

BOARD OF DIRECTORS  
Mev Hoberg  
Sheila Jakubik  
Tim Kinkad  
Mike Spence  
Patty Fielding



SUPERINTENDENT  
Faith A. Chapel

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

Board of Directors Meeting  
July 30, 2015  
**REVISED CONSENT AGENDA**

1. **Donation (NEW)**  
Donation to Sakai Intermediate School for homework club support in the amount of \$2,045.52 from the Sakai PTO.
2. **Donation**  
Donation to the Bainbridge Island School District for a science grant, staff stipends and classroom materials in the amount of \$160,120.70 from the Bainbridge Schools Foundation.
3. **Donation**  
Donation to Eagle Harbor High School for a BPA/graduation event rental fee and homework club support in the amount of \$1,294.90 from the Eagle Harbor PTO.
4. **Donation**  
Donation to Woodward Middle School to support afterschool clubs in the amount of \$4,223.22 from the Woodward PTO.
5. **Donation**  
Donation to the Odyssey Multiage Program for outdoor education support, portfolio presentation materials, mini-class support and NatureBridge in the amount of \$9,355.72 from Odyssey PTO.
6. **Donation**  
Donation to Blakely Elementary School for afterschool clubs and student recognition in the amount of \$5,950.07 from the Blakely PTO.
7. **Composter Exchange (NEW)**  
The exchange of one large Green Mountain Technologies organic composter with IslandWood for two smaller Green Mountain composting units of equal value for more effective composting.
8. **Minutes from the June 25, 2015 School Board Meeting**
9. **PAYROLL July 2015 Warrant Numbers: (NEW)**  
(Payroll Warrants) 1002077 through 1002083  
(Payroll AP Warrants) 172883 through 172906  
**Total: \$2,924,614.65**

**10. Vouchers**

➤ ASB Fund Voucher	\$4,746.37
➤ General Fund Voucher	\$110,496.21
➤ General Fund Voucher	\$200,092.73
➤ AP ACH Fund Voucher	\$8,140.42
➤ Capital Projects Voucher	\$461,499.47
➤ Capital Projects Voucher	\$108,447.72

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School Board of Directors



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

## Gifts and Donations

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

These gifts must satisfy the following criteria:

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

**Please Note:** The district has defined specific standards for certain types of technology equipment to maximize operational efficiencies and minimize cost. While the donation of technology is greatly appreciated, additional support costs and network compatibility should be reviewed with the Technology Department.

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

Name of Donor (Printed) Sakai PTO

Address \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

School \_\_\_\_\_

Donation Amount or Value of Donated Items: \$ 2045.52

☒ Check/cash/items received.

☐ To be invoiced during current fiscal year.

Purpose of Donation (specify what the donation is to be used for; include details of items to be funded)

homework club

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: M. Ketcheside Melinda Ketcheside Date: 7/24/15  
(Printed Name) (Signature)

District Review: \_\_\_\_\_ Date: \_\_\_\_\_  
(Printed Name) (Signature)



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# Bainbridge Island School District Facilities, Operations and Capital Projects

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Date: July 30, 2015

To: Faith Chapel, Superintendent

From: Tamela Van Winkle, Director

Re: Composter Exchange between BISD and IslandWood

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During the construction of the 200 Building at Bainbridge High School (BHS), students, staff and community representatives worked together to acquire and install a large composting machine. Enhancement of recycling and responsible waste management continues to be an important goal for the high school and our district as a whole. Unfortunately, the school does not generate enough organic material to keep the current composter operational.

Understanding this challenge, Dane Fenwick, BISD Lead Custodian, and John Garfunkel, Director of EduCulture at Global Source Education, pursued opportunities to solve the problem. They quickly discovered that IslandWood owns two smaller composters that they would be interested in trading for our larger one. In contrast to our limited quantity of organic production, IslandWood currently produces far more organic material than their two composters can manage.

In response to the proposed exchange, Dane asked Green Mountain Technologies, Inc., the manufacturer of each of the composters, to provide an estimate of the used equipment's value. Green Mountain estimated the current resale value of the BHS composter to be \$15,000 and the combined value of the two IslandWood composters to be \$14,698. Dane negotiated an agreement that ensured the exchange would come at no additional cost to the district. All transport and hookup costs are to be paid by IslandWood. Installation of the two composters would include replacement of any necessary parts and assurance that the district will receive two fully operational machines.

RCW 28A.335.180 does not specifically address equipment trades or the exchange of equipment of comparable value, but in an effort to be fully transparent, we are requesting board approval to move forward with this transaction. We believe that the proposed exchange will be beneficial to our district. As mentioned above, the large composter located at BHS is not currently operational. The acquisition of two smaller machines would allow BHS to achieve its goal of composting organic material and would also support Woodward's desire to enhance its current, small-scale composting efforts.

