

BAINBRIDGE ISLAND SCHOOL DISTRICT
SCHOOL BOARD MEETING AGENDA

Date: June 26, 2014
Time: 5:30 p.m.
Place: Board Room – Commodore Campus

Board of Directors

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

<u>Call to Order</u>	(5)
<u>Public Comment</u>	(5)
<u>Superintendent's Report</u>	(10)
<u>Board Reports</u>	(10)
<u>Consent Agenda</u>	(5)

Presentations

A. Educational Programs & Innovations Committee Pilot Projects Report <i>Action: Information Only</i>	(15)
B. Resolution 10-13-14: 2013/2014 Budget Revision <i>Action: Board Approval</i>	(10)
C. Highly Capable Program Plan <i>Action: Board Approval</i>	(10)
D. Instructional Materials Committee Report & Recommendations <i>Action: Board Approval</i>	(10)
E. State & Federal Grants Applications <i>Action: Board Approval</i>	(10)
F. Bainbridge High & Woodward Middle Schools Student Fees Recommendations for 2014/15 School Year <i>Action: Board Approval</i>	(10)
G. 2014/2015 School Calendar Changes <i>Action: Board Approval</i>	(10)
H. Policy 2410: High School Graduation Requirements (Second Reading) <i>Action: Board Approval</i>	(10)
I. Monthly Financial Report <i>Action: Information Only</i>	(10)
J. Monthly Technology Report <i>Action: Information Only</i>	(10)

<u>Personnel Actions</u>	(5)
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Projected Adjournment	8:15 PM
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Possible Executive Session

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 26, 2014

CONSENT AGENDA

1. Disposal of Surplus Equipment and Materials

Request for Board approval of the list of district property items declared as surplus for Spring 2014 per Board Policy 6881.

2. Donation

Donation to Bainbridge High School in the amount of \$1,500.00 from Bainbridge Island Sportsmen's Club as their annual scholarship donation for graduating seniors.

3. Donation

Donation to Bainbridge High School in the amount of \$1,500.00 from Bainbridge Youth Services to start a scholarship fund – Rose Grant Senior Award/Rose Scholarship.

4. Donation

Donation to Bainbridge High School in the amount of \$4,500.00 from Windermere Foundation as their annual donation to a scholarship fund for graduating seniors.

5. Donation

Donation to Bainbridge High School in the amount of \$3,193.00 from the Spartan Booster Alumni Club to support participation fees scholarships.

6. Donation

Donation to Eagle Harbor High School in the amount of \$1,291.61 from the Eagle Harbor High School PTO as support for staff extra duties for after school activities, and for science classroom fish tank repair.

7. Donation

Donation to Woodward Middle School in the amount of \$5,153.67 from the Woodward Middle School PTO to support the purchase of classroom supplies and basketball backboards.

8. Donation

Donation to Wilkes Elementary School in the amount of \$9,899.14 from the Wilkes PTO to support 4th Grade Outdoor Education.

9. Donation

Donation to Blakely Elementary School in the amount of \$2,486.07 from the Blakely PTO to support the purchase of library materials and to support the "principal for a day" lunch.

10. Vouchers

➤ General Fund Voucher	\$ 389,619.74
➤ Capital Projects Fund Voucher	\$ 80,042.48

SCHOOL BOARD OF DIRECTORS

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Mike Spence
Patty Fielding
Tim Kinkad
Mev Hoberg
Sheila Jakubik



SUPERINTENDENT

Faith A. Chapel

8489 Madison Avenue NE

*

Bainbridge Island, Washington 98100

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(206) 842-4714

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Fax: (206) 842-2928

MEMORANDUM

To: Faith Chapel, Superintendent

Date: June 20, 2014

From: Peggy Paige, Director of Business Services

RE: Disposal of Surplus Equipment and Materials

Per Policy 6881 the board must declare district property obsolete and/or surplus prior to sale, trade or disposal. I am requesting that the board approve the attached list of items as surplus so that we may move forward with their disposal. Building administrators have had an opportunity to review this list and remove items. After the items are declared surplus we will notify local private schools and other public schools that we have surplus items available. Students will be notified of the availability of surplus textbooks. Items will be sold during the month of July and any remaining items will be sent to the Washington State Department of Enterprise Services (General Administration) and be made available for purchase by the general public.

Surplus Spring 2014

Description	#	Description	#	Description	#	Description	#
Basketball Hoop	5	Pots and Pans (boxes)	6	APC	SU48BP - Battery Pack	2	Curriculum Including:
Basketball Backboard	5	AV Cart	2	APC	Smart-UPS 700	4	Algebra 1
Backboard Bumper	5	Rectangular Table (various sizes)	22	APC	Smart-UPS 3000	1	Pre-Algebra
Plastic Chair	6	Trapeziod Table	4	APC	Back-UPS ES 350	1	Advanced Math Concepts
Wall Mural	1	Round Table	4	APC	Smart UPS 1400 SU1400R2BX120	1	Calculus
Flute	5	Wood Chair	8	APC	Network Powercell BD	1	Geometry
Clarinet	5	Pull Down Screen	10	APC	Smart UPS 600	1	Growing With Mathematics
Violin	1	Wood & Fabric Student Chair (Elementary)	12	APC	SURTA48XLBP - Battery Pack	1	Bridges Math
Trombone	2	Fabric Wall Panel	3	HP	Procurve J8164A 2626-PWR Switch	2	Investigations Math
Trumpet	3	Dell PowerEdge 2650 Server	10	HP	Procurve J8165A 2650-PWR Switch	1	Today's Math
Timpini	2	Dell PowerEdge 2850 Server	3	Aruba	2400 Controller Wireless	2	McGraw Hill Reading
Bass Drum W/Stand	1	Dell PowerEdge 2950 Server	3	Aruba	800 Controller Wireless	2	
Micro Max 16' Autoscrubber	1	Dell PowerEdge 2900 Server	2	Cisco	2600 Router	6	
Commodore 20 Carpet Extractor	1	Dell PowerEdge 2600 Server	3	SMC	6624M Switch	4	
Minuteman Motorized Carpet Tool	1	Cybernetics 2U Server	2	Cisco	2500 Router	1	
24 volt Battery Charger for Autoscrubber	4	Dell PowerEdge 860 Server	1	HP	Procurve J8499A 2650 Switch	6	
36 volt Battery Charger	1	Desktop Computers	113	Cybernetics	CY-TIL-0108 Tape Backup	1	
Green Garbage Can- large	1	Computer Monitors	319	Cybernetics	SA-12U4P Server	1	
Wood Dustmop Handles	16	Idealarc Arc Welder	1	Dell	PowerEdge 1400SC Server	1	
Yellow 3' Dustmop Paddles 18"	3	Air Compressor - Furnas	1	Mitel	Power DSine 6024 Switch	1	
3' Dustmop Metal Frame	1	Forge	1	RAD	IPMux-24 TDM Gateway	1	
2' Dustmop Metal Frame	1	Mini Mite Foundry Cleaning Tool	1	Mguardian	Email appliance Server	1	
Rubbermaid Wedge Dustmops	2	Zeiss Microscope	1	Ascend	Multi-band Plus T1/PRI DTE	1	
4-drawer File Cabinet	5	Ford Ranger 1984 (Does not run)		Rixon	DCP4256 DTE	1	
5-drawer File Cabinet	2	VIN# FTGR11S1EUD54537	1	Micom	Marathon 5k Multiplexor	1	
Stage Pieces (steps)	6	Chev 3/4 Ton Truck 1984 (Does not run)		Synoptics	10BaseT Transceiver	1	
Overhead Projector	1	VIN# 1GCG24WXES123543	1	APC	Back-UPS Pro 280	1	
Teacher Desk	4	Network Rack	1	RAD	IPMux1 TDMoip Gapeway	3	
Fortinet Fortigate 1000A Firewall	1	IOGear MiniView 8 port KVM	1	Aruba	AP-65 Wireless Access Point	127	
Adtran Atlas 800 Router	1	Aruba Line Card 2G Wireless Controller	2	Aruba	AP-70 Wireless Access Point	8	
				Aruba	Supervisor Card 1 Wireless Controller	2	

****NOTE - HARD DRIVES HAVE BEEN REMOVED FROM ALL COMPUTERS AND SERVERS**



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 Island Sportsmen's Club.

School (BITS)

Address

PO Box 10421

Bainbridge Island, WA 98110

Phone

Email

Donation Amount or Value of Donated Items: \$ 1500 -

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

Annual Scholarship - Graduating BITS students
for post secondary pursuits.

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:

(Printed Name)

(Signature)

Date:

District Review:

(Printed Name)

(Signature)

Date:



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Name of Donor (Printed) Bainbridge Youth Services.
School (BHS)
Address PO Box 11173
Bainbridge Island, WA 98110
Phone _____ Email _____

Donation Amount or Value of Donated Items: \$ 1,500.00

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

New donation to start scholarship fund @ BHS.
(Rose Grant Senior Award / Rose 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: 6/18/14
(Printed Name) (Signature)

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



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5. otherwise consistent with Board Policy No. 6114.

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Name of Donor (Printed) Windermere Foundation.
School (BHS)
Address 5424 Sand Point Way NE
Seattle, WA 98105.
Phone (206) 527-3801 Email _____

Donation Amount or Value of Donated Items: \$ 4500.00

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

Annual donation to scholarship fund @ BHS
for graduating seniors going to post secondary institutions

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: 6/19/14.
(Printed Name) (Signature)

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



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Name of Donor (Printed) Spartan Booster Alumni Club.
School (BHS)
Address PO Box 11705
Bainbridge Island, WA 98110.
Phone _____ Email _____

Donation Amount or Value of Donated Items: \$ 3193.00.

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

Participation fee scholarships

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

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Signature of Donor _____ Date: _____

Reviewed By: Sarah Spray _____ Date: 6/19/14
(Printed Name) (Signature)

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



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Name of Donor (Printed) Eagle Harbor High School PTO
School _____
Address 9530 NE High School Rd

Phone _____ Email _____

Donation Amount or Value of Donated Items: \$ 1291.61 (~~ch#~~ 5032, 5033)

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 extra duties staff hours to support
student after school activities.

APR invoice 1001300286

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

PTO Support for science classroom fish tank repair.

APR invoice 1001300303

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: 6-17-14
(Printed Name) (Signature)

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



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Name of Donor (Printed) Woodward Middle School PTO

School

Address

9100 Sportsman Club Rd NE

Phone

Email

Donation Amount or Value of Donated Items: \$ 5153.67 (ck# 3163,3165)

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

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

PTO Support for classroom supplies including books and science materials. PTO support basketball backboards (partial).
AIR invoice 1001300099

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:

6-18-14

District Review:

(Printed Name)

(Signature)

Date:



RECEIVED
JUN 19 2014
BUSINESS OFFICE

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5. otherwise consistent with Board Policy No. 6114.

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Name of Donor (Printed) WIKLS PTO
School WIKLS
Address _____

Phone _____ Email _____

Donation Amount or Value of Donated Items: \$ 9899.14 check

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

Fundraising \$ for 4th grade Outdoor school.

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: Sheryl L. Belt Date: 6/18/2014
(Printed Name) (Signature)

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



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Name of Donor (Printed) Blakely PTO
School _____
Address 4704 Blakely Ave NE

Phone _____ Email _____

Donation Amount or Value of Donated Items: \$ 2486.07 (ck# 4423)

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

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

PTO Support for library materials and "principal for a day" lunch.
AR invoice 1001300300

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: 6-17-14
(Printed Name) (Signature)

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

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 26, 2014, the board, by a _____ vote, approves payments, totaling \$389,619.74. The payments are further identified n this document.

otal by Payment Type for Cash Account, GF A/P Warrants:
arrant Numbers 2010316 through 2010428, totaling \$389,619.74

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

Check Nbr	Vendor Name	Check Date	Check Amount
2010316	3WIRE RESTAURANT APPLIANCE	06/30/2014	181.06
2010317	ACE HARDWARE	06/30/2014	903.31
2010318	ACTION COMMUNICATIONS INC	06/30/2014	352.19
2010319	Almojuela, Colleen	06/30/2014	220.00
2010320	AP EXAMS	06/30/2014	65,727.00
2010321	APP ASSOCIATED PETROLEUM PROD	06/30/2014	10,790.31
2010322	ARAMARK UNIFORM SERVICES	06/30/2014	72.05
2010323	BAINBRIDGE DISPOSAL INC	06/30/2014	24.00
2010324	BAINBRIDGE RENTALS	06/30/2014	34.68
2010325	BANK OF AMERICA	06/30/2014	127.46
2010326	BARRETT, MARLA	06/30/2014	900.00
2010327	BAY HAY & FEED INC	06/30/2014	43.43
2010328	BEST BUY BUSINESS ADVANTAGE AC	06/30/2014	435.43
2010329	BILL SPEIDEL ENTERPRISES INC	06/30/2014	1,008.00
2010330	BLICK ART MATERIALS	06/30/2014	236.22
2010331	BOX CARS AND ONE-EYED JACKS IN	06/30/2014	94.09
2010332	BRANOM INSTRUMENT	06/30/2014	119.08

Check Nbr	Vendor Name	Check Date	Check Amount
2010333	CAROLINA BIOLOGICAL SUPPLY CO	06/30/2014	79.75
2010334	CASCADIA INTERNATIONAL LLC	06/30/2014	6,074.67
2010335	CDW-G	06/30/2014	12,717.90
2010336	CED CONSOLIDATED ELECTRICAL DI	06/30/2014	232.28
2010337	CENTURYLINK COMMUNICATIONS LLC	06/30/2014	3,496.02
2010338	CENTURYLINK COMMUNICATIONS LLC	06/30/2014	302.86
2010339	CHANGING SEASONS FLORAL DESIGN	06/30/2014	1,086.00
2010340	CHILDRENS INSTITUTE FOR LEARNI	06/30/2014	19,958.00
2010341	CLOVER PARK SCHOOL DISTRICT	06/30/2014	113.76
2010342	COLEHOUR + COHEN INC	06/30/2014	2,552.50
2010343	COMMERCIAL BRAKE & CLUTCH INC	06/30/2014	1,142.18
2010344	COURT ENGRAVERS	06/30/2014	918.03
2010345	DEMCO	06/30/2014	141.30
2010346	DSC INC	06/30/2014	97.39
2010347	EAGLE NEST APARTMENTS	06/30/2014	950.00
2010348	EDENSAW WOODS LTD	06/30/2014	98.91
2010349	EVERGREEN PRINTING SUPPLIES	06/30/2014	293.20
2010350	EXOTIC AQUATICS	06/30/2014	313.20
2010351	EXTERMINATION SERVICES	06/30/2014	301.10
2010352	FERRELLGAS	06/30/2014	12,816.84
2010353	FISHER SCIENTIFIC	06/30/2014	348.98
2010354	FLAMINGO AUDIO	06/30/2014	2,396.84
2010355	FLINN SCIENTIFIC INC	06/30/2014	680.30
2010356	FOLLETT SCHOOL SOLUTIONS INC	06/30/2014	939.45
2010357	FOOD SERVICES OF AMERICA	06/30/2014	5,756.65

Check Nbr	Vendor Name	Check Date	Check Amount
2010358	GE CAPITAL	06/30/2014	140.22
2010359	GOLDSTON, CATHERINE	06/30/2014	960.00
2010360	GOPHER SPORT	06/30/2014	661.37
2010361	GRAINGER	06/30/2014	396.72
2010362	GRIZZLY INDUSTRIAL INC	06/30/2014	837.84
2010363	GUARDIAN SECURITY SYSTEMS INC	06/30/2014	1,599.00
2010364	HODGES BADGE COMPANY INC	06/30/2014	231.14
2010365	HOLLY RIDGE CENTER	06/30/2014	4,552.16
2010366	HOUGHTON MIFFLIN COMPANY	06/30/2014	8,327.06
2010367	ISLAND EDUCATIONAL SERVICES	06/30/2014	942.50
2010368	ISLAND UTILITY	06/30/2014	519.38
2010369	ISLANDWOOD	06/30/2014	22,637.50
2010370	KCDA	06/30/2014	1,385.38
2010371	KIMMEL ATHLETIC SUPPLY	06/30/2014	797.08
2010372	KITSAP SUN - ADVERTISING REMIT	06/30/2014	59.88
2010373	KITSAP TRACTOR & EQUIPMENT	06/30/2014	207.93
2010374	KPSRA Kitsap Peninsula Soccer	06/30/2014	2,930.77
2010375	LAB-AIDS	06/30/2014	112.74
2010376	LAMB'S OFFICE SUPPLY	06/30/2014	1,028.44
2010377	LEMAY MOBILE SHREDDING	06/30/2014	254.60
2010378	LENOVO (UNITED STATES) INC	06/30/2014	1,194.61
2010379	LES SCHWAB TIRES	06/30/2014	980.91
2010380	LIVING VOICES	06/30/2014	1,148.00
2010381	MCGRAW-HILL SCHOOL EDUCATION H	06/30/2014	1,529.30
2010382	MEDIC FIRST AID INTERNATIONAL	06/30/2014	323.03

Check Nbr	Vendor Name	Check Date	Check Amount
2010383	NASCO MODESTO	06/30/2014	519.64
2010384	NATUREBRIDGE	06/30/2014	5,313.75
2010385	NORA SYSTEMS INC	06/30/2014	518.28
2010386	NW TEXTBOOK DEPOSITORY	06/30/2014	1,591.72
2010387	OESD 114 OLYMPIC ESD 114	06/30/2014	12,695.80
2010388	OFFICE DEPOT	06/30/2014	107.95
2010389	OFFSIGHT/INSIGHTS	06/30/2014	6,858.68
2010390	OLYMPIC SPRINGS INC	06/30/2014	237.90
2010391	PENINSULA PAINT CO INC	06/30/2014	29.84
2010392	PERMA BOUND	06/30/2014	3,544.57
2010393	PETERSEN, ANNE ELIZABETH	06/30/2014	850.00
2010394	PITNEY BOWES	06/30/2014	699.94
2010395	PLATT ELECTRIC	06/30/2014	221.10
2010396	PROBUILD COMPANY LLC	06/30/2014	65.62
2010397	PUGET SOUND ENERGY	06/30/2014	39,599.11
2010398	QUILL	06/30/2014	79.66
2010399	RAY PETERSON BULLDOZING	06/30/2014	41.31
2010400	RICOH USA PROGRAM PROVIDED BY	06/30/2014	99.65
2010401	ROCKLER WOODWORKING AND HARDWA	06/30/2014	33.91
2010402	SCANTRON CORPORATION	06/30/2014	495.67
2010403	SEATTLE COMMUNITY COLLEGES	06/30/2014	44,200.63
2010404	SEATTLE AQUARIUM	06/30/2014	846.00
2010405	SEATTLE UNDERGROUND TOURS	06/30/2014	1,104.00
2010406	SEATTLE REPERTORY THEATRE	06/30/2014	900.00
2010407	SIEMENS BUILDING TECHNOLOGIES	06/30/2014	315.24

