

**BAINBRIDGE ISLAND SCHOOL DISTRICT
SCHOOL BOARD MEETING AGENDA**

Date: June 12, 2014
Time: 4:30 PM - **NOTE TIME**
Place: Board Room – Commodore Campus

Board of Directors

President – Mike Spence
Vice-President – Mev Hoberg
Director – Tim Kinkead, Patty Fielding, Sheila Jakubik

Study Session: District Facilities Study & Survey Report – Part II (120)

PLEASE NOTE: The regular board meeting will begin at 6:30 PM

Call to Order (5)

Consent Agenda (5)

Public Comment (5)

Superintendent's Report (10)

- Student Recognition

Board Reports (10)

Presentations

A. Multicultural Advisory Council Report (15)
Action: Information Only

B. Content Areas for Elementary Planning Time (15)
Action: Board Approval

C. Instructional Support Services Program Review Update (45)
Action: Information Only

D. Policy 2410: High School Graduation Requirements (First Reading) (10)
Action: Board Approval

Personnel Actions (5)

Projected Adjournment 8:30 PM

Possible Executive Session



Bainbridge Island SD #303
Facilities/Capital Projects Office

Memo

To: Faith Chapel, Superintendent
From: Tamela Van Winkle, Director Facilities and Capital Projects
Date: June 12, 2014
Re: Study and Survey

A handwritten signature in black ink, appearing to be "T. Van Winkle", written over the "From:" line of the memo header.

OSPI provides grant money towards the completion of a district-wide Study and Survey. The Study and Survey is an overall analysis of the school district's facilities, educational programs and plans, student population projections, capital finance and operating capabilities and identification of needs for new construction, modernization or replacement of facilities. There is a mandatory requirement to have an approved current Study and Survey on file with OSPI for a school district to be eligible for School Construction State Assistance. The District received \$1.9MM in State Assistance for the Replacement of the BHS 200 Building. The next project eligible for State Assistance within the District is Blakely Elementary School.

The last Study and Survey was completed in conjunction with the first Facility Master Plan in 2005. The 2005 Master Plan identified and prioritized facility needs throughout the District. Subsequently, in 2006 and 2009 Bond requests were brought before the community. The successful Bond requests supported the replacement of the BHS 200 Building and Wilkes Elementary School. The bonds also funded 25% of the Essential Renovations identified district-wide. These improvements contributed to several critical repairs at various schools.

In addition to the requirements by the State to complete a Study and Survey, OSPI has recently established a new method of reporting facility conditions, Inventory and Condition of Schools (ICOS). ICOS is a web-based system where inventory and condition details about facilities and sites operated by Districts are documented and stored. OSPI reports that ICOS meets the increasing demand for accurate school facility inventory and building condition data that supports statewide programs such as the School Construction Assistance Program, District facility management and school facility information requests or policy decisions. The information is also used to support the performance-based Asset Preservation Program which documents how well facilities, buildings and sites are maintained.

The District has been working with Kevin Oremus, Huttleball and Oremus Architecture, along with consulting structural, electrical and technology engineers in their efforts to assess Facility condition district-wide.

The presentation continues information shared at the May 29, 2014 Study Session and will include the following:

Condition Assessments

OSPI- Information & Condition of Schools (ICOS)

Next Steps?

BOARD OF DIRECTORS

Mike Spence
Patty Fielding
Tim Kinhead
Mev Hoberg
Sheila Jakubik



SUPERINTENDENT
Faith A. Chapel

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

Board of Directors Meeting
June 12, 2014

CONSENT AGENDA

1. Donation

Donation to Bainbridge High School in the amount of \$1,000.00 from the Bainbridge Schools Foundation as the annual donation to the Liz Orr Scholarship Fund.

2. Donation

Donation to Woodward Middle School in the amount of \$17,853.98 from the Woodward PTO to support ½ of the total cost of the gym floor mat cover installed by Floor Guardian.

3. Donation

Donation to Sakai Intermediate School in the amount of \$2,164.00 from the Sakai PTO to support March lunch recess staff hours, and purchases including library materials and student outdoor tables.

4. Donation

Donation to Blakely Elementary School in the amount of \$2,458.80 from the Blakely PTO to support January – March staff hours for Zeno Math and music performances.

5. Minutes from the May 8, 2014 School Board Meeting

6. Vouchers

➤ General Fund Voucher	\$ 178,362.79
➤ Capital Projects Fund Voucher	\$ 80,241.28
➤ AP ACH Fund Voucher	\$ 5,848.96

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) Bainbridge Schools Foundation.
School (BHS)
Address 8489 Madison Ave.
Bainbridge Island, WA 98110.
Phone _____ Email _____

Donation Amount or Value of Donated Items: \$ 1,000 -

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

Annual Scholarship to Roy Orr Scholarship

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: Sarah Spray Spray Date: 6/1/14
(Printed Name) (Signature)

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



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Name of Donor (Printed) Woodward Middle School PTO

School _____

Address _____

Phone _____

Email _____

Donation Amount or Value of Donated Items: \$ 17,853.⁹⁸ (ck# 3153)

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 the WMS Gym Floor Matt Cover
installed by Floor Guardians, 1/2 of total cost.

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
(Printed Name) (Signature)

Date: 6-3-14

District Review: _____
(Printed Name) (Signature)

Date: _____



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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) Sakai PTO

School _____

Address _____

Phone _____ Email _____

Donation Amount or Value of Donated Items: \$ 2164.00

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 March Lunch recess staff hours.
AIR invoice 1001300250

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

PTO Support for May purchases including
library materials and student outdoor tables.
AIR invoice 1001300274

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 [Signature] Date: 5-30-14
(Printed Name) (Signature)

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



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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: \$ 2458.⁸⁰ (ck# 4408)

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 Jan.-March Zeno math
staff hours and music performance staff hours.

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: 5/30/14
(Printed Name) (Signature)

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

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

Date: May 8, 2014

Place: Board Room – Commodore Campus

Board of Directors Present

Board President – Mike Spence

Board Vice-President – Mev Hoberg

Directors – Tim Kinkead, Sheila Jakubik

Excused

Patty Fielding

Call to Order

5:32 p.m. – Board President Mike Spence called the meeting to order and a quorum was recognized.

Public Comment

Citizen Warren Read spoke on behalf of the Bainbridge Island Education Association Executive Board (letter submitted is available upon request) regarding the recent board decision to move forward with Option 2, adding new content in order to provide the recently negotiated ten minute per day increase to elementary planning time. Responding to a school board member quote in a recent issue of the Bainbridge Islander, the BIEA Executive Board stated unequivocally that its decision to poll members, share that information, along with letters, was an effort to give that input, specifically “fears and concerns” as well as guidance from professional educators, directly to the board. At the conclusion of the reading of the letter, the BIEA Executive Board stated “Let us move forward from here, as there is much work to do.”

Superintendent’s Report

Superintendent Faith Chapel announced the week of May 5 – 9, 2014 was Teacher Appreciation Week. Schools throughout the district are celebrating the teachers with a variety of treats and recognitions. Ms. Chapel and board members thanked teachers for their dedication and service to students.

Ms. Chapel announced Wilkes Elementary School received a 2014 Design Excellence Award from the American Institute of Architects (AIA) Committee on Architecture for Education (CAE). The Design Awards is an internationally recognized marketplace of ideas. The award will be presented at the CAE reception in June at the AIA 2014 National Convention and Design Exposition in Chicago.

Board Reports

No board reports.

Consent Agenda - Revised

Donations

1. Donation to Bainbridge High School of a Kawai Professional upright Piano valued at \$4,250.00 for use in the Band program from Kay and Karl Jensen.
2. Donation to Bainbridge High School in the amount of \$8,175.52 from the Rotary Club of Bainbridge Island to purchase a down-draft sanding table for the Voc Trades Program.
3. Donation to Bainbridge School District in the amount of \$7,895.76 from Bainbridge Schools Foundations as support for classroom grants awarded for 2013-2014 school year. Math supplies, robotics supplies and technology supplies.

Staff Travel: Out-of-State

1. Request for Board approval from Bainbridge High School Social Studies Teacher Amanda Ward to attend the 2014 Courage to Teach Workshop July 29 – 31, 2014 in San Rafael, California.

PAYROLL

April 2014 Warrant Numbers:

(Payroll Warrants) 1001793 through 1001822
(Payroll AP Warrants) 172430 through 172460
Total: \$2,784,203.19

Motion 89-13-14:

That the Board approves the revised Consent Agenda as presented. (Kinkead) The affirmative vote was unanimous. (Hoberg, Jakubik, Kinkead, Spence)

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 **131400204** through **131400240** totaling \$ **8,979.96** .

(General Fund Voucher)

Voucher numbers **2010065** through **2010149** totaling \$ **317,638.93** .

(Capital Projects Fund Voucher)

Voucher numbers **4840** through **4844** totaling \$ **48,979.56** .

Presentations

A. Policy/Procedure 2166 – Highly Capable Students (First Reading)

Executive Director of Instructional Support Services Bill Mosiman and Highly Capable Program Review Committee member Stephanie Stephens presented recommendations for the revision of Board Policy/Procedure 2166 Highly Capable Students. It was noted the Washington State Legislature made major changes to the Washington Administrative Code (WAC) that governs highly capable services. (A copy of the new WACs was provided to board members.) The changes made to the WACs were highlighted, beginning with the definition of highly capable students as follows: a) Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments; b) Outstanding abilities are seen within students' general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain; and c) Highly capable students are present not only in the general populace, but are present within all protected classes according to Chapters (RCW) 28A.640 and 28A.642.