I would personally like to acknowledge and thank Dane and John for their creative problem solving and the development of another valuable partnership agreement with IslandWood. This exchange is also an example of the great strides Dane and John have made to implement a sustainable, effective and affordable composting and recycling program in our district. I recommend that the Board approve the trade of the BHS composter to IslandWood, in exchange for their two composters.

BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303  
GENERAL FUND

MONTH OF July 2015  
BOARD DATE July 30th 2015

We, the undersigned, do hereby certify that the foregoing payroll is just, true and correct; that the persons whose names appear hereon actually performed services as stated for the time shown, and that the amounts are actually due and unpaid.

Pamela Sloan  
PAYROLL OFFICER

APPROVED GROSS IN THE AMOUNT OF:	<u>2,178,037.99</u>
PLUS BENEFITS IN THE AMOUNT OF:	<u>746,576.66</u>
ADJUSTMENTS IN THE AMOUNT OF:	<u>0.00</u>
(COBRA, Manual Warrants, Vender Adj)	
TOTAL PAYROLL DISTRIBUTION:	<u>2,924,614.65</u>

WARRANT NUMBERS:	(Payroll Warrants)	1002077	through	1002083
	(Payroll AP Warrants)	172883	through	172906

DIRECTORS

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<u></u>	<u></u>
<u></u>	<u></u>

PROVISION IS MADE FOR THE ADJUSTMENT OF EMPLOYEE AND EMPLOYER BENEFITS  
AS NECESSARY.

I, the undersigned, do hereby certify under penalty of perjury that the materials have been furnished, the services rendered or the labor performed as described herein and that the claim is a just, due and unpaid obligation against the Bainbridge Island School Dist #303, and that I am authorized to authenticate and certify to said claim.

Signature



# TWIO

## This Week In Olympia

July 1, 2015

### IN THIS ISSUE:

- **Final Budget Edition**

### About *TWIO*

*This Week in Olympia* is emailed to active WASA and AEA members each Friday during the Legislative Session and is posted on WASA's website at [www.wasa-oly.org/TWIO](http://www.wasa-oly.org/TWIO).

It took a full Regular Session and an unprecedented three Special Sessions—and the fear of, for the first time ever, crossing over the June 30 fiscal year deadline which would have forced a partial state government shutdown—but the Legislature finally completed negotiations and adopted a new two-year Operating Budget. The final, compromise 2015–17 Operating Budget was adopted on June 29, Day 167 of the 2015 Legislative Session, and was signed by Governor Inslee last night about 11:39 p.m., 21 minutes shy of crisis. Additionally, as Operating Budget negotiations concluded, negotiations on a compromise Capital Budget ramped up. Final agreements were in place late Monday and the Legislature adopted a final 2015–17 Capital Construction Budget late last night.

It was assumed (or at least hoped) that, following approval of the two-year Operating Budget, legislators would take final action on a two-year Capital Budget, a two-year Transportation Budget (along with a necessary revenue package) and a series of budget-implementing bills and adjourn “Sine Die” sometime today. The Operating Budget was adopted and signed before the new fiscal year began this morning at 12:00 a.m.; however, three major conflicts will force the Legislature to continue its Third Special Session for a day or two—or perhaps longer. While both houses adopted a new Transportation Budget and the necessary revenue bill (incrementally increasing the state gas tax by 11.9 cents), the House has not yet adopted the bond authorization bill for transportation. Similarly, both houses adopted a new Capital Budget; however, the Senate has not yet adopted the necessary bill to authorize capital bonds.

The third major conflict is a raging battle over Initiative 1351, the recently adopted class size reduction initiative. Before session even started it was clear there would be a bi-partisan, bi-cameral effort to repeal, amend or postpone the implementation of I-1351. The necessary funding (\$2.0 billion this biennium and increasing after that) was just not to be found. Part of the agreement on a final Operating Budget was to eliminate the need for a \$2.0 billion investment for I-1351. The House adopted the necessary implementing bill, [HB 2266](#), with a vote of 72–26—well-over the required two-thirds majority to amend an initiative within two years after the public's adoption. When the bill was moved to the Senate in the dead of night (this morning), the final vote was 27–17—a full six votes shy of the necessary two-thirds majority. (Note: Senator Joe Fain (R-Auburn) was one of the “No” votes. He is the Senate Majority Floor Leader, assisted with budget negotiations and is loyal to his Caucus. He presumably voted no in order to move to reconsider the vote; that notice was immediately

## Final Budget Edition: July 1, 2015

*continued*

given following the vote.) Senators scrambled to rally the votes, but ultimately they decided (after being on the floor for over 20 hours) to adjourn. They are not scheduled to return until Friday, July 3.