Check Nbr	Vendor Name	Check Date	Check Amount
2010408	SOUND OPTIONS GROUP LLC	06/30/2014	800.00
2010409	SOUND REPROGRAPHICS INC	06/30/2014	614.16
2010410	SOUNDBRIDGE	06/30/2014	390.00
2010411	ST OF WA DEPT OF LICENSING	06/30/2014	13.00
2010412	SUBSTITUTE ONLINE INC	06/30/2014	4,340.39
2010413	TED BROWN MUSIC CO	06/30/2014	519.26
2010414	TIGERDIRECT INC	06/30/2014	54.70
2010415	TOWN & COUNTRY MARKET	06/30/2014	4.34
2010416	UNIVERSITY BOOK STORE	06/30/2014	468.86
2010417	US BANCORP	06/30/2014	3,775.65
2010418	US BANK CORP PAYMENT SYSTEM	06/30/2014	28,183.87
2010419	VANDEBERG JOHNSON & GANDARA,LL	06/30/2014	2,197.50
2010420	VERIZON WIRELESS	06/30/2014	503.35
2010421	WALTER E NELSON CO	06/30/2014	5,918.66
2010422	WASHINGTON ACCESS FUND	06/30/2014	32.61
2010423	WESTBAY AUTO PARTS	06/30/2014	476.99
2010424	WESTSIDE PIZZA	06/30/2014	795.74
2010425	WSDOT MARINE DIVISION/FERRIES	06/30/2014	5,389.15
2010426	WSPA-WA SCHOOL PERSONNEL ASSN	06/30/2014	860.00
2010427	XEROX CORP	06/30/2014	726.06
2010428	YMCA-CAMP SEYMOUR	06/30/2014	3,751.50

113 Computer

Check(s) For a Total of

389,619.74

	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
	113	Computer	Checks For a Total of	389,619.74
total For	113	Manual, Wire Tran, ACH & Computer Checks		389,619.74
ess	0	Voided	Checks For a Total of	0.00
		Net Amount		389,619.74

F U N D S U M M A R Y

und	Description	Balance Sheet	Revenue	Expense	Total
0	General Fund	-1,096.99	0.00	390,716.73	389,619.74

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.

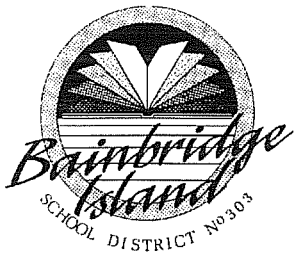
s of June 26, 2014, the board, by a _____ vote, approves payments, totaling \$80,042.48. The payments are further identified n this document.

total by Payment Type for Cash Account, CP A/P Warrants:
arrant Numbers 4866 through 4881, totaling \$80,042.48

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

check Nbr	Vendor Name	Check Date	Check Amount
4866	ADMIN REVOLVING FUND	06/30/2014	1,031.85
4867	ARBITRAGE COMPLIANCE SPECIALS	06/30/2014	2,350.00
4868	BALLARD SHEET METAL	06/30/2014	5,396.01
4869	BUILDERS EXCHANGE OF WASHINGTO	06/30/2014	149.85
4870	CDW-G	06/30/2014	429.73
4871	COATES DESIGN INC	06/30/2014	3,100.00
4872	GOOGLE INC	06/30/2014	78.83
4873	INDIGO DESIGN INC	06/30/2014	500.00
4874	LENOVO (UNITED STATES) INC	06/30/2014	9,449.30
4875	MICRO COMPUTER SYSTEMS	06/30/2014	42,536.09
4876	OLYMPIC SPRINGS INC	06/30/2014	25.82
4877	PERKINS COIE	06/30/2014	382.50
4878	SOUND MECHANICAL CONSULTING IN	06/30/2014	1,440.00
4879	SPECTRUM INDUSTRIES	06/30/2014	3,400.70
4880	Walsh, Linda Smith	06/30/2014	9,660.00
4881	WSDOT MARINE DIVISION/FERRIES	06/30/2014	111.80

Check Nbr	Vendor Name	Check Date	Check Amount
16	Computer	Check(s) For a Total of	80,042.48



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: EPIC Innovations Report

Date: June 2014

In the 2012-13 school year, the Bainbridge Island School District developed principles and procedures to outline the process to be used for designing and implementing pilot programs or projects in individual classrooms, specific schools or throughout the district. The District encourages innovation and supports efforts to develop and implement programs and projects that are aligned with educational research and promising practices.

The basic steps for initiating a pilot program or project are:

1. Identify and assess the need
2. Determine the scale of the project/program (Small, Medium or Large)
3. Develop a proposal with a written plan (including goals/outcome and if a pilot may be needed)
4. Receive approval from appropriate parties
5. Implement project/program
6. Evaluate outcomes and determine next steps

The complete set of guidelines is available on the district web site at: <http://bisd303.org/Page/7592>

At the Board Meeting on June 26th, we will highlight the results of the projects that were implemented during the 2013-14 school year. The projects for this year included:

- Educational Program for Gifted Youth K-8 Mathematics Pilot (medium scale pilot)
- Circle of Friends – Special Education (medium scale pilot)
- Achieve Course at Woodward (small scale pilot)
- Ordway Amity Educational Internship Pilot Program Proposal

I. Proposed Pilot Project/Program Title: Stanford Education for Gifted Youth (EPGY)

- **How will this innovation promote student learning and the district vision, mission, goals, and core curriculum?**

The Stanford EPGY program offers a proven method for improving student outcomes. EPGY courses use a combination of multimedia instruction and automated assessment of student work to provide students with a highly individualized, self-paced educational experience. Based on over forty years of research, EPGY courses combine technical and pedagogical expertise to provide students of all ages with an individualized educational experience, optimized in both pace and content. Research has demonstrated that regular and diligent use of the EPGY program improves student understanding and motivation, and thus academic achievement.

- **Brief description of how this pilot/project will meet current needs not being met by other courses/programs (needs assessment):**

In an analysis of the Bainbridge Island School District (BISD) Measure of Academic Progress (MAP) data in the area of mathematics, we have found a consistent pattern that students in the top 10% of achievement are not making the same academic growth as a their national academic peers (students with the similar grade level and RIT scores). The EPGY provides a rigorous and complete mathematics curriculum at the elementary school level with a strong emphasis in conceptual geometry and mathematical foundations, beginning at the kindergarten level and progressing through the end of pre-algebra. Topics: simple arithmetic, fractions, decimals, sets, measurement, graphs, functions, geometry and pre-algebra. The program will be used in conjunction with our newly adopted *My Math* and *Spatial Temporal* (ST) math programs.

II. Proposed Pilot Project/Program Title: Circle of Friends

- **How will this innovation promote student learning and the district vision, mission, goals, and core curriculum?** Some students with disabilities have trouble making social connections. This may due to cognitive challenges or social communication issues. These students require specially designed instruction to meet these needs as set forth in their individual IEPs. This program is designed specifically to address this issue.
- **Brief description of how this pilot/project will meet current needs not being met by other courses/programs (needs assessment):** There are current courses or programs that meet this need. Different school buildings rely on the special education staff to address these issues as best they can. This results in a lack of standard practice across the district.

III. Proposed Pilot/Program Title: Achieve (Woodward)

- **How will this innovation promote student learning and the district vision, mission, goals, and core curriculum?** This course is designed to close the achievement gap for students who have potential but are not currently heading down a path towards post-secondary education. We currently have intervention programs only for students underperforming in math. This would be a course to address study skills, motivation, time management, ect.
- **Brief description of how this pilot/project will meet current needs not being met by other courses/programs (needs assessment):** Our district goals include having every student college or career ready.

IV. Proposed Pilot/Program Title: Ordway Amity Educational Internship Pilot Program

- **Brief description of how this pilot/project will meet current needs not being met by other courses/programs (needs assessment):** Ordway has had a sister school *La Conchia* in Ometepe for several years and constantly communicates and supports students there. This has provided rich educational opportunities and facilitated humanitarian/global citizenry efforts for both students and staff. Having additional Spanish speaking language interns will increase involvement and support of our sister school. In addition, Ordway will house the district's Spanish Immersion classrooms during the 2013-14 school year. These interns have the background and credentials to support recommended program requirements. The PTO has the means to raise funds and pay for two language interns to expand culture and language exposure to the students of Ordway. Demand for international education at the elementary level has grown, spurred along by evidence that language learning at an early age has a positive effect on brain development and correlates with higher achievement in other academic areas.
- **Brief description of how this pilot/project will meet current needs not being met by other courses/programs (needs assessment):** Ordway's 3rd grade scores were 64% of students meeting standard in math and 76% of students meeting standard reading. Additional support in these academic areas is needed.

Board Action:

No action, information only.

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

MEMORANDUM

To: Faith Chapel, Superintendent

Date: June 20, 2014

From: Peggy Paige, Director of Business Services

RE: Budget Revision Resolution No. 10-13-14

Attached is the General Fund Budget Revision that I am submitting for approval tonight. This revision has had a satisfactory review by ESD 121 (Puget Sound Educational Service District). The entire document is attached but pages GF1-GF8 provide detail on the following changes:

Page GF1 - enrollment updated to April average (+100 FTE)

Page GF2 - This is a summary of the changes made to revenues and expenditures and to the beginning and ending fund balance.

The next 6 pages (GF4) are the detail pages for the revenue changes.

- Tuitions & Fees increased by \$50,000 due to increased participation in the All Day K Program
- State Apportionment increase of \$461,515 reflects the impact of our enrollment increase.
- Other State programs updated with changes based on OSPI adjustments to funding. A portion of estimated State Safety Net revenue was transferred to Federal revenues since we expect to receive some of the funding in this area.
- Federal revenues updated with grant increases and anticipated Safety Net funding.

Total revenue increase of \$636,281.

The next three pages (GF8) are a summary, by program, of the changes in expenditures.

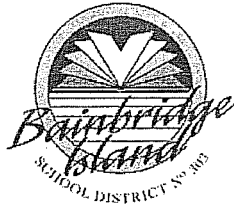
- Basic Education increased \$200,000 for certificated salaries due to staffing increases
- Special Education increased \$150,000 for certificated salaries due to staffing increases
- Maintenance budget (included in Support Services) increased \$50,000 for repairs

Total expenditure increase of \$400,000.

The total ending fund balance increases to \$2,002,737 (5%).

BOARD OF DIRECTORS

Mike Spence
Patty Fielding
Tim Kinhead
Mev Hoberg
Sheila Jakubik



SUPERINTENDENT

Faith A. Chapel

8489 Madison Avenue NE

Bainbridge Island, Washington 98100

(206) 842-4714

Fax: (206) 842-2928

RESOLUTION OF BUDGET REVISION

RESOLUTION NO. 10-13-14

WHEREAS, WAC 392-123-071 through 392-123-074 and WAC 392-123-078 and 392-123-079 allows a first class district to file an increase of the amount of appropriation from any fund, and;

WHEREAS, the General Fund of the Bainbridge Island School District No. 303 has additional expenditures in the 2013-2014 school year as a result of increased enrollment and which will require an increase in appropriation of \$400,000, and;

WHEREAS, the General Fund beginning fund balance plus anticipated revenues is sufficient to provide for the additional expenditures,

THEREFORE, BE IT RESOLVED the Board of Directors of Bainbridge Island School District, Kitsap County, Washington, hereby petitions OSPI to increase the 2013-2014 General Fund appropriation amount from \$38,587,785 to \$38,987,785.

DATED this 26th day of June 2014.

Director

Director

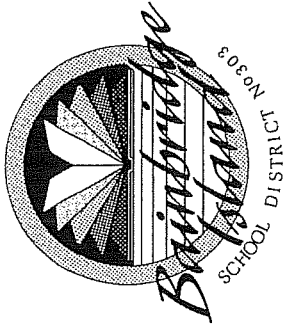
Director

Director

Director

ATTEST:

Secretary to the Board



GENERAL FUND BUDGET REVISION FISCAL YEAR 2013-2014

FORM NUMBER F200
BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303
KITSAP COUNTY NO. 18

Bainbridge Island School District No.303

Summary of Certified Excess Levies for 2014 Collection

	General Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
A. Excess levy amount approved by voters for 2014 collection	8,900,000			
B. Rollback mandated by school district Board of Directors 1/	0			
C. Excess levy amount for 2014 collection after rollback	8,900,000	7,700,000	1,525,000	0

1/ Rollbacks of levies need to be certified pursuant to RCW 84.52.020. Please do not include such resolutions as part of this document.

Bainbridge Island School District No.303

FY ENROLLMENT AND STAFF COUNTS

A. FTE ENROLLMENT COUNTS 1/ (Calculate to two decimal places)

	(1) Current Budget	(2) Current Year Change	(3) Revised Budget
1. Kindergarten /2	108.00	-4.81	103.19
2. Grade 1	253.00	-17.01	235.99
3. Grade 2	233.00	8.08	241.08
4. Grade 3	259.00	11.02	270.02
5. Grade 4	274.00	18.60	292.60
6. Grade 5	287.00	22.87	309.87
7. Grade 6	280.00	1.05	281.05
8. Grade 7	304.00	-21.64	282.36
9. Grade 8	272.00	46.70	318.70
10. Grade 9	365.00	-22.87	342.13
11. Grade 10	322.00	37.04	359.04
12. Grade 11 (excluding Running Start)	322.00	-7.12	314.88
13. Grade 12 (excluding Running Start)	286.00	19.38	305.38
14. SUBTOTAL	3,565.00	91.29	3,656.29
15. Running Start	60.00	-11.10	48.90
16. Dropout Reengagement Enrollment	0.00	0.00	0.00
17. ALE Enrollment	20.00	20.13	40.13
18. TOTAL K-12	3,645.00	100.32	3,745.32

B. STAFF COUNTS (calculate to three decimal places)

1. General Fund FTE Certificated Employees
2. General Fund FTE Classified Employees

1/ Enrollment should include special ed., part time private, home-based, and summer students eligible for BEA funding, as reflected in the F-203.

2/ Beginning in 2011-2012 kindergarten is considered full day and basic education. Beginning with 2011-2012, kindergarten enrollment counts should include any additional FTE attributable to the state funded full day kindergarten allocation based on total kindergarten enrollment, as reflected in the F-203.

Bainbridge Island School District No.303

SUMMARY OF GENERAL FUND BUDGET

	(1) Current Budget	(2) Current Year Change	(3) Revised Budget
REVENUES AND OTHER FINANCING SOURCES			
1000 Local Taxes	8,806,000	16	8,806,016
2000 Local Nontax Support	3,157,900	50,000	3,207,900
3000 State, General Purpose	20,090,000	461,515	20,551,515
4000 State, Special Purpose	3,983,900	-126,050	3,857,850
5000 Federal, General Purpose	0	0	0
6000 Federal, Special Purpose	1,188,700	250,800	1,439,500
7000 Revenues from Other School Districts	0	0	0
8000 Revenues from Other Entities	0	0	0
9000 Other Financing Sources	271,000	0	271,000
A. TOTAL REVENUES AND OTHER FINANCING SOURCES	37,497,500	636,281	38,133,781
EXPENDITURES			
00 Regular Instruction	23,306,717	200,000	23,506,717
10 Federal Stimulus	0	0	0
20 Special Education Instruction	5,235,418	150,000	5,385,418
30 Vocational Education Instruction	933,858	0	933,858
40 Skill Center Instruction	0	0	0
50 and 60 Compensatory Education Instruction	670,648	0	670,648
70 Other Instructional Programs	36,408	0	36,408
80 Community Services	30,000	0	30,000
90 Support Services	8,374,736	50,000	8,424,736
B. TOTAL EXPENDITURES	38,587,785	400,000	38,987,785
C. OTHER FINANCING USES--TRANSFERS OUT (G.L.536) 1/	0	0	0
D. OTHER FINANCING USES (G.L.535) 2/	0	0	0
E. EXCESS OF REVENUES/OTHER FINANCING SOURCES OVER (UNDER) EXPENDITURES AND OTHER FINANCING USES (A-B-C-D)	-1,090,285	236,281	-854,004
BEGINNING FUND BALANCE			
G.L.810 Restricted for Other Items	0	0	0
G.L.815 Restricted for Unequalized Deductible Revenue	0	0	0
G.L.821 Restricted for Carryover of Restricted Revenues	0	0	0
G.L.825 Restricted for Skill Center	0	0	0
G.L.828 Restricted for Carryover of Food Service Revenue	0	0	0
G.L.830 Restricted for Debt Service	0	0	0
G.L.835 Restricted for Arbitrage Rebate	0	0	0

Bainbridge Island School District No.303

SUMMARY OF GENERAL FUND BUDGET

	(1) Current Budget	(2) Current Year Change	(3) Revised Budget
G.L.840 Nonspendable Fund Balance-Inventory & Prepaid Items	200,000	-35,000	165,000
G.L.845 Restricted for Self-Insurance	0	0	0
G.L.850 Restricted for Uninsured Risks	0	0	0
G.L.870 Committed to Other Purposes	0	0	0
G.L.872 Committed to Minimum Fund Balance Policy	1,100,000	0	1,100,000
G.L.875 Assigned to Contingencies	0	0	0
G.L.884 Assigned to Other Capital Projects	0	0	0
G.L.888 Assigned to Other Purposes	1,100,000	165,000	1,265,000
G.L.890 Unassigned Fund Balance	300,000	26,741	326,741
F. TOTAL BEGINNING FUND BALANCE	2,700,000	156,741	2,856,741
G. G.L.898 PRIOR YEAR CORRECTIONS OR RESTATEMENTS(+ OR -)	XXXXX	XXXXX	XXXXX
ENDING FUND BALANCE			
G.L.810 Restricted for Other Items	0	0	0
G.L.815 Restricted for Unequalized Deductible Revenue	0	0	0
G.L.821 Restricted for Carryover of Restricted Revenues	0	0	0
G.L.825 Restricted for Skill Center	0	0	0
G.L.828 Restricted for Carryover of Food Service Revenue	0	0	0
G.L.830 Restricted for Debt Service	0	0	0
G.L.835 Restricted for Arbitrage Rebate	0	0	0
G.L.840 Nonspendable Fund Balance-Inventory & Prepaid Items	200,000	0	200,000
G.L.845 Restricted for Self-Insurance	0	0	0
G.L.850 Restricted for Uninsured Risks	0	0	0
G.L.870 Committed to Other Purposes	0	0	0
G.L.872 Committed to Minimum Fund Balance Policy	1,100,000	0	1,100,000
G.L.875 Assigned to Contingencies	0	0	0
G.L.884 Assigned to Other Capital Projects	0	0	0
G.L.888 Assigned to Other Purposes	150,000	0	150,000
G.L.890 Unassigned Fund Balance	159,715	393,022	552,737
H. TOTAL ENDING FUND BALANCE (E+F, +OR-G) 3/	1,609,715	393,022	2,002,737

1/ G.L. 536 is an account that is used to summarize actions for other financing uses--transfers out.

