compensation; b) Would create a bifurcated pay structure; c) High school classes would be very long; d) Impact on bus schedule – may need to start secondary before elementary and create 3 bus runs; e) Ongoing cost of over $600K.

3) Increase the length of the school day for 7-12 students to create a 7-period schedule. *Positive Impacts* – a) Compliance with new state requirement; b) Additional instructional time for 7-12 students; c) More class options for students. *Potential Negative Impacts* – a) Increased working time for all 7-12 staff (certificated and classified) – would need to work with all bargaining units to determine compensation; c) Would need to hire 16 additional teachers; d) Impact on bus schedule – may need to start secondary before elementary and crate 3 bus runs; d) Ongoing cost of over $1.4 million.

4) Replace weekly early release professional development/collaboration time with 5 full non-school days. *Positive Impacts* – a) Increases instructional hours for students by 49.5 hours without additional cost; b) Maintains critically needed time for teacher (TPEP, Common Core Standards, Smarter Balanced Assessments, etc.). *Potential Negative Impacts* – a) Decrease time for teacher professional development (from 49.5 to 35); b) Need to change calendar to imbed 5 additional days during the school year – could impact start/end of school year, mid-winter or other transitional breaks; c) Ongoing cost approximately $500K.

Ms. Goldsmith noted the next steps in the process to prepare for compliance with the new requirement is a continuation of discussions by the Board of Directors regarding priorities and parameters and, with the Board's guidance, work with impacted bargaining units and administrators to develop recommendations for 2014/15, and bring a final recommendation to the Board of Directors for approval.

C. Code.org Pilot Project & District Partnership

Superintendent Faith Chapel provided an overview of a pilot project proposed by Code.org – a non-profit organization focused on bringing Computer Science to every K-12 school. She noted select school districts were being given the opportunity to participate in a four-year pilot program consisting of a package of nationally-recognized computer science courses that include complete curriculum resources and multi-year teacher professional development. Costs for the instructional materials and teacher training (including teacher stipends) will be covered by Code.org.

The first phase of the pilot project is focused on the high school component – specifically, teacher training for the "Exploring Computer Science" course and the agreement to implement at least one section of this course next fall. School districts that apply for the project must identify at least one secondary teacher willing to participate in preparing for and implementing this course. Ideally, Code.org would like participating districts to enlist schools in Grades K-8 to implement computer science units of study as they become available. Ms. Chapel noted district principals believe there will be student interest in the course offerings, and were enthusiastic about this opportunity.

Motion 45-13-14: That the Board approves the Code.org Pilot Project and District Partnership. (Kinkead) The affirmative vote was unanimous. (Kinkead, Spence, Hoberg)

D. Final School Configuration Committee Report

Superintendent Faith Chapel noted the Board of Directors received a draft of the School Configuration Committee's (SCC) report and recommendations at their December 12, 2013 meeting. During that meeting, the Board approved the SCC recommendation that "the work of the School Configuration Committee and any consideration of changes to school configuration be placed on hold for at least one year." The consensus was that current conditions suggested it would be prudent to observe future enrollment and financial trends before conducting further discussion of configuration changes that would impact a significant percentage of the district's students, staff and families. Ms. Chapel noted a few minor modifications had been made to the report since the December 12 meeting. The final report and full set of committee recommendations were presented for Board consideration and approval.

Motion 46-13-14: That the Board approves the School Configuration Committee's final report and recommendations. (Hoberg) The affirmative vote was unanimous. (Hoberg, Kinkead, Spence)

E. District Financial Report

Director of Business Services Peggy Paige provided a summary of financial activities for the month ending November 30, 2013. Focusing on the area of the General Fund, it was noted that total revenues to November 30 were $10.7 million, 3.6% more than for the same period last year. Tax collections were slightly above the expected average, and local nontax revenues were below average. State revenues were consistent with state funding expectations and budgeted enrollment. Total expenditures for the year to November 30 total $10 million, which is 9.1% higher than for the same period last year. Total Special Education costs were up 11.7% compared to last year, with this area impacted by salary restoration and payment for extra days. Vocation expense was down from last year, and certificated salaries should come in below budget due to staffing changes. Transportation/Motor Pool expenditures were below last October but this is primarily due to a delay in the district's insurance payment. Utilities were lower than last October and below the expected average but there was a delay in billing from PSE. Maintenance was up from prior year due to some necessary (but unbudgeted) costly repairs related to a sewer lift station and also a variation in payment cycle for contracted purchases that are expected to be reimbursed with Tech Levy funds later in the year. Central Office expenditures were up from prior year and currently running above the average. It was noted that there have been unbudgeted expenditures (review of all certificated personnel files, leasehold tax due on parking revenues) and atypical levels of expense in substitute costs, overtime and legal fees. The net cash outflow during November was $961,635, and the closing cash balance in the General Fund was $3,437,725.