The fact that the amendment of I-1351 failed is interesting and intriguing; however, the “why” is even more important. Certainly, there are legislators that do not want to overturn the “will of the voters” or may not want to reject the WEA’s major priority, but it appears most of the “No” votes were an effort to revive a dead issue: [HB 2214](#). HB 2214 is the bill which would eliminate a series of state assessments in order to transition to the new SBAC tests and eliminate most alternative assessments. The bill is also the vehicle to repeal the current biology assessment as a graduation requirement. The House passed the bill three times, but has been rebuffed by the Senate each time. The most recent passage was two days ago, but it appeared the House was simply making a statement, not expecting the bill to move in the Senate. Now a group of Senators have stated they will withhold their vote to approve any amendment to I-1351 until the Senate acts on HB 2214. The game of chicken over the Operating Budget lasted almost three months. This one could also be fun (note the thick tone of sarcasm).

With the adoption of a budget and imminent (?) adjournment of the 2015 Legislative Session, WASA staff will continue to work on our annual End of Session Report. It will contain full details of the 2015–17 Operating Budget and the 2015–17 Capital Budget, along with a comprehensive review of the many education-related bills the Legislature addressed this session. It will be e-mailed to all TWIO subscribers, and archived on the WASA website, as soon as it is completed. Because of the late adoption of the state budget, however, we felt it was important to provide you with some of the details of the final budget quickly, rather than force you to wait until the End of Session Report is available. Below is an in-depth, but less-than-comprehensive, review of the education portion of the 2015–17 Operating Budget, numbered as [ESSB 6052](#). While some of the nitty gritty details will not be discussed, our hope is that this summary will answer many of your budget questions before a more comprehensive review is available. As always, please contact us if we can provide additional information.

For those of you who want to take a deeper dive into the budget on your own, the [Legislative Evaluation & Accountability Program Committee \(LEAP\) website](#) houses all of the budget documents, including the actual text of the final bill, a brief overview and a complete agency detail. Normally, legislative staff from the body which initiated the budget will take the lead on drafting a summary and packaging the agency details. Please note, however, for this particular budget, the [Office of Program Research](#) (the organization that coordinates the House’s Committee work) and [Senate Committee Services](#) (the organization that coordinates the Senate’s Committee work) have each provided their own overviews and agency details. While the budget figures are identical, the two houses describe many details differently.

### Major K–12 Policy Enhancements

#### MSOC — \$741 million

HB 2776 and the *McCleary* decision require full funding of an enhanced formula for Maintenance, Supplies & Operating Costs (MSOC) by the 2015–16 school year. The final budget fully funds this obligation, increasing the funding

## Final Budget Edition: July 1, 2015

*continued*

allocation to \$1,210.05 per student in the 2015–16 school year and \$1,230.62 in the 2016–17 school year, up from \$848 per student in the current school year. (Note: this item is considered a “Maintenance Level” issue, so it is not included in the agency detail.)

### **Class Size Reduction — \$350.2 million**

HB 2776 and the *McCleary* decision require full funding of new formulas for basic education programs, requiring class sizes of 17 students for grades kindergarten through three (K–3) by the 2017–18 school year. The budget provides funding to continue to phase in reduced class sizes with the largest class size reductions occurring in early grades in the first year and then following the cohort of students who have already received the benefit of state-funded class size reduction in the second year. Priority is given to high-poverty elementary schools, as measured by those with the highest percentage of students eligible for the federal Free and Reduced-Price Lunch program. Funding is provided to fully implement a class size of 17 for K–1 students in high poverty schools in the 2016–17 school year.

Allocations for class sizes will be based on the school district’s documented actual average class size, averaged across all four grades (K–3).

### **All-day Kindergarten — \$179.8 million**

HB 2776 and the *McCleary* decision require statewide basic education funding of all-day kindergarten by the 2017–18 school year. The budget provides allocations allowing statewide voluntary all-day kindergarten programs to be expanded, increasing from 43.75 percent of kindergarten enrollment in the 2014–15 school year to 71.88 percent in the 2015–16 school year. All-day kindergarten is fully implemented at 100 percent of kindergarten enrollment in the 2016–17 school year, one year ahead of the statutorily required deadline.

### **Federal Forest Revenues — \$7.7 million**

Under current law, timber revenues collected by school districts from most federal lands are deducted from the general apportionment allocations provided by the state. Congress recently reauthorized the Secure Rural Schools and Community Self-Determination Act for two years, which provides federal funds to compensate the state and school districts for property that is not taxable. Under legislation adopted last year, this forest revenue “deduction” is limited. This budget comports with current law, as amended last year, by providing a one-time allocation to allow school districts to retain their local deductible revenues during the 2015–17 biennium.

### **Teacher Mentoring — \$5.0 million**

Funding is provided to expand the number of teachers that may participate in the Beginning Educator Support Team (BEST) program at OSPI. BEST provides grants to school districts to provide an enhanced level of support and professional development for new teachers.

### **CTE Guidance Counselors — \$3.5 million**

Funding is provided to adjust the prototypical school funding formula staffing allocations in Career & Technical Education and Skills Centers programs for state-funded Education Staff Associates, correcting a formula error.