2/ G.L.535 is an account that is used to summarize actions for other financing uses such as long-term financing and debt extinguishments. Nonvoted debts may be serviced in the Debt Service Fund (DSF) rather than in the fund that received the debt proceeds. In order to provide the resources to retire the debt, a transfer is used by the General Fund, Capital Projects Fund, or Transportation Vehicle Fund to transfer resources to the DSF. Refer to Page DS4 for detail of estimated outstanding nonvoted bond detail information.

Bainbridge Island School District No.303

SUMMARY OF GENERAL FUND BUDGET

3/ Line H must be equal to or greater than all restricted fund balances.

Bainbridge Island School District No.303

GENERAL FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

	(1) Current Budget	(2) Current Year Change	(3) Revised Budget
LOCAL TAXES			
1100 Local Property Tax	8,804,420	-18	8,804,402
1300 Sale of Tax Title Property	0	0	0
1400 Local in lieu of Taxes	0	0	0
1500 Timber Excise Tax	1,580	34	1,614
1600 County-Administered Forests	0	0	0
1900 Other Local Taxes	0	0	0
1000 TOTAL LOCAL TAXES	8,806,000	16	8,806,016
LOCAL SUPPORT NONTAX			
2100 Tuitions and Fees, Unassigned	813,400	50,000	863,400
2122 Special Ed-Infants and Toddlers-Tuition and Fees	0	0	0
2131 Secondary Vocational Education Tuition	24,500	0	24,500
2145 Skill Center Tuitions and Fees	0	0	0
2171 Traffic Safety Education Fees	0	0	0
2173 Summer School Tuition and Fees	0	0	0
2186 Community School Tuition and Fees	0	0	0
2188 Day Care Tuitions and Fees	0	0	0
2200 Sales of Goods, Supplies, and Services, Unassigned	70,000	0	70,000
2231 Secondary Voc. Ed., Sales of Goods, Supplies, and Svcs	0	0	0
2245 Skill Center, Sales of Goods, Supplies and Services	0	0	0
2288 Day Care, Sales of Goods, Supplies and Services	0	0	0
2289 Other Community Svcs Sales of Goods, Supplies and Svcs	30,000	0	30,000
2298 School Food Services, Sales of Goods, Supplies and Svcs	770,000	0	770,000
2300 Investment Earnings	10,000	0	10,000
2400 Interfund Loan Interest Earnings	0	0	0
2500 Gifts and Donations	1,030,000	0	1,030,000
2600 Fines and Damages	10,000	0	10,000
2700 Rentals and Leases	160,000	0	160,000
2800 Insurance Recoveries	0	0	0
2900 Local Support Nontax, Unassigned	200,000	0	200,000
2910 E-Rate	40,000	0	40,000
2000 TOTAL LOCAL SUPPORT NONTAX	3,157,900	50,000	3,207,900
STATE, GENERAL PURPOSE			
3100 Apportionment	19,665,000	466,500	20,131,500

Bainbridge Island School District No.303

GENERAL FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

	(1) Current Budget	(2) Current Year Change	(3) Revised Budget
3121 Special Education--General Apportionment	425,000	-4,985	420,015
3300 Local Effort Assistance	0	0	0
3600 State Forests	0	0	0
3900 Other State General Purpose, Unassigned	0	0	0
3000 TOTAL STATE, GENERAL PURPOSE	20,090,000	461,515	20,551,515
STATE, SPECIAL PURPOSE			
4100 Special Purpose, Unassigned	0	0	0
4121 Special Education	2,645,000	-145,000	2,500,000
4122 Special Ed-Infants and Toddlers-State	50,400	-10,900	39,500
4126 State Institutions, Special Education	0	0	0
4155 Learning Assistance	115,000	500	115,500
4156 State Institutions, Centers, and Homes, Delinquent	0	0	0
4158 Special and Pilot Programs	170,000	30,000	200,000
4159 Institutions-Juveniles in Adult Jails	0	0	0
4165 Transitional Bilingual	20,000	7,500	27,500
4174 Highly Capable	37,000	600	37,600
4188 Day Care	0	0	0
4198 School Food Services	1,500	0	1,500
4199 Transportation--Operations	945,000	-8,750	936,250
4300 Other State Agencies, Unassigned	0	0	0
4321 Special Education--Other State Agencies	0	0	0
4322 Special Education-Infants and Toddlers-State	0	0	0
4326 State Institutions--Special Education--Other State Agcs	0	0	0
4356 State Insts, Ctrs, Homes, Delinquent--Other St. Agcs	0	0	0
4358 Speical and Pilot Programs--Other State Agencies	0	0	0
4365 Transitional Bilingual--Other State Agencies	0	0	0
4388 Day Care--Other State Agencies	0	0	0
4398 School Food Services--Other State Agencies	0	0	0
4399 Transportation--Operations--Other State Agencies	0	0	0
4000 TOTAL STATE, SPECIAL PURPOSE	3,983,900	-126,050	3,857,850
FEDERAL, GENERAL PURPOSE			
5200 General Purpose Direct Federal Grants, Unassigned	0	0	0
5300 Impact Aid, Maintenance and Operation	0	0	0
5329 Impact Aid, Special Education Funding	0	0	0

Bainbridge Island School District No.303

GENERAL FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

	(1) Current Budget	(2) Current Year Change	(3) Revised Budget
5400 Federal in lieu of Taxes	0	0	0
5500 Federal Forests	0	0	0
5600 Qualified Bond Interest Credit - Federal	0	0	0
5000 TOTAL FEDERAL, GENERAL PURPOSE	0	0	0
FEDERAL, SPECIAL PURPOSE			
6100 Special Purpose, OSPI, Unassigned	0	0	0
6111 Federal Stimulus--Title I	0	0	0
6112 Federal Stimulus--School Improvement	0	0	0
6113 Federal Stimulus--State Fiscal Stabilization Fund	0	0	0
6114 Federal Stimulus--IDEA	0	0	0
6118 Federal Stimulus--Competitive Grants	0	0	0
6119 Federal Stimulus--Other	0	0	0
6121 Special Education--Medicaid Reimbursement	0	0	0
6122 Special Ed-Infants and Toddlers-Medicaid Reimbursements	0	0	0
6124 Special Education--Supplemental	678,400	212,400	890,800
6125 Special Education-Infants and Toddlers-Federal	0	0	0
6138 Secondary Vocational Education	14,000	900	14,900
6146 Skill Center	0	0	0
6151 Disadvantaged ESEA Disadvantaged, Fed	200,000	37,500	237,500
6152 School Improve, Fed Other Title Grants under ESEA, Fed	100,000	0	100,000
6153 Migrant ESEA Migrant, Federal	0	0	0
6154 Reading First, Federal	0	0	0
6157 Institutions, Neglected and Delinquent	0	0	0
6161 Head Start	0	0	0
6162 Math & Science--Professional Development	0	0	0
6164 Limited English Proficiency (formerly Bilingual)	0	0	0
6167 Indian Education JOM	0	0	0
6168 Indian Education, ED	0	0	0
6176 Targeted Assistance	0	0	0
6178 Youth Training Programs	0	0	0
6188 Day Care	0	0	0
6189 Other Community Services	0	0	0
6198 School Food Services	145,000	0	145,000
6199 Transportation--Operations	0	0	0

Bainbridge Island School District No.303

GENERAL FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

	(1) Current Budget	(2) Current Year Change	(3) Revised Budget
6200 Direct Special Purpose Grants	0	0	0
6211 Federal Stimulus--Title I	0	0	0
6212 Federal Stimulus--School Improvement	0	0	0
6213 Federal Stimulus--State Fiscal Stabilization Fund	0	0	0
6214 Federal Stimulus--IDEA	0	0	0
6218 Federal Stimulus--Competitive Grants	0	0	0
6219 Federal Stimulus--Other	0	0	0
6221 Special Education--Medicaid Reimbursement	0	0	0
6222 Special Ed-Infants and Toddlers-Medicaid Reimbursements	0	0	0
6224 Special Education--Supplemental	0	0	0
6225 Special Education-Infants and Toddlers-Federal	0	0	0
6238 Secondary Vocational Education	0	0	0
6246 Skill Center	0	0	0
6251 Disadvantaged ESEA Disadvantaged, Fed	0	0	0
6252 School Improve, Fed Other Title Grants under ESEA, Fed	0	0	0
6253 ESEA Migrant, Federal	0	0	0
6254 Reading First, Federal	0	0	0
6257 Institutions, Neglected and Delinquent	0	0	0
6261 Head Start	0	0	0
6262 Math & Science--Professional Development	0	0	0
6264 Limited English Proficiency (formerly Bilingual)	0	0	0
6267 Indian Education JOM	0	0	0
6268 Indian Education, ED	11,300	0	11,300
6276 Targeted Assistance	0	0	0
6278 Youth Training, Direct Grants	0	0	0
6288 Day Care	0	0	0
6289 Other Community Services	0	0	0
6298 School Food Services	0	0	0
6299 Transportation--Operations	0	0	0
6300 Federal Grants Through Other Agencies, Unassigned	0	0	0
6310 Medicaid Administrative Match	0	0	0
6311 Federal Stimulus--Title I	0	0	0
6312 Federal Stimulus--School Improvement	0	0	0
6313 Federal Stimulus--State Fiscal Stabilization Fund	0	0	0

Bainbridge Island School District No.303

GENERAL FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

	(1) Current Budget	(2) Current Year Change	(3) Revised Budget
6314 Federal Stimulus--IDEA	0	0	0
6318 Federal Stimulus--Competitive Grants	0	0	0
6319 Federal Stimulus--Other	0	0	0
6321 Special Education--Medicaid Reimbursement	0	0	0
6322 Special Ed-Infants and Toddlers-Medicaid Reimbursements	0	0	0
6324 Special Education--Supplemental	0	0	0
6325 Special Education-Infants and Toddlers-Federal	0	0	0
6338 Secondary Vocational Education	0	0	0
6346 Skill Center	0	0	0
6351 Disadvantaged ESEA Disadvantaged, Fed	0	0	0
6352 School Improve, Fed Other Title Grants under ESEA, Fed	0	0	0
6353 Migrant ESEA Migrant, Federal	0	0	0
6354 Reading First, Federal	0	0	0
6357 Institutions, Neglected and Delinquent	0	0	0
6361 Head Start	0	0	0
6362 Math & Science--Professional Development	0	0	0
6364 Limited English Proficiency (formerly Bilingual)	0	0	0
6367 Indian Education JOM	0	0	0
6368 Indian Education, ED	0	0	0
6376 Targeted Assistance	0	0	0
6378 Youth Training Programs	0	0	0
6388 Day Care	0	0	0
6389 Other Community Services	0	0	0
6398 School Food Services	0	0	0
6399 Transportation--Operations	0	0	0
6998 USDA Commodities	40,000	0	40,000
6000 TOTAL FEDERAL, SPECIAL PURPOSE	1,188,700	250,800	1,439,500
REVENUES FROM OTHER SCHOOL DISTRICTS			
7100 Program Participation, Unassigned	0	0	0
7121 Special Education	0	0	0
7122 Special Education-Infants and Toddlers	0	0	0
7131 Vocational Education	0	0	0
7145 Skill Center	0	0	0
7189 Other Community Services	0	0	0

Bainbridge Island School District No.303

GENERAL FUND BUDGET--REVENUES AND OTHER FINANCING SOURCES

	(1) Current Budget	(2) Current Year Change	(3) Revised Budget
7197 Support Services	0	0	0
7198 School Food Services	0	0	0
7199 Transportation	0	0	0
7301 Nonhigh Participation	0	0	0
7000 TOTAL REVENUES FROM OTHER SCHOOL DISTRICTS	0	0	0
REVENUES FROM OTHER ENTITIES			
8100 Governmental Entities	0	0	0
8188 Day Care	0	0	0
8189 Community Services	0	0	0
8198 School Food Services	0	0	0
8199 Transportation	0	0	0
8200 Private Foundations	0	0	0
8500 Nonfederal, ESD	0	0	0
8521 Educational Service Districts-Special Education	0	0	0
8522 Ed Service Districts-Special Ed-Infants and Toddlers	0	0	0
8000 TOTAL REVENUES FROM OTHER ENTITIES	0	0	0
OTHER FINANCING SOURCES			
9100 Sale of Bonds	0	0	0
9300 Sale of Equipment	0	0	0
9400 Compensated Loss of Fixed Assets	0	0	0
9500 Long-Term Financing	0	0	0
9900 Transfers	271,000	0	271,000
9000 TOTAL OTHER FINANCING SOURCES	271,000	0	271,000
TOTAL REVENUES AND OTHER FINANCING SOURCES	37,497,500	636,281	38,133,781

Bainbridge Island School District No.303

EXPENDITURE BY PROGRAM

	(1) Current Budget	(2) Current Year Change	(3) Revised Budget
REGULAR INSTRUCTION			
01 Basic Education	22,877,274	200,000	23,077,274
02 Alternative Learning Experience	429,443	0	429,443
00 TOTAL REGULAR INSTRUCTION	23,306,717	200,000	23,506,717
FEDERAL STIMULUS			
11 Federal Stimulus - Title I	0	0	0
12 Federal Stimulus - School Improvement	0	0	0
13 Federal Stimulus - Fiscal Stabilization and Education Jobs (formerly SFSF)	0	0	0
14 Federal Stimulus - IDEA	0	0	0
18 Federal Stimulus - Competitive Grants	0	0	0
19 Federal Stimulus - Other	0	0	0
10 TOTAL FEDERAL STIMULUS	0	0	0
SPECIAL EDUCATION INSTRUCTION			
21 Special Education, Supplemental, State	4,357,686	150,000	4,507,686
22 Special Education, Infants and Toddlers, State	50,500	0	50,500
24 Special Education, Supplemental, Federal	827,232	0	827,232
25 Special Education, Infants and Toddlers, Federal	0	0	0
26 Special Education, Institutions, State	0	0	0
29 Special Education, Other, Federal	0	0	0
20 TOTAL SPECIAL EDUCATION INSTRUCTION	5,235,418	150,000	5,385,418
VOCATIONAL EDUCATION INSTRUCTION			
31 Vocational, Basic, State	685,026	0	685,026
34 Middle School Career and Technical Education, State	232,101	0	232,101
38 Vocational, Federal	16,731	0	16,731
39 Vocational, Other Categorical	0	0	0
30 TOTAL VOCATIONAL EDUCATION INSTRUCTION	933,858	0	933,858
SKILL CENTER INSTRUCTION			
45 Skills Center, Basic, State	0	0	0
46 Skills Center, Federal	0	0	0
40 TOTAL SKILL CENTER INSTRUCTION	0	0	0
COMPENSATORY EDUCATION INSTRUCTION			
51 Disadvantaged (formerly Remediation) ESEA Disadvantaged, Federal	207,808	0	207,808
52 School Improvement, Federal Other Title Grants under ESEA, Federal	103,770	0	103,770

Bainbridge Island School District No.303

EXPENDITURE BY PROGRAM

	(1) Current Budget	(2) Current Year Change	(3) Revised Budget
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53 Migrant ESEA Migrant, Federal	0	0	0
54 Reading First, Federal	0	0	0
55 Learning Assistance Program (LAP), State	95,879	0	95,879
56 State Institutions, Centers and Homes, Delinquent	0	0	0
57 State Institutions, Neglected and Delinquent, Federal	0	0	0
58 Special and Pilot Programs, State	171,273	0	171,273
59 Institutions - Juveniles in Adult Jails	0	0	0
61 Head Start, Federal	0	0	0
62 Math and Science, Professional Development, Federal	0	0	0
64 Limited English Proficiency, Federal	0	0	0
65 Transitional Bilingual, State	62,190	0	62,190
67 Indian Education, Federal, JOM	0	0	0
68 Indian Education, Federal, ED	29,728	0	29,728
69 Compensatory, Other	0	0	0
50 and 60 TOTAL COMPENSATORY EDUCATION INSTRUCTION	670,648	0	670,648
OTHER INSTRUCTIONAL PROGRAMS			
71 Traffic Safety	0	0	0
73 Summer School	0	0	0
74 Highly Capable	36,408	0	36,408
75 Professional Development, State	0	0	0
76 Targeted Assistance, Federal	0	0	0
78 Youth Training Programs, Federal	0	0	0
79 Instructional Programs, Other	0	0	0
70 TOTAL OTHER INSTRUCTIONAL PROGRAMS	36,408	0	36,408
COMMUNITY SERVICES			
81 Public Radio/Television	0	0	0
86 Community Schools	0	0	0
88 Day Care	0	0	0
89 Other Community Services	30,000	0	30,000
80 TOTAL COMMUNITY SERVICES	30,000	0	30,000
SUPPORT SERVICES			
97 District-wide Support	6,045,858	50,000	6,095,858
98 School Food Services	956,527	0	956,527

Bainbridge Island School District No.303

EXPENDITURE BY PROGRAM

	(1) Current Budget	(2) Current Year Change	(3) Revised Budget
99 Pupil Transportation	1,372,351	0	1,372,351
90 TOTAL SUPPORT SERVICES	8,374,736	50,000	8,424,736
TOTAL PROGRAM EXPENDITURES	38,587,785	400,000	38,987,785



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, Ex Dir. ISS

DATE: June 14, 2014

RE: Highly Capable Plan for School Year 2014/2015

Attached for Board approval is the Highly Capable Students Program Annual Plan, State Grant #217. This plan is to be used as a tool to assist districts in the development of the Grades K–12 Highly Capable Services. As a planning tool, this document is used by districts to report to the Office of Superintendent of Public Instruction (OSPI) on the planned program for school year 2014/2015. The specifics contained in this plan may change over the course of next school year. School Board approval is required prior to submission of this plan which is due on July 1, 2014.