F. Policy/Procedure 3122 – Excused and Unexcused Absences (First Reading)

Associate Superintendent Julie Goldsmith presented revised Policy and Procedure 3122 Excused and Unexcused Absences for a first reading. It was noted that the Washington Legislature amended RCW 28A.225.030 and 28A.225.035 to change the mandatory truancy petition filing provisions to apply only to students under seventeen years of age. The amendments also require initial petitions to contain information about the student's academic status, and prohibit issuance of a bench warrant at an initial truancy hearing. In addition, school districts must periodically update the court about the child's academic status in school on a schedule to be determined by the court, with the first report to be received no later than three months form the state at which th3e court assumes jurisdiction. The revised policy and procedures reflect these changes.

Motion 47-13-14: That the Board approves the first reading of Policy 3122 Excused and Unexcused Absences. (Kinkead) The affirmative vote was unanimous. (Kinkead, Hoberg, Spence)

Personnel Actions

Motion 48-13-14: That the Board approves the Personnel Agendas dated January 6, 2014 (revised) and January 9, 2014 as presented. (Kinkead) The affirmative vote was unanimous. (Kinkead, Hoberg, Spence)

Consent Agenda

Donations

1. Donation to Ordway Elementary School in the amount of $1,861.26 from the Ordway PTO to support the purchase of supplies and instructional materials.
2. Donation to Bainbridge High School in the amount of $4,022.25 from the Spartan Booster Alumni Club for BHS student athlete's scholarships to support participation fees for fall sports.
3. Donation to Bainbridge High School in the amount of $10,000.00 from Lois Paski as the annual donation to the Paski Scholarship Fund.
4. Donation to Odyssey Multiage Program in the amount of $2,942.21 from the Odyssey PTO to support the Outstanding Osprey Awards and Outdoor Education expenses.

Student Field Trip - Overnight

1. Request for Board approval from Blakely Elementary Principal Reese Ande for Blakely fourth grade students to attend Nature Bridge (Lake Crescent – Port Angeles) for their Outdoor Education experience May 21 – 23, 2014.
2. Request for Board approval from Woodward Middle School teacher Darcy Herrett and six Woodward art students to attend Arts Camp – Centrum, in Port Townsend, Washington March 2 – 7, 2014.

Staff Travel – Out-of-State

1. Request for Board approval from Bainbridge High School Career Technical Education teacher Preston Michaels to attend the 2014 3D Printing Seminar and Expo January 30 – February 1, 2014 in Burbank, California.

Minutes from the *December 12, 2013* School Board Meeting

Minutes from the *December 3, 2013* School Board Study Session

December 2013 Payroll: Payroll Warrant Numbers 1001664 – 1001698
Payroll AP Warrant Numbers 172304 – 172333
Manual Warrant: 164995
Total: $2,811,385.07

Motion 49-13-14: That the Board approves the revised Consent Agenda as presented. (Hoberg) The affirmative vote was unanimous. (Hoberg, Spence, Kinkead)

The following vouchers as audited and certified by the auditing officer, as required by RCW 42.24.080, and those expense reimbursement claims certified, as required by RCW 42.24.090, were also approved for payment.

(AP ACH Fund Voucher)
Voucher numbers **131400068** through **131400101** totaling $ **4,225.51**.

(General Fund Voucher)
Voucher numbers **2009339** through **2009441** totaling $ **344,483.29** .

(Capital Projects Fund Voucher)
Voucher numbers **4764** through **4773** totaling $ **206,026.46** .

(Associated Student Body Fund Voucher)
Voucher numbers **4001071** through **4001089** totaling $ **15,605.38.**

(General Fund Voucher)
Voucher numbers **2009442** through **2009527** totaling $ **274,209.29** .

(Capital Projects Fund Voucher)
Voucher numbers **4774** through **4790** totaling $ **99,009.07** .

(AP ACH Fund Voucher)
Voucher numbers **131400102** through **131400104** totaling $ **3,243.85** .

Adjournment
7:22 p.m. – Board President Mike Spence adjourned the meeting.

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_____
SCHOOL BOARD OF DIRECTORS

ATTEST: _____, Secretary to the Board of Directors

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 30, 2014, the board, by a _____ vote, approves payments, totaling $222,653.02. The payments are further identified on this document.