## Final Budget Edition: July 1, 2015

*continued*

### **School Turnaround Programs — \$3.2 million**

Sufficient funding is provided for grants to school districts identified as persistently lowest achieving and having been listed by OSPI as a Required Action District. Funds are also provided for staffing at OSPI for the implementation and continued administration of the program.

### **College Success — \$2.9 million**

Washington Achievers Scholars supports community involvement officers in the recruitment, training, and matching of community volunteer mentors with students selected as Achievers Scholars, providing mentorship to low-income high school juniors and seniors through their freshman year of college. The College Bound Scholarship program provides annual college tuition and a book allowance for low-income Washington students. This budget provides funding to expand the Washington Achievers Scholars program within King and Pierce counties. Additionally, funding is provided to replace federal and private dollars that are no longer available to the College Bound Scholarship program.

### **Kindergarten Readiness — \$2.8 million**

Funding is provided to continue the statewide administration of the Washington Kindergarten Inventory and Developing Skills (WaKIDS) and for one-time implementation and training grants for schools implementing the inventory for the first time. This step assumes the expansion of state-funded full-day kindergarten to 71.88 percent in the 2015–16 school year and full implementation in the 2016–17 school year (as noted above).

### **Math & Science Professional Development — \$1.4 million**

One-time funding is provided for professional development and coaching for state-funded math and science high school teachers by the science and mathematics coordinators at the ESDs for the 2015–16 school year. The professional development must include instructional strategies and curriculum-specific training to improve outcomes for the statewide high school mathematics assessment or the high school biology assessment.

## **Major K–12 Reductions or “Savings”**

### **Initiative 1351— (\$2.0 billion)**

Initiative 1351, adopted by the voters in November, amended the state’s funding requirements for class size and staffing formulas, with a phase-in schedule estimated at \$2 billion for the 2015–17 biennium and full implementation (an additional \$2.7 billion) effective September 1, 2018. Budget-implementing legislation, [HB 2266](#) (not yet adopted), would delay the implementation of I-1351. Initial funding would be required beginning in the 2019–21 biennium, with full implementation required by the end of the 2021–23 biennium.

Note the signal the Senate provides about *McCleary* and basic education. The Senate’s agency detail for this budget savings states: “The Legislature has the authority to set the program of basic education and intends to continue making changes to the program in those areas where emerging research and evidence demonstrate better and more efficient strategies are available to assist student success.” This identical language was a part of [SB 6088](#), the Senate’s previous attempt to amend I-1351.

## Final Budget Edition: July 1, 2015

*continued*

### Staff Mix — (\$35.7 million)

The 2015–17 budget funds 5,000 additional certificated staff (1,901 FTEs in the 2015–16 school year and 3,137 FTEs in the 2016–17 school year) with the expansion of state-funded full-day kindergarten and reduced class sizes in grades kindergarten through three. The 2015–17 budget assumes, for the 2015–16 school year, approximately one-third of the new state-funded teachers will have zero years of experience and approximately one-half will have a master's degree. For the 2016–17 school year, it is assumed that the new teachers added in the 2015–16 school year will have gained one year of experience and that approximately one-third of the teachers added for the 2016–17 school year will be new to teaching, having zero years of experience. Staff mix, the state's term for average years of experience and educational credits, is reduced to reflect these new hires in the K–12 system.

### Local Effort Assistance — (\$20.5 million)

State funding enhancements for MSOC, All-day Kindergarten and K–3 Class Size Reduction expand school district levy bases. This, in turn, increases local districts' levy capacity and increases required state payments of Local Effort Assistance (LEA or "levy equalization"). The budget, however, adjusts the Per Pupil Inflator (PPI) to 4.27 percent in calendar year 2016 and reduced to 1.09 percent in calendar year 2017, which provides for a \$20.5 million "savings." The adjusted PPI will allow school districts to collect, in aggregate, the same amount of local Maintenance & Operation levies in calendar year 2016 as they are currently collecting in calendar year 2015. Note that while the PPI adjustment provides for a \$20.5 million state budget savings, due to Maintenance Level costs there will be a net increase in state funding for LEA. Total LEA payments to eligible districts will increase from \$652.3 million to \$742.8 million in this budget.

## Compensation Changes

### Educator COLA – \$418.5 million

The final budget fully funds Cost of Living Adjustments for state-funded K–12 employees, as required by Initiative 732, but also provides an additional, temporary enhancement. The total provided COLA aligns with increases in state employee compensation pursuant to their recently negotiated collective bargaining agreements. Approximately \$266.2 million is provided to fund a 1.8 percent COLA for the 2015–16 school year and a 1.2 percent COLA for the 2016–17 school year. (NOTE: the I-732 COLA is a required Maintenance Level item, so it is not included in the agency detail.)