Next, the definition of the learning characteristics of highly capable students were described as follows: a) Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations; b) Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers; c) Creative ability to make unusual connections among ideas and concepts; d) Ability to learn quickly in their area(s) of intellectual strength, and e) Capacity for intense concentration and/or focus. It was underscored that research literature strongly supports using multiple criteria to identify highly capable students, and therefore, the legislature does not intend to

prescribe a single method. Instead, the legislature intends to allocate funding based on two and three hundred fourteen on-thousandths percent (2.314%) of each school district's population, and authorize school districts to identify through the use of multiple, objective criteria those students most highly capable and eligible to receive accelerated learning and enhanced instruction in the program offered by the district.

The new WACs contain procedural changes that require each district complete and submit to the Office of the Superintendent of Public Instruction an annual plan, which must be approved by the district's board of directors by formal action. The district's annual plan must contain the following elements: 1) A report of the number of K-12 students who are highly capable that the district expects to service by grade level; 2) A description of the district's plan to identify students; 3) A description of the Highly Capable Program goals; 4) A description of the services the Highly Capable Program will offer; 5) A description of the instructional program the Highly Capable Program will provide; 6) A description of ongoing professional development for educators of student who are highly capable and general education staff; 7) A description of how the Highly Capable Program will be evaluated that includes information on how the district's Highly Capable Program goals and student achievement outcomes will be measured; 8) A fiscal report; and 9) Assurances signed by the school district's authorized representative that the district will comply with all applicable statutes and regulations.

It was recommended the revised policy include minor changes that align to the new State RCW and WAC language, that it includes services for K-12 that accelerated learning and enhanced instruction, describes reporting requirements, and is aligned to the Washington State School Directors Association recommendations. In addition, the major revisions to the procedures were recommended to include: a) Definition of highly capable students revised to student who perform or show potential for performing at significantly advanced academic levels when compared to others of the same age, experiences, or environments; b) Eligibility of current District students or residents of Bainbridge Island; c) A more succinct nomination and screening process; d) Revised assessment criteria; e) A multi-disciplinary committee comprised of a highly capable teacher/TOSA, psychologist, program administrator, grade/school level representatives will oversee the selection process; and f) A revision to the notification process. The revised procedures will also include revisions to the appeals and exit process, program design, ongoing participation, reference to military children, and a new reporting process. It was recommended the board approve the first reading of Policy 2166 – Highly Capable Students.

Motion 90-13-14:

That the Board approves the first reading of Policy 2166 Highly Capable Students. (Hoberg) The affirmative vote was unanimous. (Hoberg, Spence, Kinkead, Jakubik)

B. Highly Capable Program Review Recommendations

Executive Director Bill Mosiman opened the presentation by thanking members of the Highly Capable Program Review Committee for their many hours of hard work during the review process. The goal of the committee is to develop a Highly Capable Program that meets the unique needs of the highly capable students, comply with state law, and establish a vision for the future. The review process to date has included the formation of the Highly Capable Program Review Committee, reviewing the new requirements with staff, conducting a survey of parents, holding parent meetings, identifying the strengths of the current program and identifying areas for improvement, developing the policy and procedures language, and developing a phase-in plan for the 2014/15 school year.

Mr. Mosiman introduced Jayasri Ghosh, an educational consultant engaged to provide expertise and research regarding the learning styles of gifted children. Dr. Ghosh presented information regarding the work of the committee, and reminded those present who the highly capable student is and what their needs

include. She stated that not all high achieving students are gifted, and not all gifted students are high achievers. In addition, some students may be twice exceptional (ADHD, Autism Spectrum Disorder, EBS, etc.). The differences between a high achiever and a gifted learner were presented. Some of those differences included the following: *A High Achiever* – knows the answers; is interested; is attentive; has good ideas; is a technician; listens with interest. *A Gifted Learner* – asks the questions; is highly curious; is intellectually engaged; manipulated information; is an innovator; shows strong feelings, opinions, and perspectives.

Dr. Ghosh spoke about the parent meetings that gave local parents a forum for expressing their thoughts and suggestions for the highly capable students program. Themes emerging from those parent meetings included the following: a) The majority of respondents were from the district's elementary schools; b) Most parents were aware of the Highly Capable Program and its methods of identification. There were those who wished they knew more and thought the criteria seemed arbitrary; c) Clear communication and coordination seemed to be important; d) Highly capable services should be offered for earlier grades; e) High achieving students who do not meet the highly capable cut-off criteria need challenging work as well. Serving these students well will create a great deal of good will as the district has a higher average number of high achieving students. f) There is need for district-wide leadership and coordination with the highly capable program and a need for clarity, communication and transparency. g) General satisfaction with the overall teaching in the District; h) Enrichment opportunities offered by the district and some parent support groups are a great source of satisfaction – math clubs, Jiffy Math, Math Olympiad, engineering, Robotics, Rocket Club. Parents appreciate it when teachers take the time to offer extended learning opportunities; i) ILP program needs improvement (meaningful differentiation for students in math, language arts and social studies; j) While some math acceleration opportunities exist at Sakai and Woodward, there is a need for better differentiation in Math for students who are truly exceling and need a more personalized plan.

Differentiation TOSA Glen Robbins and Ordway Elementary teacher Cathy Lolley presented information regarding the results of a parent survey about the highly capable program. Responding to a question whether parents were aware of the highly capable program, 61% said “yes” and 39% said “no.” Regarding whether parents were aware of the highly capable identification process, 46% said “yes” and 54% said “no.” The survey included an inquiry as to the satisfaction level of parents with the math and language arts instruction in the district. In the area of math, all parents responses ranged from *not at all satisfied* (14%) to *very satisfied* (12%), with parents of highly capable students responding *not at all satisfied* (5%) to *very satisfied* (11%). In the area of language arts, all parents responses ranged from *not at all satisfied* (4%) to *very satisfied* (13%), with parents of highly capable students ranging from *not at all satisfied* (5%) to *very satisfied* (11%). Other survey questions highlighted were: *If you child is in the Highly Capable Program, what is your level of satisfaction?* – Respondents indicated 9% *very satisfied* to 60.5% *not satisfied*. *How satisfied are you with the Individual Learning Plan (ILP)?* – Respondents indicated 8% *very satisfied* to 59% *not satisfied*.

Associate Superintendent Julie Goldsmith presented the recommendations from the Highly Capable Program Review Committee. Highlights from those recommendations include the following: a) The 2014/15 school year will be a phased-in development year. b) “Phased-in” means some initial revisions will be implemented in the next year to meet the newly adopted Washington State requirements. c) The district will continue over the next 2 to 3 years to refine the continuum of service options for K-12 students. d) The grade level of students being serviced will be expanded. Services are currently provided to students in grades 4-8, and beginning in 2014/15 students will be identified in grades K-12 and provided services. e) Students who are currently identified as Highly Capable do not need to be reassessed. f) A new learning plan will be created for support at the beginning of the 2014/15 school year. g) The nomination, screening and assessment of highly capable K-12 students will be based on multiple

measures. Continuing with the highlights from the committee recommendations, Ms. Goldsmith noted the addition of 2.0 staffing (1 staff member to support grades K-6, 1 staff member to support grades 7-12) was requested. These staff members will provide support and training to teachers, some direct services to students, support the nomination, screening and identification process and support the development, implementation, and monitoring of learning plans and collect data to monitor the overall effectiveness of the program. As reflected in the parent survey, the district needs to improve the consistency of support of the highly capable program for services offered during the school day in grades 4-8, and develop strategies for supporting students in grades K-3 and 9-12.

The service options under consideration for most highly capable students were as follows: a) Pull-out program (one day a week, partial day); b) Inclusion model within a homeroom classroom (cluster grouping and differentiation); c) Ability grouping for instruction in one content area (Walk-to-Math/Walk-to-Read); d) Acceleration or compacting of curriculum; e) Specialized classes (AP, Honors); f) Pull-out self-contained program; g) Talent development (Math Olympiad, Engineering/Robotics Clubs, Destination Imagination, Math Counts, Internships, Service Learning). Another recommendation includes the development of Learning Enhancement and Acceleration Program (LEAP) Plans. The plans would redesign the current Instructional Learning Plan (ILP), include a statement of the student's present educational performance, annual student learning goals, and a description of what needs to happen during the school day to reach these annual goals.

Ms. Goldsmith highlighted the next steps in the review process, which includes hiring the 2 Highly Capable TOSAs, finalizing the LEAP template, creation of the staff development plan for 2014/15, communication to parents and staff, implementation of the recommendations for the 2014/15 school year, and present a progress report on the program improvements to the school board in winter of 2014/15.