Total by Payment Type for Cash Account, GF A/P Warrants:
Warrant Numbers 2009528 through 2009610, totaling $222,653.02

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
2009528	ACE HARDWARE	01/31/2014	822.71
2009529	ADVANTAGE GLASS AND POLISH INC	01/31/2014	119.41
2009530	APP ASSOCIATED PETROLEUM PROD	01/31/2014	12,990.06
2009531	APPLE COMPUTER INC	01/31/2014	2,169.65
2009532	ARAMARK UNIFORM SERVICES	01/31/2014	177.00
2009533	AUBURN RIVERSIDE SR HIGH SCHOO	01/31/2014	275.00
2009534	AWSP ASSN WA School Principals	01/31/2014	150.00
2009535	B & H PHOTO - VIDEO	01/31/2014	1,406.82
2009536	BAINBRIDGE RENTALS	01/31/2014	27.11
2009537	BAINBRIDGE COMMUNITY DEVELOPME	01/31/2014	750.00
2009538	BANK OF AMERICA	01/31/2014	187.39
2009539	BLUE SKY PRINTING	01/31/2014	16.29
2009540	BPA BAINBRIDGE PERFORMING ART	01/31/2014	2,079.00
2009541	CAPSTONE CURRICULUM	01/31/2014	1,027.49
2009542	CASCADIA INTERNATIONAL LLC	01/31/2014	1,789.79
2009543	CED CONSOLIDATED ELECTRICAL DI	01/31/2014	1,126.73
2009544	CENTURYLINK	01/31/2014	202.64

Check Nbr	Vendor Name	Check Date	Check Amount
2009545	Christante, Lexia	01/31/2014	150.00
2009546	CITY OF BAINBRIDGE ISLAND	01/31/2014	12,556.76
2009547	CLOVER PARK SCHOOL DISTRICT	01/31/2014	216.66
2009548	COLEHOUR + COHEN INC	01/31/2014	5,000.00
2009549	CREATIVE MATHEMATICS	01/31/2014	148.50
2009550	EAGLE HARBOR BOOK CO	01/31/2014	40.14
2009551	EDUCATIONAL INNOVATIONS	01/31/2014	253.05
2009552	FARRELL'S HEALTH CENTERS INC	01/31/2014	54.30
2009553	FERGUSON ENTERPRISES INC	01/31/2014	308.65
2009554	FERRELLGAS	01/31/2014	21,139.18
2009555	FOLLETT LIBRARY RESOURCES CO	01/31/2014	741.77
2009556	FOOD SERVICES OF AMERICA	01/31/2014	11,913.29
2009557	GE CAPITAL	01/31/2014	140.09
2009558	GRAINGER	01/31/2014	501.71
2009559	HARLAN FAIRBANKS	01/31/2014	131.93
2009560	HOLLY RIDGE CENTER	01/31/2014	2,688.85
2009561	HUMAN RELATIONS MEDIA	01/31/2014	164.95
2009562	Isaf, Ailene M	01/31/2014	467.54
2009563	ISLAND PIANO SERVICE	01/31/2014	130.00
2009564	KCDA	01/31/2014	2,950.83
2009565	KITSAP OFFICE SUPPLY	01/31/2014	391.32
2009566	KITSAP SUN - ADVERTISING REMIT	01/31/2014	56.63
2009567	KITSAP TRACTOR & EQUIPMENT	01/31/2014	435.37
2009568	LAKESHORE	01/31/2014	502.41
2009569	LES SCHWAB TIRES	01/31/2014	141.26

Check Nbr	Vendor Name	Check Date	Check Amount
2009570	MACKIN EDUCATIONAL RESOURCES	01/31/2014	971.97
2009571	MAYDA & SONS MECHANICAL	01/31/2014	304.11
2009572	MICRO COMPUTER SYSTEMS	01/31/2014	715.25
2009573	NATIONAL GEOGRAPHIC SCHOOL PUB	01/31/2014	612.48
2009574	NATIONAL GEOGRAPHY BEE	01/31/2014	200.00
2009575	NATIONAL GEOGRAPHIC LEARNING	01/31/2014	358.87
2009576	NIXON EDUCATION SERVICES	01/31/2014	506.00
2009577	NW WEATHERNET INC	01/31/2014	180.00
2009578	NWMC NW MATHEMATICS CONFERENCE	01/31/2014	1,647.00
2009579	OLYMPIC COLLEGE - RS/CASHIER	01/31/2014	30,279.05
2009580	OLYMPIC SPRINGS INC	01/31/2014	168.95
2009581	OLYMPIC PRINTER RESOURCES INC	01/31/2014	184.68
2009582	OLYMPIC PRESORT INC	01/31/2014	1,170.67
2009583	PENINSULA BASKETBALL OFFICIALS	01/31/2014	1,758.30
2009584	PITNEY BOWES	01/31/2014	95.60
2009585	PLATT ELECTRIC	01/31/2014	37.55
2009586	PROBUILD COMPANY LLC	01/31/2014	58.68
2009587	PUGET SOUND ENERGY	01/31/2014	67,225.19
2009588	RECOGNITION PLUS	01/31/2014	15.53
2009589	RICOH USA PROGRAM PROVIDED BY	01/31/2014	385.36
2009590	SATTERWHITE, DINAH	01/31/2014	600.00
2009591	SCHOLASTIC INC	01/31/2014	207.38
2009592	SCT SEATTLE CHILDRENS THEATRE	01/31/2014	1,380.00
2009593	SOLIDPROFESSOR	01/31/2014	200.00
2009594	SONICLEAR TRIO SYSTEMS	01/31/2014	1,035.00