An additional \$152.3 million is provided for a one-biennium additional salary increase of 1.2 percent for the 2015–16 school year and 0.6 percent in the 2016–17 school year. Taken together with the I-732 COLA, the total salary increase for these two school years is 3.0 percent and 1.8 percent. The additional salary increase is one-time and expires August 31, 2017.

The additional COLA is provided to maintain parity with state employee salaries; however, it is a temporary enhancement while the state continues to review and revise state-funded salary allocations. It is assumed that a new compensation system will be ready to be implemented when this "bonus" COLA expires on August 31, 2017.

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**Final Budget Edition:  
July 1, 2015***continued***Health Benefits — \$24.4 million**

The budget increases the state funded health benefit rate for state-funded K–12 employees. The maintenance rate for insurance benefit allocations is \$768.00 per month for the 2015–16 and 2016–17 school years. The additional funding will provide health benefit allocations of rates of \$780.00 per month for the 2015–16 school year and \$780.00 per month for the 2016–17 school year.



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# **Washington State Auditor's Office**

**Independence • Respect • Integrity**

## **Examination Report**

## **Bainbridge Island School District**

## **No. 303**

**Kitsap County**

**For the period July 1, 2013 through June 30, 2014**

**Published June 29, 2015**

**Report No. 1014568**





## Washington State Auditor's Office

June 29, 2015

Board of Directors  
Bainbridge Island School District No. 303  
Bainbridge Island, Washington

Marcie Frost, Director  
Department of Retirement Systems  
Olympia, Washington

### Examination Report

The Washington State Department of Retirement Systems (DRS) administers eight public retirement systems for state and local government employees, with 15 different plans within those systems. These systems serve nearly 700,000 current and former public employees. Both public employers and their employees contribute to the retirement plans and the amounts they contribute are calculated as a percentage of the employee's pay.

Government entities are responsible for reporting accurate and complete pensionable wage and contribution information to DRS in accordance with the applicable retirement plan's requirements set forth in Title 415 of the Washington Administrative Code. The plan's actuarially derived pension liabilities are dependent on demographic data of the plan participants, which is referred to as census data. Significant elements of census data may include: date of birth; date of hire or years of service; marital status; eligible compensation; class of employee; gender; date of termination or retirement; spouse date of birth; and employment status (active, inactive, or retired).

Please find attached our examination report on the Bainbridge Island School District No. 303.

Sincerely,

JAN M. JUTTE, CPA, CGFM  
ACTING STATE AUDITOR  
OLYMPIA, WA

## INDEPENDENT ACCOUNTANT'S REPORT

### Bainbridge Island School District No. 303

#### Kitsap County

July 1, 2013 through June 30, 2014

Board of Directors  
Bainbridge Island School District No. 303  
Bainbridge Island, Washington

Marcie Frost, Director  
Department of Retirement Systems  
Olympia, Washington

We have examined the Bainbridge Island School District No. 303's management's assertion that pensionable wages and contributions reported to the Washington State Department of Retirement Systems (DRS) for the year ended June 30, 2014 are accurate and complete in accordance with applicable retirement plan requirements set forth in Title 415 of the Washington Administrative Code.

The District's management is responsible for the assertion. Our responsibility is to express an opinion on the assertion based on our examination.

Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants and the standards applicable to attestation engagements contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Accordingly, it included examining on a test basis, evidence supporting management's assertion and performing such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion.

In our opinion, management's assertion above is fairly stated, in all material respects, based on the applicable retirement plan requirements set forth in Title 415 of the Washington Administrative Code.

Our examination disclosed no issues that are required to be reported under *Government Auditing Standards*.



JAN M. JUTTE, CPA, CGFM  
ACTING STATE AUDITOR  
OLYMPIA, WA

June 10, 2015

## ABOUT THE STATE AUDITOR'S OFFICE

The State Auditor's Office is established in the state's Constitution and is part of the executive branch of state government. The State Auditor is elected by the citizens of Washington and serves four-year terms.

We work with our audit clients and citizens to achieve our vision of government that works for citizens, by helping governments work better, cost less, deliver higher value, and earn greater public trust.

In fulfilling our mission to hold state and local governments accountable for the use of public resources, we also hold ourselves accountable by continually improving our audit quality and operational efficiency and developing highly engaged and committed employees.

As an elected agency, the State Auditor's Office has the independence necessary to objectively perform audits and investigations. Our audits are designed to comply with professional standards as well as to satisfy the requirements of federal, state, and local laws.

Our audits look at financial information and compliance with state, federal and local laws on the part of all local governments, including schools, and all state agencies, including institutions of higher education. In addition, we conduct performance audits of state agencies and local governments as well as fraud, state whistleblower and citizen hotline investigations.

The results of our work are widely distributed through a variety of reports, which are available on our website and through our free, electronic subscription service.

We take our role as partners in accountability seriously, and provide training and technical assistance to governments, and have an extensive quality assurance program.