Please note on page 4 of the plan, item A., *Students Projected to be Served by Grade Level*. These numbers will be provided to the Board as an additional item at the Board meeting on June 26th. The number of students will not be known until the multi-disciplinary team will meets on Monday, June 23, 2014 to complete the identification process.

217 Highly Capable Students Program Annual Plan (1st Class Districts Only)

Fiscal Year: 14-15

Milestone: Draft (Printed 6/19/2014)

District: Bainbridge Island School District

Organization Code: 18303

ESD: Puget Sound Educational Service District 121

Page 1

[illegible]

This form package constitutes the HCP Annual Plan required by WAC 392-170 and is to be completed by districts classified as first class (districts with a student enrollment of two thousand pupils or more). **RCW 28A.300.065** — Classification and numbering system of school districts

This form package must be approved by formal action of the school board annually.

All elements of WAC 392-170 are subject to review during the Consolidated Program Review.

About this form package

Planning Tool: This form package is to be used as a tool to assist districts in the development of the Grades K–12 HCP. We recommend that the full form package be read prior to completing any section.

Guiding Questions for Brainstorming and Planning: Each section of the plan includes several critical questions which you are encouraged to consider as you develop the details for that section. The purpose of these questions is to serve as a guide for your thinking and support you in the planning and program development efforts. Such efforts may include reviewing current program procedures, process and tools being used by your district. Districts do not have to answer these questions in this form package.

Instructions: Mark boxes to verify that items are in place as required by WAC 392-170. Where directed, provide a written response to questions. Please note that some questions are optional and district response is not required in writing.

Attention Class Two Districts (districts with fewer than 2,000 pupils): DO NOT COMPLETE THIS FORM PACKAGE (217). DO complete form package 685, which is a condensed HCP Annual Plan.

[illegible]

RCW 28A.185.020 — The Legislature finds that, for highly capable students, access to accelerated learning and enhanced instruction is access to a basic education.

Each Local Education Agency (LEA) plan shall provide assurance that the LEA will ensure:

1. The Highly Capable Program (HCP) annual plan (iGrants form package 217) is annually approved by the district's board of directors (WAC 392-170-025).
2. The district has a written HCP policy and procedures for Grades K-12 for:
 - o Nomination (WAC 392-170-045)
 - o Assessment Process (WAC 392-170-055)
 - o System for the selection of the most highly capable (WAC 392-170-075)

2. The district has a written HCP policy and procedures for Grades K-12 for:
 - o Nomination (WAC 392-170-045)
 - o Assessment Process (WAC 392-170-055)
 - o System for the selection of the most highly capable (WAC 392-170-075)

- Nomination (WAC 392-170-045)
- Assessment Process (WAC 392-170-055)
- System for the selection of the most highly capable (WAC 392-170-075)

- Appealing the multidisciplinary selection committee’s decision (WAC 392-170-076)
3. Annual notification is made to parents and students before any major identification activity takes place (WAC 392-170-042).
4. The identification process for determining student eligibility for the highly capable program, takes into consideration and adheres to the use of:
- The definition–Students who are highly capable (WAC 392-170-035)
 - The definition–Learning characteristics (WAC 392-170-036)
 - Nomination process for highly capable students (WAC 392-170-045)
 - Nomination procedure may include screening procedures (WAC 392-170-045)
 - Multiple, objective identification criteria are used to identify those students who are most highly capable (RCW 28A.150.020, 030)
 - Assessment process for selection as highly capable student (WAC 392-170-055)
 - Nondiscrimination in the use of tests (WAC 392-170-060)
5. The district’s process for the selection of the most highly capable students includes these requirements:
- The use of a multidisciplinary selection committee (WAC 392-170-070)
 - Shall be based on a selection system that determines which students are the most highly capable as defined under WAC 392-170-055, and other data collected in the assessment process (WAC 392-170-075)
 - Shall not violate federal and state civil rights laws including, without limitation, chapters 28A.640 and 28A.642 RCW
6. The district obtains written parent/legal guardian permission prior to conducting assessment(s) to determine eligibility for participation in the programs for highly capable students (WAC 392-170-047).
7. Written permission, signed by parent/legal guardian, must be obtained before placement of a student in the Highly Capable Program and before programs are initiated for an identified highly capable student (WAC 392-170-047).
8. The district makes a variety of appropriate program services available to identified HCP students, which take into account such student’s unique needs and capabilities. Once services are started, a continuum of services is provided to the student from Grades K–12. Districts periodically review services for each student to ensure that the services are appropriate (WAC 392-170-078, 080).
9. The district keeps on file a description of the educational programs provided for students selected (WAC 392-170-080).
10. Quality assurance measures are in place for coding students who have been assessed and identified as highly capable on the state assessment (RCW 28A.320.175).
11. Quality assurance measures are in place for assigning gifted values for CEDARS data upload.
12. The district participates in program review and monitoring activities no less than once every five years (WAC 392-170-087).
13. The district conducts program evaluation and makes changes to the HCP as needed (WAC 392-170-030, 087, 090).
14. The district will fulfill all responsibilities consistent with WAC 392-170.
15. The district assures that students receiving a basic education under contract have the opportunity, either through the parent district or the contracting entity, to be identified for the HCP and, if selected, provided access to HCP services.
16. The district will use all HCP funds to implement its approved HCP Annual Plan. All expenditures are allocable to the conduct of the district’s approved HCP Annual Plan.
17. The district will submit the annual plan (form package 217) by July 1, 2014.

<input type="checkbox"/> Check this box to indicate that district officials have read and agree with these assurances.	
Name of Authorized Representative:	Bill Mosiman
Position/Title of Authorized Representative:	Ex. Dir, Instructional Support Services
Date (format as 7/1/14):	

Name:	
Title:	
Location:	
Email Address:	
Phone Number:	
Fax Number:	

Highly Capable Program Parent Organization	
Is there a parent organization in your area? Select	
Contact Name:	
Organization:	
Email Address:	
Phone Number:	

District's Highly Capable Student Definition and Learning Characteristics

This section should include an operational definition which, at a minimum, aligns with the State's definitions and clarifies who is being identified as a highly capable student in the district and then who are the most highly capable students. For districts developing a unique definition, the district's definition must incorporate each of the component parts of the State definition.

A district may not elect to include a portion of the WAC while omitting a different part.

Refer to **WAC 392-170-035** Definition – Students who are highly capable and **WAC 392-170-036** Definition – Learning Characteristics.

Special attention needs to be given to those "students who are present not only in the general populace, but are present within all protected classes according to Revised Code of Washington (RCW) **28A.640** and **28A.642.**"

Guiding questions for brainstorming and planning:

1. What learning characteristics are of primary focus?
2. Are the descriptors measureable and/or observable?
3. To what degree are the descriptors understood by all stakeholders, e.g. parents, community members, students, educators?
4. How does the definition help you to develop, identify, and serve students from a wide variety of backgrounds and culture?

Instructions: Check one of the following boxes. If the district has developed a unique definition, enter the definition in the space provided:

☐ The district is using the State's definition for Students who are Highly Capable (WAC 392-170-035) and for Learning Characteristics (WAC 392-170-036).

☒ The district has developed a unique definition by integrating the component parts of the definition provided by WAC 392-170-035 and 036. Enter the district's definition.

Highly capable students ("HC Students") are students who perform or show potential for performing at significantly advanced academic levels when compared to others of the same age, experiences, or environments. Outstanding abilities are seen within students' general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present not only in the general population, but are present within protected classes.

HC Students may possess, but are not limited to, these learning characteristics:

1. Capacity to learn with unusual depth of understanding, to retain what has been learned, and to transfer learning to new situations;
2. Capacity and willingness to deal with increasing levels of abstraction and complexity earlier than their chronological peers;
3. Creative ability to make unusual connections among ideas and concepts;
4. Ability to learn quickly in their area(s) of intellectual strength; and
5. Capacity for intense concentration and/or focus.

Highly Capable Program Statement of Purpose (OPTIONAL)

Guiding questions for brainstorming and planning:

1. Based on the district's definition for highly capable students, what is the purpose of the Highly Capable Program (HCP) in your district?
2. What phrase or terms briefly describes the unique role of the district's HCP?
3. What phrase or terms summarize how highly capable students are unique; thereby needing special program services?

Optional: Enter your district's HCP Mission/Purpose Statement.

In accordance with the philosophy to develop the special abilities of each student, the district shall offer appropriate instructional programs to meet the needs of highly capable students of school age. The framework for such programs shall encompass, but not be limited to, the following objectives:

- A. Expansion of academic attainments and intellectual skills;
- B. Stimulation of intellectual curiosity, independence and responsibility;
- C. Development of a positive attitude toward self and others; and
- D. Development of originality and creativity.

Identification Process: Notification, Nomination, Screening, Assessment, and Selection

Identifying highly capable students is a multiple step process with specific components required by WAC 392-170. Identification procedures must span Grades K–12 thus providing opportunities for identification at each grade level along the K–12 continuum. The district needs to consider students from various racial, ethnic, and socio-economic groups. Students identified for the HCP should reflect the demographics of the district. Once a student is identified, the district provides a continuum of services based on student need through Grade 12.

Sections of WAC 392-170-042 through 075 describe the requirements for notification, nomination, screening, assessment, and selection of the most highly capable students to be served by the district's program.

Selection decisions must be based on eligibility and selection system. All students selected for the program must be served.

Guiding questions for brainstorming and planning:

1. Do your district's notification, nomination, screening, assessment, and selection processes target all demographics of the district's enrollment?
2. Are communications made available in the various languages spoken in the district?
3. Is information made available to the community in a variety of ways in order to maximize outreach throughout the community?
4. Do the instruments, activities and/or tools identify those behaviors or attributes associated with giftedness?
5. What strategies are used to identify potentially gifted students from under-represented populations, including those in poverty?
6. Do the assessments used reflect a variety of academic, cognitive, and creative strengths?
7. Consult with a psychologist or someone with expertise in interpreting cognitive and achievement test results.
8. Have the following been considered in the district's assessment and selection process?
 - Standard error of measure
 - Validity and reliability of the instrument(s)
 - Convert scores to standard scores when using a matrix
 - Avoid combining nonstandard scores
 - Avoid averaging scores
9. Does the identification process (tools utilized, eligibility criteria, selection system) align to the purpose/vision of the program and the highly capable student definition?

Instructions: Mark boxes to verify that items are in place as required by WAC 392-170. Where directed, provide a written response to questions.

A. Annual Notification WAC 392-170-042

- ☒ Annual public notification of parents and students is made before any major identification activity.
- ☒ The notice is published or announced in multiple ways in appropriate languages to each community in school and district publications or other media, with circulation adequate to notify parents and students throughout the district.

B. Nomination Process WAC 392-170-045

- ☒ The school district has adopted procedures for the nomination of students to participate in programs for highly capable students.
- ☒ Procedures permit referrals from teachers, other staff, parents, students, and members of the community.

Note: A district's nomination procedure for students who are highly capable may include screening procedures to eliminate students who, based on clear, current evidence, do not qualify for eligibility under WAC 392-170-055.

C. Parental/Legal Guardian Permission WAC 392-170-047

The district is required to obtain written parent/legal guardian permission prior to 1) conducting assessments to determine eligibility for participation in the HCP and 2) placement of selected students into the district's HCP.

Both the permission to test and the permission to place notice must include the required components:

- A full explanation of the procedures for identification of a student for entrance into the highly capable program;
- An explanation of the appeal's process;
- An explanation of the procedures to exit a student from the program; and
- Information on the district's program and the options that will be available to identified students.

The district may obtain permissions on separate forms or on one single form.

Instructions: Check each box to verify that the district obtains written parent/legal guardian permission and that the permission notice includes the required components.

Written Permission to Test Includes:	Written Permission to Place in HCP Includes:	WAC 392-170-047 Required Components
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	District obtains written parent/legal guardian permission.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	A full explanation of the procedures for identification of a student for entrance into the HCP. Note: The ID process is a multi-step process that could include (but is not limited to): nomination, screening, assessment – tools and criteria, and selection system.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	An explanation of the process for appealing the selection decision of the multidisciplinary selection committee. Note: This is the procedure to appeal committee's selection decision for the district's overall HCP only. It is not a procedure for petitioning the district's service delivery plan for an identified HCP student.
		An explanation of the procedures to exit a student from the program. Note: This is the procedure to exit a student from the entire HCP not to

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	change the student's service delivery plan. Once a student has been exited from the HCP, the appropriate exit code is entered in the Student Info System to update the CEDARS record, and the student is no longer provided HCP services. The exit process may be initiated due to concerns regarding assignment completion, attendance, social/emotional wellness, academic achievement, etc. Exit decisions must be based on student eligibility for the HCP as defined in the district's identification process.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Information on the district's program and the options that will be available to identified students. Note: This is an overview of the Grades K–12 variety and continuum of services that are made be available to identified students based on assessed need. From the list of program options, districts decide which services are appropriate for individual students.

D. Screening and Assessment WAC 392-170-045 and WAC 392-170-055

Screening Procedure

☒ Yes ☐ No The district has a screening procedure.

Indicate measures used in the screening process on the assessment tables below.

Assessment Process

- ☒ The areas of focus used in the assessment process align with the areas of service stated in the district's definition of a highly capable student, e.g., intellectual, academic, creative, leadership, etc.
- ☒ District has a clearly defined and written assessment process.
- ☒ All tests and other evaluation materials used in the assessment meet requirements of WAC 392-170-060.

Instruments used in the Screening and/or Assessment Process

The tables below are organized by assessment category (cognitive, academic achievement, creative behaviors, research-based teacher rating scales, and other informal sources of data). Assessments are listed for each category. Districts should use the most up-to-date assessment tools. For more information on assessment, contact the publishing company. **Assessment Instrument Chart**

Attention: This is not a comprehensive list of assessments, and OSPI does not endorse any particular assessment listed.

Instructions:

- Complete the tables below to identify the multiple objective measures used by the district for the Grades K–12 HCP identification process.
- If the assessment tool is used as a screener as well as considered in the multiple criteria for determining eligibility, check the box in the Screener column.

Cognitive Assessments - *Indicate grade level/s for each instrument used.*

Used as Screener?	Cognitive Instrument Used	K	1	2	3	4	5	6	7	8	9	10	11	12
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<input type="checkbox"/>	Cognitive Ability Test 7 (CogAt 7)–Full-Battery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	CogAt 7–Screening Tool	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Naglieri Nonverbal Aptitude Test (NNAT2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Stanford Binet Intelligence Scales (SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Woodcock-Johnson IV (WJ IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Specify Other: CogAt 6 screener and existing academic assessments															

Academic Achievement Assessments - Indicate grade level/s for each instrument used.

Used as Screener?	Academic Achievement Instrument Used	K	1	2	3	4	5	6	7	8	9	10	11	12
<input type="checkbox"/>	State Assessment(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Measures of Academic Progress (MAPS)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Iowa Test of Basic Skills (ITBS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Iowa Test of Educational Development (ITED)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Stanford Achievement Test Series, 10th Edition (SAT 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Smarter Balanced Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Woodcock-Johnson IV (WJ IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specify Other: DRA II														

Creativity Assessments - Indicate grade level/s for each instrument used.

Used as Screener?	Creativity Instrument Used	K	1	2	3	4	5	6	7	8	9	10	11	12
<input type="checkbox"/>	Torrance Test of Creative Thinking (TTCT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Scales for Rating the Behavioral Characteristics of Superior Students—Creative Subtest (Renzulli Scales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Specify Other:													

Research-Based Teacher Rating Scales - *Indicate grade level/s for each instrument used.*

Used as Screener?	Other Sources/Assessment Instrument Used	K	1	2	3	4	5	6	7	8	9	10	11	12
<input type="checkbox"/>	Gifted Rating Scales, 2003 (GRS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Scales for Identifying Gifted Students, 2004 (SIGS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Specify Other: Hope rating scale													

Other Informal Sources of Data - *Indicate grade level/s for each instrument used.*

Used as Screener?	Other Sources/Assessment Instruments Used	K	1	2	3	4	5	6	7	8	9	10	11	12
<input type="checkbox"/>	Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Teacher Rating Scale—locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Parent Rating Scale—locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Report Card	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Portfolio-Work Samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. Selection WAC 392-170-075

- Board Policy and Procedure Number: 2166

☐ Classroom Teacher(s) and/or Content Area Teacher
☐ Counselor
☐ Assessment Specialist
☒ Principal or Designee
☒ District Administrator
☐ Other (Specialist or Expert)

G. Written Description of the HCP Identification Process

Outline the district's Grades K–12 HCP Identification Process. The description must include detailed information on the full identification process (nomination, screening, assessment and selection).

Beginning in the 2014/2015 school year the District will make information available on its website to educators and parents/legal guardians on how to recognize attributes of HC Students, as well as information regarding the assessment, selection and placement process.

In the District, nominations are accepted based on data or evidence from teachers, other staff, parents, legal guardians, students, and members of the community. Nominators will use the District's nomination form to refer a student to be considered for admission to the Program. The nomination forms are available on the District's website (www.bisd303.org).

Nomination timelines will be posted on the District and individual school websites, listed in school publications, and announced in local media.

The District will screen each nominee to identify those who qualify for further assessment.