heck Nbr	Vendor Name	Check Date	Check Amount
2009595	SOUND PUBLISHING	01/31/2014	125.00
2009596	STARFALL EDUCATION	01/31/2014	279.87
2009597	STUDENT SUPPLY CO	01/31/2014	168.60
2009598	SUBSCRIPTION SERV OF AMERICA	01/31/2014	84.85
2009599	TED BROWN MUSIC CO	01/31/2014	40.11
2009600	THE OLD BOAR LLC	01/31/2014	180.00
2009601	UNIV OF TORONTO PRESS DISTRIBU	01/31/2014	102.51
2009602	US BANCORP	01/31/2014	3,317.81
2009603	US BANK CORP PAYMENT SYSTEM	01/31/2014	14,586.67
2009604	US POSTMASTER C/O CMRS-PB	01/31/2014	2,158.85
2009605	VERIZON WIRELESS	01/31/2014	514.06
2009606	WALTER E NELSON CO	01/31/2014	2,974.03
2009607	WASHINGTON TRACTOR INC	01/31/2014	273.66
2009608	WESTBAY AUTO PARTS	01/31/2014	508.02
2009609	WURTH CALIFORNIA INC	01/31/2014	451.56
2009610	XEROX CORP	01/31/2014	47.52

83 Computer Check(s) For a Total of 222,653.02

0	Manual	Checks For a Total of		0.00
0	Wire Transfer	Checks For a Total of		0.00
0	ACH	Checks For a Total of		0.00
83	Computer	Checks For a Total of		222,653.02
otal For 83	Manual, Wire Tran, ACH & Computer Checks			222,653.02
ess 0	Voided	Checks For a Total of		0.00
		Net Amount		222,653.02

F U N D S U M M A R Y

und	Description	Balance Sheet	Revenue	Expense	Total
0	General Fund	-653.45	0.00	223,306.47	222,653.02

he following vouchers, as audited and certified by the Auditing Officer as equired by RCW 42.24.080, and those expense reimbursement claims certified s required by RCW 42.24.090, are approved for payment. Those payments have een recorded on this listing which has been made available to the board.

s of January 30, 2014, the board, by a _____ vote, pproves payments, totaling $67,396.74. The payments are further identified n this document.

otal by Payment Type for Cash Account, CP A/P Warrants:
arrant Numbers 4791 through 4794, totaling $67,396.74

ecretary _____ Board Member _____

oard Member _____ Board Member _____

oard Member _____ Board Member _____

heck Nbr	Vendor Name	Check Date	Check Amount
4791	LENOVO (UNITED STATES) INC	01/31/2014	31,242.05
4792	MICRO COMPUTER SYSTEMS	01/31/2014	31,372.12
4793	TDK ELECTRIC LLC	01/31/2014	4,430.88
4794	TIGERDIRECT INC	01/31/2014	351.69

4 Computer Check(s) For a Total of 67,396.74

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 30, 2014, the board, by a _____ vote, approves payments, totaling $52,869.62. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB A/P Warrants:
Warrant Numbers 4001090 through 4001105, totaling $52,869.62