Contact information for the State Auditor's Office	
<b>Deputy Director for Communications</b>	Thomas Shapley <a href="mailto:Thomas.Shapley@sao.wa.gov">Thomas.Shapley@sao.wa.gov</a> (360) 902-0367
<b>Public Records requests</b>	<a href="mailto:PublicRecords@sao.wa.gov">PublicRecords@sao.wa.gov</a>
<b>Main telephone</b>	(360) 902-0370
<b>Toll-free Citizen Hotline</b>	(866) 902-3900
<b>Website</b>	<a href="http://www.sao.wa.gov">www.sao.wa.gov</a>

## **Student Sports -- Concussion, and Head Injury ies and Sudden Cardiac Arrest**

### **Concussion and Head Injury**

The Bainbridge Island Board of Directors recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and other recreational activities. The board acknowledges the ***injury risks*** of catastrophic injuries or death is significant when a concussion or head injury is not properly ***identified***, evaluated and managed.

Consistent with Washington ***state law***, ***administrators will create and maintain a list of those competitive sports activities which the district considers high risk***. The district will utilize guidelines developed with the Washington Interscholastic Activities Association (WIAA) and other pertinent information and forms to inform and educate coaches, youth athletes, and their parents/and/or guardians of the nature and risk of concussions or head injuries, including the dangers associated with continuing to play after a concussion or head injury.

***Each year***, the district will distribute head injury and concussion information to all parents/guardians of student participants in competitive sport activities. The parent/guardian and student must return a signed acknowledgement indicating that they have reviewed and understand the information provided before the student participates in any covered activity. ~~Until this acknowledgement form is returned and on file with the district, the student may not practice or compete.~~

All appropriate district staff, coaches ~~including and team~~ volunteers will complete training as required in the district procedure. Additionally, all coaches of competitive sport activities will comply with WIAA guidelines for the management of head injuries and concussions.

Prior to their first use of school facilities, all private nonprofit youth programs must provide a written statement of compliance with this policy in regard to concussion and head injury with proof of insurance as required by RCW 4.24.660.

### **Sudden Cardiac Arrest**

~~The board of directors further recognizes that~~ Sudden cardiac arrest is reported to be the leading cause of death among young athletes. The WIAA and the University of Washington Medical Center for Sports Cardiology will develop and make available an online pamphlet that provides student athletes, their parents/guardians and coaches with information about sudden cardiac arrest. The district will maintain a link on its website to the OSPI website where the online pamphlet will be posted.

Annually, prior to participating in an interscholastic athletic activity, students and their parents/guardians must review the online pamphlet and return a signed statement to the school documenting their review. This form may be combined with the annually distributed head injury and concussion information sheet referenced above.

~~The board will also work with~~ The WIAA and the University of Washington Medical Center for Sports Cardiology will also make available an online sudden cardiac arrest prevention program for coaches. Every three years, prior to coaching an interscholastic athletic activity, all coaches will complete the online program and provide a certificate of completion to the district.



**July 29, 2015**

**Hi Faith,**

**I had so many questions and concerns about this first Draft that I decided to write them down here and send them to you before the meeting. I have reasons for all the suggestions and think a discussion would be in order before we move on the First Reading. I suspect this could be like a number of other policies where another first reading draft comes out of our discussion.**

**SUGGESTED EDITS:**

**Student Sports/Recreational Activities: Concussion, Head Injury and Sudden Cardiac Arrest**

**Concussion and Head Injury:**

The Bainbridge Island Board of Directors recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and certain recreational activities. The board acknowledges the injury risks when a concussion or head injury is not properly identified, evaluated and managed.

Consistent with Washington state law, BISD administration will create and maintain a list of those competitive sports and recreational activities, which the district considers high risk. Washington Interscholastic Activities Association (WIAA) guidelines will be the primary reference to inform and educate coaches, youth athletes, parent, and guardians on the nature and risks of concussions and head injuries.

Each school year the district will distribute head injury and concussion information to all parents/guardians of students participating in competitive, high-risk sports and recreational activities. Before a student participates in any district listed activity the respective parent/guardian must return a signed acknowledgement that provided information was read and understood.

*District staff, coaches, other staff and team volunteers involved in the listed sports and activities will complete training as required in the district procedure. (What procedure? To do what? To what end?)*

Additionally, all coaches of competitive sport activities will follow WIAA guidelines for the identification and management of head injuries and concussions.

Prior to their first use of school facilities, all private nonprofit youth programs must provides a written statement of compliance with policy 3422 and must show proof of insurance as required by RCW 4.24.660.

**Sudden Cardiac Arrest:**

(I don't think "The board of directors further recognizes" is appropriate here)

## Comprehensive Early Literacy Plan

### Definitions

- Basic means scoring at a level two in a four-level scoring system on the statewide student assessment.
- Below basic means scoring at a level one in a four-level scoring system on the statewide student assessment.
- Not meeting state standard means scoring at a level one or two in a four-level scoring system on the statewide student assessment.