Assessment Criteria

The District will obtain written parental/legal guardian permission prior to conducting assessments to determine eligibility for participation in the Program. Nominees selected for further testing through the screening process will be assessed using multiple objective criteria. The assessment process shall be based upon a review of each nominee's capability as shown by multiple criteria, from a wide variety of sources and data, intended to reveal each nominee's unique needs and capabilities. The assessment criteria consist of both qualitative and quantitative instruments.

Test results will be recorded in the student's cumulative file.

Selection

The multi-disciplinary selection committee (the "Committee") for the final selection of the HC Students for participation in the Program shall consist of the following professionals: a special teacher (as defined in the Washington Code) (provided, that if a special teacher is not available, a classroom teacher shall be appointed), a psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results, a certificated coordinator or administrator with responsibility for the supervision of the Program, and additional professionals, if any, that the District deems desirable.

The Committee will select students for inclusion in the Program by evaluating individual student assessment profile data. The selection decision shall be based on:

1. A preponderance of evidence from the profile data demonstrating that a student is among the most highly capable;
2. Evidence of clear need for highly capable services; and
3. Determination of which students would benefit the most from inclusion in the Program.

A single assessment score or indicator will not necessarily prevent a student's selection for the Program; however, individual pieces of evidence, if strong enough, may indicate that a particular student would benefit from the Program and be the basis for inclusion. If properly validated tests are not available, the professional judgment of the Committee shall determine eligibility of the student based upon evidence of cognitive ability and/or academic achievement.

The District will:

- a. Notify parents/legal guardians of students who have been selected for inclusion in the Program. Parents/legal guardians will receive a full explanation of the procedures for identification, an explanation of the appeal process, an explanation of the procedures to exit a student from the Program, information on the Program and the options that are available to identified HC Students;
- b. Obtain parent/legal guardian permission to place each identified HC Student in the Program before

any special services and programs are provided to such student;

c. Schedule a meeting for the parents/legal guardians of HC Students; and

d. Conduct an annual parent/legal guardian meeting to review each student who participates in the Program's (each, a "Program Student") education plan.

e. Notify parents/legal guardians of those students who were nominated, but not selected, of such selection determination and provide information regarding the appeals process.

Instructions: Complete the chart for Students projected to be served for each grade, K-12. Mark boxes to verify that items are in place as required by WAC 392-170. Where directed, provide a written response to questions. Please note that some questions are optional and district response is not required in writing.

HCP Students and Program Services Continuum

A. Students Projected to be Served by Grade Level

Enter the number of students the district projects to serve for each grade including K–12.

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
													0

B. Continuum of Program Services Grades K–12 and Service Delivery

Consistent with its commitment to effectively meeting the needs of our Highly Capable Students, a school district is to consider and use a variety of appropriate program services available to students who participate in the district's program for such qualified students. Once services are started, a continuum of services is to be provided to the student from K-12. The district is to periodically review services for each student to ensure that the services are appropriate. WAC 392-170-078 and WAC 392-170-080

Guiding questions for brainstorming and planning:

1. How can the needs of an identified student continue to be met in grades K–12 without a disruption to his/her appropriate services? For example, if a highly capable student is to be academically challenged in the content areas of language arts and science, how does the district provide services in those areas along the K–12 continuum?
2. How do you assure continuum of services is driven by a student’s needs? Is the continuum cohesive (does it flow) from grade to grade/building to building (ie. Elementary to middle school)? How is the continuum monitored and re-assessed/evaluated?
3. What data will help you determine which program option(s) are appropriate to provide to individual students?
4. What current initiatives in the district, e.g. Common Core State Standards, Response to Intervention, TPEP, materials adoption, differentiation, information technology, etc., can also be utilized in supporting the academic learning needs of the highly capable students in grades K–12?
5. How do you currently provide services? What district structures, initiatives will be adapted for the HCP? How will the services be monitored and re-assessed/evaluated?
6. Does the continuum of services align with the HCP vision/mission of the district?
7. Are the services delivered by a special teacher (as defined by WAC 392-170-038) or a teacher holding the gifted specialty endorsement? If not, how can the district use the special teacher definition to guide hiring and staffing decisions and plan for professional development?

Identify the program option(s) used to serve highly capable students Grades K-12.

General Education Classroom-Based Services/Programs (CEDARS Gifted Value 32)	K	1	2	3	4	5	6	7	8	9	10	11	12
Curriculum Compacting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Differentiated Instruction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Enrichment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Flexible or Cluster Grouping	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Independent Projects	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Content Acceleration in General Education Classroom	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Supplemental Instruction in Area of Interest	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Specify Other: Specific counseling for HC identified students													

Unique HCP Services/Programs (CEDARS Gifted Value 33)	K	1	2	3	4	5	6	7	8	9	10	11	12
Self-Contained Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pull-Out Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialty Online Course(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Specify Other: Two Highly Capable Teachers On Special Assignment (TOSA) will provide the following services; 1.) assist teachers in differentiation for HC students, 2.) provide direct instructional support to HC identified students.													

Acceleration Services/Programs (CEDARS Gifted Value 34)	K	1	2	3	4	5	6	7	8	9	10	11	12
Advanced Placement (AP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cambridge AICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concurrent/Dual Enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit by Examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early Entrance Middle School, High School, or College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Grade Level Advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

International Baccalaureate (IB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online Course(s) for subject acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Running Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Subject-based Acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specify Other:													

Non-Traditional Services/Programs (CEDARS Gifted Value 34)	K	1	2	3	4	5	6	7	8	9	10	11	12
Mentorship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative Partnership with Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative Arrangement with ESD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative Arrangement with Other District(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summer Enrichment/Acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Before/After School Services/Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specify Other:													

C. Program Services Management WAC 392-170-078 and WAC 392-170-080

Outline how the district manages the service delivery plan for identified students. Include:

- Professional responsible for service management, coordination, and review for appropriateness (professional or position not individual's name).
- Frequency or calendar for service delivery placement decisions, review to determine the appropriateness of the services provided to each student, monitoring cycle for continuum and transition of services based on student need.

A district office level administrator will supervise the HC program.

The district has hired 2 FTE highly capable TOSA positions. These two staff will provide assistance to teachers, principals and the district level administrators in the management, coordination of services including helping implement the Individual Learning Plans and provide direct instructional services to students identified as highly capable.

Students will be assessed each Spring for placement into highly capable services the following school year. Students new to the district will be assessed early Fall and then placed into highly capable services as soon as the assessments results are known. Individual Learning Plans will be reviewed twice a year with parents. The district will collect data on the academic progress for HC identified services.

Instructions: Where directed, provide a written response to questions. Please note that some questions are optional and district response is not required in writing.

Educational Program for Highly Capable Students: Program Goals, Instructional Program Services, Professional Development

Each student identified as a highly capable student shall be provided educational opportunities which take into account such student's unique needs and capabilities. Such program shall recognize the limits of the resources provided by the state and the program options available to the district, including programs in adjoining districts and public institutions of higher education. Districts shall keep on file a description of the educational programs provided for students selected. (WAC 392-170-080)

A. Student Achievement and District Program Goals WAC 392-170-030

Guiding questions for brainstorming and planning:

1. What student learning goals challenge the unique intellectual, social and emotional needs of each highly capable student?
2. What student program goals will contribute the most to highly capable students being lifelong learners?
3. Developing a meaningful educational program for highly capable students involves having ways to measure the effectiveness of the program. Therefore, what student goals not only add value to each highly capable student's intellectual, social and emotional growth, but also are measureable?
4. How can student growth be measured over time?
5. What data can districts collect and review to determine growth? What data is already in existence that the district may use for this purpose?
6. What current initiatives in the district can also support the academic learning needs of the highly capable students in grades K – 12?
7. How can an academically challenging "basic education" for highly capable students best be described in your school district?

Enter your district's goals for HCP student achievement and HCP goals.

Reporting

The District superintendent or his/her designee will provide an end-of-the-year report to the Office of the Superintendent of Public Instruction (OSPI) which includes:

- a. Number of students served by grade level K-12;
- b. Student demographic information;
- c. Data to determine if the Program Students met the goals set and if the Program met the academic needs of these students;
- d. Number and content of professional development activities provided for special teachers and general education staff;
- e. Program evaluation data and, if needed, Program changes that will be made based upon this information; and
- f. Final fiscal report that reports on activities and staff funded by the Program.

The foregoing reporting shall be made available to the public.

B. Instructional Program Services WAC 392-170-030

Guiding questions for brainstorming and planning:

1. What research based instructional strategies, models, and/or curriculum best address the intellectual needs of the highly capable students in your district? How will you know?
2. What instructional program, models, and curriculum best prepare students for their post high school high school plan? How will you know? How can it be measured?
3. What current initiatives in the district will support the academic learning needs of the highly capable students in grades K – 12?

Enter your district's description of its Instructional Program Services for highly capable students.

The district's HC TOSAs will work with teachers K-12 to develop strategies of curriculum compacting, differentiation, flexible grouping, and enrichment. The district will also be working to identify acceleration and enrichment materials to support the learning needs of students in general education classrooms. The district has established accelerated programming options beginning in grade 5 for students in mathematics. The district has a Science Technology Engineering and Mathematics initiative that is providing additional opportunities for enrichment in grades K-12.

C. Professional Development WAC 392-170-030

A description of ongoing professional development for educators of students who are highly capable and general education staff is to be included in the district's plan.

Guiding questions for brainstorming and planning:

1. How will current initiatives and district priorities address the unique learning needs of highly capable students, e.g. Common Core State Standards (CCSS), math curriculum adoption, Teacher/Principal Evaluation Project (TPEP) model implementation, Response to Intervention (RTI), differentiation, etc.
2. Identify how you will include district/building administrators in training relating to the needs of highly capable students?
3. How will you identify what teachers perceive to be their greatest areas of need involving staff development resulting in their work as teachers of highly capable students?
4. How will you know that your professional development activities have met the staff needs for providing HCP students access to accelerated learning and enhanced instruction as a part of basic education? How will you know the training provided to teachers is effective in helping students learn/achieve? What evidence will be present?
5. How will WAC 392-170-038 Definition-Special Teacher guide professional development planning?
6. How do you see professional development on a continuum for the next few years? Does the professional development offered build on the previous year or is PD year specific?
7. What are the ways that the district will support teachers in gifted education coursework? How will the district develop a teaching staff best suited for meeting the needs of gifted learners?

Enter your district's description of the Professional Development areas of focus supporting implementation and maintenance of the Highly Capable Program.

The District has hired 2 FTE HC TOSA positions. The two HC TOSAs will conduct training for staff and recommend training opportunities for classroom teachers. The District will be fully TPEP (Teacher/Principal Evaluation Project) implemented for SY 2014/2015. Classroom teachers, as well as the HC TOSAs, will be provided with opportunities to attend training offered by other agencies such as universities and conferences.

D. Parent and Community Involvement (Optional)

Guiding questions for brainstorming and planning:

1. Does the district include parents and the community in HCP planning?
2. What is the role of parents and the community?
3. What is the frequency of HCP communications?
4. What is the purpose of HCP communications (sharing information, seeking feedback, obtaining written permission, etc.)?
5. How will the district seek input from families and the community?
6. What communication tools and strategies does the district use for communication with families and the community? How does the district reach out to unique populations found within the community?
7. In what languages will the district provide communication in the various languages represented in the community?
8. How will the district determine the effectiveness of its communication plan?

Enter the district's HCP goal for conducting parent and community outreach activities.

The District has had a standing HC Advisory Committee for many years. This HCAC consists of staff and parents. The HCAC reviews and advises the District on any matter relating to the delivery of services and procedures. The District is planning to hold regularly scheduled meetings for parents for training and support. The District also places HC information on the District web site. This web site is being added to as the District continues to implement changes to the HC program model and services.

Program Review and Monitoring

Districts must provide a description of how the HCP will be evaluated (WAC 392-170-087). OSPI will review districts for program components (RCW 28A.185.050).

Instructions: Provide a written description of your district's ongoing program evaluation process. Include how you will conduct evaluation, how you will collect relevant evidence, and how you will document changes to the program based on your evaluation outcomes. Providing a timeline for program evaluation activities may be helpful in describing your evaluation process.

Note: District HCP components are to be monitored at least once every five years (WAC 392-170-087). Districts are reviewed during the Consolidated Program Review monitoring. During the review, districts need to provide relevant data (evidence) reflecting program evaluation activities and documentation of changes made as a result of the evaluation process.

A. Evaluation Plan: Effectiveness of the ID Process

Describe how the district will evaluate the effectiveness of the district's process to identify highly capable students. Explain what procedures are in place to reach out to students with diverse talents and from diverse backgrounds.

There are many steps in the ID process including (but not limited to): annual notification of ID activity, nomination, screening, assessment process, multidisciplinary selection committee, selection system, parent permission notices, appeal process, exit procedure, communication and/or outreach activities, and timeline. Program evaluation could examine/study the overall process as well as the individual parts.

The District will analyze the students who qualify for highly capable services to determine if the identification process is identifying the appropriate population. Perceptual data from parents will also be collected to help determine if the process is meeting their needs.

B. Evaluation Plan: Meeting Academic Needs of HCP Students

Describe the district's plan for evaluating and monitoring the success of the district in meeting the academic needs of the identified students. Include the assessment data and other indicators to be used in the evaluation process.

The District will evaluate if the needs of highly capable students are being met by the same means as reported on page 5, section A of this plan. Evaluation of services will be core to providing the District the information needed as the services change and possibly expand over the next few years. This will include academic and parent perceptual data.

C. Evaluation Plan: Program Expenditures

Describe the district's plan to evaluate expenditures and effective use of funds to enrich or expand opportunities for highly capable students.

Budget codes will be developed to track expenditures and revenue sources. Reports to the School Board will take place to ensure fiscal responsibility, accountability and effectiveness of services

District Records and Program Related Documents WAC 392-170-095

Districts shall keep such records as are necessary to demonstrate compliance with this chapter and shall make such records available to authorized state personnel.

Alert! Do not upload these records. Maintain records in the district.

Such documents should include (but are not limited to) the following:

- School Board Policies and Procedures governing the district's highly capable program
- Assurances
- Annual Public Notification
- Parent/Legal Guardian Permission Notices/Letters
- Description of the procedures for identification of a student for entrance into the highly capable program
- Procedure for appealing the selection decision of the multidisciplinary selection committee. This is not a procedure for appealing decisions for the service delivery plan for an identified student. The district may develop a local process for petitioning program services, but this process would be distinctly different and separate from the adopted Process for Appeal as required by WAC 392-170-076.
- Explanation of the procedures to exit a student from the highly capable program
- Information on the district's program and the options that may be available to identified students
- Record of educational programs provided for individual students selected for the HCP
- Program Evaluation activities, evidence collected/reviewed, changes made to program based on evaluation

Fiscal Report

WAC 392-170-030 - The HCP Annual Plan shall contain a fiscal report.

Indicate which of the following activities the district anticipates supporting with funds to provide identified highly capable students access to accelerated learning and enhanced instruction as a part of their basic education. Districts may access and report basic education funds in addition to the HCP formula funds.

Districts must code all HCP formula funds in program 74. For reporting purposes, basic education funds expended for highly capable services to identified students should be uniquely coded (example, in program 74 as 7401, in program 1 as 0174, or by another coding) so that the district has a monthly record of funds expended for HCP students by activity. **Districts will be responsible for providing a detailed fiscal report for all funds expended for the education of highly capable students on the end-of-year report.**

HCP funds may only be used to implement a district’s approved HCP Annual Plan. All expenditures must be allocable to the conduct of the district’s approved HCP Annual Plan.

HCP formula funds may not be used for student or teacher incentives (such as food at events or meetings). Technology expenditures must be directly allocable to the conduct/benefit of HCP activities and served students.

Instructions: Indicate on the chart below, which activities the district anticipates expending funds (HCP formula and Basic Education Funds) for the conduct of the HCP and for serving HCP students.

Note: In order to complete the end-of-year report, districts will have to identify transactions related to activities shown on the chart below.

Check if Yes	Anticipated Expenditures for conduct of the HCP
<input type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Identification Process
<input checked="" type="checkbox"/>	Instructional Services
<input checked="" type="checkbox"/>	Materials for use with HC students during HC services
<input checked="" type="checkbox"/>	Professional Development
<input checked="" type="checkbox"/>	Staffing FTE
<input checked="" type="checkbox"/>	Program Administration (including limited student advocacy/coordination of services)
<input type="checkbox"/>	Technology
<input type="checkbox"/>	Other (specify):

Instructions: Indicate date of board approval for this form package and upload minutes showing board approval.

Annual School Board Approval of the Highly Capable Program Annual Plan

Each district shall submit an annual plan for the district’s HCP on forms provided by the Superintendent of Public Instruction for approval. **WAC 392-170-020**

The district's plan for students who are highly capable shall be annually approved by formal action of the district’s board of directors. **WAC 392-170-025**

This iGrants form package (217) constitutes the HCP Annual Plan for districts classified as first class (districts with a student enrollment of two thousand pupils or more).

Enter Date of Board Approval:

Upload Minutes Below: Upload board minutes showing annual approval of form package 217, the 2014-15 school year HCP Annual Plan.

Note: Upload the minutes showing board approval of the HCP Annual Plan (this form package) only.

UPLOAD BOARD MINUTES SHOWING APPROVAL OF THE HCP ANNUAL PLAN (iGrants application 217) HERE

File names may *not* include symbols, including #.

Uploaded Files	Uploaded By	Uploaded At
Files have not been uploaded		

BOARD OF DIRECTORS
Mike Spence
Sheila Jukubik
Patty Fielding
Tim Kinhead
Mev Hoberg



SUPERINTENDENT
Faith A. Chapel

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

June 6, 2014

TO: Faith Chapel, Superintendent
FROM: Julie Goldsmith, Associate Superintendent
RE: APPROVAL OF INSTRUCTIONAL MATERIALS

The Instructional Materials Committee met May 20, 2014 and reviewed the following programs for approval:

<u>Title/Author or Publisher</u>	<u>Grade Level/Course</u>
<i>Principles of Athletic Training</i>	Grades 9-12/Sports Medicine
<i>Advance Placement Economics: Microeconomics Macroeconomics</i>	Grade 10-12/AP Micro and Macroeconomics

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

Attachments: Meeting Notes

Instructional Materials Committee
May 20, 2014 Meeting Notes

Attendance:

Peter Bang-Knudsen (substituted for Julie Goldsmith), Kathleen Pool, Kris Henshaw, ,
Ronnelle Browning, Susan Knell, Jill Phillips, Martha Wells, Mary Madison, and Lynn
Erickson

Guests:

Kristin Haizlip and Amanda Segeser (Guests/Requestors)

Agenda

Principles of Athletic Training, A Competency Based Approach, 15th edition @ 2014, published by McGraw Hill was submitted for approval by Amanda Segeser for use in the new Introduction to Sports Medicine and Advanced Sports Medicine I elective offered to students at grades 9-12 at BHS.