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
4001090	ADPLANET INC	01/31/2014	526.53
4001091	ALL PRO SOFTWARE	01/31/2014	156.90
4001092	BAINBRIDGE ISLAND SD #303	01/31/2014	640.49
4001093	BAINBRIDGE HIGH SCHOOL ASB	01/31/2014	1,191.06
4001094	BISD FOOD SERVICES	01/31/2014	87.69
4001095	HENRY SCHEIN INC	01/31/2014	294.43
4001096	INTERSTATE PLASTICS	01/31/2014	121.61
4001097	OLYMPIC HIGH SCHOOL	01/31/2014	60.00
4001098	RAPIDRIBBONS	01/31/2014	64.50
4001099	RITE AID DRUG STORE	01/31/2014	47.00
4001100	SEATTLE PUBLIC SCHOOLS	01/31/2014	1,050.00
4001101	SOUND PUBLISHING	01/31/2014	356.76
4001102	THATS A SOME PIZZA	01/31/2014	162.93
4001103	TROPHY DEPOT	01/31/2014	393.82
4001104	WALSWORTH PUBLISHING CO	01/31/2014	47,565.45
4001105	WIAA WA INTERSCHOLASTIC ACTIVI	01/31/2014	150.45

Check Nbr	Vendor Name	Check Date	Check Amount
16	Computer	Check(s) For a Total of	52,869.62

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	16	Computer	Checks For a Total of	52,869.62
Total For	16	Manual, Wire Tran, ACH & Computer Checks		52,869.62
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	52,869.62

he following vouchers, as audited and certified by the Auditing Officer as equired by RCW 42.24.080, and those expense reimbursement claims certified s required by RCW 42.24.090, are approved for payment. Those payments have een recorded on this listing which has been made available to the board.

s of January 30, 2014, the board, by a _____ vote, pproves payments, totaling $4,070.15. The payments are further identified n this document.

otal by Payment Type for Cash Account, AP ACH:
CH Numbers 131400105 through 131400135, totaling $4,070.15

ecretary _____ Board Member _____

oard Member _____ Board Member _____

oard Member _____ Board Member _____

heck Nbr	Vendor Name	Check Date	Check Amount
31400105	Bang-Knudsen, Peter	01/31/2014	136.30
31400106	Bender, Jessica Morgan	01/31/2014	9.90
31400107	Castellano, Connie E	01/31/2014	30.78
31400108	Chapel, Faith Aiko	01/31/2014	125.88
31400109	Chavez, Victoria	01/31/2014	211.19
31400110	Chee, Enrique	01/31/2014	328.22
31400111	D'Amico, Lauren Jane	01/31/2014	30.00
31400112	Deitz, Ryenn Starr	01/31/2014	239.79
31400113	Dombkowski, Camilla Dawn	01/31/2014	291.67
31400114	Dyer, Sherri Ann	01/31/2014	10.00
31400115	Garfunkel, Elizabeth C	01/31/2014	1,228.64
31400116	Goldsmith, Julie Anne	01/31/2014	44.22
31400117	Hitchcock, Margaret Alice	01/31/2014	72.22
31400118	Holliday, Catherine J	01/31/2014	10.00
31400119	Joss, Elizabeth Cobourn	01/31/2014	32.52
31400120	Keller, Karen R	01/31/2014	125.61
31400121	Knell, Susan M	01/31/2014	11.55

Check Nbr	Vendor Name	Check Date	Check Amount
31400122	Knight, Renee J	01/31/2014	10.56
31400123	Lynn, Nicholas P	01/31/2014	85.00
31400124	McCombs, Mary Blanusa	01/31/2014	68.50
31400125	McKay, Cathy A	01/31/2014	60.90
31400126	McKay, Heidi L	01/31/2014	287.08
31400127	Means, Michael D	01/31/2014	125.00
31400128	O'Neill, Mary A	01/31/2014	65.55
31400129	Pollack, Simon Haig	01/31/2014	34.61
31400130	Pratt, Sharon Crosby	01/31/2014	22.54
31400131	Shockley, David R	01/31/2014	102.23
31400132	Stahl, Robyn M	01/31/2014	169.00
31400133	Stephens, Mary Louise	01/31/2014	11.57
31400134	Tjemsland, Kristine	01/31/2014	50.84
31400135	Wilding, Caro A	01/31/2014	38.28

31 ACH Check(s) For a Total of 4,070.15

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	31	ACH	Checks For a Total of	4,070.15
	0	Computer	Checks For a Total of	0.00
otal For	31	Manual, Wire Tran, ACH & Computer Checks		4,070.15
ess	0	Voided	Checks For a Total of	0.00
			Net Amount	4,070.15

F U N D S U M M A R Y

und	Description	Balance Sheet	Revenue	Expense	Total
0	General Fund	0.00	0.00	4,070.15	4,070.15

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of January 30, 2014, the board, by a _____ vote, approves payments, totaling $399.60. The payments are further identified in this document.

Total by Payment Type for Cash Account, Trust/Agency AP Warrants:
Warrant Numbers 11 through 11, totaling $399.60

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
11	BAINBRIDGE HIGH SCHOOL ASB	01/31/2014	399.60

1 Computer Check(s) For a Total of 399.60