### District services to support reading and early literacy

The district will provide reading and early literacy services to kindergarten through fourth-grade students based on student need for additional support. The plan will include:

1. Use of annual screening assessments and other tools (e.g., Washington kindergarten inventory of developing skills, Washington state early learning and development guidelines for birth through third grade, the second grade reading assessment under RCW 28A.300.310, local assessments) to identify at-risk readers.
2. Research-based family involvement and engagement strategies, including those that help families and guardians learn to assist student reading and early literacy skills at home.

In order to keep parents informed and engaged in their student's reading progress, the district will require that report cards for students in kindergarten through fourth grade include information on the student's progress toward reading skill acquisition. The report card will also include information on whether the student is reading at grade level.

If the student is not reading at grade level, the teacher and other appropriate school personnel will:

1. Advise the parent or guardian as to which interventions and/or strategies the district will use to help improve the student's reading skills.
2. Provide strategies for parents or guardians to use at home to assist their student in improving their reading skills.

~~Beginning in the 2014-15 school year, Prior to the return of the results of the 3<sup>rd</sup> grade statewide English language arts assessment, elementary schools shall require a meeting between the classroom teacher and parents for students in 3<sup>rd</sup> grade who are reading below grade-level or who, based on formative or diagnostic assessment, and other indicators, are likely to score in the below basic level on the 3<sup>rd</sup> grade statewide student assessment in ELA. for any student who receives a score of below basic on the third-grade statewide assessment in English language arts, a meeting must be scheduled before the end of the current school year between the student's parent/guardian, teacher and principal or designee. The purpose of the meeting is to discuss appropriate grade-level placement and recommended intensive strategies to improve the student's reading skills. This meeting may take place as part of the regularly scheduled parent-~~

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teacher conference. The meeting requirement also applies for any student who does not have a score in English language arts on the third-grade statewide assessment but is determined by the district (using district or classroom-based diagnostics assessment or another standardized assessment), to be below basic.

For students to be placed in fourth grade, strategies must include one provided, supported or contracted by the school district that could include a summer program or other option identified by the meeting participants as appropriately meeting the student's need to prepare for fourth grade. The parents/guardians must consent to the strategy to be implemented. The school district will implement the strategy selected through consultation with the parents/guardians.

In the event that a student scores below basic on the 3<sup>rd</sup> grade statewide ELA assessment and no prior meeting has occurred, the principal or his designee must notify the students' parents or guardians of the following:

- the below basic score;
- an explanation regarding the requirements of the law with respect to the meeting, provision of improvement strategies, and grade placement;
- the intensive improvement strategy options that are available;
- the school district's grade placement policy;
- contact information for a school district employee who can respond to questions and provide additional information; and
- a reasonable deadline for obtaining the parent's consent regarding the student's intensive improvement strategies that will be implemented and the student's grade placement.

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Students in the transitional bilingual instruction program are exempt from this process, unless the student has participated in the program for three school years and receives a score of below basic on the third-grade statewide student assessment in English language arts.

Students with disabilities whose individualized education program (IEP) includes specially designed instruction in reading or English language arts are exempt from this process.

Beginning in the 2015-16 school year, for any student who received a score of basic or below basic on the third-grade statewide student assessment in English language arts in the previous school year, the district will implement an intensive reading and literacy improvement strategy from a state menu of best practices established by the Office of the Superintendent of Public Instruction (OSPI). Alternatively, the district may use a practice or strategy not present on the state menu of best practices for two years initially. If the district is able to demonstrate that it has achieved improved outcomes for students over the previous two school years at a level commensurate with best practices on the state menu, OSPI must approve use of the strategy for one additional school year. Subsequent approval is dependent on continuing improvement. Students with disabilities whose individualized education program (IEP) include specially designed instruction in reading or English language arts are exempt from this process.

Students with disabilities whose individualized education program (IEP) includes specially designed instruction in reading or English language arts will be provided reading and literacy improvement strategies as provided in the IEP.

In any school where more than forty percent of tested students received a score of basic or below basic on the third-grade statewide student assessment in English language arts in the previous school year, the school district will implement an intensive reading and literacy improvement strategy from the state menu or an alternative strategy as referenced above for all students in grades kindergarten through four at the school.