Public Comment

Citizen Rod Stevens spoke about the projected enrollment of highly capable students for the 2014/15 school year and posed the question whether including the top 2% of those qualified would cut the program to a compliance level or was the purpose of the program to meet highly capable students' needs. *Citizen David Cosman* talked about what goes on in the classroom and expressed disappointment in the committee work to date. He did not see any significant changes coming forward. *Citizen Paul Rickart* noted the anomalies in the enrollment data presented and the contention only the top 2% of students would be included in the program next year. Mr. Rickart also took issue with the hiring of the 2.0 staff to support the program. *Citizen Amy Burton* expressed concern the qualifiers for inclusion in the highly capable program was by percentage, that the curriculum offered to students who don't qualify is geared toward national norms rather than those of Bainbridge Island, and the lack of clarity related to the dollars involved. *Citizen Dan Block* asked if the highly capable assessments would become a permanent part of the student's record, and will there be provisions established to meet the needs of those students who don't qualify into the highly capable program. (It was confirmed that assessments are included in the student's records, and work continues on support strategies for students who are high achieving.) Several citizens provided comments but their identification was unclear. They expressed concern over the level of dissatisfaction with the current highly capable program, and for the support provided for those students that don't qualify but are high achieving students and the support they need. *Citizen Stephanie Stephens* expressed her dissatisfaction with the current program but expressed hope for the future of the program with the committee work that is underway. *Citizen Tom Allen* spoke about teachers who had the ability to instruct students at all levels, and suggested those students identified as highly capable be grouped into clusters to allow them to interact with their peers as this is so important to their learning processes. *Citizen Sara McCulloch* expressed concern about the testing methods and the committee model for qualification. *Citizen Mike Lundsberg* talked about the low enrollment for the proposed program, that the program should be designed as something the students would love to participate in, and not just something that

allows the district to “check the box.” *Citizen Trisha Kurtzman* spoke of concerns about the differentiated services that students need as part of their education, and is concerned about the purposed percentage of enrollment in the highly capable program. *Citizen Rick Besser* suggested the ILP plan keep that identification to avoid confusion, underscored highly capable students, much like special needs students, need specific support, and asked for clarification regarding highly capable and high achieving students. *Citizen Sheila Meidell* spoke in support of educating the whole child and providing services (by the district and not by parents) for students with both IEPs and ILPs. Citizen Molly O’Hara stated her frustration with the services provided for her student and suggested the skewed “bell curve” for Bainbridge Island be addressed. *Citizen Judy Levine* stated her support of the two highly capable support staff that they needs to be a program for highly capable students, and believes the program will be realized through the work of the committee if they are empowered to move forward.

Following public comment regarding the Highly Capable Program Review Committee recommendations, Board President Mike Spence called for a motion.

Motion 91-13-14:

That the Board approves the Highly Capable Program Review Committee recommendations. (Hoberg) The affirmative vote was unanimous. (Hoberg, Spence, Kinkead, Jakubik)

7:55 p.m. - Board President Mike Spence adjourned the meeting for a short recess.

8:06 p.m. – President Mike Spence reconvened the meeting.

C. Consideration of Content Areas for Elementary Planning Time

Associate Superintendent Julie Goldsmith explained the Board of directors had seen several presentations and received an abundance of public comment on the topic of how to best implement the 50 minutes per week of additional planning time provided to elementary teachers to support the needs of all students. The goals for this meeting’s board discussion is to identify the highest priority content areas to consider for the 50 minutes per week of additional instructional time, and provide direction regarding criteria that should be used to analyze each of those content area (e.g. structure of time, transitions, facility and equipment implications, etc.). Referring to the District Mission, it was noted that as a learning organization, the mission is to ensure that every student is future ready, prepared for the global workplace, prepared for college, and prepared for personal success. The additional planning time comes from the negotiated agreement between the District and the Bainbridge Island Education Association to provide K-6 teachers with planning time that is equitable to that of teachers in grades 7-12.

Under the current plan to address the planning time needs, a new curriculum for students would be created, and a new specialist position would be hired to provide two 25 minute or one 50 minutes session per week depending on the chosen content area. Some of the possible content areas include World Language, Science, Technology, Mathematics Lab, or other possibilities. It was noted that each possible content area has implications, with possible criteria to be considered including scheduling, location and space needs, curriculum alignment and impact, time for development of the curriculum, and additional materials or equipment. Board guidance will help to identify the highest priority content areas that will be considered for the 50 minutes per week of additional instructional time, and their guidance will provide direction regarding the criteria to be used to analyze each of those content areas.

Board members discussion underscored the importance that scheduling plays in determining which content area is incorporated into the school day. It was noted that several draft schedules had already been developed by the Planning Time Task Force, but it depends on the content area implemented whether it would be two twenty-five minutes segments or one 50 minute segment per week. Once board members determine the top priorities for content area, a more detailed analysis will be brought back for review by

the board. When the board determines their highest priority for content area, a plan will be developed to implement a pilot for the 2014/15 school year, with full implementation in the 2015/16 school year. Board members continued the discussion, noting the importance of world language in the development of neural pathways, and expressing support for the importance of a science content area. Board consensus determined further analysis of world language and science content areas should move forward.

D. 2014-2015 District Budget Planning Update

Superintendent Faith Chapel provided the 2014/15 district budget planning update that included preliminary estimates of revenues and expenditures, and the supporting detail for staffing changes. Regarding the State final supplemental budget, funding for transportation and materials, supplies and operating costs (MSOC) was increased, and an allocation was provided for phasing in staffing and programs to address new graduation and instructional hour requirements for high school students. Regarding federal funding, it was noted that the District receives only a small percentage of its revenues from the federal government, and most of those dollars are for special education. It was noted the District Budget Advisory Committee (DBAC) discussed at their recent meeting, the enrollment projections, staffing implications, and a preliminary estimate of budget components for 2014/15. Key elements of that discussion were highlighted as follows: Projected Enrollment: Early projections estimate enrollment would be 65 students higher than budgeted in 2013/14, with the current projection for K-12 at 3685 – 100 higher than budgeted for this year. It was noted that registration was significantly higher than forecast for Bainbridge High School, and Sakai is also adding an additional section of grade 6. Local levy – Updated calculations from the state indicate the local Program and Operations Levy will be \$350,000 higher than the current year. Staffing changes (reductions and increases) for 2014/15 – Staffing changes for 2014/15 are related to 3 variables: changes in enrollment, changes in programs or requirements, and changes recommended to address specific needs. The proposed changes were generated through discussions with school principals and department supervisors, and were discussed with classified and certificated associations and DBAC. Supporting detail for staffing changes was shared as follows: 1) Staffing adjustments related to enrollment include K-6 classroom teachers (2.0 FTE) and high school special education (1.0 FTE). Staffing increases will include Sakai counseling (0.4 FTE), Woodward special education (0.7 FTE), Eagle Harbor High School enrollment increase (0.3 FTE), Bainbridge High School enrollment increase (1.6 FTE), Commodore counseling (0.2 FTE). It was noted the net cost related to these staffing increases was \$20K. 2) Additional costs for staff include salary and experience steps, benefits, Labor & Industry, and pension costs; contractual agreements; secondary staffing to phase in to high school graduation and 1080 hours of instruction requirements; staffing for program changes or state requirements; and staffing changes to address classified workload, student support, and safety (Transportation Supervisor, custodian, student support & lunch, before/after school supervision). Following a brief discussion, board members were in consensus in their support of the district moving forward with the staffing changes for 2014/15.

E. Bainbridge Schools Foundation – District Priorities

Associate Superintendent Julie Goldsmith provided the overview of the proposed funding priorities for the use of funds donated by the Bainbridge Schools Foundation (BSF) to support innovations in the Bainbridge Island School District. It was noted the Foundation has scheduled a meeting on May 12 to discuss its 2014/15 pledge, and requested that the District develop three sets of prioritized requests – one for \$800K, another for \$900K, and a third for \$1 million. In order to obtain additional data related to the district priorities, a teacher survey was conducted in the spring of this school year. With 131 certificated staff responding to the survey, the majority were from the elementary, intermediate and middle school levels.

The 2014/15 District funding priorities were presented as follows: a) Continuation of school and teacher grants that promote and support individual and school plans; b) Continuation of Teachers on Special

Assignment (TOSA) to assist staff in meeting the needs within the focus of the district and school improvement plans. The TOSAs provide in-depth opportunities for staff to reflect about instruction that results in increased student academic performance. TOSAs will be in the areas of instruction, STEM, and Highly Capable. c) Prove district-wide support for staff in the new teacher evaluation system, developing strategies to address the needs of all learners, developing technology strategies to improve instructional practice, using and understanding student growth data, transitioning to the Common Core State Standards and Smarter Balanced assessments and the new requirements for highly capable learners. d) Continuation of support for traditionally underrepresented students – these programs are designed to support students in reaching and exceeding state standards; e) Continuation of innovative projects supporting Science, Technology, Engineering and Mathematics (STEM) through robotics, coding, summer camp, edible education as well as the development of an elementary world language program; f) Continuation of established programs of Circle of Friends (supporting special needs students), Spatial Temporal (ST or JiJi) Math for all kindergarten to 5th grade students, Preliminary Scholastic Aptitude Test (PSAT) for all 10th grade students, and the Education Program for Gifted Youth (EPGY) for high achieving K-8 students in mathematics. A spreadsheet with purposed funding for each district priority, under each funding scenario, was provided for board review. Following the presentation, Ms. Goldsmith recommended approval of the District Funding Priorities for the Bainbridge Schools Foundation.

Motion 92-13-14:

That the Board approves the District Funding Priorities for the Bainbridge Schools Foundation. (Hoberg) The affirmative vote was unanimous. (Hoberg, Kinkead, Spence, Jakubik)

F. Resolution 08-13-14: Reduced Educational Program

Superintendent Faith Chapel explained the statutory requirements for notification of certificated staff if there was a possibility that staff positions may be reduced. It was noted that given the information currently available to the District regarding a projected decline in enrollment in specific programs, and changes in district roles, the District must move forward with processes for declaring the possibility of a “reduced educational program.” Ms. Chapel noted that Resolution 08-13-14 addressed the staff, program, and service adjustments necessary to ensure alignment of expenditures in 2014-2015 with forecasted enrollment, revenue and program needs.