Program Description:

Principles of Athletic Training was designed to be used by athletic trainers in courses concerned with the scientific, evidence-based and clinical foundations of athletic training and sports medicine. It leads students from general foundations to specific concepts relative to injury prevention, evaluation, management and rehabilitation. Students will be exposed to the appropriate techniques and concepts used by professional athletic trainers.

Synopsis of the Committee Discussion and Recommendation:

The text's readability and excellent anatomical pictures makes it easy to follow and understand. The book will be used in both the Intro and Advanced Sports Medicine courses at BHS as a reference/supplemental resource only. (Students won't be expected to read each chapter or get tested on all the content.) This is the program that most other Sports Medicine teachers in the area use and approve. Digital resources do not exist with this program.

A motion was made and seconded to approve the *Principals of Athletic Training: A Competency Based Approach* for grades 9-12. The IMC members present voted unanimously to approve the motion and the motion was carried and approved.

Advance Placement Economics: Micro and Macroeconomics, are individual student workbooks published by the Council for Economic Education, @ 2012, and were presented to the committee by Kristin Haizlip from BHS for use in the new AP Micro and

Macroeconomics course to be offered for the first time next fall and to students in grades 10-12.

Program Description:

The *AP Economics: Micro and Macroeconomics* workbooks will prepare students for the AP exam by covering the core concepts of micro/macroeconomics. The program will include pacing guides to insure all AP concepts are met within a school year and will include activities for students to practice that will lead to a better understanding of key principals and will reinforce what's learned in class.

Synopsis of the Committee Discussion and Recommendation:

BHS anticipates having about sixty students in two sections enroll in this course in September with the student prerequisite of second year Algebra and a strong math background. These workbooks will be a crucial component used in the course until a textbook program is selected and adopted later on in the fall 2014. In preparation for this new course offering, BHS teachers shadowed and observed fellow AP Economics teachers in the Bellevue SD in the spring and the instructor scheduled to teach the course will attend the AP Institute this summer. Funding for one class set of books meant for check-out purposes by need-based students will come from the BHS CTE budget. Each student able will be encouraged to purchase their own copy.

A motion was made and seconded to approve the *Advance Placement Economics: Micro and Macroeconomics* workbooks for the AP Micro/Macroeconomics course at BHS. The IMC members present voted unanimously to approve the motion and the motion was carried and approved.

Respectfully submitted by Judy Kornbau, Recorder



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, Ex Dir. Instructional Support Services

DATE: June 14, 2014

RE: Grant Information

I am submitting to you a summary table regarding the grant activities this department manages for school years 2013/14 and 2014/15. Data for the grants is provided for your information.

Name	Source	Purpose	2013-14 Amount	2014-15 Amount
IDEA-B 611	Federal	Special education grades K thru age 21. Certificated special education staff including occupational/physical therapists, school psychologists, speech language pathologists, administrative and support staff, staff development, curriculum and equipment.	\$661,172	\$686,208
IDEA-B 619	Federal	Special Education preschool services ages 3 through 5.	\$29,686	\$26,288
Title 1	Federal	Elementary, intermediate and middle school remedial reading and math teachers.	\$237,567	\$190,120
LAP	State		\$115,282	\$142,083*
Transitional Bilingual	State	0.6 FTE ELL Teacher	\$27,387	\$25,471*

*Estimated amounts

June 11, 2014

To: Faith Chapel

From: Jake Haley

RE: **Bainbridge High School Student Fees Recommendations for 2014-15 School Year**

The following summary of current and proposed BHS student fees is provided as input to the development of the 2014-15 school district budgets. In reviewing the program and budget plans for next year with Jake Haley, we do not recommend an increase in any fees for the 2014-15 school year. I recommend School Board approval of the fees as presented in this document.

Individual Course Fees – The following information summarizes current and proposed fees for specific BHS course offerings. These fees are established based on an estimate of costs associated with specific materials and resources that are necessary to fully implement the identified course. Students are charged fees for courses when the student has the opportunity to keep the product created during the course and/or in situations when supplemental resources/experiences are made available to the individual student.

Course	2013-2014 Fee	Proposed 2014-2015 Fee
Drawing I & II	\$25.00	\$25.00
Design I & II	\$25.00	\$25.00
Painting I	\$25.00	\$25.00
Painting II	\$30.00	\$30.00
Ceramics I-IV	\$25.00	\$25.00
Sculpture I-IV	\$25.00	\$25.00
Jewelry I-IV *	\$40.00 (plus cost of silver)	\$40.00 (plus cost of silver)
Printmaking *	\$25.00	\$25.00
AP Studio Art	\$25.00/semester plus AP test fee	\$25.00/semester plus AP test fee
Photography I-IV	\$75.00	\$75.00

Course	2013-2014 Fee	Proposed 2014-2015 Fee
Biology	\$20.00/semester	\$20.00/semester
AP Biology	\$15.00/semester plus AP test fee	\$15.00/semester plus AP test fee
Forensic Science	\$30.00	\$30.00
Marine Science	\$30.00	\$30.00
AP Physics	\$30.00/semester plus AP test fee	\$30.00/semester plus AP test fee

Course	2013-2014 Fee	Proposed 2014-2015 Fee
French	\$12.00 - \$30.00 workbook fee	\$12.00 - \$30.00 workbook fee
Spanish	\$12.00 - \$30.00 workbook fee	\$12.00 - \$30.00 workbook fee
Japanese	\$12.00 - \$30.00 workbook fee	\$12.00 - \$30.00 workbook fee

Course	2013-2014 Fee	Proposed 2014-2015 Fee
Band uniform	\$25.00	\$25.00
Band Instrument	\$75.00/ year <u>or</u> \$40.00/semester <u>or</u> \$20.00/quarter	\$75.00/ year <u>or</u> \$40.00/semester <u>or</u> \$20.00/quarter

Course	2013-2014 Fee	Proposed 2014-2015 Fee
AP Exam Fee – College Board	\$94.00	\$94.00

Course	2013-2014 Fee	Proposed 2014-2015 Fee
Water Safety – BI Parks & Rec	\$110.00	\$110.00

General Student Fees – There are modest individual club fees that “come and go” via the Associated Student Body (ASB) budget development process. Any of these fees must be developed and approved by the students. In addition, the students establish a general ASB Card fee on an annual basis. The current ASB card fee is \$45.00. It is anticipated that this fee will remain at \$45.00 for next year. The revenue generated by the ASB card is a major funding source for student activities and is the source of the ASB contribution to the student athletics program budget.

There are two general student fees that are established/approved by the School Board. They are:

Fee	2013-2014 Fee	Proposed 2014-2015 Fee
Sports Participation Fee	\$250.00	\$250.00
Student Parking Pass	\$240.00	\$240.00

Woodward Middle School

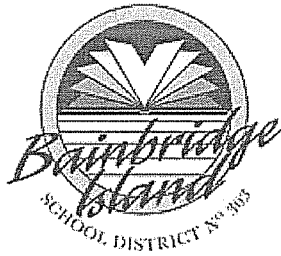
To: Faith Chapel, BISD School Board
 From: Mike Florian
 Date: June 18, 2014
 RE: Woodward Middle School Fees for 2014-2015

I am writing to inform you of the proposed student fees for the 2014-2015 school year at Woodward. I recommend that the School Board approve the fees presented below. Most of our fees have remained the same. There are a few new additions for new courses and a few have also gone down. Course fees are assessed when there are consumable materials or the student is able to keep the product they have created or purchased.

#	Subject or Item	FEE	Proposed
		2013-2014	2014-2015
1	ASB CARD	\$20.00	\$20.00
2	ASB CARD REPLACEMENT	\$3.00	\$3.00
3	PLANNER	\$9.00	\$10.00
4	YEARBOOK	\$20.00	\$20.00
5	YEARBOOK (late purchase)	\$22.00	\$22.00
	CLASS FEES (required)		
6	ART CLASS SUPPLIES (SCULPTURE, DRAWING & PTG)	\$20.00	\$20.00
7	ART CLASS SUPPLIES (PHOTOGRAPHY)	\$40.00	\$40.00
8	BAND PRACTICE BOOK (Grade 8)		\$7.00-\$12.00
9	FRENCH WORKBOOK	\$13.00	\$12.00-\$20.00
10	CONSUMER SCIENCE CLASS SUPPLIES	\$20.00	\$20.00
11	SPANISH WORKBOOK	\$18.00	\$12.00-\$20.00
12	TECH ED CLASS SUPPLIES	\$20.00	\$10.00
13	VIDEO PRODUCTIONS SUPPLIES		\$20.00
14	PRE-ENG SUPPLIES		\$20.00
15	FIELD TRIPS-BAND (contest)	various	various
16	FIELD TRIPS-7 TH GRADE	\$25.00	\$20.00
17	FIELD TRIPS-8 TH GRADE	\$25.00	\$20.00
18	PE UNIFORMS	\$13.00	\$13.00
19	UP FRONT MAGAZINE (GRADE 7 CONSUMABLE)		\$10.00
	SPORTS		
20	SPORTS PARTICIPATION FEES	\$150.00	\$150.00
21	SPORTS PARTICIPATION C-TEAM & 6 TH WRESTLERS	\$100.00	\$100.00
	MISC.		
22	BAND RENTAL (REPAIRS)	\$100.00	\$75.00

BOARD OF DIRECTORS

Mike Spence
Mev Hoberg
Patty Fielding
Tim Kinkead
Sheila Jakubik



SUPERINTENDENT

Faith A. Chapel

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

June 20, 2014

TO: Board of Directors

FR: Faith A. Chapel, Superintendent

RE: Calendar Revision – Change of Dates for 2 School Board Meetings in 2015

We recently reviewed the approved school calendar with administrators, emphasizing the need to avoid scheduling large school or district meetings and events on evenings when Board meetings will be taking place. This discussion led to the request to change the dates for two meetings – one in January and one in June. We are recommending that the first school board meetings in January and June 2015 be held on Thursday, January 15 (instead of January 8) and Wednesday, June 10 (instead of June 11).

BAINBRIDGE ISLAND SCHOOL DISTRICT

2014 – 2015 CALENDAR

JUNE 26, 2014 (APPROVED)

AUGUST 2014

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER 2014

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER 2014

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2014

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER 2014

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2015

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2015

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH 2015

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2015

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2015

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2015

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	*17	*18	*19	20
21	22	23	24	25	26	27
28	29	30				

JULY 2015

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

IMPORTANT DATES

Mondays: Staff Training (90 minute early release – K-12)

Sept 1 Sept 3	Labor Day Holiday First Day of School	Feb 17-20	Mid-Winter Break	<div>Key</div>	
Oct 16-17	GR K-6 No School/Conferences	Mar 18-20	GR K-4 No School/Conferences		First Day / Last Day
Nov 11	Veteran's Day	Mar 30-31	Spring Break	BOLD	Staff Training: Mondays
Nov 27-28	Thanksgiving	April 1-3	Spring Break	TEXT	90 min. early release K-12
Dec 22-Jan 2	Winter Break	May 25	Memorial Day		Check Important Dates Section
Jan 19	MLK Holiday	June 13	Graduation		No School
Jan 21	GR 5-8 ½ Early Release/Conf.	June 16	Last Day/Half-Day	*	Possible Makeup Days
Jan 22-23	GR 5-8 No School/Conf.	July 4	Independence Day Holiday		
Jan 21-23 Feb 16	GR 9-12 Semester Finals President's Day Holiday				

 School Board meetings held second and last Thursdays of each month except November/ December/ July/ August.

BOARD OF DIRECTORS

Mike Spence
Mev Hoberg
Patty Fielding
Tim Kinkad
Sheila Jakubik



SUPERINTENDENT

Faith A. Chapel

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

June 20, 2014

TO: Board of Directors

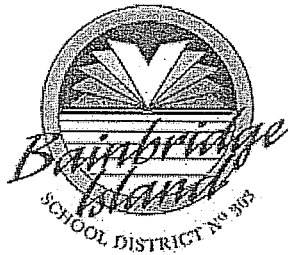
FR: Faith A. Chapel, Superintendent

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

The attached revision of Policy 2410 was reviewed and approved by the Board of Directors during its meeting on June 12, 2014. It is submitted for its second and final reading. Per my memo of June 6th, I recommend approval of the revised policy which eliminates the culminating project as a high school graduation requirement.

BOARD OF DIRECTORS

Mike Spence
Mev Hoberg
Patty Fielding
Tim Kinhead
Sheila Jakubik



SUPERINTENDENT

Faith A. Chapel

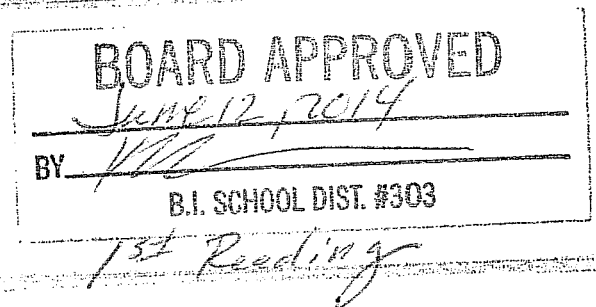
8489 Madison Avenue N

Bainbridge Island, Washington 98110

(206) 842-4714

Fax: (206) 842-2928

June 6, 2014



TO: Board of Directors

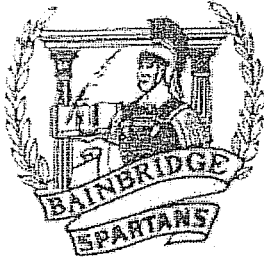
FR: Faith A. Chapel, Superintendent

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 Halzlip, Assoc. Principal
Tina Lemmon, 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.

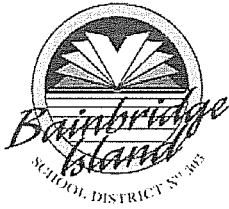
Graduation requirements are in effect when a student first enrolls in high school and will remain in effect until that student graduates unless such period is in excess of ten years.

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 Placement
	Board Policy 3241	Classroom Management, Corrective Actions or Punishment
	Board Policy 3520	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

BOARD OF DIRECTORS

Mike Spence
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SUPERINTENDENT

Faith A. Chapel

8489 Madison Avenue NE

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Bainbridge Island, Washington 98100

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(206) 842-4714

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Fax: (206) 842-2928

MEMORANDUM

To: Faith Chapel, Superintendent

Date: June 20, 2014

From: Peggy Paige, Director of Business Services

RE: Monthly Financial Reports – May

Attached are the financial reports for the month ending May 31, 2014

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

Analysis of General Fund

Revenue

Total General Fund revenues to May 31 were \$30.5 million, 4.9% more than for the same period last year and above the average. While tax collections are above the expected average we don't expect to collect substantially more than budgeted. Local nontax revenues are well above the 3 year average. We expect to exceed budget estimates for tuitions (All Day K Program enrollment increase) and donations. State revenues related to Basic Ed are above the expected average since we will receive more than budget estimates with our increased enrollment. Special Ed is still below the average but enrollment (and funding) tends to increase as we progress through the year and Safety Net revenues are not received until year end. Also, since Safety Net revenues were budgeted to be received only as state funding the budget estimate is high and the budget estimate for federal funding is low. When both of these areas are adjusted with a budget revision the year to date percentages will be more in line with the expected average. Transportation has been adjusted for actual funding and we will receive about \$8000 less than budget in this area.

Expenditure

Expenditures for the year to May 31 total \$29.4 million, which is 8 % higher than for the same period last year. Year-to-date expenditures are above the average.

Total expense for Regular (Basic) Education increased 9.3 % over last year and is above the average. This increase is due to salary adjustments (restoration of previous year reductions), payment for extra professional development days at the beginning of the school year and staffing above original budget estimates due to enrollment increases. We are receiving additional state revenues to offset these staffing costs.

Total special education costs are up 6.8 % compared to last year and are above the 3-year average. This area is impacted by salary restoration and payment for extra days as well as increases in staff hours and payments for outside services. Some of these excess costs *may* be offset with an increase in Safety Net revenues.

Vocational expense is down from last year and the average. We do expect to see a change in this area after posting an adjustment for salaries coded in error to Basic Ed.

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

Other Instruction reflects expenditures for the Highly Capable Program. In prior years this category also included professional development expenditures funded by a Math/Science grant. Since many of these activities took place near the end of the fiscal year the 3 year average is lower than current year.

Total Support Services is above last year and the average. Transportation/Motor Pool expenditures are above last May but below the expected average. Operation, Buildings is down from last year but above the average. Current expenditures indicate that we will exceed budget estimates in benefits in this area but these overages will be offset with under-expenditures in other programs and activities. Utilities are up from prior year and above the expected average at this time. However, we do have some outstanding invoices to the Parks Department to reimburse propane costs for the pool. Food Service is in line with budget estimates. Maintenance is up from prior year primarily due to some necessary (but unbudgeted) repairs. Information Services is currently in line with budget estimates. Central Office expenditures are up from prior year and are currently running above the average. There have been unbudgeted expenditures (review of all certificated personnel files, leasehold tax due on parking revenues) and atypical levels of expense in substitute costs, overtime and legal fees.

Cash Flow

Net cash outflow during May was \$843,536. As of May 31, 2014, the closing cash balance in the general fund was \$3,882,508.