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Cross References:	Board Policy 2421	Promotion/Retention
Legal References:	RCW 28A.655.235	Reading skills — Intensive reading and literacy improvement strategy — Calculation of tested students at or below basic on third grade student assessment — State menu of best practices.
	RCW 28A.655.230	Reading skills — Meeting for grade placement and strategies for student improvement — Exemptions.
Management Resources:		OSPI's Menu of Best Practices & Strategies

Date: July 30, 2015  
To: Faith Chapel, Superintendent  
From: Lynn Stellick, Human Resources Director  
Subj: Personnel Actions

Personnel actions recommended for Board approval at the July 30, 2015 School Board meeting are as follows:

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

DeFoe, Carrie	.80 FTE Leave Replacement Speech Language Pathologist at ISS effective 9/1/2015
Grant, Catherine	1.0 FTE Continuing Library Media Specialist at Sakai Intermediate School effective 9/1/2015
Morgan, Carrie	8 hrs/day Small Works Coordinator at Facilities effective 7/10/2015

**Changes in Assignment:**

Edwards, Sara	From 1.0 FTE Continuing SPED teacher at Commodore Options School to 1.0 FTE Continuing SPED Teacher at Sakai Intermediate School effective 9/1/2015
Greiwe, Meagan	From .40 FTE Leave Replacement 2 <sup>nd</sup> Grade Teacher to 1.0 FTE Continuing 1 <sup>st</sup> Grade Teacher at Blakely Elementary School effective 9/1/2015
Hatleveil, Alison	From .50 FTE Leave Replacement 4 <sup>th</sup> Grade to .53 FTE Continuing STEM Partner at Wilkes Elementary School effective 9/1/2015
Hitchcock, Maggie	From .70 FTE Continuing SPED Teacher at Commodore Options School to 1.0 Continuing SPED Teacher at Sakai Intermediate School effective 9/1/2015
Hund, Kathryn	From .50 FTE Continuing SPED Pre-School Teacher at Ordway Elementary School to .50 FTE Continuing SPED Pre-School Teacher at Ordway Elementary School/.50 FTE Continuing SPED Teacher at Wilkes Elementary School effective 9/1/2015
Jiroch, Kelly	From .80 FTE Leave Replacement English/CTE Teacher to 1.0 FTE English/ Social Studies/ CTE Leave Replacement Teacher at Bainbridge High School effective 9/1/2015
Knight, Melissa	From 1.0 FTE Continuing 5 <sup>th</sup> Grade Teacher at Sakai Intermediate School to 1.0 FTE Continuing 4 <sup>th</sup> Grade Teacher at Blakely Elementary School effective 9/1/2015
Mass, Beth	From Substitute Teacher to 1.0 FTE Leave Replacement 1 <sup>st</sup> /2 <sup>nd</sup> Grade Teacher at Wilkes Elementary School effective 9/1/2015 – 12/31/2015
Smith, Michelle	From 5.4 hrs/day SPED Paraeducator at Commodore Options School to 1.0 FTE Leave Replacement 6 <sup>th</sup> Grade Teacher at Sakai Intermediate School effective 9/1/2015
Speerstra, Gretchen	From .20 FTE to .40 FTE Continuing Title/LAP Teacher at Commodore Options School effective 9/1/2015
Vroom, Elizabeth	From 1.0 FTE Continuing 3 <sup>rd</sup> /4 <sup>th</sup> Grade Teacher at Wilkes Elementary School to 1.0 FTE Continuing 5 <sup>th</sup> Grade Teacher at Sakai Intermediate School effective 9/1/2015
Anderson, Kaleb	From 6.25 hrs/day SYO SPED Paraeducator to 6.25 hrs/day Continuing SPED Paraeducator at Woodward Middle School effective 9/1/2015

Boulware, Barbara	From 4.0 hrs/day SPED/Office/ Recess/ Lunch Paraeducator at Ordway Elementary School to 6.25 hrs/day SPED Paraeducator at Woodward Middle School effective 9/1/2015
Major, Rebecca	From 6.05 hrs/day Continuing Library/SPED Paraeducator at Sakai Intermediate School to 8.0 hrs/day Continuing Library Paraeducator at Bainbridge High school effective 9/1/2015
Salmon, Annette	From Substitute to 8 hrs/day Leave Replacement Attendance/Registration Secretary at Sakai Intermediate School effective 9/1/2015-1/4/2016
Tsao, Victoria	From 6 hrs/day SPED Paraeducator at Bainbridge High School to 6.25 hrs/day SPED Paraeducator at Woodward Middle School effective 9/1/2015
White, Iris	From 5.5 hrs/day Continuing Office/Library Paraeducator/Food Service Asst. at Wilkes Elementary School to 8 hrs/day Continuing Administrative Secretary at Sakai Intermediate School effective 9/1/2015

**Resignations:**

Jahrman, Tamera	1.0 FTE Math Teacher at Bainbridge High School effective 7/28/2015
Lindbloom, Carl	.52 FTE P.E. Teacher at Ordway Elementary School effective 6/25/2015
Tretero, Kimber	1.0 FTE 1 <sup>st</sup> Grade Teacher at Ordway Elementary School effective 7/2/2015
Hudgens, Kraner	Assistant Debate Coach at Bainbridge High School effective 7/27/2015

**Retirements:**

**Leaves of Absence:**

D'Amico, Lauren	1.0 FTE Counselor at Bainbridge High School requesting additional .4FTE leave for the 2015-16 school year for appropriate reasons
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