Motion 93-13-14:

That the Board approves Resolution 08-13-14 Reduced Educational Program. (Kinkead) The affirmative vote was unanimous. (Kinkead, Hoberg, Jakubik, Spence)

G. Instructional Materials Committee Report & Recommendations

Associate Superintendent Julie Goldsmith provided the minutes from the April 22, 2014 Instructional Materials Committee (IMC) meeting, the committee’s recommendations for instructional materials to be adopted. Instructional materials recommended for adoption included the following:

Spatial Temporal Math (ST Math - 2013)	MIND Research Institute (Publisher)	Grades K-5
Campbell Biology in Focus Program (2014)	Pearson Education (Publisher)	Advanced Placement Biology
Chemistry, The Central Science (13 th AP Edition - 2015)	Pearson Education (Publisher)	Advanced Placement Chemistry
Foundations of Chemistry – Applying POGIL Principles (4 th Edition – 2010)	Pacific Crest (Publisher)	Advanced Placement Chemistry

Environment: The Science Behind
the Stories
(4th Edition 2011)

Pearson Benjamin Cummings
(Publisher)

Advanced Placement
Environmental Science

Motion 94-13-14:

That the Board approves the Instructional Materials Committee recommendations. (Kinkead) The affirmative vote was unanimous. (Kinkead, Hoberg, Spence, Jakubik)

Personnel Actions

Motion 95-13-14:

That the Board approves the Personnel Actions dated May 2, 2014 and May 8, 2014 as presented. (Hoberg) The affirmative vote was unanimous. (Kinkead, Spence, Jakubik, Hoberg)

9:06 p.m. – Board President Mike Spence announced the Board would move into an executive session for 20 minutes regarding personnel evaluations.

Adjournment

9:30 p.m. – President Mike Spence reconvened the meeting to a public session and immediately adjourned.

SCHOOL BOARD OF DIRECTORS

ATTEST: _____, Secretary to the Board of Directors

ne following vouchers, as audited and certified by the Auditing Officer as required 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 June 12, 2014, the board, by a _____ vote, approves payments, totaling \$178,362.79. The payments are further identified n this document.

total by Payment Type for Cash Account, GF A/P Warrants:
Warrant Numbers 2010242 through 2010315, totaling \$178,362.79

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
2010242	1000BULBS.COM	06/13/2014	222.60
2010243	ACE HARDWARE	06/13/2014	349.44
2010244	ADMIN REVOLVING FUND	06/13/2014	1,052.92
2010245	ADVANCED TOOLWARE LLC	06/13/2014	1,974.16
2010246	AP EXAMS	06/13/2014	1,494.00
2010247	APP ASSOCIATED PETROLEUM PROD	06/13/2014	15,166.02
2010248	APPLE COMPUTER INC	06/13/2014	3,250.13
2010249	ARAMARK UNIFORM SERVICES	06/13/2014	70.69
2010250	BAINBRIDGE DISPOSAL INC	06/13/2014	5,846.23
2010251	BEADS OF BAINBRIDGE	06/13/2014	129.35
2010252	BRODART CO	06/13/2014	61.91
2010253	BROWN INDUSTRIES INC	06/13/2014	455.79
2010254	BUILDERS HARDWARE & SUPPLY	06/13/2014	151.00
2010255	CAMP INDIANOLA	06/13/2014	1,047.00
2010256	CASCADIA INTERNATIONAL LLC	06/13/2014	907.40
2010257	CED CONSOLIDATED ELECTRICAL DI	06/13/2014	1,158.41
2010258	CENTURYLINK COMMUNICATIONS LLC	06/13/2014	3,947.58

Check Nbr	Vendor Name	Check Date	Check Amount
2010259	CLOVER PARK SCHOOL DISTRICT	06/13/2014	233.49
2010260	CNR INC	06/13/2014	10,249.12
2010261	COLLEGE BOARD WRO	06/13/2014	215.00
2010262	COMMERCIAL BRAKE & CLUTCH INC	06/13/2014	3,510.29
2010263	COURT ENGRAVERS	06/13/2014	1,049.23
2010264	CUSTOM PRINTING COMPANY	06/13/2014	65.70
2010265	D&D INSTRUMENTS	06/13/2014	1,118.00
2010266	DAIRY FRESH FARMS	06/13/2014	6,810.84
2010267	EAGLE HARBOR BOOK CO	06/13/2014	113.87
2010268	EDENSAW WOODS LTD	06/13/2014	156.73
2010269	FERGUSON ENTERPRISES INC	06/13/2014	6.32
2010270	FOLLETT SCHOOL SOLUTIONS INC	06/13/2014	1,438.19
2010271	FOOD SERVICES OF AMERICA	06/13/2014	10,351.84
2010272	FREESTYLE SALES COMPANY	06/13/2014	458.98
2010273	GLOBAL SOURCE EDUCATION	06/13/2014	1,056.00
2010274	GOLD COAST SERVICES LLC	06/13/2014	237.99
2010275	GRAINGER	06/13/2014	529.99
2010276	H & H DIESEL SERVICE INC	06/13/2014	1,661.63
2010277	IECC INFANT AND EARLY CHILDHO	06/13/2014	205.00
2010278	INTERSTATE BATTERIES OF SEATTL	06/13/2014	376.34
2010279	IVOXY CONSULTING LLC	06/13/2014	4,320.05
2010280	JW PEPPER & SON INC	06/13/2014	229.31
2010281	KCDA	06/13/2014	2,394.67
2010282	KITSAP TRACTOR & EQUIPMENT	06/13/2014	88.05
2010283	Knottnerus, Susan E	06/13/2014	117.83

Check Nbr	Vendor Name	Check Date	Check Amount
2010284	Leonetti, Diane D	06/13/2014	130.69
2010285	MAYDA & SONS MECHANICAL	06/13/2014	392.30
2010286	MCDONALD, MARGARET	06/13/2014	800.00
2010287	MCGRAW-HILL SCHOOL EDUCATION H	06/13/2014	42,767.45
2010288	MICRO COMPUTER SYSTEMS	06/13/2014	2,875.55
2010289	NATUREBRIDGE	06/13/2014	17,423.75
2010290	NORTHWEST EDISON INC	06/13/2014	352.95
2010291	OFFICE DEPOT	06/13/2014	891.56
2010292	OLYMPIC SPRINGS INC	06/13/2014	341.92
2010293	ONE MORE STORY	06/13/2014	195.00
2010294	PART WORKS INC	06/13/2014	34.91
2010295	PENINSULA UMPIRES ASSOC	06/13/2014	4,572.62
2010296	PROBUILD COMPANY LLC	06/13/2014	219.33
2010297	QUILL	06/13/2014	241.64
2010298	RIGHT! SYSTEMS INC	06/13/2014	6,369.82
2010299	SCHOOL SAVERS	06/13/2014	460.11
2010300	SOUND OPTIONS GROUP LLC	06/13/2014	1,000.00
2010301	SOUND REPROGRAPHICS INC	06/13/2014	127.83
2010302	Sperrazza, Mark	06/13/2014	61.36
2010303	ST OF WA DEPT OF LICENSING	06/13/2014	26.00
2010304	STRATEGIC CONSULTING SERVICES	06/13/2014	497.10
2010305	Tarbill JR., Joe Dean	06/13/2014	103.80
2010306	TOWN & COUNTRY MARKET	06/13/2014	792.74
2010307	ULTIMATE OFFICE INC	06/13/2014	92.78
2010308	UNITED LABS INC	06/13/2014	516.49

check Nbr	Vendor Name	Check Date	Check Amount
2010309	US POSTMASTER C/O CMRS-PB	06/13/2014	3,046.00
2010310	WAPITI AERIAL SERVICES INC	06/13/2014	285.00
2010311	WESTBAY AUTO PARTS	06/13/2014	243.99
2010312	WITT COMPANY INC	06/13/2014	7,843.06
2010313	WSPA-WA SCHOOL PERSONNEL ASSN	06/13/2014	150.00
2010314	XEROX CORP	06/13/2014	835.25
2010315	ZEP MANUFACTURING COMPANY	06/13/2014	392.70
74	Computer	Check(s) For a Total of	178,362.79

	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
	74	Computer	Checks For a Total of	178,362.79
otal For	74	Manual, Wire Tran, ACH & Computer Checks		178,362.79
ess	0	Voided	Checks For a Total of	0.00
		Net Amount		178,362.79

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
0	General Fund	-282.00	629.50	178,015.29	178,362.79

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.

On June 12, 2014, the board, by a _____ vote, approves payments, totaling \$80,241.28. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP A/P Warrants:
Warrant Numbers 4858 through 4865, totaling \$80,241.28

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
4858	CDW-G	06/13/2014	25,441.15
4859	COATES DESIGN INC	06/13/2014	22,255.00
4860	DAILY JOURNAL OF COMMERCE	06/13/2014	657.40
4861	GUARDIAN SECURITY SYSTEMS INC	06/13/2014	19,990.55
4862	KITSAP SUN - ADVERTISING REMIT	06/13/2014	805.75
4863	LENOVO (UNITED STATES) INC	06/13/2014	3,364.27
4864	MICRO COMPUTER SYSTEMS	06/13/2014	5,520.55
4865	VISION MATTERS LLC	06/13/2014	2,206.61

8	Computer	Check(s) For a Total of	80,241.28
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he following vouchers, as audited and certified by the Auditing Officer as required 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 June 12, 2014, the board, by a _____ vote, approves payments, totaling \$5,848.96. The payments are further identified n this document.

otal by Payment Type for Cash Account, AP ACH:
 CH Numbers 131400241 through 131400269, totaling \$5,848.96

ecretary _____	Board Member _____
oard Member _____	Board Member _____
oard Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
31400241	Carbajal, Gabriel Arturo	06/13/2014	497.92
31400242	Chapel, Faith Aiko	06/13/2014	178.00
31400243	Claesson, Susan L	06/13/2014	27.89
31400244	Dombkowski, Camilla Dawn	06/13/2014	22.68
31400245	DOR - COMP TAX	06/13/2014	1,206.30
31400246	Garfunkel, Elizabeth C	06/13/2014	25.88
31400247	Goldsmith, Julie Anne	06/13/2014	54.25
31400248	Hamilton, Janice Marion	06/13/2014	30.24
31400249	Jeffers, Kathleen M	06/13/2014	9.17
31400250	Joss, Elizabeth Cobourn	06/13/2014	16.28
31400251	Kornbau, Judith M	06/13/2014	9.99
31400252	Ledbetter, Jennifer	06/13/2014	29.78
31400253	Mroz, Aimee Nicol	06/13/2014	188.00
31400254	O'Neill, Mary A	06/13/2014	29.62
31400255	Paige, Peggy J	06/13/2014	97.44
31400256	Phillips, Jill P	06/13/2014	258.23
31400257	Pitinga, Maureen Frances	06/13/2014	857.58

check Nbr	Vendor Name	Check Date	Check Amount
31400258	Roberts, Kathleen Ann	06/13/2014	139.78
31400259	Schneider, Boo Burkhalter	06/13/2014	41.34
31400260	Sheehan, Erin Anne	06/13/2014	318.82
31400261	Shutt, Jason A	06/13/2014	198.90
31400262	Taylor, Kaycee J	06/13/2014	548.88
31400263	Ward, Amanda C	06/13/2014	300.00
31400264	Weldy, Theresa Share	06/13/2014	47.54
31400265	Young, Ann M S D	06/13/2014	115.12
31400266	Ziska, Leonard Edmund	06/13/2014	78.40
31400267	Zuzelski, Thomas J	06/13/2014	81.66
31400268	DOR - COMP TAX	06/13/2014	74.94
31400269	DOR - COMP TAX	06/13/2014	364.33

29	ACH	Check(s) For a Total of	5,848.96
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	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	29	ACH	Checks For a Total of	5,848.96
	0	Computer	Checks For a Total of	0.00
otal For 29		Manual, Wire Tran, ACH & Computer	Checks	5,848.96
ess	0	Voided	Checks For a Total of	0.00
		Net Amount		5,848.96

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
0	General Fund	1,206.30	0.00	4,203.39	5,409.69
0	Capital Projects	74.94	0.00	0.00	74.94
0	Associated Stude	364.33	0.00	0.00	364.33



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: Multicultural Advisory Council, Annual Report

Date: June 6, 2014

The Multicultural Advisory Council (MAC) was established in the early 70's. One of the Council's responsibilities is to prepare an annual report for the Board of Directors. At the June 12th Board of Directors meeting members of the MAC will present an overview of the report.

Additional responsibilities of the MAC include:

1. Assist the district's staff, students, and school board in developing, maintaining, and assessing a comprehensive K-12 multicultural education program. Encourage ongoing district-wide infusion of specific curriculum that addresses issues of culture, national origin, race, religion, gender, ethnicity, and sexual orientation.
2. Advocate for a safe and supportive school environment, free of harassment for all members of the school community.
3. Promote effective cross-cultural communication and understanding in the schools and the community.
4. Advise the Board regarding school district efforts to develop closer relationships between the district and the Island's diverse communities.
5. Assist district staff, students, and the Board in communicating with parents and the community regarding current multicultural education practices and policies.
6. Assist the district in the identification of the opportunities and challenges faced by students and encouraging students, parents, and schools to work together in addressing these opportunities and challenges.
7. Sponsor workshops, events, and activities, and identify resources designed to celebrate and promote diversity and increase multicultural awareness and understanding among school district staff, the Advisory Council, and the community at large. The activities being sponsored should meet one or more of the following criteria:
 - (a) Support student, school and/or community efforts;

- (b) Educational or cultural activity;
 - (c) Content focus on prejudice reduction, equity/harassment issues, and/or conflict resolution.
8. Encourage and support multicultural education staff development opportunities for all Bainbridge Island School District staff members.
 9. Provide guidance to the Board regarding equitable practices and policies.
 10. Encourage the hiring of a diverse and multi-ethnic certified and classified staff.
 11. Prepare an annual report to the School Board.

Annual Report of Accomplishments in 2014-15

1. MAC Membership Status Report
2. Maintained a strong partnership with the BISD Board of Directors
3. "Listening Tour" of BISD Schools:
 - a. To better understand the Achievement/Opportunity GAP at each building site and learn how MAC can support closing the gaps
 - b. *Guiding Questions for Principals:*
 - o How would you describe both the opportunity gap and the achievement gap that exists in your building? Since the District is committed to close and erase entirely this gap, from what best practices and resources (in other buildings, districts, community, state or national) are you drawing upon?
 - o Where has there been success in closing the opportunity/achievement gap at your school? Are there examples of cross cultural understanding and multicultural awareness that you are proud of and will share with us? What support would you need/like in order to continue succeed?
 - o Specifically thinking about your data lead teachers and building staff who are interpreting students' academic standings, what would you like in the way of multicultural education or cultural competency training?
 - o What is your building doing to level the playing field in terms of equitable access to technology, online learning and flipped classroom experiences?
4. Encouraged the BISD Board of Directors to consider including language in District Improvement Plan that specifically addresses the goal of closing any achievement or opportunity gap that may exist among subgroups of students (ethnicity/race, low income, gender, etc.) at all grade levels, not just those enrolled in rigorous academic courses at the High School level, as currently stated. This goal would include appropriate timelines, and reporting (Memo Attached).
5. \$1500 Teacher Grants to support Multicultural Education

6. Continued Support of established programs:

- Martin Luther King Assembly at Bainbridge High School
- Student transportation to Kitsap Human Rights Conference and Spring Youth Rally
- Culture Fair for 8th grade students at Woodward Middle School

7. Outreach to community and schools

- Support of parent concerns as they arise

8. Support of Lead Teachers and Schools

9. Revised the MAC Bylaws (attached)

10. MAC Annual Retreat: tentatively set for Friday, August 15th

Board Action:

Information only, no action required.

Attachments:

- Final MAC Bylaws revised 5.27.14
- Approved Proposal to the BISD Board of Directors

Bainbridge Island School District MULTICULTURAL ADVISORY COUNCIL BYLAWS

SECTION A. NAME AND PURPOSE

ARTICLE I

The official name of this organization shall be the Bainbridge Island School District Multicultural Advisory Council (hereinafter, “the Council”).

ARTICLE II

The Council shall exist only during such time as it may be authorized by the Bainbridge Island School District Board of Directors.

ARTICLE III

The purpose of the Council shall be to provide guidance to the district in developing, maintaining, and assessing a comprehensive K-12 multicultural education program; to assist in maintaining effective working relationships between the district and the diverse communities on Bainbridge Island; to promote multicultural awareness and understanding in the schools and the community; and to strive to provide every student with equal educational opportunities.

Specific responsibilities of the Council include:

1. Assist the district’s staff, students, and school board in developing, maintaining, and assessing a comprehensive K-12 multicultural education program. Encourage ongoing district-wide infusion of specific curriculum that addresses issues of culture, national origin, race, class, religion, gender, ethnicity, and sexual orientation.
2. Advocate for a safe and supportive school environment, free of harassment for all members of the school community.
3. Promote effective cross-cultural communication and understanding in the schools and the community.
4. Advise the Board regarding school district efforts to develop closer relationships between the district and the Island’s diverse communities.
5. Assist district staff, students, and the Board in communicating with parents and the community regarding current multicultural education practices and policies.
6. Assist the district in the identification of the opportunities and challenges faced by students, provide guidance to the Board and encourage students, parents, and schools to work together in addressing these opportunities and challenges.
7. Sponsor workshops, events, and activities, and identify resources designed to celebrate and promote diversity and increase multicultural awareness and understanding among school district staff, the Advisory Council, and the community at large. The activities being sponsored should meet one or more of the following criteria:
 - (a) Support student, school and/or community efforts;
 - (b) Educational or cultural activity;
 - (c) Content focus on prejudice reduction, equity/harassment issues, and/or conflict resolution.

8. Encourage and support multicultural education staff development opportunities for all Bainbridge Island School District staff members.
9. Provide guidance to the Board regarding equitable practices and policies.
10. Encourage the hiring of a diverse and multi-ethnic certified and classified staff.
11. Prepare an annual report to the School Board.

SECTION B. MEMBERSHIP

ARTICLE I

The Council shall consist of ten to twenty voting members appointed by the School Board, ideally, 2/3 of whom would be parents and 1/3 of whom would be community members and with representation of all grade levels and/or major programs. The Council membership shall reflect diversity in terms of culture, national origin, race, ethnicity, religion, gender, and sexual orientation consistent with the school district's equal educational opportunity policy. The Associate Superintendent for Curriculum and Instruction, the District Multicultural Educational Program staff representative(s) and the Multicultural Education Building Lead Teachers will be non-voting members.

Two high school student representatives, to be appointed by the high school ASB, will be included as voting members of the Council.

ARTICLE II

Appointments to the Council of parent and community at-large representatives shall be made by vote of the Council, no later than May of the preceding school year, from qualified candidates suggested by the Council, and shall be subject to School Board approval at the next regularly scheduled meeting.

ARTICLE III

The term of service of each voting member shall be two years, from September of the current year, to September of the second following year.

ARTICLE IV

At least one-half of the voting members shall be retained each year.

ARTICLE V

An individual may lose membership in the Council if she/he fails to attend two consecutive meetings without presenting in advance to the Chairperson of the Council, a valid reason for her/his absence.

ARTICLE VI

Any vacancy of a voting member shall be filled for the duration of the vacating member's term at the next meeting of the Council/School Board pursuant to the terms of Section B, Articles I and II as applicable.

ARTICLE VII

Duties of the Council members:

1. Support and promote the purposes of the Council;
2. Regularly attend scheduled meetings of the Council; and
3. Become directly involved in the implementation of Council goals.

SECTION C. OFFICERS AND THEIR DUTIES

ARTICLE I

The Council shall elect, from among its voting membership, the following officers:

1. Chairperson;
2. Vice-Chairperson;
3. Recorder
4. Treasurer

ARTICLE II

The officers shall be elected at the last monthly meeting of the school year to a one year term commencing in September of the following school year.

ARTICLE III

The Chairperson shall be elected from among the voting members having a minimum of one year experience on the Council.

ARTICLE IV

Duties of officers:

1. Chairperson:
 - a. Presides at meetings;
 - b. Plans council meetings;
 - c. Coordinates the activities and projects of the Council as required;
 - d. Officially represents or designates representation of the Council as required; and
 - e. Designates such committees as needed.
2. Vice-Chairperson:
 - a. Assists the chairperson; and
 - b. Presides at the meetings in the absence of the Chairperson.
3. Recorder:
 - a. Keeps a record of the minutes of the Council;
 - b. Keeps a record of the attendance at meetings;
 - c. Maintains files and financial records and is responsible for correspondence; and
 - d. Informs members of meetings and other pertinent matters.
4. Treasurer:
 - a. Tracks the budget and maintains financial records;
 - b. Coordinates fundraising.

ARTICLE V

The Executive Board will be comprised of the Chairperson, the Vice-Chairperson, the Recorder, the Treasurer, and the District Administrator.

SECTION D. MEETINGS

ARTICLE I

Regular Council meetings will be held monthly during the school year.

ARTICLE II

Special Council meetings will be held as decided by a majority of the voting Council members or by designation of the Chairperson.

ARTICLE III

A quorum shall consist of not less than 50% of voting members. A motion shall be decided by simple majority present and voting.

SECTION E. AMENDMENTS

ARTICLE I

The Council Bylaws may be amended or added to by a two-thirds majority vote of the voting members at any regular Council meeting, and are subject to School Board approval.

Revised: 5/27/14

Presented to the Board of Directors: 6/12/14

Multicultural Advisory Council
Bainbridge Island School District
c/o 8489 Madison Avenue N. E., Bainbridge Island, WA 98110

Proposal to the Board of Directors

As a Multicultural Advisory Council (MAC) appointed by the Board more than 30 years ago, we are dedicated to and focused on multicultural awareness and understanding in our District; we acknowledge and deeply appreciate your commitment to the full educational development of every student in our schools.

It is our understanding that the 2013-14 School Improvement Plans (SIPs) were approved at your November 14, 2013, meeting, and we are pleased to note goals in the SIPs that reflect the District's ability to address and correct any existing inequalities in students' achievement or opportunities, through enhanced technological abilities to gather and analyze assessment data.

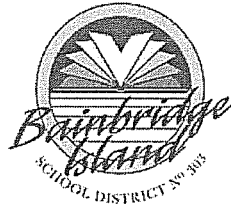
To support the Board's current and continuing efforts to eliminate the achievement/opportunity gaps that exist in our District, we respectfully put forward the following proposals for your consideration:

1. In addition to the Board's commitment that all Bainbridge schools meet or exceed the "Annual Measurable Objectives" (AMOs), MAC proposes that the Board consider including language that specifically addresses the goal of closing any achievement or opportunity gap that may exist among subgroups of students (ethnicity/race, low income, gender, etc.) at all grade levels, not just those enrolled in rigorous academic courses at the High School level, as currently stated. This goal would include appropriate timelines, and reporting.
2. If it is the intent of the District that, over the course of the next few years, the SIPs will continue to align and have a greater connection with the District Improvement Plan (DIP), MAC proposes that the Board consider having each future building SIP include the identification of the closing of any achievement or opportunity gap that may exist at their school among any subgroup of students (racial/ethnic, low income, gender, etc.), as part of their school's stated goals/action plan. This could include, but not be limited to, achieving the specific AMO goals that have been set by the State for their particular building, appropriate timelines, and reporting.

Presented and Supported by the BISD Board of Directors: 12/12/13

BOARD OF DIRECTORS

Mike Spence
Patty Fielding
Tim Kinkad
Mev Hoberg
Sheila Jakubik



SUPERINTENDENT

Faith A. Chapel

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

June 5, 2014

To: Faith Chapel

From: Peter Bang-Knudsen, Assistant Superintendent

RE: Content area for elementary planning update

At the May 29 meeting, Heidi Langendorff and I presented to the board of directors the findings of the elementary planning task force. This task force developed an analytic framework to examine which content area (Spanish or science) should fill the approximately 50 minutes per week of student instruction time. Attached to this memorandum is a copy of the framework and it can also be found on the district website at this link: <http://www.bisd303.org/Domain/1385>. It is important to note that the task force solicited and incorporated a wide range of staff input into the analytic framework document.

The board of directors now has the opportunity to make a decision on which content to pursue via a pilot program in the 2014-15 school year. Whichever content is selected, it will be piloted at the K-4 schools on a limited basis, in order to develop an effective program for students.

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

Planning Time Task Force

Analysis

1. Curriculum & Instruction	
Spanish (FLES: Foreign language in Elementary School)	Elementary Science
<p><u>Curriculum and integration:</u></p> <ul style="list-style-type: none"> • FLES would reinforce or supplement current curriculum; it would not replace content taught by classroom teacher. • FLES programs are becoming more prevalent across the United States (especially on the East Coast). Two previous World Language Curriculum Review Committees (1990s and 2009) recommended that world language instruction begin in elementary grades. (In late 90s, “Espanol Para Ti” video-based program was purchased for use in Gr. 1-3 classes but was abandoned because it was not very effective) • Coordination with the classroom teacher may be minimal dependent on how much synchronization is needed between the curriculum in the homeroom and world language. • Reporting on student progress to parents can be done independently from the regular report card. • Needs to be articulated with grades 5-12. Continued development would need to be completed to ensure 	<p><u>Curriculum and integration</u></p> <ul style="list-style-type: none"> • 50 minutes per week would not cover all science content that is needed to be taught, but could be used to partially replace or enhance current science instruction sharing the teaching of science standards between classroom teacher and specialist. • From our current scope and sequence, a determination would be needed for what content would be taught in the pull-out program and what is taught at each grade level by the classroom teacher. • Coordination would be required between classroom teachers and a science specialist. The amount of coordination is dependent on how the curriculum is divided. • Reporting on student progress to parents would need to be determined and coordinated with teachers or reported separately. • Articulation with grades 5-12 will be completed through the Science Program Review process. • Student accomplishment in science is a state requirement

<p>smooth articulation. Having more interest and competence in language could have a major impact on the number of students interested in taking language.</p> <ul style="list-style-type: none"> • Scope and Sequence for Spanish would need to be developed. • Student accomplishment in world language is not a current state requirement. New graduation requirements require students to take 2 years of a world language (or make a formal request for a waiver). World language is an entrance requirement for four-year colleges across the United States. <p><u>Report from FLES committee members:</u></p> <ul style="list-style-type: none"> • Brain research on positive effects of learning a second language at an early age (<u>American Council on the Teaching of Foreign Languages</u> research in support of elementary school foreign language learning.) • FLES committee found research that supported the concept that learning a second language can support struggling learners acquire reading/writing skills. http://nysaft.org/advocacy/pdf/nearesearchdocument.pdf • Demographic and language changes in U.S. are significant. Currently the United States is the 5th largest Spanish-speaking country in the world. http://nblatino.com/2013/08/07/us-is-5th-largest- 	<p>and is currently assessed at grades 5, 8 and with an end-of course Biology test. These assessments will be changing with the <u>Next Generation Science Standards</u>.</p> <ul style="list-style-type: none"> • Two years of science is a current graduation requirement. It is changing to a 3-year requirement with the new graduation requirements described in Core 24. Science is an entrance requirement for four-year colleges across the United States. • Recent survey of elementary teachers said that on average, teachers are providing 40 minutes per week of science instruction. • An intentional strand for the science specialist, (e.g. <u>engineering</u>), could help address Next Generation Science requirements. • Research demonstrates that most young adults, who choose a STEM field, became interested in STEM by middle school. • Puget Sound has a demand for <u>STEM related fields</u>. Focus on science could help to generate interest and prepare students for post-secondary studies in STEM areas.
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<p><u>spanish-speaking-country-new-census-interactive-map/</u></p> <ul style="list-style-type: none"> • In accordance with the American Council on the Teaching of Foreign Language guidelines (ACTFL), students who have studied a language for 150 hours (30 hours each year from Kindergarten to 4th grade) at the Novice-level. Which is about the same skill level students would attain after a first year Spanish course at the secondary level http://bisdfles.wikispaces.com/file/view/WL%20Hours+Proficiency.pdf/438038900/WL%20Hours+Proficiency.pdf 	
<p>2. Development</p> <ul style="list-style-type: none"> • The district does not currently have adopted curriculum for elementary World Language; curriculum and instructional materials would need to be adopted or developed. • FLES would require review of the curriculum and language options at intermediate, middle school and high school. This would impact non-World Language elective teachers, unless there is an addition of a 7th period. 	<ul style="list-style-type: none"> • Current standards and curriculum materials are developed for grades K-4. • Specific Kits/Units could be identified and taught by a science specialist. Teachers have questions on how this would be structured. • BISD is currently in the middle of a science program review and this would be a good time to add a science specialist.

3. Location & Space	
<ul style="list-style-type: none"> Spanish Specialist would complete the lesson in the general education teacher's classroom. No new classroom space is needed. Need to identify a space for general education teacher to make private phone calls, meet with other staff. Materials for the class would be transported on a rolling cart or basket. FLES teachers would need an office space with access to computer, phone, files etc. Teachers have significant concerns that they will not have usable planning time added if they have to either remain in the classroom with students engaged in a lively activity or leave and then do not have access to their materials and learning stations. 	<ul style="list-style-type: none"> The Science Specialist will usually need a dedicated space to allow for set up of labs and equipment. May be possible to have (all or some) kindergarten/1st grade science completed in general education classroom to reduce transitions. This would create the need to potentially identify a space for primary general education teacher to make private phone calls, meet with other staff. What is the actual room availability? Wilkes and Blakely have potential space for next year. Space for future years is difficult to predict with accuracy. If we decrease class size (due to McCleary lawsuit), we would possibly need 2 to 3 more general education classrooms at each school.
4. Equipment	
<ul style="list-style-type: none"> No specialized equipment, would need access to computer and whiteboard – would need curriculum resource materials. Most current adopted BISD materials are written in Spanish with resources available (My Math, FOSS, Good Habits/Great 	<ul style="list-style-type: none"> Additional specialized equipment and instructional materials would need to be purchased to support the science specialist.

Readers) – would need to develop and/or purchase curriculum.	
5. Ability to Attract & Retain Staffing	
<ul style="list-style-type: none"> • Attracting a World Language Specialists may be more challenging. • Need endorsement in K-12 World Language or K-8 Teaching. • Staffing needs (about .6 to .7 at each elementary school) 	<ul style="list-style-type: none"> • There is current staff that would be qualified to teach this content. Attracting new staff would not be as challenging. • Need endorsement in K-8 Teaching, no specialized science endorsement is needed. • Staffing needs (about .6 to .7 at each elementary school)
6. Schedule	
<ul style="list-style-type: none"> • A science program would be best taught in one 50 minute block each week. • A FLES program would be best taught in two 25 minute blocks each week. • All members are in agreement that we need to look at all schedules to maximize instruction blocks of times for each teacher. • All three schools could make a 2x25 minute or 1x50 minute schedule work. Teachers would continue to have instructional blocks that work with the recommended time allocation for each core content area. • <u>Scheduling for any pull-out service (Title/LAP, SpEd, ELL) will be more challenging with either model. Effect of added content on struggling learners must be considered. Learning must be multisensory and highly engaging to be successful. The FLES program (two 25 minute blocks) may be more difficult for the scheduling of these services.</u> 	



Instructional Support Services

8489 Madison Avenue NE . Bainbridge Island, Washington 98110-2999 . (206) 842-2907 . Fax (206) 780-1089

TO: Faith Chapel, Superintendent
FROM: Bill Mosiman, Executive Director of Instructional Support Services
DATE: June 6, 2014
RE: Instructional Services and Support (ISS) Department Review

At the April 10th school board meeting, an overview of the activities and timeline for the Instructional Support Services Department Review was provided to the Board of Directors. During the overview it was noted the District contracted with Puget Sound Educational Service District (PSESD) to conduct the review of special education services, and the support strategies for those struggling learners who may not qualify for special education services. The District anticipates delivery of the report and recommendations from PSESD early next week.

The Instructional Support Services Review Committee, which is comprised of special education staff, student support teachers, general education staff, paraeducators, district administrators, and parent representatives, will meet on June 11th to review the PSESD report and recommendations. From this report, the committee will begin to prioritize issues and formulate an action plan to deliver a coherent model of support services for students. The committee will continue to refine those priorities and action plan for support services during the 2014/15 school year using the PSESD report and recommendations as a guide. The PSESD report and recommendations, along with a draft of the committee's action steps, will be brought before the board on June 12.

Attached for your reference, is the overview of the review process presented at the April 10 Board of Directors meeting.

Instructional Support Services Department Review

- Department Overview
- History
- Purpose of the Review
- Activities
- Timelines

ISS Department Overview

- Special Education including Safety Net
- Section 504
- Title/LAP
- English Language Learners
- Highly Capable
- Nursing services
- Counselors
- Interdistrict transfers
- Other duties as assigned

History

- Last review was in 2005-2006 and included
 - Special Education
 - Section 504
 - Title 1/LAP
 - Transitional Bilingual (English Language Learners)
 - Title X Homeless
- Incremental changes in the district population, changes in laws and changes in practices have taken place since 2005-2006.
- The collective bargaining agreement between BISD and BIEA calls for a review starting this school year and continuing into next school year.

Purpose

- This review is being conducted internally and not a Consolidated Program Review conducted by OSPI.
- CBA Letter of Agreement:
 "Special Services Comprehensive Review: In September 2013, the district will begin a comprehensive program review for special services. The purpose of the review is to create a well-articulated, high quality, financially sustainable program of services that meets the needs of students. This review includes all special education teachers and support staff, intervention teachers, and school psychologists. Review of nurses and counselors will be included as they relate to special education. The topics to be reviewed may include: service delivery options, caseload, best practices, curriculum and materials, and other topics deemed necessary by the committee. This review will follow the attached timeline and be completed by spring of 2015."

Purpose continued

- The breadth and depth of the ISS Department is such that many of the pieces have little or nothing to do with the other pieces. The purpose of the review was further clarified through conversations with BISD district office administrators, BIEA leadership and PSESD staff who will conduct a review. This has resulted in two major issues to address:
 - *How can BISD provide a coherent and effective model of services to all students who require additional support?*
 - *How can BISD provide a coherent and effective model of services to students who qualify for special education?*

Activities

SY 2013/2014

- Contracted with Puget Sound ESD to conduct a review of current practices, to look at practices in BISD as compared to other districts and to make recommendations. PSESD activities:
 - Interview building leadership teams. This has started and is expected to be completed next week.
 - Interview focus groups. These groups will include administrators, specific staff jobs-alike, parents and others.
 - Surveys
 - Observations of programs
 - File review of special education. This has already taken place.
 - Prepare a report to include findings and recommendations.

Activities continued

SY 2013/2014 continued

- An ISS Review Committee (ISSRC) will meet to review the PSESD report and recommendations. The first meeting is scheduled for April 17. A follow up meeting will be scheduled once we know when the PSESD report will be finished and after presentation to the School Board.
- Committee Members:

Position	Name
SLP	Dawson, Rebecca
OT	Leonetti, Diane
Psychologist	Proctor, Briley
RR Elem	Evans, Meg
RR Secondary	Kornfeld, Laura
SC Elem	Bjorgen, Rebecca
SC Secondary	Elliot, Melanie
Title/LAP	Stahl, Robyn
Title/LAP	Hillier, Stephanie
Admin Elem	Reynvaan, Melinda
Admin Secondary	Lemmon, Tina
	Bang-Knudsen,
Admin DO	Peter
Department Head	Mosiman, Bill
Parent Elem	Karen Connors
	Awaiting
Parent Secondary	confirmation
	Awaiting
Gened Tchr Elem	confirmation
Gened Tchr	
Secondary	Betsy Garfunkel

Activities continued

SY 2014/2015

The ISSRC will continue to meet with these goals:

- Review PSESD recommendations
- Determine other issues or recommendations as needed
- Prioritize recommendations
- Determine next steps to implement recommendations

The ISS Department review and the ISSRC are scheduled to end in the Spring. As recommendations will likely include activities for subsequent years, an extension of the ISSRC may need to be formed.

Timelines

- September 2013 thru January 2014: refinement of the scope of the review.
- March thru May 2014: PSED review and report
- May 2014: PSED report presented to the School Board
- May 2014: ISSRC reviews report and starts work on prioritizing action items.
- 2014/2015:
 - ISSRC continues to review report, prioritize and determine action items.
 - May: ISSRC makes a report of findings to the School Board.

Questions?



BOARD OF DIRECTORS

Mike Spence
Mev Hoberg
Patty Fielding
Tim Kinhead
Sheila Jakubik



SUPERINTENDENT

Faith A. Chapel

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

June 6, 2014

TO: Board of Directors

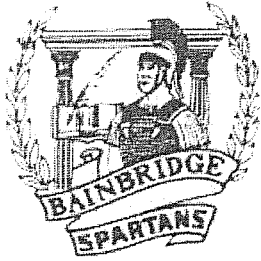
FR: Faith A. Chapel, Superintendent

RE: Proposed Revision to Policy 2410 – High School Graduation Requirements (First Reading) - Elimination of Culminating Project Requirement

The Washington State Legislature took action during this year's legislative session to change high school graduation requirements, beginning with the Class of 2015. For students who will be seniors next year, the Legislature eliminated the state requirement for completion of a culminating project (frequently referred to as "The Senior Project"). This change precipitated discussions at our two high schools regarding the status of the culminating project as a district graduation requirement.

Following discussions with Site Councils, parent groups and school leadership teams and solicitation of feedback from parents and students, the Bainbridge High School and Eagle Harbor High School administrators are recommending that the Board of Directors eliminate the culminating project as a district requirement for graduation. Both Bainbridge High School and Eagle Harbor High School plan to offer interested students the opportunity to complete a culminating project as a part of a specific curriculum or as an independent study course through the Career Technical Education advisor. Elimination of the culminating project as a graduation requirement requires revision of Policy 2410.

I recommend approval of the recommendations forwarded by Bainbridge High School and Eagle Harbor High School.



Bainbridge High School

Jake Haley, Principal
Kristen Hairlip, Assoc. Principal
Tina Lammann, Assoc. Principal

Bainbridge High School

To: Faith Chapel
From: Jake Haley
Date: 6/6/2014
RE: Revision of Board Policy 2410

Comments: In the recent legislative session there was an agreement to amend the graduation requirements starting with the class of 2015. Specifically, the shift refers to the requirement of a culminating project:

- Amended Wac 180-51-066—Minimum requirements for high school graduation; Students entering ninth grade on or after July 1, 2009 through June 30, 2012 (Elimination of culminating project requirement)
- Amended Wac 180-51-107—Minimum requirements for high school graduation; Students entering ninth grade on or after July 1, 2012 (Elimination of culminating project and expiration of WAC).

After discussions with all leadership levels at the site-level, solicitation of comments/feedback from the greater BHS community, as well as with EHHS, we are making the following recommendation to the BISD school board for amendment of BISD Policy 2410:

- Eliminate #3 of the *"In addition to the minimum credit requirements, to earn a diploma each student must:*
 1. *Pass the reading and writing portions of the Washington statewide assessments; Students in the class of 2015 and beyond must pass the science statewide assessment or an appropriate alternative.*
 2. *Complete a High School Plus education plan;*
 3. ~~*Complete a Culminating Project*~~

Both BHS and EHHS will still offer students the opportunity to complete a culminating project either as part of curriculum &/or as an independent study through the CTE Advisor for the BISD.

In addition to eliminating the culminating project, we also suggest and update in Policy 2410 to reflect the graduation requirements for the class of 2018 and beyond; the shift to 24-credits for graduation and also the new Smarter Balanced Assessment.

Jake Haley

Principal
Bainbridge High School

HIGH SCHOOL GRADUATION REQUIREMENTS

- A. The board will award a regular high school diploma to every student enrolled in the district who meets the requirements of graduation established by the district. Only one diploma shall be awarded with no distinctions being made between the various programs of instruction which may have been pursued.

The board will establish graduation requirements which, as a minimum, satisfy those established by the State Board of Education:

	Class of 2009-2012	Class of 2013 and beyond
English	4 credits	4 credits
Mathematics	2 credits	3 credits
Science	2 credits	2 credits
Social Studies	3 credits	3 credits
Health and Fitness	2 credits	2 credits
Arts	1 credit	1 credit
Occupational Education	1 credit	1 credit
Electives	<u>8 credits</u>	<u>7 credits</u>
TOTAL:	23 credits	23 credits

A credit is defined as 150 hours of planned instructional activities excluding passing time.

In addition to the minimum credit requirements, to earn a diploma each student must:

1. Pass the reading and writing portions of the Washington statewide assessments; Students in the class of 2015 and beyond must pass the science statewide assessment or an appropriate alternative.
2. Complete a High School Plus education plan;
3. ~~Complete a Culminating Project; and~~
4. Students in the class of 2009-2012 who fail to successfully pass the mathematics portion of the statewide assessment or an appropriate alternative, must earn two mathematics credits or career and technical education equivalent mathematics credits after 10th grade. Credits earned must meet high school standards. Students in the class of 2013 and 2014 must pass the end-of-course assessment for the first year of high school mathematics or the end-of-course assessment for the second year of high school-mathematics or a high school mathematics retake assessment.

Beginning with the graduating class of 2015, the mathematics content area of the state assessment of student learning will be assessed using the end-of-course assessment for the first year of high school mathematics plus the end-of-course assessment for the second year of high school mathematics, or results from a high school mathematics retake assessment for the end-of-course assessments in which the student did not meet the standard.

- B. Students, in the Class of 2013 and beyond, must complete mathematics courses in the following progressive sequence of Algebra I, Geometry, and Algebra II.
- a. In lieu of the Algebra II, third credit of mathematics, students may choose an alternative mathematics course, if the parent/guardian agrees that the third credit mathematics elective is supportive of the student's education and career goals. Before approval of the elective third mathematics credit a meeting will be held with the student, the parent/guardian and the school staff to discuss the student's High School and Beyond Plan and the mathematics requirements for post-secondary and career choices.

The district will obtain a signed consent from the parent for the student to enroll in the alternative third credit of mathematics. The consent form will confirm the meeting, that the parent understands the impact of the selection on the student's educational and employment options, and that the alternative is most appropriate for the needs of the student.

Students may also satisfy the mathematics requirements by earning equivalency based credit in career and technical education mathematics courses. Those credits must be recorded using the equivalent academic high school department designation.

- C. A student will receive a certificate of academic achievement only if they earn the appropriate number of credits required by the district, ~~complete a culminating project~~, complete the high school and beyond plan; and meet the reading, writing and math standards on the high school Washington statewide assessment or an appropriate alternative assessment.

Students qualifying for special education services will earn a certificate of individual achievement as determined by their individual education plan.

- D. The superintendent will develop procedures for implementing this policy which include:
1. ~~Establishment of the process and assessment criteria for the high school culminating project requirements;~~ and Determination of the education plan process for identifying competencies.
 2. Establishing the process for completion of the High School Plus education plan.
 3. Recommending course and credit requirements which satisfy the State Board of Education requirements and recognize the expectations of the citizens of the district.
 4. Determining which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement including a process for determining the credits the district will recognize for courses taken through another program recognized by the state (another public school district, an approved private school) or those courses taken by students moving into the state from another state or country. Decisions regarding the recognition of credits earned before enrolling in the district will be based on the professional judgment of the high school principal or designee based on an evaluation of the student's former program and demonstrated knowledge and skills in the discipline for which credit is sought. The decision of the principal may be appealed to the superintendent within fifteen school days.

5. Making graduation requirements available in writing to students, parents and members of the public.
6. Providing for a waiver of graduation requirements for an individual student when permitted. All state graduation requirements must be satisfied unless a waiver is permitted by law;
7. Granting credit for correspondence, vocational-technical institutes and/or college courses for college or university course work the district has agreed to accept for high school credit, state law requires that the district award one high school credit for every five quarter hour credit or three semester hour credit successfully earned through a college or university, except for community college high school completion programs where the district awards the diploma; tenth and eleventh grade students and their parents shall be notified annually of the Running Start Program.
8. Granting credit for work experience.
9. Granting credit based upon competence testing, in lieu of enrollment.
10. Granting credit for high school courses completed before a student attended high school, to the extent that the course work exceeded the requirements for seventh or eighth grade.
11. Counseling of students to know what is expected of them in order to graduate.
12. Preparing a list of all graduating students for the information of the board and release to the public.
13. Preparing suitable diplomas and final transcripts for graduating seniors.
14. Planning and executing graduation ceremonies.

A student who possesses a disability shall satisfy those competency requirements which are incorporated into the Individualized Education Program (IEP). Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

A student shall be issued a diploma after completing the district's requirements for graduation. In lieu of the certificate of academic achievement, special education students may earn a certificate of individual achievement. A student shall also be advised that he/she may receive a final transcript.

Graduation requirements are in effect when a student first enrolls in high school and will remain in effect until that student graduates unless such period is in excess of ten years.

In the event that other forms of corrective actions are imposed for violations of school rules, the student may be denied participation in graduation ceremonies. Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be granted.

Cross References:	Board Policy 3110	Qualifications of Attendance and
	Board Policy 3241	Placement
	Board Policy 3520	Classroom Management, Corrective
		Actions or Punishment
		Student Fees, Fines and Charges
Legal References	RCW 28A.230.090	High school graduation requirements or
		equivalencies — Reevaluation and
		report by State Board of Education
		— Credit for courses taken before
		attending high school — Post-
		secondary credit equivalencies
	RCW 28A.230.120	High school diplomas — Issuance —
		Option to receive final transcripts —
		Notice
	RCW 28A.600.300-400	High school students' options
	RCW 28A.635.060	Defacing or injuring school property —
		Liability of pupil, parent or guardian
		— Withholding grades, diploma, or
		transcripts — Suspension and
		restitution — Voluntary work
		program as alternative — Rights
		protected
	WAC 392-410	Courses of studies and equivalencies
	WAC 180-51	High school graduation requirements
	WAC 392-348	Secondary Education
	WAC 392-121-182	Alternative Learning Experience
		Requirements
	WAC 392-169	Special service programs running start
		program
Management Resources:		
	<i>Policy News</i> , April 2009	High School Graduation Requirements
		(Class of 2009)
	<i>Policy News</i> , February 2009	High School Graduation Requirements
	<i>Policy News</i> , August 2007	Graduation Requirements Modified by
		Legislature
	<i>Policy News</i> , October 2004	Graduation Requirements: High School
		and Beyond Plans
	<i>Policy News</i> , February 2004	High School Graduation Requirements
	<i>Policy News</i> , December 2000	2004 High School Graduation
		Requirements Adopted
	<i>Policy News</i> , April 1999	Variations Complicate College Credit
		Equivalencies

Adopted: June 9, 2010

Revised: February 9, 2012

Date: June 5, 2014

To: Faith Chapel, Superintendent

From: Cami Dombkowski, Personnel Director *cd*

Subj: Personnel Actions

Personnel actions recommended for Board approval at the June 12, 2014 School Board meeting are as follows:

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

Margot, Therese	1.0 FTE Continuing Autism Specialist for the District effective 08/25/2014
Houser, Andrea	.6 FTE Continuing Special Education Teacher at Commodore Options School effective 08/25/2014

Changes in Assignment:

Constan, Susan	Add .2 FTE Counselor to existing assignment at Commodore Options School effective 08/25/2014
Pratt, Amii	Add .5 FTE Non-Continuing TPEP Teacher on Special Assignment for the District effective 08/25/2014
Braswell, Amy	6.0 hrs/day Administrative Secretary in the Technology Department effective 09/01/2014 (Rehire required with passage of new tech levy)

Retirements:

Resignations:

Requests for Leave of Absence:

Bailey, Amanda	1.0 FTE 4 th Grade Teacher at Ordway Elementary School Requests Leave of Absence for the 2014-2015 school year for family reasons
Rothbaum, Jeremy	.75 FTE Music Specialist at Blakely and Ordway Elementary Schools requests .14 FTE Leave of Absence for the 2014-2015 school year to teach in only one building