GENERAL FUND
Summary of Revenues & Expenses
May 31, 2014

	May-14 Actual YTD \$	% Incr/Decr prior year	May-13 Actual YTD \$	Annual Budget Budget	% YTD	Avg %
Revenues - By Revenue Source						
Local Taxes	8,716,564	1.0%	8,634,488	8,806,000	99.0%	98.3%
Local Nontax	2,852,711	1.1%	2,822,571	3,157,900	90.3%	85.0%
State, General Purpose						
Basic Education	14,859,127	10.1%	13,776,846	19,665,000	75.6%	73.7%
Special Education	310,476	6.6%	291,323	425,000	73.1%	74.1%
State, Special Purpose						
Special Education	1,705,678	-0.4%	1,712,222	2,645,000	64.5%	69.1%
Transportation	694,395	11.3%	623,709	945,000	73.5%	73.8%
Other	363,992	31.5%	276,831	664,900	54.7%	55.3%
Federal, Special Purpose	962,554	7.1%	898,383	1,188,700	81.0%	63.8%
TOTAL	30,465,496	4.9%	29,036,373	37,497,500	81.2%	79.5%
	Actual YTD \$	% Incr/Decr prior year	Actual YTD \$	Budget	% YTD	Avg %
Expenses - By program code						
Regular Instruction*						
Teaching	13,013,354	9.9%	11,845,348	17,679,639	73.6%	73.2%
Principal	1,699,149	5.1%	1,616,968	2,303,166	73.8%	74.0%
Guidance/Counseling	791,222	13.6%	696,589	1,049,612	75.4%	69.9%
Learning Resources	526,519	6.9%	492,683	651,939	80.8%	74.9%
Extracurricular	564,394	-1.4%	572,557	610,369	92.5%	83.2%
Other	817,763	16.3%	703,054	1,012,000	80.8%	75.1%
Total Regular (Basic) Ed.	17,412,402	9.3%	15,927,200	23,306,725	74.7%	73.6%
Special Education						
Teaching	3,068,142	7.5%	2,853,391	3,625,388	84.6%	75.5%
Other	1,205,201	5.2%	1,146,035	1,610,026	74.9%	75.5%
Total Special Ed.	4,273,343	6.8%	3,999,426	5,235,414	81.6%	75.5%
Vocational Education	612,000	-13.3%	705,986	933,855	65.5%	74.3%
Compensatory Education	401,405	22.1%	328,789	670,646	59.9%	59.5%
Other Instruction	32,340	-13.9%	37,571	36,407	88.8%	47.9%
Support Services						
Transportation/Motor Pool	1,078,550	1.5%	1,062,932	1,407,692	76.6%	78.2%
Operation Buildings	1,100,029	-1.3%	1,115,024	1,426,972	77.1%	74.3%
Utilities	1,042,896	19.5%	872,925	1,290,000	80.8%	78.1%
Food Services	743,012	-0.2%	744,778	956,526	77.7%	77.8%
Maint/Grounds	732,678	8.2%	677,213	844,249	86.8%	79.4%
Information Services	568,337	5.1%	540,602	705,129	80.6%	80.4%
Central Office	1,085,443	21.2%	895,292	1,437,068	75.5%	76.0%
Other	295,381	8.5%	272,312	337,102	87.6%	84.7%
Total Support Services	6,646,324	7.5%	6,181,077	8,404,738	79.1%	77.7%
TOTAL	29,377,815	8.1%	27,180,049	38,587,785	76.1%	74.6%
Excess (Deficiency) of Revenues over Expenditures	1,087,681		1,856,324	(1,090,285)		

GENERAL FUND CASH FLOW FORECAST 2013-14

May 2014

	Actual March	Actual April	Actual May	Projected June	Projected July	Projected August	Budget 2013-14
OPENING CASH BALANCE							
Imprest	6,800.00	6,800.00	6,800.00				
Cash on hand	161,767.68	205,037.63	81,008.49				
Cash on deposit	1,301,000.26	1,949,111.08	4,379,542.56				
Warrants outstanding	(1,112,247.68)	(1,178,636.79)	(1,021,231.22)				
Investments	1,278,887.36	1,279,455.42	1,279,924.28				
<i>Total opening cash balance</i>	<i>1,636,207.62</i>	<i>2,261,767.34</i>	<i>4,726,044.11</i>	<i>3,882,507.97</i>	<i>2,874,632.62</i>	<i>2,266,997.38</i>	
Cash Inflows							
Local taxes	474,017.28	3,100,720.38	897,280.58	64,571.78	36,053.77	31,290.36	8,806,000.00
Local Support nontax	884,756.12	213,595.36	221,709.74	233,250.91	110,119.26	144,330.15	3,157,900.00
State, general purpose	1,850,456.70	1,841,816.67	1,106,901.52	1,219,606.79	2,058,627.33	2,051,406.05	20,090,000.00
State, special purpose	315,037.24	317,935.32	195,347.40	371,691.58	392,209.80	416,957.99	3,983,900.00
Federal, general purpose	-	-	-	-	-	-	
Federal, special purpose	117,752.83	87,733.61	150,726.22	173,661.00	112,315.66	152,738.86	1,188,700.00
Other Financing Sources	21,786.14		-	25,000.00	-	25,000.00	271,000.00
Adjustments (accruals, receivables due)		60,803.75	747.50	-	-	140,000.00	
<i>Total cash inflows</i>	<i>3,663,806.31</i>	<i>5,622,605.09</i>	<i>2,572,712.96</i>	<i>2,087,782.06</i>	<i>2,709,325.82</i>	<i>2,961,723.42</i>	<i>37,497,500.00</i>
Cash Outflows							
Regular Instruction	(1,848,662.13)	(1,873,224.30)	(2,012,321.32)	(1,907,606.41)	(1,876,848.53)	(1,821,556.51)	23,306,725.00
Special Education Instruction	(478,031.56)	(484,656.33)	(486,097.44)	(477,428.50)	(465,036.63)	(440,043.00)	5,235,414.00
Vocational Education Instruction	(63,347.90)	(68,281.21)	(69,169.60)	(75,057.11)	(90,916.98)	(69,391.66)	933,855.00
Compensatory Education Instruction	(38,539.69)	(78,092.55)	(41,336.32)	(51,307.62)	(105,478.15)	(153,154.69)	670,646.00
Other Instructional Programs	(1,972.66)	(2,435.47)	(7,174.77)	(2,394.28)	(13,574.14)	(11,169.40)	66,407.00
Support services	(608,308.47)	(652,377.29)	(799,063.25)	(581,863.48)	(765,106.63)	(553,889.61)	8,374,738.00
Adjustments (accruals, payables due)	615.82	738.83	(1,086.40)			75,000.00	
<i>Total cash outflows</i>	<i>(3,038,246.59)</i>	<i>(3,158,328.32)</i>	<i>(3,416,249.10)</i>	<i>(3,095,657.41)</i>	<i>(3,316,961.07)</i>	<i>(2,974,204.87)</i>	<i>38,587,785.00</i>
Net change in cash balance	625,559.72	2,464,276.77	(843,536.14)	(1,007,875.35)	(607,635.25)	(12,481.46)	(1,090,285.00)
CLOSING CASH BALANCE	2,261,767.34	4,726,044.11	3,882,507.97	2,874,632.62	2,266,997.38	2,254,515.92	
Composition of closing cash balance							
Imprest	6,800.00	6,800.00	6,800.00				
Cash on hand	205,037.63	81,008.49	135,371.96				
Cash on deposit	1,949,111.08	4,379,542.56	1,216,163.53				
Warrants outstanding	(1,178,636.79)	(1,021,231.22)	(1,156,934.92)				
Investments	1,279,455.42	1,279,924.28	3,681,107.40				
<i>Total closing cash balance</i>	<i>2,261,767.34</i>	<i>4,726,044.11</i>	<i>3,882,507.97</i>	<i>-</i>	<i>-</i>	<i>-</i>	

GENERAL FUND CASH FLOW FORECAST 2013-14

May 2014

	Actual August	Actual September	Actual October	Actual November	Actual December	Actual January	Actual February
OPENING CASH BALANCE							
Imprest	6,800.00	6,800.00	6,800.00	6,800.00	6,800.00	6,800.00	6,800.00
Cash on hand	(466.44)	151,796.11	135,962.79	77,387.54	92,129.47	66,956.45	97,967.27
Cash on deposit	1,143,553.36	1,575,365.97	1,726,806.39	3,740,316.24	1,920,488.67	1,328,195.69	1,317,972.89
Warrants outstanding	(937,667.93)	(1,256,735.52)	(1,406,631.35)	(1,250,590.74)	(1,107,944.64)	(1,218,613.08)	(1,092,129.70)
Investments	3,122,187.97	2,623,531.67	1,824,622.57	1,825,447.92	2,526,251.72	2,527,211.48	1,728,219.06
<i>Total opening cash balance</i>	<i>3,334,406.96</i>	<i>3,100,758.23</i>	<i>2,287,560.40</i>	<i>4,399,360.96</i>	<i>3,437,725.22</i>	<i>2,710,550.54</i>	<i>2,058,829.52</i>
Cash Inflows							
Local taxes	50,026.73	274,788.31	2,872,732.60	816,891.19	50,401.84	47,109.61	182,622.47
Local Support nontax	12,977.88	588,945.10	223,441.65	176,718.73	175,445.68	176,548.02	191,550.57
State, general purpose	1,901,633.82	1,805,717.59	1,807,744.97	1,104,737.51	1,807,752.28	1,991,646.20	1,852,828.66
State, special purpose	559,214.76	298,939.77	304,082.70	188,433.61	308,680.90	288,427.97	365,529.92
Federal, general purpose	-	-	-	-	-	-	-
Federal, special purpose	290,737.33	(3,154.43)	109,641.59	130,250.81	92,108.80	110,799.52	166,694.76
Other Financing Sources	50,013.62	-	-	-	159,863.97	-	-
Adjustments (accruals, receivables due)	(68,977.42)	204,939.98	2,589.85	-	-	-	-
<i>Total cash inflows</i>	<i>2,795,626.72</i>	<i>3,170,176.32</i>	<i>5,320,233.36</i>	<i>2,417,031.85</i>	<i>2,594,253.47</i>	<i>2,614,531.32</i>	<i>2,759,226.38</i>
Cash Outflows							
Regular Instruction	(2,079,156.22)	(2,280,623.77)	(1,882,448.34)	(1,983,276.17)	(1,774,473.50)	(1,921,138.66)	(1,848,774.47)
Special Education Instruction	(400,177.87)	(437,658.68)	(462,705.33)	(493,461.85)	(476,465.43)	(481,792.77)	(481,956.28)
Vocational Education Instruction	(83,038.80)	(58,612.47)	(77,256.82)	(61,825.65)	(62,461.74)	(60,896.03)	(67,000.39)
Compensatory Education Instruction	(36,378.34)	(36,990.65)	(36,163.17)	(40,094.74)	(35,779.41)	(60,144.88)	(35,389.37)
Other Instructional Programs	(73,401.13)	(573.77)	(2,346.09)	(11,347.45)	(3,130.97)	(1,247.97)	(2,110.55)
Support services	(729,549.09)	(596,957.69)	(754,254.80)	(849,249.81)	(900,428.19)	(739,155.52)	(746,529.04)
Adjustments (accruals, payables due)	372,426.00	(571,957.12)	6,741.75	60,588.08	(68,688.91)	(1,876.51)	(88.18)
<i>Total cash outflows</i>	<i>(3,029,275.45)</i>	<i>(3,983,374.15)</i>	<i>(3,208,432.80)</i>	<i>(3,378,667.59)</i>	<i>(3,321,428.15)</i>	<i>(3,266,252.34)</i>	<i>(3,181,848.28)</i>
Net change in cash balance	(233,648.73)	(813,197.83)	2,111,800.56	(961,635.74)	(727,174.68)	(651,721.02)	(422,621.90)
CLOSING CASH BALANCE	3,100,758.23	2,287,560.40	4,399,360.96	3,437,725.22	2,710,550.54	2,058,829.52	1,636,207.62
Composition of closing cash balance							
Imprest	6,800.00	6,800.00	6,800.00	6,800.00	6,800.00	6,800.00	6,800.00
Cash on hand	151,796.11	135,962.79	77,387.54	92,129.47	66,956.45	97,967.27	161,767.68
Cash on deposit	1,575,365.97	1,726,806.39	3,740,316.24	1,920,488.67	1,328,195.69	1,317,972.89	1,301,000.26
Warrants outstanding	(1,256,735.52)	(1,406,631.35)	(1,250,590.74)	(1,107,944.64)	(1,218,613.08)	(1,092,129.70)	(1,112,247.68)
Investments	2,623,531.67	1,824,622.57	1,825,447.92	2,526,251.72	2,527,211.48	1,728,219.06	1,278,887.36
<i>Total closing cash balance</i>	<i>3,100,758.23</i>	<i>2,287,560.40</i>	<i>4,399,360.96</i>	<i>3,437,725.22</i>	<i>2,710,550.54</i>	<i>2,058,829.52</i>	<i>1,636,207.62</i>

SUMMARY OF FUND BALANCES

31-May-14

	May-14 YTD Actual	2013-14 Annual Budget
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General Fund

Opening fund balance		
Reserved for Inventory	165,000.00	200,000.00
Restricted for Carryover	-	-
Committed to Minimum Fund Balance	1,100,000.00	1,100,000.00
Assigned to Other Purposes	1,265,000.00	1,100,000.00
Unassigned	326,741.53	300,000.00
Total opening fund balance	2,856,741.53	2,700,000.00
Revenue	30,465,495.98	37,497,500.00
Expenditure	(29,377,814.68)	(38,587,785.00)
Excess (Deficiency) of Revenues over Expenditures	1,087,681.30	(1,090,285.00)
Reserved for Inventory	165,000.00	200,000.00
Restricted for Carryover	-	-
Committed to Minimum Fund Balance	1,100,000.00	1,100,000.00
Assigned to Other Purposes	1,265,000.00	150,000.00
Unassigned	1,414,422.83	159,715.00
Total closing fund balance	3,944,422.83	1,609,715.00

Capital Projects Fund

Opening fund balance	5,944,861.46	6,000,000.00
Revenue	8,550,944.31	8,575,000.00
Expenditure	(2,311,268.56)	(9,067,516.00)
Reserve of bond proceeds	10,207,163.71	4,746,345.00
Reserve of levy proceeds	1,739,887.54	482,139.00
Unreserved Fund Balance	237,485.96	279,000.00
Closing fund balance	12,184,537.21	5,507,484.00

Debt Service Fund

Opening fund balance	3,608,198.52	3,570,000.00
Revenue	15,746,540.79	8,355,000.00
Expenditure		
Principal	(2,115,000.00)	(5,040,000.00)
Interest	(1,739,378.88)	(3,585,000.00)
Other	(7,562,777.15)	(5,000.00)
Closing fund balance	7,937,583.28	3,295,000.00

ASB Fund

Opening fund balance	309,891.04	283,000.00
Revenue	369,077.22	643,800.00
Expenditure	(248,303.45)	(881,319.00)
Closing fund balance	430,664.81	45,481.00

Transportation Vehicle Fund

Opening fund balance	416,493.32	410,000.00
Revenue		
Depreciation	-	40,000.00
Investment Earnings	1,403.26	1,500.00
Grant Revenue	-	-
Sale of Equipment	-	-
Expenditure	-	(340,000.00)
Closing fund balance	417,896.58	111,500.00

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT

Fiscal Year 2013 (September 1, 2013 - August 31, 2014)

for the BAINBRIDGE ISLAND SD #303 School District for the Month of May, 2014

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>REVENUES/OTHER FIN. SOURCES</u>						
00 LOCAL TAXES	8,806,000	897,280.58	8,716,564.26		89,435.74	98.98
00 LOCAL SUPPORT NONTAX	3,157,900	221,709.74	2,852,710.97		305,189.03	90.34
00 STATE, GENERAL PURPOSE	20,090,000	1,106,901.52	15,169,602.10		4,920,397.90	75.51
00 STATE, SPECIAL PURPOSE	3,983,900	195,347.40	2,582,414.83		1,401,485.17	64.82
00 FEDERAL, GENERAL PURPOSE	0	.00	.00		.00	0.00
00 FEDERAL, SPECIAL PURPOSE	1,188,700	150,726.22	962,553.71		226,146.29	80.98
00 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
00 OTHER AGENCIES AND ASSOCIATES	0	.00	.00		.00	0.00
00 OTHER FINANCING SOURCES	271,000	.00	181,650.11		89,349.89	67.03
<u>Total REVENUES/OTHER FIN. SOURCES</u>	37,497,500	2,571,965.46	30,465,495.98		7,032,004.02	81.25
<u>EXPENDITURES</u>						
Regular Instruction	23,297,870	2,012,321.32	17,412,402.05	5,198,235.10	687,232.85	97.05
Federal Stimulus	0	.00	.00	0.00	.00	0.00
Special Ed Instruction	5,236,914	486,097.44	4,273,343.43	1,329,635.67	366,065.10	106.99
Voc. Ed Instruction	933,855	69,169.60	612,000.33	179,444.29	142,410.38	84.75
Skills Center Instruction	0	.00	.00	0.00	.00	0.00
+60 Compensatory Ed Instruct.	670,646	41,336.32	401,405.11	148,687.33	120,553.56	82.02
Other Instructional Pgms	36,907	7,174.77	32,339.70	16,225.82	11,658.52	131.59
Community Services	30,000	.00	.00	0.00	30,000.00	0.00
Support Services	8,381,593	799,063.25	6,646,324.06	1,910,980.01	175,711.07	102.10
<u>Total EXPENDITURES</u>	38,587,785	3,415,162.70	29,377,814.68	8,783,208.22	426,762.10	98.89
<u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	1,090,285-	843,197.24-	1,087,681.30		2,177,966.30	199.76-
<u>TOTAL BEGINNING FUND BALANCE</u>	2,700,000		2,856,741.53			
<u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
<u>TOTAL ENDING FUND BALANCE</u>	1,609,715		3,944,422.83			
<u>(E+F + OR - G)</u>						

ENDING FUND BALANCE ACCOUNTS:

L 810 Restricted For Other Items	0	.00
L 815 Restrict Unequalized Deduct Rev	0	.00
L 821 Restrictd for Carryover	0	.00
L 825 Restricted for Skills Center	0	.00
L 828 Restricted for C/O of FS Rev	0	.00
L 830 Restricted for Debt Service	0	.00
L 831 Restrictd for Emp Abs Buy Back	0	.00
L 835 Restrictd For Arbitrage Rebate	0	.00
L 840 Nonspnd FB - Invent/Prepd Itms	200,000	165,000.00
L 845 Restricted for Self-Insurance	0	.00
L 850 Restricted for Uninsured Risks	0	.00
L 870 Committed to Other Purposes	0	.00
L 872 Committd to Min Fnd Bal Policy	1,100,000	1,100,000.00
L 875 Assigned Contingencies	0	.00
L 884 Assigned to Other Cap Projects	0	.00
L 888 Assigned to Other Purposes	150,000	1,265,000.00
L 890 Unassigned Fund Balance	159,715	1,414,422.83
<u>TOTAL</u>	1,609,715	3,944,422.83

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

For the BAINBRIDGE ISLAND SD #303 School District for the Month of May, 2014

REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
00 Local Taxes	1,525,000	153,566.01	1,506,609.40		18,390.60	98.79
00 Local Support Nontax	50,000	4,559.00	31,834.91		18,165.09	63.67
00 State, General Purpose	0	.00	.00		.00	0.00
00 State, Special Purpose	0	.00	.00		.00	0.00
00 Federal, General Purpose	0	.00	.00		.00	0.00
00 Federal, Special Purpose	0	.00	.00		.00	0.00
00 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
00 Other Agencies and Associates	0	.00	.00		.00	0.00
00 Other Financing Sources	7,000,000	.00	7,012,500.00		12,500.00-	100.18
<u>Total REVENUES/OTHER FIN. SOURCES</u>	8,575,000	158,125.01	8,550,944.31		24,055.69	99.72
<u>EXPENDITURES</u>						
Sites	500,000	7,217.45	747,903.25	59,597.16	307,500.41-	161.50
Buildings	6,678,453	104,382.50	1,021,875.83	234,396.57	5,422,180.60	18.81
Equipment	1,618,063	3,908.61	347,339.37	131,212.00	1,139,511.63	29.58
Energy	0	.00	.00	0.00	.00	0.00
Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
Bond Issuance Expenditure	0	.00	12,500.00	0.00	12,500.00-	0.00
Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	8,796,516	115,508.56	2,129,618.45	425,205.73	6,241,691.82	29.04
<u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	271,000	.00	181,650.11			
<u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	492,516-	42,616.45	6,239,675.75		6,732,191.75	< 1000-
<u>TOTAL BEGINNING FUND BALANCE</u>	6,000,000		5,944,861.46			
<u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
<u>TOTAL ENDING FUND BALANCE</u>	5,507,484		12,184,537.21			
<u>(E+F + OR ~ G)</u>						

<u>ENDING FUND BALANCE ACCOUNTS:</u>			
L 810 Restricted For Other Items	0		.00
L 825 Restricted for Skills Center	0		.00
L 830 Restricted for Debt Service	0		.00
L 835 Restrictd For Arbitrage Rebate	0		.00
L 850 Restricted for Uninsured Risks	0		.00
L 861 Restricted from Bond Proceeds	4,746,345	10,207,163.71	
L 862 Committed from Levy Proceeds	482,139	1,739,887.54	
L 863 Restricted from State Proceeds	0		.00
L 864 Restricted from Fed Proceeds	0		.00
L 865 Restricted from Other Proceeds	0		.00
L 866 Restricted Impact Fees	0		.00
L 867 Restrictd Mitigation Fees	0		.00
L 869 Restricted fr Undistr Proceeds	0		.00
L 870 Committed to Other Purposes	0		.00
L 889 Assigned to Fund Purposes	279,000	237,485.96	
L 890 Unassigned Fund Balance	0		.00
<u>TOTAL</u>	5,507,484	12,184,537.21	

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

or the BAINBRIDGE ISLAND SD #303 School District for the Month of May, 2014

REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
00 Local Taxes	7,418,000	755,185.53	7,229,904.09		188,095.91	97.46
00 Local Support Nontax	12,000	486.62	24,968.33		12,968.33-	208.07
00 State, General Purpose	0	.00	.00		.00	0.00
00 Federal, General Purpose	925,000	463,226.91	926,453.82		1,453.82-	100.16
00 Federal, Special Purpose	0	.00	.00		.00	0.00
00 Other Financing Sources	0	.00	7,565,214.55		7,565,214.55-	0.00
Total REVENUES/OTHER FIN. SOURCES	8,355,000	1,218,899.06	15,746,540.79		7,391,540.79-	188.47
EXPENDITURES						
Matured Bond Expenditures	5,040,000	.00	2,115,000.00	0.00	2,925,000.00	41.96
Interest On Bonds	3,585,000	.00	1,739,378.88	0.00	1,845,621.12	48.52
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	5,000	.00	.00	0.00	5,000.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	69,031.25	0.00	69,031.25-	0.00
Total EXPENDITURES	8,630,000	.00	3,923,410.13	0.00	4,706,589.87	45.46
OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
OTHER FINANCING USES (GL 535)	0	.00	7,493,745.90			
EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXPENDITURES (A-B-C-D)	275,000-	1,218,899.06	4,329,384.76		4,604,384.76	< 1000-
TOTAL BEGINNING FUND BALANCE	3,570,000		3,608,198.52			
G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXXXX		.00			
TOTAL ENDING FUND BALANCE (E+F + OR - G)	3,295,000		7,937,583.28			
ENDING FUND BALANCE ACCOUNTS:						
L 810 Restricted for Other Items	0		.00			
L 830 Restricted for Debt Service	3,295,000		7,937,583.28			
L 835 Restrictd For Arbitrage Rebate	0		.00			
L 870 Committed to Other Purposes	0		.00			
L 889 Assigned to Fund Purposes	0		.00			
L 890 Unassigned Fund Balance	0		.00			
TOTAL	3,295,000		7,937,583.28			

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT

Fiscal Year 2013 (September 1, 2013 - August 31, 2014)

for the

BAINBRIDGE ISLAND SD #303

School District for the Month of

May

, 2014

REVENUES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
00 General Student Body	151,000	217.85	71,723.17		79,276.83	47.50
00 Athletics	96,500	232.84	37,150.51		59,349.49	38.50
00 Classes	23,000	19,220.00	20,004.25		2,995.75	86.98
00 Clubs	309,900	11,390.05	173,729.76		136,170.24	56.06
00 Private Moneys	63,400	262.00	66,469.53		3,069.53-	104.84
Total REVENUES	643,800	31,322.74	369,077.22		274,722.78	57.33
EXPENDITURES						
00 General Student Body	227,200	1,651.87	16,480.36	539.39	210,180.25	7.49
00 Athletics	147,700	4,407.26	59,502.19	2,833.88	85,363.93	42.20
00 Classes	21,500	1,603.27	9,777.62	0.00	11,722.38	45.48
00 Clubs	350,500	16,022.90	152,288.40	41,177.56	157,034.04	55.20
00 Private Moneys	134,419	.00	10,254.88	0.00	124,164.12	7.63
Total EXPENDITURES	881,319	23,685.30	248,303.45	44,550.83	588,464.72	33.23
EXCESS OF REVENUES						
OVER (UNDER) EXPENDITURES (A-B)	237,519-	7,637.44	120,773.77		358,292.77	150.85-
TOTAL BEGINNING FUND BALANCE	283,000		309,891.04			
G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXX		.00			
TOTAL ENDING FUND BALANCE	45,481		430,664.81			
C+D + OR - E)						
ENDING FUND BALANCE ACCOUNTS:						
L 810 Restricted for Other Items	0		.00			
L 819 Restricted for Fund Purposes	45,481		430,664.81			
L 840 Nonspnd FB - Invent/Prepd Itms	0		.00			
L 850 Restricted for Uninsured Risks	0		.00			
L 870 Committed to Other Purposes	0		.00			
L 889 Assigned to Fund Purposes	0		.00			
L 890 Unassigned Fund Balance	0		.00			
TOTAL	45,481		430,664.81			

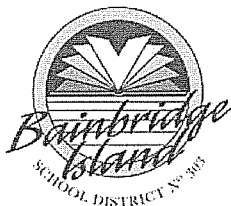
90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2013 (September 1, 2013 - August 31, 2014)

for the BAINBRIDGE ISLAND SD #303 School District for the Month of May, 2014

REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
00 Local Taxes	0	.00	.00		.00	0.00
00 Local Nontax	1,500	159.83	1,403.26		96.74	93.55
00 State, General Purpose	0	.00	.00		.00	0.00
00 State, Special Purpose	40,000	.00	.00		40,000.00	0.00
00 Federal, General Purpose	0	.00	.00		.00	0.00
00 Other Agencies and Associates	0	.00	.00		.00	0.00
00 Other Financing Sources	0	.00	.00		.00	0.00
TOTAL REV/OTHER FIN.SRCS (LESS TRANS)	41,500	159.83	1,403.26		40,096.74	3.38
9900 TRANSFERS IN FROM GF	0	.00	.00		.00	0.00
Total REV./OTHER FIN. SOURCES	41,500	159.83	1,403.26		40,096.74	3.38
EXPENDITURES						
pe 30 Equipment	340,000	.00	.00	283,023.12	56,976.88	83.24
pe 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
pe 90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	340,000	.00	.00	283,023.12	56,976.88	83.24
OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
OTHER FINANCING USES (GL 535)	0	.00	.00			
EXCESS OF REVENUES/OTHER FIN SOURCES OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)	298,500-	159.83	1,403.26		299,903.26	100.47-
TOTAL BEGINNING FUND BALANCE	410,000		416,493.32			
G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXXX		.00			
TOTAL ENDING FUND BALANCE (G+H + OR - I)	111,500		417,896.58			
ENDING FUND BALANCE ACCOUNTS:						
L 810 Restricted For Other Items	0		.00			
L 819 Restricted for Fund Purposes	111,500		417,896.58			
L 830 Restricted for Debt Service	0		.00			
L 835 Restrictd For Arbitrage Rebate	0		.00			
L 850 Restricted for Uninsured Risks	0		.00			
L 889 Assigned to Fund Purposes	0		.00			
L 890 Unassigned Fund Balance	0		.00			
TOTAL	111,500		417,896.58			

BOARD OF DIRECTORS

Mike Spence
 Patty Fielding
 Tim Kinhead
 Mev Hoberg
 Sheila Jakubik

**SUPERINTENDENT**

Faith A. Chapel

8489 Madison Avenue NE

Bainbridge Island, Washington 98100

(206) 842-4714

Fax: (206) 842-2928

To: Faith Chapel, Superintendent
 From: Randi Ivancich, Director of Instructional Technology & Assessment
 Date: June 26, 2014
 Re: Technology Levy Monthly Report

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

Technology Levy Budget Summary

This summary provides information on the encumbrances to date applied to the 2010 School Technology Levy budget for the 2013/2014 school year. (Slight variations in the totals are due to rounding.)

FY 2013/2014 Technology Levy Budget		\$1,856,300
Encumbered Purchase Orders	\$ 284,797	
Expenditures to Date	\$ 879,560	
Total Encumbrances to Date		<u>\$1,164,357</u>
FY 2012/2013 Technology Levy Budget Balance		\$ 691,943

Learning and Teaching

The grades 6-12 math staff has identified purchases to support math instruction. All of the grades 6-12 teachers will receive Smart Notebook Math Tools software and several schools have ordered Chromebooks for student use in math classes.

BISD network staff is strengthening our wireless network infrastructure according to our plans to support an increased number of devices such as Chromebooks and personally owned devices. All schools will receive wireless access point upgrades this summer or in the early fall.

The BISD certificated staff laptops are undergoing maintenance that includes reimaging and cleaning. This maintenance will prolong the life of the laptops and have them in good shape for starting the school year. Staff turn-in laptops to the Building Technology Support Specialists or to the BISD Technology Department. The maintenance work takes about 2 days. Staff pick up the cleaned and "refreshed" laptops at the schools or at the Tech. Dept. about 3-4 days after turning them in. This process will be completed for nearly all staff laptops before the beginning of July.

Infrastructure

Price Court, a 20-year employee with BISD, has joined our network staff. Price previously was the Lead Computer Technician for the Technology Department. Price joins Alan Silcott to make up our BISD network team.

BISD network staff is updating our infrastructure according to equipment life-cycle and maintenance plans to provide a high level of network reliability for our staff and students. For example, we are updating our switches. Switches connect multiple computers, printers and servers. They allow different devices on a network to communicate. Switches allow the user to access shared resources, including printers, in a smooth and efficient manner.

Communications & Productivity


We've renewed subscriptions for district-wide services and products to maintain continuity of service. These subscriptions include services such as the hosting of our BISD website, Microsoft Office 2010, and leases on copiers.

2010 TECHNOLOGY LEVY
2013-14 District Fiscal Year Summary

	ESTIMATED BUDGET	ENCUMBERED TO DATE (TOTAL AMT)	EXPENDITURES TO DATE	ENCUMBERED PO BALANCE	LEVY BUDGET BALANCE
LEARNING:					
Engage and Empower	728,225				286,883
Hardware	626,975	391,241	256,978	134,263	235,734
Software	96,250	50,101	29,474	20,627	46,149
Professional Development	5,000	0	0	0	5,000
<i>Sub-total LEARNING</i>		441,342	286,453	154,890	
TEACHING:					
Prepare and Connect	289,449				121,216
Hardware	159,588	27,722	22,896	4,826	131,866
Software	0	0	0	0	0
Professional Development	129,861	140,510	129,497	11,013	(10,649)
<i>Sub-total TEACHING</i>		168,233	152,393	15,839	
ASSESSMENT:					
Measure What Matters	78,500				20,766
Hardware	5,000	0	0	0	5,000
Software	58,500	53,234	53,234	0	5,266
Professional Development	15,000	4,500	3,723	778	10,500
<i>Sub-total ASSESSMENT</i>		57,734	56,956	778	
INFRASTRUCTURE:					
Access and Enable	260,000				214,222
Hardware	207,500	29,119	29,119	0	178,381
Software	42,500	16,660	17,174	-514	25,840
Professional Development	10,000	0	0	0	10,000
<i>Sub-total INFRASTRUCTURE</i>		45,778	46,293	(514)	
COMMUNICATIONS + PRODUCTIVITY	234,000				45,545
Hardware	116,000	84,929	71,517	13,412	31,071
Software	108,000	100,815	84,800	16,016	7,185
Professional Development	10,000	2,711	1,798	913	7,289
<i>Sub-total COMM. + PROD.</i>		188,455	158,114	30,341	
Technical Support	266,126	262,814	179,352	83,463	3,312
<i>Sub-total Technical Support</i>		262,814	179,352	83,463	
<hr/>					
= Total	\$ 1,856,300	\$1,164,357	\$879,560	\$284,797	\$691,943

Date: June 20, 2014

To: Faith Chapel, Superintendent

From: Cami Dombkowski, Personnel Director 

Subj: Personnel Actions

Personnel actions recommended for Board approval at the June 26, 2014 School Board meeting are as follows:

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

Gronwall, Gail	1.0 FTE Continuing Title 1/LAP Teacher at Woodward Middle School (.5 FTE) and Sakai Intermediate School (.5 FTE) effective 08/25/2014
Jiroch, Kelly	.8 FTE Leave Replacement English Teacher at Bainbridge High School effective 08/25/2014 for the 2014-2015 school year only
McAvoy, Mary	Extended School Year Teacher at Ordway Elementary School from 07/21/2014 – 08/08/2014 – not to exceed 50 hours
Rice, Joseph	.4 FTE Leave Replacement Social Studies and .2 FTE Achieve Leave Replacement Teacher at Bainbridge High School effective 08/25/2014 for the 2014-2015 school year only
Shulman, Tracy	.4 FTE Leave Replacement Social Studies and .2 FTE Achieve Leave Replacement Teacher at Bainbridge High School effective 08/25/2014 for the 2014-2015 school year only
Trefero, Kimber	1.0 FTE Continuing 1 st Grade Teacher at Ordway Elementary School effective 08/25/2014
Warga, Kelly	Extended School Year Teacher at Ordway Elementary School from 07/21/2014 – 08/08/2014 – not to exceed 50 hours

Changes in Assignment:

Bensch, Katie	Extended School Year Teacher at Ordway Elementary School from 07/21/14 – 08/08/2014 – not to exceed 73 hours
Crandell, Ashley	Add .4 FTE Leave Replacement English Teacher to existing assignment at Bainbridge High School effective 08/25/2014 for the 2014-2015 school year only
Johnson, Vanessa	Extended School Year Teacher at Ordway Elementary School from 07/21/2014 – 08/08/2014 – not to exceed 73 hours
Anderson, Kaleb	Extended School Year Paraeducator at Ordway Elementary School from 07/21/2014 – 08/08/2014 – not to exceed 63 hours
Beemer, Rebecca	Summer Credit Retrieval Coordinator at Commodore Options School effective 07/01/2014 – not to exceed 30 hours
Bowman, Julie	Extended School Year Paraeducator at Ordway Elementary School from 07/21/2014 – 08/08/2014 – not to exceed 63 hours
Dee, Jenny	Extended School Year Paraeducator at Ordway Elementary School from 07/21/2014 – 08/08/2014 – not to exceed 63 hours
Knight, Nicole	Extended School Year Paraeducator at Ordway Elementary School from 06/23/2014 – 06/26/2014 and from 07/28/2014 – 07/31/2014 – not to exceed 34 hours
Shipp, Carrie	Extended School Year Paraeducator at Ordway Elementary School from 07/21/2014 – 08/08/2014 – not to exceed 63 hours
Tsao, Victoria	Extended School Year Paraeducator at Ordway Elementary School from 07/21/2014 – 08/08/2014 – not to exceed 42 hours
Von Ruden, Yvonne	Extended School Year Paraeducator at Ordway Elementary School from 07/21/2014 – 08/08/2014 – not to exceed 42 hours

Zharinov, Marie

Extended School Year Paraeducator at Ordway Elementary School from
07/21/2014 – 08/08/2014 – not to exceed 63 hours

Retirements:

Resignations:

Devlin, Laura

.15 FTE Spanish Teacher at Commodore Options School effective
06/30/2014

Gace, Susan

6.083 hrs/day Special Education and Supervision Paraeducator at Ordway
Elementary School effective 06/30/2014

Requests for Leave of Absence: