

BAINBRIDGE ISLAND SCHOOL DISTRICT
SCHOOL BOARD MEETING AGENDA

Date: March 28, 2013
Time: 5:30 p.m.
Place: Board Room – Commodore Commons

Board of Directors

President – Mike Spence
Vice-President – Mary Curtis
Director – Tim Kinkead, Patty Fielding, Mev Hoberg

Call to Order (5)

Public Comment (5)

Superintendent's Report (10)

Board Reports (10)

Presentations

A. Spanish Immersion Options (30)
Action: Board Approval

B. School Configuration Committee Update (10)
Action: Information Only

C. District Improvement Plan (10)
Action: Board Approval

D. K-5 Math Instructional Materials Recommendation & IMC Report (15)
Action: Board Approval

E. Crossroads Statement to Legislators (10)
Action: Board Approval

F. Policy/Procedures 2030: Service Animals in Schools – Second Reading (10)
Action: Board Approval – Second Reading

G. Policy/Procedure 2163: Education of Students with Disabilities Under
Section 504 of the Rehabilitation Act of 1973 – Second Reading (10)
Action: Board Approval – Second Reading

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

I. New Wilkes Elementary School Project – Change Order No. 15 (10)
Action: Board Approval

J. Monthly Technology Report (10)
Action: Information Only

K. Monthly Financial Report (10)
Action: Information Only

Personnel Actions (5)

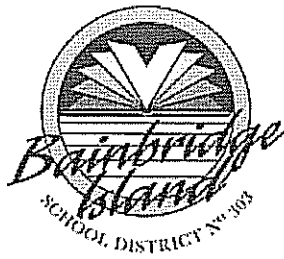
Consent Agenda (5)

Projected Adjournment 8:15 PM

Possible Executive Session

BOARD OF DIRECTORS

Mary Curtis
Patty Fielding
Mev Hoberg
Tim Kinhead
Mike Spence



SUPERINTENDENT
Faith A. Chapel

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

March 22, 2013

TO: Board of Directors

FR: Faith A. Chapel, Superintendent

RE: District Strategic Planning –School Configuration Committee Update

The School Configuration Committee (SCC) has been charged with the task for formulating recommendations for consideration by the Board of Directors regarding the number, size, location, and grade level composition of the District's schools. The Board has received informal updates at each of its meetings since the SCC first met on October 3rd, and formal reports were provided in December and February.

This third report includes information about the grade configuration options that the committee has considered.

- Current grade configuration (Gr. K-4, 5-6, 7-8, 9-12)
- Gr. K-5, 6-8, 9-12
- Gr. K-6, 7-8, 9-12
- Gr. K-8, 9-12

The committee has used an analytical framework to discuss the advantages and disadvantages of each grade configuration, using the following criteria:

- Educational programs and implications
- School size and number of schools
- Staffing and staffing cost implications
- Operational costs and implications
- Facility costs and implications (both short-term and long-term)
- Political considerations and implications

Copies of committee minutes for February 13 and 27 are attached. The Board will also receive additional information from the March 27th meeting, including a copy of the March 13th minutes.

BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303
School Configuration Committee
Meeting Minutes

Date: February 13, 2013

Place: Board Room – Commodore Campus

Time: 5:30 – 7:30 PM

Welcome & Update

Superintendent Faith Chapel noted at the last meeting, committee members expressed the desire to continue discussions in the whole group setting. In addition, several group members expressed the need for greater clarity around the foundation pieces that would guide the data analysis and recommendations to be made through the committee work. To address this need, Ms. Chapel, with contributions from committee member Carolyn Harper, developed a set of guiding principles. Committee members agreed having this tool would assist them in working toward a deeper analysis of the grade configuration data.

School Configuration “Guiding Principles”

Ms. Chapel distributed the draft Guiding Principles to the committee, with guiding principles in the following areas: Educational Programs, Educational Research and Trends, Operational Costs, Facility Costs, Short-term vs Long-term Implications, Feasibility, Historical and Geographical Context, and Community Values and Input. She asked the group to review the document while considering the following questions: *Have the items of the greatest importance been captured? Are there items that are not included? Are there items that could be dropped off – or condensed?* It was noted the list of principles needed to reflect what the committee believes is important to consider. Ms. Harper added the principles would be something to help “ground” the committee’s work. One committee member suggested the notion that there are not only opportunities for students, but that students are successful within those opportunities be included. Another suggestion was to make note of the hidden costs such as staff capacity for organizational change, perhaps under the area of feasibility, or short-term vs long-term implications. A rephrasing of the opening statement was suggested to include “analyze and consider the impact on student learning,” as there is a student learning component in each of the guiding principles. Related to the header “short-term vs long-term,” each of those time frames needs to be defined – does long-term mean 10 years, etc. It was suggested “guard rails” or boundaries be added such as time lines related to certain activities, and cost ceilings related to certain actions.

Regarding the question whether there were items that could be deleted or condensed, it was suggested *operational costs* and *community values and input* could be condensed under *feasibility*. Another suggestion was the elimination of *historical* factors based on changes that have taken place in the community making those types of considerations less impactful. Geographical context could be placed under *operational costs*, as that topic relates more to transportation implications. Ms. Chapel asked for a group “thumbs up” regarding the need to consolidate the list of principles. In addition, Ms. Chapel asked for group confirmation of the following edits: a) the issue of organizational capacity could fit under the areas of both *short-*

term vs long-term, and feasibility; b) be more explicit about the overarching goal of student success and teacher capacity; and c) put educational research and trends under educational programs. Group discussion suggested the “umbrella” statement (school board charge to the SCC) was inclusive of the “student success” need. Also noted was the rebuilding of the school community, with special consideration of the capacity of those staff that are responsible for a particular area of expertise (ex. Library). The next iteration of the guiding principles will be brought back for review at the next committee meeting.

Analysis of Four Grade Configuration Scenarios Utilizing Framework

Ms. Chapel noted the committee had been reviewing four grade configuration scenarios: **K-8, Current Configuration** (K-4, 5-6, 7-8, 9-12), **K-5** (K-5, 6-8, 9-12), and **K-6** (K-6, 7-8, 9-12). At the last meeting, the committee consensus was that the K-8 scenario was not an option and discussed the pros and cons of the configuration. Ms. Chapel took the comments made by the committee and incorporated them into the analysis matrix for the K-8 configuration. She asked the group to review the document, and then share out. It was noted the K-8 operational costs, as well as the “human” costs, rose to the surface as to why this option is not viable. Other considerations (cons) were staffing, schedules, and the impact on after school programs and how those opportunities would be met.

Ms. Chapel suggested the group review the other three configuration model analysis matrixes by looking at one criterion at a time across each grade level scenario. Regarding the **current configuration** (K-4, 5-6, 7-8, 9-12), under the criteria *educational programs and implications*, committee members commented as follows: **Pros** - a) it is a “known;” b) a great band program; c) a library focused on “tween” literary content; d) it was hoped that the great programs currently provided to students would be translated into another configuration; e) with a decrease in enrollment, if the district stays with the current configuration, what would we have to give up; f) current configuration allows a 5/6 band program within the school day; g) proximity to the middle school; h) intermediate model facilitates horizontal and vertical team teaching; i) gateway to advanced math opportunities; j) the culture of a school would be impacted; k) team teaching model could happen within other configuration models; l) current intermediate model has specific library model; m) playgrounds, lunchrooms, etc., would have to be age appropriate; n) grade-level specific activities (i.e. 5th grade assemblies) would be more difficult; o) science labs may need to be adjusted for other grade-level configurations; p) current 5/6 social, emotional intelligence curriculum would need to be adjusted; q) the gradual adjustment from one teacher to multiple teachers can be an advantage; r) narrower grade bands allows more focused activities; s) creating a schedule for a 2-grade student population is easier; t) common core strands are organized K-5, and classroom-based assessments are in fifth grade. **Cons** – a) K-4 is not sustainable (difficult to maintain program without full-time specialists); b) more students are needed in the buildings; c) special needs students are highly impacted by transitions; d) is it possible to make use of available space at the high school; e) smaller economy of scale – not able to offer as rich a program with smaller schools; f) moving to another grade level configuration could bring back overcrowding of schools; **K-5 Configuration** (K-5, 6-8, 9-12): **Pros** – a) common core standards are geared to the K-5 configuration; b) all the schools in the athletic league are 6-8 middle school configuration; c) possible to create a “departmental” model for more collaboration; d) fewer transitions for special education students. **Cons** – a) with the new evaluation system, administrations capacity for additional responsibility; b) possible loss of band

program; c) decrease in special education space in each building. ***K-6 Configuration*** (K-6, 7-8, 9-12): ***Cons*** – a) need for science labs in each building; b) would require a change in transportation.

As the meeting came to conclusion, Ms. Chapel distributed the school configuration analysis matrixes containing comments from district administrators (principals, etc.) – pros and cons – for each grade level scenario. The administrative staff concentrated their comments in the area of *educational programs and implications*. Committee members reviewed the documents for each scenario. One committee member noted configuration committees in the past had emphasized the importance of flexibility in the planning process. Ms. Chapel asked committee members to come to the next meeting prepared to address the other topics contained in the analysis matrixes including *number/size of schools, staffing costs and implications, operational costs and implications, political considerations and implications, facility costs and implications, and parent/community values and response*. She asked the group if it were a good strategy to review vertically, each topic across each grade level scenario. The group gave thumbs up on this strategy. Another question was whether the committee should start out with small group discussion or remain in the large-group setting. Committee members suggested they continue in the large group setting for now as many members are still learning about the district's programs.

Next Meetings:

February 27
March 13 & 27
April 17
May 8 & 22

BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303
School Configuration Committee
Meeting Minutes

Date: February 27, 2013

Place: Board Room – Commodore Campus

Time: 5:30 – 7:30 p.m.

Welcome & School Configuration "Guiding Principles" (Draft 2)

Superintendent Faith Chapel welcomed committee members and asked them to review the minutes from the February 13th meeting, and note any additions or revisions needed. Following the review of the minutes, Ms. Chapel explained another draft of the School Configuration Committee Guiding Principles had been created based on comments made at the last meeting. Suggestions included collapsing items contained in the document to make it more succinct, and streamlined. Committee members reviewed the latest document, with folks commenting it was indeed concise, succinct, and well done. Other comments noted some adjustment in the category of short-term vs long-term may be needed. The intent of this category was explained to be a balancing process, that could include trade-offs. The construction of Wilkes was used as an example, as staff had to be moved out and moved back in, with short-term costs incurred. Another suggestion was related to the category of *facility costs*, with the term *facility usage* eliminated so as not to infer community usage would be curtailed. Hearing no further comments, Ms. Chapel noted the guiding principles would be kept in draft form, with the committee referring back to the document as filter for decision-making.

Continued Analysis of Grade Configuration Scenarios Utilizing Framework

Ms. Chapel asked Assistant Superintendent Dr. Peter Bang-Knudsen to be the scribe during committee discussion, and record ideas and suggestions live on the big screen. Prior to beginning work on the scenario frameworks, committee members reengaged in discussion regarding certain elements of the guiding principles. Specifically, comments related to making the best use of district facilities in ways that support educational programs, promote efficiencies, and maintain the best investment value for tax payers. In addition, the reason for the committee's work was restated as the issue of declining enrollment and declining resources. The group referred back to the original charge to the committee as being clear and well written.

The committee began work with the scenario frameworks, with a question raised regarding the analytical process for *pros* and *cons*. Ms. Chapel suggested the committee begin populating the pros and cons fields, and then provide an opportunity for staff and community members to submit input regarding the scenarios. It was also noted the volume of comments and input would be grouped into classifications for ease of review. Ms. Chapel asked folks to look back at the pros and cons for the K-8 scenario and asked if there were other comments. As there were none, the K-8 scenario was closed for now. It was suggested the committee compare K-6 and K-5 scenarios to understand which of those models were the strongest. Then once that is determined, the strongest of those models be compared to the current model.

The committee looked at the number and size of schools, with an overview of each facility's capacity provided for consideration. One committee member noted the grade-level configuration matrixes also talks about closing schools – putting “apples and oranges” in the same basket for comparison. It was suggested, the committee should first decide a grade level scenario in the context of all current buildings, then discuss closing buildings or moving folks around. Ms. Chapel had the group consider if another grade level were added to the current elementary schools, and how the capacity of those buildings would be impacted. Another observation was that with the current grade level configuration, school buildings are being underutilized. A second observation was that with a K-6 configuration, elementary schools would be jam-packed (and OK at the middle school), and with a K-5 configuration schools are within bounds for capacity, but the middle school reaches its limits. Ms. Chapel suggested if there were four elementary schools (K-5), the average would be an enrollment of 359 across those schools. This would leave Sakai with empty space, and the other schools about the same. Using this process for consideration demonstrates how the number and size of schools makes a difference. It would help to have data about how many sections of each grade level are currently in the district. The group talked about a variety of issues including considering grade level configurations with six schools or seven schools, and the implications related to numbers. Summarizing the discussion, Ms. Chapel noted if the district moves to a K-5 configuration (with four schools), Woodward gets larger (6-8) and the average for the elementary buildings will be 360. If the K-5 configuration is divided across three elementary buildings, the student population would be 460 – 500. That puts it in the context of looking at it from a grade configuration balanced against the number and size of schools.

Ms. Chapel put forward the idea that if the grade configuration was changed, and the district stayed with seven schools, are there benefits. It was noted state curriculum is developed for a K-5 configuration. With current buildings, those buildings would be underutilized. The possibility of closing Commodore was suggested, moving the various elements of that program to other school buildings. Based on Commodore's capacity, moving that program could provide more options rather than closing Blakely. It was suggested that if a K-5 grade configuration was implemented with seven schools, it would not solve the current specialists' situation. The question was posed, does the K-5 grade level configuration make sense with seven schools, and the group agreed it did not. It was noted that looking at the average population of the schools was a great tool to define whether the configuration scenario makes sense. The group continued the discussion and several members suggested that, based on building capacity and the educational program that favors K-5, does the K-6 configuration make sense. Summarizing the discussion, Ms. Chapel compared the K-5 and K-6 configurations. In the case of the K-5 configuration, if a school isn't closed, Woodward ends up being very full and four schools are underutilized. With the K-6 scenario, if a school is closed, the elementary schools end up too large. K-6 only makes sense if the same number of schools is maintained. A con for the K-5 configuration could be putting Woodward at capacity, and there are designated classrooms in Woodward that may impact space options.

Ms. Chapel distributed two documents: *Facility Operational Costs* (Blakely, Commodore, Ordway), and *Transportation Cost Implications*. She noted the district's storm water fees have been removed from the cost estimates, because as long as the district owns the property it will have to pay these fees. In addition, staff spoke with other districts that have closed buildings and they indicated there is not 100% savings when a building is closed. North Kitsap and Central

Kitsap indicated they used an estimate of 60% savings to close a building. The transportation cost implications of closing a building were provided as follows: *Grade K-5 Configuration* – There is every possibility the district will save money going to this model if Blakely is not moved to Sakai. Routes would be spread equally between the elementary runs and the grade 6-12 runs. Depending on where students are located, bus runs may be condensed. Overall savings are estimated at \$20K. *Grade K-6 Configuration* – This model would be more difficult to implement. Buses will have to be added to the elementary runs, and the high school runs would have to be reduced. Driver shifts for those runs would be difficult to fill. *Blakely Implications* – If Blakely were to close and those students were transported to Sakai, \$6,500 would be added to employee costs, and \$2,000 would be added to fuel costs. South end students would ride the bus for 40-45 minutes.

The document *Savings/Cost Increases by Configuration* was distributed to the group. Ms. Chapel noted district staff revised the document and it is conservative. If the district maintained the current grade level configuration for 2013/14, Ms. Chapel explained there would be a cost savings of \$102,000, with a reduction in certificated staff of 1.3 FTE (based on anticipated decrease in enrollment). The other scenarios assume a school would be closed. The K-5/6-8 configuration would result in a cost savings of \$268,651, and the K-6/7-8 configuration would result in a cost savings of \$328,756.50. The group talked about the tradeoff between closing a school and making necessary renovations to other schools to accommodate a configuration change. The group also talked about implications for future bonds for things such as a new Blakely Elementary School, or other capital projects. Ms. Chapel noted that as the committee's process continues, it will be important to provide opportunities for the community as a whole to give input regarding the committee's ideas and considerations.

Ms. Chapel noted the next meeting will focus on facilities information and educational program data. She asked if there were other pieces of information the committee would like addressed. One request was for information regarding the Commodore Options waiting list for programs at that school.

Next Meetings:

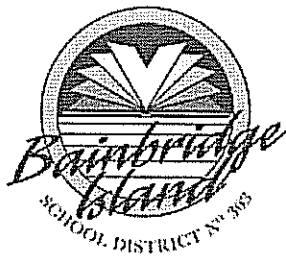
March 13 & 27

April 17

May 8 & 22

BOARD OF DIRECTORS

Patty Fielding
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SUPERINTENDENT
Faith A. Chapel

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

March 22, 2013

TO: Board of Directors

FR: Faith A Chapel, Superintendent

RE: District Improvement Plan for 2013-14

Two years ago, we began the process of developing annual District Improvement Plans (DIP) to reflect our commitment to continuous, district-wide improvement of student learning. The 2013-14 plan lists several important targeted outcomes. It also describes our “theory of action” – the strategies that will be utilized to improve student learning - which then drives the allocation of district resources as well as plans for district level professional development. The DIP also provides direction for individual school improvement efforts and plans.

A draft of the District Improvement Plan was presented to the Board of Directors at their last meeting. Since the last meeting, revisions have been made to two of the outcomes listed the original draft:

- The third outcome clarifies that students will achieve growth on “assessments adopted or developed by the District,” since principals pointed out that not all students participate in the Measures of Academic Progress (MAP) tests, and not all grade levels will participate in Smarter Balanced Assessments that will be implemented beginning in 2014-15.
- The fourth outcome has been expanded to indicate that emphasis will be placed on “providing opportunities for academic acceleration and closing achievement or opportunity gaps among subgroups of students.”

I recommend approval of the 2013-14 District Improvement Plan.

Bainbridge Island School District

District Improvement Plan 2013-14

Our mission as a learning organization is to ensure that every student is future ready:

- Prepared for the global workplace
- Prepared for college
- Prepared for personal success

In order to prepare students for future success, the Bainbridge Island School District is committed to achieving the following outcomes:

- All schools and the District will meet or exceed the “Annual Measurable Objectives (AMOs)” identified by Washington State for BISD students in Gr. 3-10;
- All students will meet state requirements to receive a Certificate of Academic Achievement (CAA) or Certificate of Individual Achievement (CIA) prior to graduation;
- All students will achieve 1 or more years of growth in Reading/Language Arts and Mathematics as measured by assessments adopted or developed by the District, such as: Developmental Reading Assessment (DRA II), Measures of Academic Progress, or Smarter-Balanced Assessments (beginning 2014-15);
- The District will increase student enrollment in rigorous academic courses (e.g. enrollment in Advanced Placement courses at the high school level), with emphasis placed on providing opportunities for academic acceleration and closing achievement or opportunity gaps among subgroups of students.

The District will implement the following strategies to achieve these goals:

Priority 1 – High Quality Instruction and Instructional Leadership: The District will...

- A. Complete a second year of participation in the state Teacher Evaluation Pilot Project with at least 45% of the district’s teachers piloting the adopted Danielson instructional framework. By the end of the 2015-16 school year, 100% of BISD teachers will be evaluated using the new state-mandated system;
- B. Complete a second year of participation in the state Principal Evaluation Pilot Project with 100% of school principals piloting the adopted Association of Washington School Principals (AWSP) principal evaluation rubric and new state evaluation criteria;
- C. Work with the Washington Association of School Administrators (WASA) and the Washington State School Directors’ Association (WSSDA) to develop and pilot evaluation frameworks for central office administrators and the superintendent;
- D. Provide training for 100% of teachers and administrators participating in new evaluation systems to insure understanding of and ability to apply evaluation criteria, frameworks, and relevant research.

Priority 2 – High Quality Curriculum that Supports Instructional Goals: The District will...

- A. Align Reading, Language Arts, and Mathematics instruction and curriculum with Common Core Standards;
- B. Continue to increase the number of students participating in accelerated mathematics courses and piloting and implementing new Advanced Placement (AP) courses such as Physics C;
- C. Initiate Curriculum/Program Review of K-12 Science;
- D. Continue the district-wide focus on Science, Technology, Engineering, and Math (STEM) by increasing enrollment in courses that emphasize college and career readiness for STEM fields, seeking and implementing STEM grant projects, and integrating STEM project-based learning opportunities into courses and enrichment activities;
- E. Provide training for all teachers and school administrators who are responsible for ensuring that BISD students meet Common Core Standards for Reading, Language Arts, and Mathematics beginning in 2014-15;
- F. Implement Board-approved recommendations of the Gr. K-6 Educational Programs and Innovations Committee.

Priority 3 – High Quality Assessment that Informs and Supports Differentiated Instruction: The District will...

- A. Continue to administer formative and summative assessments in Gr. K-12, including:
 - 1. Measures of Academic Performance (MAP) – Gr. 1-9;
 - 2. Developmental Reading Assessment 2 (DRA2) – Gr. K-5;
 - 3. End of Course Assessments in Math and Science (Algebra, Geometry, Biology) for 2013-14;
 - 4. Classroom-based assessments developed by BISD teachers;
 - 5. Smarter Balanced Assessments to be piloted (2012-14) and adopted (beginning in 2014-15) by the State.
- B. Utilize a data dashboard to collate and analyze student data from common assessment;
- C. Utilize data to identify and serve students who need academic support or who need academic acceleration or challenge;
- D. Provide staff training and time for collaboration to analyze and utilize assessment data.

Washington State "Annual Measurable Objectives (AMOs)" for District Improvement (Objectives established by the Office of the Superintendent of Public Instruction)

District Code	District	Subgroup Name	Subject	Baseline Year	Suppress Flag	Baseline CE Total Tested Not Tested	Baseline CE Number Met	Baseline CE Percent Met	Target 2012	Target 2013	Target 2014	Target 2015	Target 2016	Target 2017	Increment
18303	BAINBRIDGE IS SD	All	math	2010-2011	NgreaterThanOrEqual20	1960	1632	83.265	84.7	86.1	87.4	88.8	90.2	91.6	1.4
18303	BAINBRIDGE IS SD	All	reading	2010-2011	NgreaterThanOrEqual20	1992	1759	88.303	89.3	90.3	91.2	92.2	93.2	94.2	1.0
18303	BAINBRIDGE IS SD	Asian	math	2010-2011	NgreaterThanOrEqual20	88	71	80.682	82.3	83.9	85.5	87.1	88.7	90.3	1.6
18303	BAINBRIDGE IS SD	Asian	reading	2010-2011	NgreaterThanOrEqual20	87	76	87.356	88.4	89.5	90.5	91.6	92.6	93.7	1.1
18303	BAINBRIDGE IS SD	Hispanic	math	2010-2011	NgreaterThanOrEqual20	96	75	78.125	79.9	81.8	83.6	85.4	87.2	89.1	1.8
18303	BAINBRIDGE IS SD	Hispanic	reading	2010-2011	NgreaterThanOrEqual20	96	78	81.250	82.8	84.4	85.9	87.5	89.1	90.6	1.5
18303	BAINBRIDGE IS SD	White	math	2010-2011	NgreaterThanOrEqual20	1634	1373	84.027	85.4	86.7	88.0	89.4	90.7	92.0	1.3
18303	BAINBRIDGE IS SD	White	reading	2010-2011	NgreaterThanOrEqual20	1660	1480	89.157	90.1	91.0	91.9	92.8	93.7	94.6	0.9
18303	BAINBRIDGE IS SD	Special Education	math	2010-2011	NgreaterThanOrEqual20	210	87	41.429	46.3	51.2	56.1	61.0	65.8	70.7	4.9
18303	BAINBRIDGE IS SD	Special Education	reading	2010-2011	NgreaterThanOrEqual20	221	117	52.941	56.9	60.8	64.7	68.6	72.5	76.5	3.9
18303	BAINBRIDGE IS SD	Low Income	math	2010-2011	NgreaterThanOrEqual20	141	83	58.855	62.3	65.7	69.1	72.6	76.0	79.4	3.4
18303	BAINBRIDGE IS SD	Low Income	reading	2010-2011	NgreaterThanOrEqual20	146	105	71.918	74.3	76.5	78.9	81.3	83.6	86.0	2.3
18303	BAINBRIDGE IS SD	Two or More Races	math	2010-2011	NgreaterThanOrEqual20	115	99	86.087	87.2	88.4	89.6	90.7	91.9	93.0	1.2
18303	BAINBRIDGE IS SD	Two or More Races	reading	2010-2011	NgreaterThanOrEqual20	117	105	89.744	90.6	91.5	92.3	93.2	94.0	94.9	0.9

Subgroup Name	Baseline Cohort Count	Baseline Graduates	Baseline Graduation Rate	Graduation Target 2012	Graduation Target 2013	Graduation Target 2014
All	348	327	94.0	94.5	95.0	95.5
White	309	292	94.5	95.0	95.4	95.9
Special Education	40	31	77.5	79.4	81.3	83.1
Low Income	21	18	85.7	86.9	88.1	89.3
Male	180	168	93.3	93.9	94.4	95.0
Female	168	159	94.6	95.1	95.5	96.0



Curriculum & Instruction

8489 Madison Avenue NE

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TO: Faith Chapel, Superintendent

FM: Julie Goldsmith, Associate Superintendent

RE: K-5 Mathematics Recommendation

Date: March 22, 2013

Over the course of the past 2.5 years the district has been working with teachers, administrators and community members to review our current mathematics program. The core outcome of the review process is to ensure students meet the K-12 Common Core National Mathematics Standards. These standards will be the basis for state assessments beginning in the 2014-15 school year. The Common Core integrate and unify the strengths and lessons learned from the best U.S. state standards and align with the K-12 educational standards of top-performing countries.

At the Board of Directors meeting on March 29th we will be presenting a recommendation from our K-5 subcommittee for the adoption of the McGraw-Hill, *My Math* program. This program has the unanimous support of the committee. It has been reviewed by the Instructional Materials Committee and all teachers impacted by the decision. In addition, we held an open house for all interested parents to provide an opportunity for input on this recommendation. This is the only mathematics program that is available for elementary aged students that has been designed specifically for the new Common Core State Standards.

Common Core State Standards (CCSS)

In 2009 Washington joined the Common Core Standards Initiative, a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers to develop common, rigorous learning expectations. With different academic standards in every state and varying degrees of rigor, too many states had standards that did not prepare students for college or careers. The 48 states, two territories, and the District of Columbia concurred that students deserved clear, focused learning goals wherever they might live, and that common standards could promote collaboration across state lines in the development of instructional materials, assessments, and approaches to professional development.

In July 2011, Washington became the 44th state, in addition to one territory and the District of Columbia, to adopt the common core standards. Washington will officially begin the process to introduce the standards into state classrooms by the 2013-14 school year. The goal of the standards is to provide a clear and consistent framework to prepare students for college and the workforce. Students will continue to be tested on Washington's 2005 reading and writing standards, and on the 2008 mathematics standards through the 2013-14 school year. Testing on Washington's common core state standards for English language arts and math will occur in the 2014-15.

Changes Ahead in Assessment

The Smarter Balanced Assessment Consortium (SBAC) will develop and implement a "new generation" assessment system for participating states that will be piloted in 2013 and operational in the 2014-15 school year. As of June 29, 2011, 29 states were participating members of the consortium, committed to implement a system with these features:

- "Common CCSS-based computer adaptive summative assessments that make use of technology-enhanced item types and teacher-developed and scored performance events;
- Computer adaptive interim/benchmark assessments—reflecting learning progressions or content clusters—that provide more in-depth and/or mid-course information about what students know and can do in relation to the CCSS;
- Research-supported instructionally sensitive tools, processes, and practices developed by state educators that can be used formatively at the classroom level to improve teaching and increase learning;
- Focused ongoing support to teachers through professional development opportunities and exemplary instructional materials linked to the CCSS;
- Online reporting and tracking system that enables access to key types of information about student progress toward college- and career-readiness and about specific strengths and limitations in what students know and are able to do at each grade level; and
- Cross-state communications network to inform stakeholders about SBAC activities and ensure a common focus on the goal of college- and career-readiness for all students."

BISD Process:

The district program review process includes the following steps:

1. Review and Revise as needed the Vision and Guiding Beliefs
2. Analyze assessment data to determine current strengths and deficits of the K-12 program
3. Gather and analyze needs assessment data from staff, parents and students
4. Analyze Core Standards to determine implications for teaching
5. Develop a scope and sequence (curriculum map) to ensure articulation of mathematics K-12
6. Create criteria for selection of new curriculum resources
7. Take into consideration needs for interventions and supports for students not reaching or exceeding standard
8. Identify technology resources that support and enhance mathematics instruction and learning (Smart Board Tools, Online Resources etc.)
9. Review current state approved materials and any newly published materials
10. Gather input from staff and community

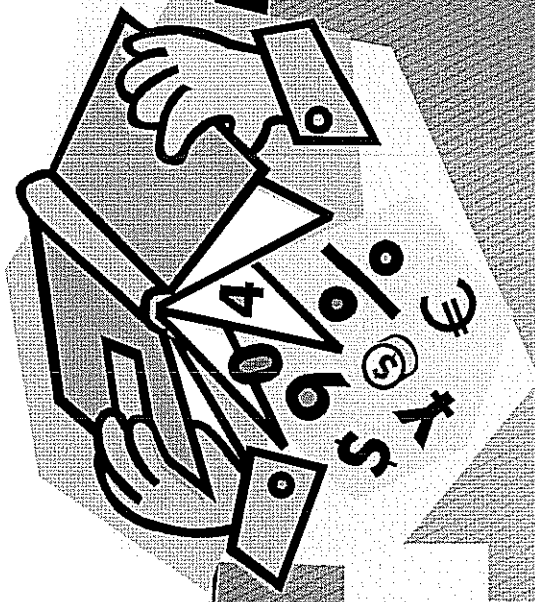
11. Make recommendation on new instructional materials for Algebra and beyond will select materials for implementation in Fall 2012 and K-8 for implementation in Fall 2013
12. Determine professional development needs
13. Develop Common Assessments

Committee Composition:

K – 5 Grade

Name	School	Group Representing
Adam Rabinowitz	Sakai	5 th Teacher
Martha Wells/Todd Erhler	COS	Teacher
Julie Goldsmith	Curriculum	Admin
Pegeen Mulhern	BHS	Gifted Advisory/Parent
Laurie Rice	Ordway/WMS	Parent
Bonnie Hanson	Ordway	Primary
Meg Evans	Ordway	Special Ed/Elementary Rep
Stan Curtis		Community
Megan Watson	Sakai	6 th Teacher
Lisa McCassey	Blakely	Primary
Maureen Wilson	Blakely	Intermediate/Gifted Advisory
Reese Ande	Blakely	Principal
Jennifer Burlingame	Ordway	Primary
Carol Baker	Wilkes	Primary
Viki Milander/	Wilkes	Primary
Richard Pearsall	Wilkes	Intermediate
Jennifer Ledbetter	Curriculum	Math TOSA

Mathematics Program Review Update November 29, 2012



Purpose of a Program Review

To assist in developing a comprehensive plan ensuring students meet or exceed the K–12 Common Core Mathematics Standards.

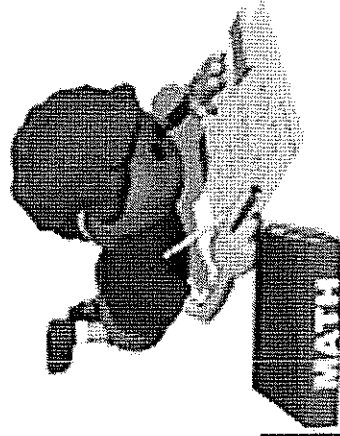
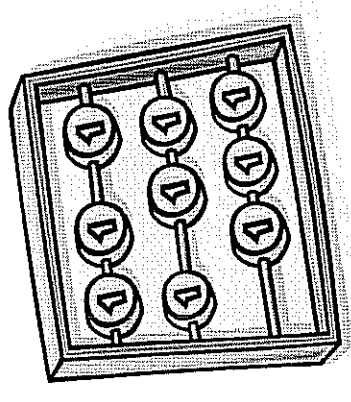
This means students will be career and college ready when they graduate from high school.



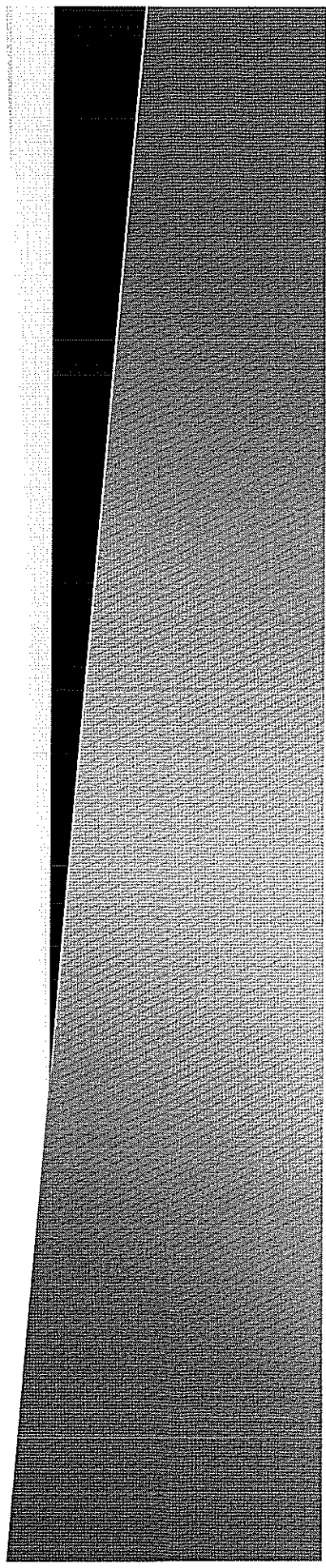
Curriculum &
Instruction

Resources K-8

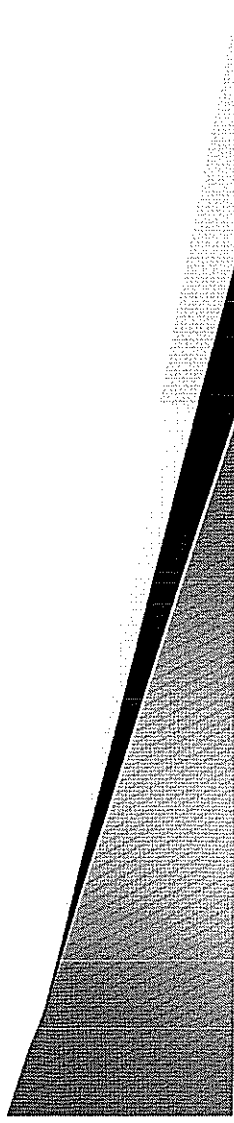
- ▶ Delayed adoption until 2013-14
- ▶ Focused on transition to CCSS
 - Provide in-depth training on mathematical practices and content of the new standards.
 - Participate in State and ESD training.
 - Develop and provide training for all K-8 math staff.



Why My Math?



Breaking the Math Cycle



The Shopping List (Publisher's Criteria)

1. Focus on the Major Work- In any single grade, students and teachers using the materials as designed spend the large majority of their time, approximately three-quarters, on the major work of each grade level.
2. Practice-Content Connections- Materials meaningfully connect content standards and practice standards.
3. Rigor and Balance: Materials and tools reflect the balances in the Standards' rigorous expectations by
 - Developing students' conceptual understanding of key mathematical concepts, where called for in specific content standards or cluster headings*
 - Giving attention throughout the year to individual standards that set an expectation of fluency*
 - Allowing teachers and students using the materials as designed to spend sufficient time working with engaging applications, without losing focus on the major work of each grade.*

How is *My Math* different from
other products?

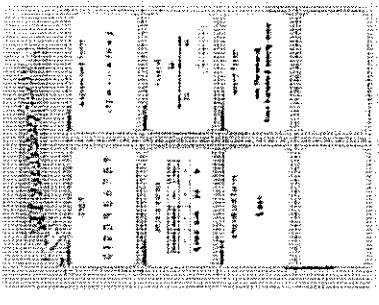


Aligned with Common Core State Standards

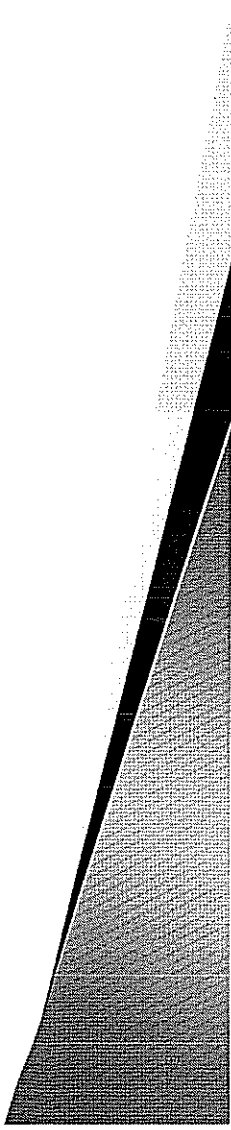
- ▶ Developed after release of Common Core State Standards
- ▶ Understanding by Design, Jay McTighe– “End in Mind” Identified desired outcomes the determined acceptable evidence.
- ▶ “Conceptual Velcro”
- ▶ Logical and cohesive progression of skills



Unparalleled Explicit Vocabulary Instruction



- ▶ Every Chapter begins with review of previously learned vocabulary
- ▶ My Vocabulary Cards allows students to continually interact with vocabulary
- ▶ Vocabulary comes from CCSS
- ▶ Glossary in back of student interactive journal
- ▶ Online vocabulary support for families

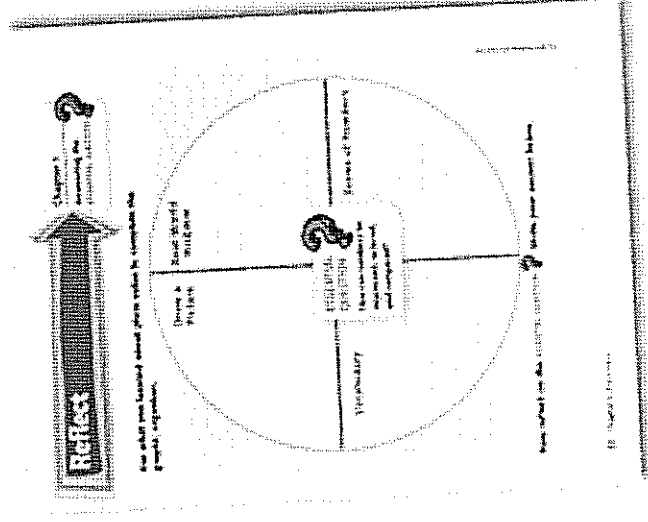


Interactive Student Write-In Text

- ▶ Initial thoughts... Ugh!
- ▶ More than just pages for students to write

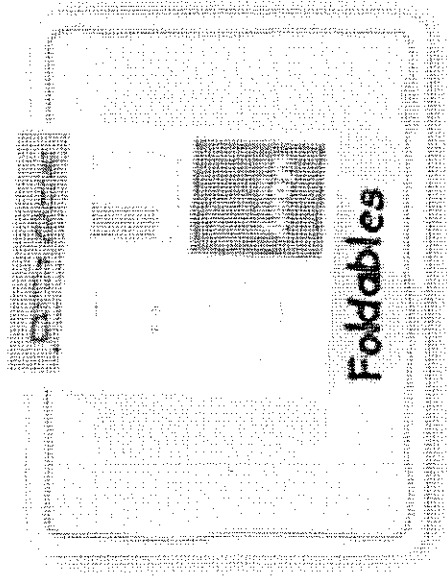
on—

- Vocabulary Cards
- Foldables
- Work Mats
- Self-Assessments
- Homework
- Progress Assessments



Foldables

- ▶ 3 Dimensional Graphic Organizers
- ▶ Made of paper, kids tear out for a hands on learning experience
- ▶ Research shows kids retain more when graphic organizers are used



Different skill levels

- ▶ “Am I Ready?” Self-track assessment allows teacher to determine “holes” that need to be filled before students can learn content in chapter
- ▶ If/Then– teacher guidance for intervention
- ▶ Chapter Projects and Challenges for enrichment
- ▶ Personal Tutor– online for student or families
- ▶ Leveled problems within lesson (BL, AL)



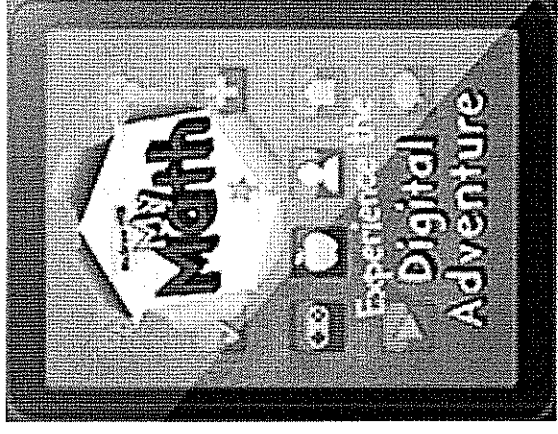
Lesson Design

- ▶ Teacher Launches the lesson (video, foldable, activity)
- ▶ Teacher Models Concepts/ Teaches Concept (I do)
- ▶ Students and Teacher have guided practice (we do)
- ▶ Independent (leveled) Practice (you do)
- ▶ Wrap It Up– depends on where you are in chapter could be class reflection, assessment, connect learning..

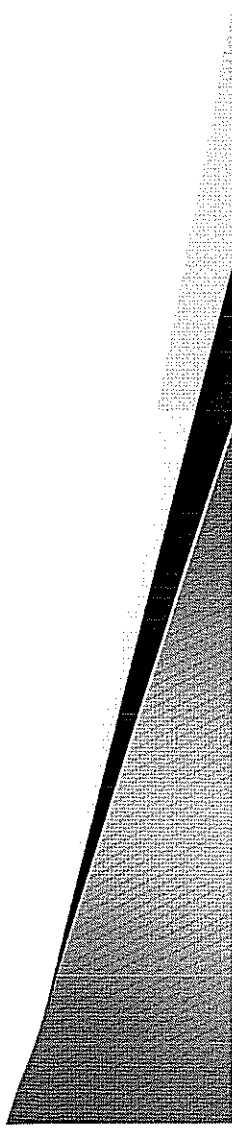


Flexibility

- ▶ Smartboard
- ▶ Online Resources
- ▶ RTI component



- ▶ “Flexibility is not what you do or what kids learn, it is meeting the needs of the class and having the tools to meet learning needs of students.”



Considerations

- ▶ First product that fit K–5 needs
 - ▶ New materials could come out at any time– but would need to wait for them
 - ▶ Teachers will be teaching CCSS– Math K–6 next year
-
- ▶ Like Buying a TV...



BOARD OF DIRECTORS

Mike Spence
Mary Curtis
Patty Fielding
Tim Kinkad
Mev Hoberg



SUPERINTENDENT

Faith A. Chapel

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

March 22, 2013

TO: Faith Chapel, Superintendent

FROM: Julie Goldsmith, Associate Superintendent

RE: APPROVAL OF INSTRUCTIONAL MATERIALS

The Instructional Materials Committee met March 19th, 2013 and reviewed the following materials for approval:

<u>Title/Author</u>	<u>Subject Area/Course/Gr. Level</u>
<i>Teen Files Flipped: Truth About Sex (DVD)</i>	Grade 11 HIV/AIDS Lesson in American Studies
<i>McGraw Hill My Math</i>	Grades Kindergarten through 5 th Grade

I would like to respectfully submit my recommendation to approve the above materials. I've also attached a copy of the December 18th meeting minutes for your review. We didn't, however, have materials to submit to the board from the 12/18 meeting. Thank you.

Attachments: Meeting Minutes (2)

BOARD OF DIRECTORS

Patty Fielding
Mary Curtis
Mike Spence
Tim Kinkad
Mev Hoberg



SUPERINTENDENT
Faith A. Chapel

8489 Madison Avenue NE

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Fax: (206) 842-2928

INSTRUCTIONAL MATERIALS COMMITTEE

Minutes – December 18, 2012

Committee Members Attended:

Julie Goldsmith, Chairperson
Kris Henshaw
Ronnelle Browning
Mary Madison
Silvia Torres
Martha Wells
Lynn Erickson
Anne Kundtz
Tom Greene

Guests:

Karen Polinsky
Mev Hoberg

Recorder: Judy Kornbau

The meeting was called to order at 3:30 and Julie Goldsmith welcomed everyone in attendance. One (1) book was on the agenda for the committee to review as noted below:

Kafka on the Shore, a novel by Haruki Murakami (copyright 1995 and published by Vintage Books/Random House) was presented by Karen Polinsky; for use in the AP English Literature course on Post Modern “Realism/Dream Fiction” unit at BHS. The English dept. at BHS voted to propose this book for AP English Literature because it’s considered Murakami’s masterpiece, it’s critically acclaimed by many sources, and it’s on the AP booklist. In the AP English Literature course students study trends in literature and art from the Renaissance period to modern day. It was felt this book fit in well in the context of this unit since the course already covers the classics but was missing one or two experimental works like this one that would provide a good balance.

Kafka on the Shore is structured around the alternating stories of Kafka Tamura, a fifteen-year-old boy who runs away from home to escape an awful oedipal prophecy, and Nakata, an aging and illiterate simpleton who has never completely recovered from a wartime affliction. Kafka’s journey brings him to a small private library in the provincial town of Takamatsu and to a mountain hideaway where the ordinary laws of time no longer apply. But, like Oedipus, the more Kafka tries to avoid his fate, the closer he comes to fulfilling it. Nakata also sets forth on a quest—for an enigmatic “entrance stone,” the significance of which he does not understand.

Committee members expressed concern with the violent and sexually charged themes presented in the book. They felt there were less graphic and controversial modern works of literature that could be used in the Realism/Dream Fiction unit.

After much discussion, a motion was made and seconded to oppose the book as required reading for a whole class setting (a captive audience) but still allow it on a supplemental reading list for small groups and individual choice. Eight (8) members present voted for this motion and one (1) abstained carrying the motion to decline this request.

The meeting was adjourned at 5:30 p.m.

BOARD OF DIRECTORS

Patty Fielding
Mary Curtis
Mike Spence
Tim Kinkad
Mev Hoberg



SUPERINTENDENT
Faith A. Chapel

8489 Madison Avenue NE

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INSTRUCTIONAL MATERIALS COMMITTEE

Minutes – March 19, 2013

Committee Members Attended:

Julie Goldsmith, Chairperson
Kris Henshaw
Ronnelle Browning
Jillian Phillips
Mary Madison
Martha Wells
Sheryl Belt
Silvia Torres
Tom Greene
Shelley Schwinn

Guests:

Heidi McKay
Jen Ledbetter
Patty Fielding

Recorder: Judy Kornbau

The meeting was called to order at 3:30 and Julie Goldsmith welcomed everyone in attendance. Two (2) items were on the agenda for the committee to review as noted below:

Teen Files Flipped: The Truth about Sex, the School Version DVD (copyright 1999 by AIMS Multimedia) was presented by Heidi McKay, the school nurse at the high school/middle school and Commodore, to supplement the 11th grade HIV/AIDS lesson provided in the American Studies classrooms at both the high school and Commodore. Heidi proposed that we replace the current video used in this lesson with this more updated film that came recommended by the State of Washington/Dept. of Health where it's been approved for medical accuracy for grades 10 thru adult. The film has already been reviewed by the staff at the high school and reviewed and recommended by our district Health Advisory Committee who felt the video was "appropriate for use in the district for health classes and as a supplementary tool for nurses or other staff who may also address this topic". A few members of the committee concerned with the age of this video wondered if there might be something more current available on the market today and the response was that there are very few videos being made on this subject as the demand has lessened over the years. It was also made known to those in attendance that didn't know that the unit on HIV/AIDS is mandated by the state at grades 5-12 and new films not already on the state approved list would first need to be approved for medical accuracy by the State of Washington/Dept. of Health before they could be added to our curriculum. It was also pointed out that the district holds an annual meeting open to the public that provides an opportunity for parents to review the district's HIV/AIDS curriculum at grades 5-12. Most

committee members agreed that the film is very factual, speaks to teens, is effective and addresses abstinence as the only 100% method of protecting oneself from HIV/AIDS and yet teaches alternatives to abstinence too.

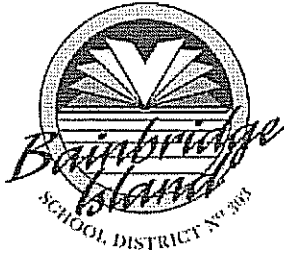
The McGraw Hill *My Math* program for Kindergarten through 5th grade (copyright 2013) was presented by Jen Ledbetter as spokesperson for the district K-8 Math Program Review Committee. This committee comprised of district parents, teachers and administrators evaluated over the past 2.5 years several K-5 math programs using the K-8 Publishers' Criteria guidelines and concluded that this program to be the best fit for our district. All K-5 BISD teachers were surveyed and found in favor of the *My Math* program and there was general consensus that it would be easy to implement, addresses content standards and was well-organized. *My Math* is a flexible, visual and interactive curriculum that meets the demands and expectations of the new Common Core State Standards and it's the only product that was developed after the release of standards and not simply a reshifting of a current program. *My Math* offers vocabulary support for teachers, students and families; it includes an online component and a student's interactive write-in test that has foldables, assessments, independent practice and application problems. An IMC member asked if there was structure to the program or was it more discovery-based and Jen described it as a balance of both procedural and conceptual.

A motion was made and seconded to approve the above materials and the district Instructional Committee members present voted unanimously to approve this motion.

The meeting was adjourned at 5:00 p.m.

BOARD OF DIRECTORS

Mary Curtis
Patty Fielding
Mev Hoberg
Tim Kinkad
Mike Spence



SUPERINTENDENT
Faith A. Chapel

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

March 22, 2013

TO: Board of Directors

FR: Faith A. Chapel, Superintendent

RE: Crossroads Statement to Legislators

Several years ago, the school districts in the Kitsap region established an alliance of public school employees, elected officials and community members. This group, called "Crossroads," established as its goal the securing of stable and ample funding for public education. Crossroads recently developed a joint statement to legislators and is asking local employee associations and school boards to consider its adoption.

The statement is submitted for Board consideration. I recommend approval.

Crossroads Statement to Legislators

If a strong public education system is the basis of a thriving society, our state is at risk. Public schools are underfunded, and they have been for too long.

We urge you to provide full funding for K-12 education. Not doing so will deny our students the education they need.

Crossroads is an alliance of public school employees, elected officials and community members. Our goal is to secure stable and ample funding for public education.

We are asking you to:

- **Make real and measurable progress toward fully funding public schools in this biennium.**
Please follow the current statute timeline. The McCleary ruling was clear that full compliance by 2018 should be the top priority.
- **Fund legislative requirements as part of basic education.**
We cannot meet new requirements unless we get new resources. Professional Development for educators in the areas of Evaluation and Common Core are critical. We do not have funds to successfully implement these reforms.
- **Avoid changing or adding reforms.**
School districts need time and resources to implement reforms. Changes to reform mandates make it hard for school districts to plan. Please restore Learning Improvement Days (LID).
- **View education as a P-20 continuum.**
Our students need a solid foundation before they start kindergarten. Next, they should have a quality K-12 education. After that, they deserve affordable access to college.
- **Avoid cuts to human services.**
Nearly four out of ten kids live in families that struggle to afford food, health care, housing and child care. When students struggle outside of school, it is hard for them to succeed in school. Cuts to human services deepen the “at risk” status of many students.
- **Make no cuts in state funding to local districts.**
Levy equalization is a huge source of funding for most school districts. Less funding hurts districts in low income areas with the most need.
- **Cover all expenses.**
The state funding model does not cover the cost of: salaries; buses; maintenance and repairs; technology; testing; or services to special needs students.
- **Apply the recommendations of the Compensation Technical Workgroup.**
Recommendations made by workgroups formed by the Legislature should be funded as a part of basic education.

- **Allow the authorization of charter schools only by locally elected school boards.**
Charter schools would take funds away from existing public schools. Locally elected school boards would provide much-needed oversight. This task will need proper resources.
- **Consider revenue increases.**
Shifting funds from other programs to fund education will not work. Cuts to other programs will just hurt the kids those programs serve. You may need to tax capital gains or income, or to close tax loopholes.

Please increase funding for public education in THIS session. Districts need fiscal relief. Without it, student learning will continue to erode. Students cannot wait another six years for full funding. They have already waited too long.

We believe the future of our state depends on a strong education system. Please join us in our efforts to gain a stable, ample funding source for public schools.

SERVICE ANIMALS IN SCHOOLS

The Bainbridge Island School District Board of Directors acknowledges its responsibility to permit students and/or employees with disabilities to be accompanied by a “service animal” as required by federal laws and Washington State’s law against discrimination. This policy governs the presence of service animals in the schools, on school property, including school buses, and at school activities.

A “service animal” means an animal that is trained for the purpose of assisting or accommodating a disabled person’s sensory, mental or physical disability.

The parent/guardian of a student who believes the student needs to bring a service animal to school or an employee who wishes to bring a service animal to school or work must submit a written request to the building principal or district administrator. The building principal or district administrator, in consultation with the Section 504 coordinator or executive director of instructional support services, as appropriate, will determine whether or not to permit the service animal in school.

Cross References: *Board Policy 2161 Education of Students with Disabilities*
 2163 Education of Students with Disabilities
 3211 under Section 504 of 1973 Rehabilitation Act
 Equal Educational Opportunities: Prohibition Against Discrimination

Legal References: *Americans with Disabilities Act (ADA), Revised Title II Regulations, §35 Service animals*
 Section 504 of the Rehabilitation Act of 1973
 RCW 49.60.040 Definitions
 RCW 28A.642 Discrimination Prohibition
 WAC 392-145-021(3) General Operating Requirements
 WAC 392-172A-01155(3) Related Services
 WAC 392-172A-01035 Child with a Disability or Student Eligible for Special Education
 WAC 392-190 Equal Educational Opportunity - unlawful discrimination prohibited
 WAC 162-26 Public accommodations, disability discrimination

SERVICE ANIMALS IN SCHOOLS

1. *Service Animal Uses:*

Service animals are animals that are individually trained to perform tasks for people with disabilities such as guiding people who are blind, alerting people who are deaf, pulling wheelchairs, alerting and protecting a person who is having a seizure or performing other special tasks. Service animals are working animals, not pets.

Use of a service animal by a student with a disability will be allowed in school when it is determined that the student's disability requires such use in order to assist or accommodate access to the instructional program, school services and/or school activities.

Use of a service animal by an employee with a disability will be allowed when such use is necessary as a reasonable accommodation to enable the employee to perform the essential functions of their job or to access benefits of employment provided to all employees in the same job classification.

An animal whose function is the provision of emotional support, well-being, comfort or companionship are not considered service dogs under the ADA. The use of a service animal by an individual with a disability will not be conditioned on the payment of a fee, security deposit or surcharge.

2. *Requirements for Service Animal Access:*

Before a service animal will be permitted in school, on school property or at school sponsored events, the student's parent or the employee must provide a description of the task(s) the service animal is expected to perform in assisting the person with a disability. A service animal is individually trained to provide assistance to an individual with a disability. The student's parent or the employee must complete a Service Animal Worksheet, RCW 28A.642, RCW 49.60 (attached) and submit to building principal or district administrator.

The district will provide access to a person with a disability who needs a service animal provided that the tasks performed by the service animal are directly related to the disability; and the animal has been individually trained to perform a task, is housebroken, is free of disease and parasites, has a harness, leash or tether so it cannot run free, and is under the control of the person with a disability.

A service animal must also be licensed and immunized in accordance with the laws, regulations, and ordinances of Kitsap County, and the State of Washington.

3. *Parents or Animal Handlers:*

Parents or animal handlers who will be present in school for the purpose of assisting a student with his/her service animal are required to obtain a criminal background check through established OSPI procedures. In addition, parents and handlers must comply with all standards of conduct that apply to school employees and volunteers.

4. ***Removal or Exclusion of a Service Animal from School or School Property:***
The building principal or district administrator will inform an individual with a disability to remove a service animal from school, a school sponsored activity or school property if the animal is out of control and the animal's handler does not take effective action to control the animal. Examples of the animal being out of control include, but are not limited to the following:
- A. The presence of the animal poses a direct threat to the health and/or safety of others;*
 - B. The animal significantly disrupts or interferes with the instruction program, school activities or student learning. However, annoyance on the part of the others is not an unreasonable risk to property or others to justify the removal of the service animal;*
 - C. The presence of the animal would result in a fundamental alteration of any school program;*
 - D. The individual in control of the animal fails to appropriately care for the animal, including feeding, exercising, taking outside for performance of excretory functions, and cleaning up after the animal;*
 - E. The animal fails to consistently perform the function(s)/service(s) to assist or accommodate the individual with the disability;*
 - F. The animal is ill; or*
 - G. The animal is not housebroken.*

If the district excludes a service animal, it will provide the individual with a disability the opportunity to participate in the service, program or activity without having the service animal on the premises.

5. ***Service Animals at School-Sponsored Events:***
Individuals with disabilities may be accompanied by their service animals to events or activities open to the public that are held in schools or on school property.

The building administrator or District administrator may revoke or exclude the service animals for the reasons set forth in paragraph "4" above.

6. ***Responsibility/Liability.***
- A. Neither the districts, nor its employees, are responsible for the cost, care or supervision of the service animal. (See Policies 2161, Special Education and Related Services for Eligible Students, and 2163, Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973, for responsibility for related services.)*
 - B. A service animal must be under the control of its handler. A service animal must also have a harness, leash or other tether, unless either the handler is unable because of a disability to use a harness, leash or other tether, or the use of the harness, leash or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals or other effective means).*

C. The owner/handler of the service animal is responsible for any and all damage caused by the service animal at school, on school premises, or at school activities.

7. Appeals.

A parent or employee whose service animal has been excluded or removed may appeal the decision to the superintendent. If dissatisfied with the superintendent's decision, the parent or employee may appeal to the board.

8. Resources.

*District: Bainbridge Island School District
8489 Madison Ave NE
Bainbridge Island, WA 98110*

*State Superintendent of Public Instruction
Equity and Civil Rights Office
P.O. Box 47200
Olympia, WA 98504-7200
360-725-6162*

*State of Washington – Human Rights Commission
711 South Capitol Way, Suite 402
P.O. Box 42490
Olympia, WA 98504-2490
360-753-6770*

*United States Office of Civil Rights
U.S. Department of Education
915 Second Ave, Room 3310
Seattle, WA 98174
206-607-1600*

Service Animals Worksheet

RCW 28A.642, RCW 49.60

Washington State law defines a service animal as an animal that is trained for the purpose of assisting or accommodating a disabled person's sensory, mental or physical disability. The law also defines a "dog guide" as a dog trained to guide persons who are blind, or trained to assist persons who are hearing impaired.

An animal whose function is the provision of emotional support, well-being, comfort or companionship are not considered service dogs under the ADA.

The following questions are to help the team gather information in order to determine if a service animal will be approved.

- Is the service animal required because of a disability?*
- What work or task, based on the disability of the student/employee, has the service animal been trained to perform?*

A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of disability to use a harness, leash or other tether, or the use of a harness, leash or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals or other effective means.)

- Is the student/employee able to be in control of the animal?*

The school district is not responsible for care or supervision of the service animal.

- What is the plan for care of the animal throughout the day? (e.g., water, food, waste elimination)?*

**EDUCATION OF STUDENTS WITH DISABILITIES
UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973**

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled under this policy even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act (IDEA).

Section 504 of the Rehabilitation Act of 1973 is a civil rights statute *law which* that protects the rights of students *individuals* with disabilities *in programs and activities that receive federal financial assistance from the U.S. Department of Education*. A child is “a *qualified* disabled person” under Section 504 if he or she:

- A. ~~Has a~~ is of school age and has a physical or mental impairment that substantially limits one or more major life activities (such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, **reading, concentrating, thinking, communicating** and working), **has a record of such an impairment, or is regarded as having such an impairment, and** conforming to age appropriate behavior rules.*
- B. Is between the ages of 3 to 21 years old.*

~~The aim of Section 504 is to ensure that each student with a disability is provided a free appropriate public education.~~

The district will comply with the federal policies that require free appropriate public education, childfind, equal educational opportunity, confidentiality of information, parent involvement, participation in least restrictive environment, evaluations, placement, reevaluation, programming to meet individual needs, placement procedures, nonacademic services, preschool and adult education programs, disciplinary exclusion, transportation, procedural requirements, appropriate funding, accessibility, special issues related to drug or alcohol addicted students, special considerations for students having AIDS or HIV infection, and special issues related to ADD/ADHD students.

~~It is the responsibility of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled under Section 504 although they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA). Due process rights of students with disabilities and their parents under Section 504 will be enforced.~~

~~The Director of Instructional Support Services shall be appointed as district 504 coordinator. Each principal will designate a counselor to serve as their building 504 coordinator.~~

The superintendent will establish procedures to ensure that students who are disabled within the definition of Section 504 are educated in full compliance with the law.

Cross References:

Board Policies 2161 – Education of Student with Disabilities
 3211 – Equal Educational Opportunity: Prohibition Against Discrimination

Legal References:

Section 512 Americans With Disabilities Act of 1990 and ADA Amendments Act (ADAAA) of 2008. (42 USC 12212)

Section 504 of the Rehabilitation Act of 1973 (34 CFR Part 104)

Family Education and Privacy Act (45 CFR Part 99)

Americans with Disabilities Act of 1990 (Section 512)

~~WAC 392-168-120 Hatch Amendment~~



Bainbridge Island SD #303
Facilities/Capital Projects Office

Memo

To: Faith Chapel, Superintendent
From: Tamela Van Winkle, Director Facilities and Capital Projects
Date: 3/28/13
Re: Capital Projects and Facilities Report-March

Capital Projects Budget Summary:

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

Estimated Budget	\$42,561,137
Encumbered To Date	\$30,898,286
Expenditures To Date	\$29,332,781
Encumbered PO Balance	\$ <u>1,565,505</u>

Capital Project Budget Balance	\$11,662,851
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Wilkes Replacement

- Capital Projects staff continues to work with contractor to achieve Phase 1B Final Completion. Communication to contractor has detailed work that is still outstanding. Final Completion will not be issued until all corrective work and deliverables are reviewed and meet contractual specifications. Progress continues on a daily basis.
- Ten of eleven divisions of back-punch are in various stages of progress. Two of nine sections of Operations and Maintenance manuals are complete; four of the remaining seven sections are in progress. Five of eight sections of as-builts are in review.
- Ten of twenty training sessions have occurred. The bulk of the remaining training sessions involve the HVAC system.
- HVAC and lighting commissioning is nearly complete. The Commissioning Report will be submitted to the board for approval; once received, the warranty period for this equipment will begin.
- An updated survey of civil engineering improvements has been received for consultant review.
- Replacement of lighting in exterior bollards has been completed. Verifying compliance with COBI night time standards remains.
- Delayed response alarm at emergency exit at gym is functional and limiting passage to the school by Bainbridge Island Parks & Rec (and others) during non-school hours.
- Training on programming the proximity cards has begun and cards are being tested by custodial and Capital Projects prior to distribution to Wilkes staff.
- Irrigation pressure testing has been completed and is approved.

- Landscape sub-contractor has supplied rigorous testing results of root zone mix for sod. Sod to be installed in the play field and in the courtyard areas in lieu of previously hydroseeded lawns done by former landscape sub-contractor; it will also be installed alongside landscape beds at parking lot and front of the school.
- The district's drainfield maintenance provider recommends correction to drainage lines that are not providing adequate pressure for cleaning the lateral chambers, verification of all valve box locations, and shortening of 2 – 3 lateral lines that are close to the retaining wall. These corrections will be made prior to final topsoil and grass seeding. The additional work will help the long-term effectiveness of the system; currently, the drainfield is doing very well and the amount of anticipated flow is significantly lower meaning good water conservation.
- A trench drain the length of the east side of the playfield is being installed with approval of COBI. It will keep the field dryer during winter months. Plans to sod the field in April/ May, weather depending, are underway.
- Capital Projects met with neighbors north of Day Road to investigate storm drainage overflow on their properties. COBI, representation from Spee West Construction, the project civil engineer and architect were also present. The City approved manual clean-up of the drainage ditch coming from the wetland and crossing through neighbors' properties. The contractor has been asked to remove the debris that have washed from the site during construction and is obstructing flow.
- Stormwater runoff from the field was observed at the last rain storm. Improved temporary erosion and sediment controls have been placed in the Madison Ave. drainage swale that will remove debris as water flows to the south wetland. Additional cleanup by the contractor of previously deposited fines in culverts and catch basins along this water path is also required.

Critical Issues:

- Completing all activities and providing all deliverables for Phase 2B Substantial Completion and Phase 1B Final Completion.
- Control of stormwater run-off quantity and quality.
- Drainfield refinements.
- HVAC training.

Other

- Working through use issues with BARN. Confirming use with COBI and BIFD.
- Assessing immediate and long term needs of the Woodward field.
- Assessing immediate and long term needs of BHS tennis courts.
- Access Control at Maintenance is complete. Proximity cards are compatible with Wilkes.
- Notification signs of video surveillance have been ordered and will be installed soon.

Critical Issues:

- Work continues with BIFD and BIPD to conduct a security assessment of each of the BISD facilities. BHS security assessment is complete. Report preparation is in progress.
- Meetings are ongoing with building administrators regarding their immediate needs for security and safety.

CAPITAL PROJECTS BUDGET UPDATE
BOND 2009 PROJECT SUMMARY
As of March 31, 2013

	ESTIMATED BUDGET	ENCUMBERED TO DATE	EXPENDITURES TO DATE	ENCUMBERED PO BALANCE	CP BUDGET BALANCE
Bond Costs					
Bond Costs - 9000	\$ 500,000	\$ 286,010	\$ 286,010	\$ 0	\$ 213,990
Sub-total Bond Cost	500,000	286,010	286,010	0	213,990
Wilkes					
Wilkes Core - 9001	29,760,611	28,494,382	26,993,924	1,500,458	1,266,229
Sub-total Wilkes	29,760,611	28,494,382	26,993,924	1,500,458	1,266,229
Blakely Elementary School					
Blakely Essential Renovations - 9010	514,498	27,840	27,840	0	486,658
Blakely Roof Replacement - 9015	358,752	668	668	0	358,084
Sub-total Blakely	873,250	28,508	28,508	0	844,742
Ordway Elementary School					
Ordway Essential Renovations - 9020	1,048,258	9,623	50	9,573	1,038,636
Ordway Portables Roof Replacement - 9025	122,313	48,776	48,776	0	73,537
Sub-total Ordway	1,170,571	58,398	48,825	9,573	1,112,173
Sakai Intermediate School					
Sakai Essential Renovations - 9030	242,250	68,205	68,205	0	174,044
Sub-total Sakai	242,250	68,205	68,205	0	174,044
Woodward Middle School					
Woodward Essential Renovations - 9040	331,787	17,477	17,477	0	314,310
Woodward Roof Replacement - 9045	252,792	35,085	35,085	0	217,707
Woodward Site Improvements - 9046	1,003,187	0	0	0	1,003,187
Sub-total Woodward	1,587,766	52,562	52,562	0	1,535,204
Bainbridge High School					
Bainbridge HS Essential Renovations - 9050	2,095,170	154,877	154,877	0	1,940,293
Bainbridge HS Roof Replacement - 9055	443,817	2,263	2,263	0	441,554
Sub-total Bainbridge HS	2,538,987	157,140	157,140	0	2,381,847
Commodore Options School					
Commodore Essential Renovations - 9060	993,599	235,628	235,628	0	757,971
Commodore Roof Replacement - 9065	56,664	39,409	39,409	0	17,255
Sub-total Commodore	1,050,263	275,037	275,037	0	775,226
Transportation					
Transportation Essential Renovations - 9070	713,945	46,260	46,260	0	667,686
Transportation Roof - 9075	35,559	293	293	0	35,267
Sub-total Transportation	749,504	46,552	46,552	(0)	702,952
District Office					
District Office Essential Renovations - 9080	118,378	115,163	115,163	0	3,215
Sub-total District Office	118,378	115,163	115,163	0	3,215
Districtwide Security					
Districtwide Security - 9090	473,533	83,083	32,001	51,082	390,450
Sub-total Districtwide Security	473,533	83,083	32,001	51,082	390,450
Energy Conservation					
Energy Conservation - 9095	947,026	31,934	31,934	0	915,092
Sub-total Energy Conservation	947,026	31,934	31,934	0	915,092
Capital Projects Administration - 9100					
Sub-total Capital Projects Administration	2,098,997	751,312	746,920	4,392	1,347,685
	2,098,997	751,312	746,920	4,392	1,347,685
<hr/>					
= Total of Projects and Fees	\$ 42,111,137	\$ 30,448,286	\$ 28,882,781	\$ 1,565,505	\$ 11,662,851
South Island Sewer (paid May 2012)	450,000	450,000	450,000		0
= Total Expected Expenditures	\$ 42,561,137	\$ 30,898,286	\$ 29,332,781	\$ 1,565,505	\$ 11,662,851



Bainbridge Island SD #303
Facilities/Capital Projects Office

To: Faith Chapel, Superintendent
From: Tamela Van Winkle, Director Facilities and Capital Projects
Date: 3/28/2013
Re: Wilkes Elementary Replacement
Change Order No. 15

The following Change Order No. 15 is proposed for Board Approval:

CCD 031r	<u>Add Mech Mezzanine Doors and Metal Panel Details</u> During construction it was discovered that doors at mechanical mezzanine and miscellaneous detailing and flashing throughout the building were missing in specifications. Framing revisions were required, doors needed to be ordered and installed. Flashings and details were added to seal openings correctly.	\$15,215.00
CCD 039	<u>Display Case Details</u> Tube steel structure added plus revisions to 4-pane sliding glass doors, hardware and locks.	\$3,889.00
CCD 046b	<u>Add Security Alarm Door at Gym and Power to Added Coiling Door</u> Secures gym from school for BI Parks & Rec use with a delayed response emergency exit door that sounds an alarm for 15 seconds before opening allowing use to be monitored and stopped.	\$8,199.00
CCD 053r	<u>Century Link Easement Access and Grading Changes</u> Immediate adjacency of Century Link equipment to their fiber network near Day Road required grading, fencing, and sidewalk revisions plus a new stairwell to their compound.	\$13,485.00
CCD 058	<u>Grading Changes at Brick walls in Courtyards D and E</u> Changes in the field were determined to be due to contractor error, not design error.	\$0.00
CCD 062	<u>Glass Floor Insert at Library</u> Field change to take advantage of STEM learning opportunities about radiant floor heating.	\$6,819.00

CCD 072r	<u>ADA Access Control Locations</u> Changed 3 locations of ADA buttons and revised hardware at north and library entries to be bollard-mounted.	\$1,500.00
CCD 079	<u>Ceiling at North Admin Hall</u> Field change of a ceiling below minimum height required re-installation of light fixture; revised fixture types at toilet rooms.	\$832.00
CCD 089	<u>Added Block Wall at Septic Field</u> Added for unforeseen grade change between drainfield & west sidewalk.	\$15,634.00
CCD 102	<u>Pedestrian Swing Gate at Kindergarten Play</u> Added man-gate from kindergarten sidewalk to admin sidewalk & revised traffic gate structure and fabric.	\$1,952.00
CCD 103	<u>Acoustic Seal Between Classrooms</u> Added sound-absorbing rockwool at juncture of skylight to tubesteel at top of wall between classrooms sharing skylight.	\$1,517.00
CCD 106	<u>Change from Arborist Chips to Nothing</u> Traded \$1,200 credit for arborist chips for new trench drain at east field per RFI 307.	\$0.00
CCD 116	<u>Safety Surfacing Drainage</u> Added trench and 6" storm drain from each big toy area to infiltration chambers.	\$5,144.00
CCD 124	<u>Compost Bins and Drip Irrigation</u> During construction of bin footings, decision was made to omit bins and irrigation from contract.	(\$5,144.00)
CCD 133	<u>Hydroseed to Sod</u> Confirming contractor's agreement to provide sod at the field and courtyards in lieu of hydroseed allowing faster access to play fields and improved appearance.	\$0.00
COP 056	<u>Window Attachments and Flashings</u> Added detail for flashing where wood siding meets head of curtainwall windows.	\$3,164.00
COP 064	<u>Downspout Connections</u> Field relocation of several downspouts on Admin wing and 2 new tightline connections to storm drain system.	\$3,776.00
COP 066	<u>Bus Loop Retaining Wall</u> Contractor proposed additional costs for depth of wall below driveway grade to footing and added height at east end. Negotiated solution zeroed out this COP and accepted COP 067.	\$0.00

COP 067	<u>Day Rd Retaining Wall</u> Contractor proposed additional costs due to conflicting information on landscape and civil drawings; negotiated solution zeroed out COP 066 from \$24,377 and accepted COP 067.	\$23,227.00
COP 071	<u>Side Wall Diffuser</u> Change of HVAC diffuser type and installation post-construction.	\$698.00
COP 079	<u>C5 Fixtures</u> Re-introduction of fixtures at exterior wall of gym that were deleted for COP 9 VA credits.	\$769.00
COP 080	<u>VE Change to Ruskin and Dan Foss Option not used</u> COP 009 Value Analysis claimed savings from change of manufacturer, however, Danfoss drives were actually higher, and sub-bid for Ruskin control dampers was not taken, therefore, no savings.	\$18,000.00
COP 081	<u>Change from Hydroseed to Cedar Chips</u> Field change to fine wood chips at north end of kindergarten play ground replaced lawn for better play area and less maintenance.	\$2,836.00
COP 082	<u>Low Duct Elevations</u> BISD accepted costs submitted in COP 050 & refused additional costs.	\$0.00

A summary of change order activity for this project is as follows:

Original Contract Sum	\$21,359,000.00
Change Order No. 1-14	\$282,946.00
Change Order No. 15	\$121,512.00
Revised Contract Amount (excluding WSST)	\$21,763,458.00
WSST @ 8.6%	\$1,871,657.39
Revised Contract Amount (including WSST)	\$23,635,115.39



CHANGE ORDER 015

PROJECT NAME: Wilkes Elementary School
Bainbridge Island School District
PROJECT NO: 2010603.00
DATE: 2013 03 28
FILE NAME: CO 015
CONTRACT DATE: 2011 05 26
OWNER: Bainbridge Island School District
OWNER'S REP: Nancy Josephson
The Owner and the Contractor agree to the following change(s):

ATTACHMENTS:		days	
CCD 031r	Add Mech Mezzanine Doors and Metal Panel Details	0	\$15,215.00
CCD 039	Display Case Details	0	\$3,889.00
CCD 046b	Add Security Alarm Door at Gym and Power to Added Ceiling Door	0	\$8,189.00
CCD 053r	Century Link Easement Access and Grading Changes	0	\$13,485.00
CCD 058	Grading Changes at Brick Walls in Courtyards D and E	0	\$0.00
CCD 062	Glass Floor Insert at Library	0	\$6,819.00
CCD 072r	ADA Access Control Locations	0	\$1,500.00
CCD 079	Ceiling at North Admin Hall	0	\$832.00
CCD 088	Added Block Wall at Septic Field	0	\$15,634.00
CCD 102	Pedestrian Swing Gate at Kindergarten Play	0	\$1,952.00
CCD 103	Acoustic Seal Between Classrooms	0	\$1,517.00
CCD 106	Change from Arborist Chips to Nothing	0	\$0.00
CCD 116	Safety Surfacing Drainage	0	\$5,144.00
CCD 124	Compost Bins and Drip Irrigation	0	(\$5,144.00)
CCD 133	Hydroseed to Sod	0	\$0.00
COP 056	Window Attachments and Flashings	0	\$3,184.00
COP 064	Downspout Connections	0	\$3,776.00
COP 066	Bus Loop Retaining Wall	0	\$0.00
COP 067	Day Rd Retaining Wall	0	\$23,227.00
COP 071	Side Wall Diffuser	0	\$698.00
COP 079	C5 Fixtures	0	\$769.00
COP 080	VE Change to Ruskin and Dan Foss Option not used	0	\$18,000.00
COP 081	Change from Hydroseed to Cedar Chips	0	\$2,836.00
COP 082	Low Duct Elevations	0	\$0.00
Total		0	\$121,512.00

CONTRACT TIME:

Before this Change Order, the date of Substantial Completion for Phase 1B was: 2012 12 28
The Contract Time change because of this Change Order is: 0 days
With this Change Order, the new date of Phase 1B Substantial Completion will be: 2012 12 28
Before this Change Order, the date of Substantial Completion for Phase 2B was: 2013 03 15
The Contract Time change because of this Change Order is: 0 days
With this Change Order, the new date of Phase 2B Substantial Completion will be: 2013 03 15


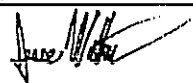
CONTRACT SUM:

The original contract sum was: \$21,359,000.00
Not change by previously authorized Change Orders is: \$282,846.00
Contract Sum prior to this Change Orders was: \$21,641,846.00

The Contract Sum will be increased or reduced by this Change Order in the amount of: \$121,512.00
The new Contract Sum including this Change Order therefore is: Total \$21,763,458.00

The above summary does not reflect changes in the Contract Sum or Contract Time which have been authorized by Construction Change Directive not listed above.

This Change Order becomes valid once signed by the Owner, Contractor, and Architect, and is effective on the date of Owner's Authorization.

CONFIRMED BY: Contractor: Spee West  DATE: 3/22/13
Ben Henderson
ISSUED BY: Architect: Mahlum  DATE: 2013 03 21
Jesse Walton
AUTHORIZED BY: Owner: Bainbridge Island School District
Tamela Van Winkle



8489 Madison Avenue NE

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Bainbridge Island, Washington 98110

*

(206) 842-4714

*

Fax: (206) 842-2928

To: Faith Chapel, Superintendent
From: Randi Ivancich, Director of Instructional Technology & Assessment
Date: March 28, 2013
Re: Technology Planning: Assured Access to Information and Learning Resources

*Technology...
fosters a passion for learning;
delivers challenging & meaningful curriculum;
develops & supports the skills necessary for career, college and life.*

Technology planning groups have been framing our vision of learning powered by technology that will guide us for the mid-horizon, 2014/15-2017/18. Focusing on the near and mid-horizons help us to match current and emerging student learning needs with current and emerging technologies. We are building a technology foundation that will serve us for the long-term horizon (5+ years) while supporting student learning needs for the near- and mid-horizons. The following statements and outlines are shaping this process.

Technology Vision Statement

The Bainbridge Island School District is committed to preparing its students to be responsible, caring and active participants in a rapidly changing world. In partnership with the community, the district will:

- foster a skill set and global perspective required for 21st Century citizens,
- provide learning environments that utilize technology to engage students,
- prepare students to adapt and thrive in creative and relevant ways,
- facilitate the sharing of information within the local and global communities,
- support educators to adapt, change, model and use tools that will foster learning.

Guiding Beliefs for Technology

- Technology is a powerful tool to engage all students in learning.
- Technology fosters the skill set and global perspective required for 21st century citizens to adapt and thrive.
- Technology expands available resources and unique learning opportunities for creative, relevant and purposeful learning.
- Technology provides opportunities for collaboration.
- Staff are powerful users of technology.
- Technology facilitates communication between students, staff, parent/guardians and the larger community.
- The nature of technology makes it imperative to practice appropriate, safe, moral, and ethical use of technology.

Goal of Technology Department

The goal of the Technology Department, and its advisory and leadership teams, is to improve student learning through the use of technology by providing:

- access to information for all BISD students, staff, and families;
- personalized learning opportunities for students;
- timely feedback on assessments to monitor and summarize learning for students, staff, and families;
- direction for staff development, and
- efficient and coordinated systems for communications and operations.

Proposed Goal Areas with Priorities

With guidance from the planning groups, we propose the following five goals areas and priorities to frame BISD technology planning for 2014/15 – 2017/18 school years.

Goal 1: Learning

Priorities:

- Student Computing Devices
- Personalized Learning through Differentiation
- Science, Math, and Career and Technology Education (CTE)
- Information Systems (include library system)
- Content to Support Curriculum (includes web-based/online student resources)
- Collaboration Tools
- Wireless Access

Goal 2: Teaching

Priorities:

- Presentation Equipment and Resources
- Computing Devices
- Professional Development
- Innovation

Goal Area 3: Assessment – Measure What Matters

Priorities:

- Adaptive Assessments
- Data Integration
- Common Core State Standards
- Professional Development

Goal Area 4: Infrastructure

- Asset Management System & Help Desk
- Infrastructure & Network Systems PD
- Network System: Cabling & wiring
- Network System: Client Devices Hardware and Software
- Network System: Connectivity & Bandwidth
- Network System: Databases and Software
- Network System: Internet Safety and Security Hardware and Software
- Network System: Servers & Operating Systems, Hardware and Software

Goal Area 5: Communications & Productivity

- Email Archiving (Required by law)
- Notification systems for BISD Families and Staff (absences, emergency notifications, etc.)
- Presentation Equipment for Training and Meeting Rooms
- Copier and Printers
- Productivity Software & Applications
- Office and Support Staff Computers & Devices
- Classified Staff Technology Professional Development
- Telephone/Voicemail System
- Transportation: Mapping, Security & GPS
- Video Conferencing/Distance Learning Hardware & Software
- Website Hosting & Feature Upgrades

Additional levy line item: technical and administrative staffing to support technology levy implementation

Proposal for Future School Board Presentations

April 11, 2013	Technology progress to date within BISD Mapping of technology goals & priorities to District Improvement Goals Goals with rationale for each of the five goal areas
April 28, 2013	Survey information with responses to date Assumptions about funding for technology Examples of line items within goal areas & priorities
May 9 & 30, 2013	Final summary of survey results Recommendations to measure progress and success of technology implementation Present funding scenarios as requested by School Board
June 13, 2013	Present final draft of levy planning documents Refine options for funding to meet technology goals
June 27, 2013	Present final levy planning documents Determine technology levy funding proposal

BOARD OF DIRECTORS

Mary Curtis
Mike Spence
Tim Kinhead
Patty Fielding
Mev Hoberg



SUPERINTENDENT

Faith A. Chapel

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

MEMORANDUM

To: Faith Chapel, Superintendent Date: March 21, 2013
From: Peggy Paige, Director of Business Services
RE: Monthly Financial Reports – February

Attached are the financial reports for the month ending February 28, 2013.

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

Analysis of General Fund

Revenue

Total General Fund revenues to February 28 were \$17.8 million, below prior year and the expected average. As a percentage of total budget tax collections are above the average, indicating that we will hit our budget estimate of \$8.7 million. The decrease in local revenues is primarily related to the timing of the donation from Bainbridge Schools Foundation. Last year we received the donation earlier in the year. State revenues are consistent with state funding based on the actual average enrollment to date. Transportation revenues are now based on actual ridership and we expect to receive about \$13,000 more than budgeted. Federal Revenues are in line with the expected average.

Expenditure

Expenditures for the year to February 28 total \$18.2 million, 1.3% above last year. Year-to-date expenditures are below the average.

Total expense for Regular (Basic) Education increased .8% and is below the average. Learning Resources and Extracurricular are above the expected averages. Learning Resources has a classified position that was budgeted under Teaching and unbudgeted purchases for online resources (primarily supported with PTO donations). Expenditures for Extracurricular salaries are expected to exceed budget estimates due to extended play for several sports.

Total special education costs are up compared to last year and are above the 3-year average. This would indicate that we will exceed budget estimates by year end. Some of this expense will be offset by Safety Net revenues.

Vocational expense is up from last year and above the average. This is primarily related to an increase in the purchase of supplies for the middle school program. This area is currently under review to insure that total expenditures do not exceed funding.

Compensatory education is as expected per the budget. This category fluctuates throughout the year due to the fact that certain expense items (such as teacher certification bonus) do not occur in a regular monthly pattern. We are charging significantly more to Title 1 this year (due to an increase in our grant allocation) so there is a difference when doing a year to year comparison.

Other Instruction reflects expenditures for grant funded staff development activities. This category will fluctuate during the year as training activities occur.

Total Support Services is currently below the expected average. Transportation/Motor Pool and Operation, Buildings are being impacted by a decrease in budget allocations for substitute expense. In addition, Operation Buildings is reflecting the decision to move to a centralized purchasing system with increased spending on custodial supplies to begin the year. It is expected that both of these areas will exceed budget estimates by year end. Utility expenditures are currently well below the average but we have several invoices for propane that are being held for review and possible adjustment. We still expect to see some savings again in this area. Food Service expense is up from prior year but in line with budget estimates. Maintenance and Information Services are up from prior year. A transfer in March from the Capital Projects Fund will bring both of these areas into alignment with the expected average. Central Office expenditures are currently running well below the average. Several areas (election, legal, postage and contracted services) indicate that we will be below budget estimates at year end.

Cash Flow

Net cash outflow during February was \$496,209. As of February 28, 2013, the closing cash balance in the General Fund was \$2,502,118. Projected year end cash balance is \$2.3 million.

GENERAL FUND
Summary of Revenues & Expenses
February 28, 2013

	Feb-13 Actual YTD \$	% Incr/Decr prior year	Feb-12 Actual YTD \$	Annual Budget Budget	% YTD	Avg %
Revenues - By Revenue Source						
Local Taxes	4,279,189	-2.1%	4,369,176	8,700,000	49.2%	47.5%
Local Nontax	1,520,074	-21.8%	1,943,175	3,085,400	49.3%	56.6%
State, General Purpose						
Basic Education	9,432,480	1.2%	9,513,183	18,485,000	51.0%	50.9%
Special Education	197,081	2.2%	192,756	400,000	49.3%	50.6%
State, Special Purpose						
Special Education	1,148,797	-1.5%	1,166,460	2,700,000	42.5%	48.0%
Transportation	425,639	1.1%	421,174	830,000	51.3%	50.5%
Other	208,413	46.0%	142,726	541,655	38.5%	49.0%
Federal, Special Purpose	571,961	21.0%	472,575	1,296,000	44.1%	43.5%
TOTAL	17,783,633	-2.4%	18,221,226	36,038,055	49.3%	49.9%

	Actual YTD \$	% Incr/Decr prior year	Actual YTD \$	Budget	% YTD	Avg %
Expenses - By program code						
Regular Instruction*						
Teaching	7,916,282	1.4%	7,809,560	16,347,611	48.4%	49.0%
Principal	1,076,991	3.9%	1,036,874	2,208,640	48.8%	49.0%
Guidance/Counseling	467,920	-5.3%	493,962	1,017,360	46.0%	46.8%
Learning Resources	334,969	-3.2%	345,936	614,274	54.5%	49.5%
Extracurricular	378,474	-13.1%	435,761	648,860	58.3%	54.6%
Other	470,779	7.0%	440,001	1,187,696	39.6%	50.7%
Total Regular (Basic) Ed.	10,645,416	0.8%	10,562,093	22,024,441	48.3%	49.2%
Special Education						
Teaching	1,876,274	-0.1%	1,878,637	3,511,131	53.4%	49.2%
Other	758,526	6.5%	711,984	1,614,592	47.0%	49.8%
Total Special Ed.	2,634,799	1.7%	2,590,621	5,125,723	51.4%	49.4%
Vocational Education	466,867	6.1%	440,223	909,713	51.3%	50.5%
Compensatory Education	202,828	43.7%	141,180	638,581	31.8%	46.2%
Other Instruction	23,002	27.0%	18,116	89,359	25.7%	39.3%
Support Services						
Transportation/Motor Pool	730,363	-0.9%	737,017	1,402,018	52.1%	50.9%
Operation Buildings	748,975	8.6%	689,558	1,314,784	57.0%	49.2%
Utilities	522,884	-9.0%	574,451	1,550,000	33.7%	51.2%
Food Services*	500,518	3.6%	483,064	1,003,503	49.9%	50.6%
Maint/Grounds*	496,705	6.2%	467,860	829,037	59.9%	54.8%
Information Services	370,883	5.2%	352,461	639,278	58.0%	57.5%
Central Office	585,777	-2.0%	598,016	1,372,758	42.7%	50.1%
Other	265,130	-13.9%	308,027	300,371	88.3%	85.7%
Total Support Services	4,221,234	0.3%	4,210,453	8,411,749	50.2%	52.9%
TOTAL	18,194,147	1.3%	17,962,686	37,199,566	48.9%	50.0%

Excess (Deficiency) of Revenues over Expenditures	(410,514)	258,540	(1,161,511)
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GENERAL FUND CASH FLOW FORECAST 2012-13

February 2013

	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	12,748.09	31,751.12	29,574.76	139,188.78	96,249.84	88,291.20	100,994.24
Cash on deposit	1,112,672.01	1,497,329.18	975,267.29	3,386,148.35	1,256,659.19	1,610,949.06	1,138,351.51
Warrants outstanding	(978,091.76)	(1,272,878.30)	(1,227,905.41)	(1,133,907.83)	(1,205,566.45)	(1,149,336.98)	(1,062,824.52)
Investments	3,279,967.25	2,982,226.61	2,983,734.88	2,210,072.43	3,861,849.77	3,063,693.83	2,815,005.98
<i>Total opening cash balance</i>	<i>3,434,095.59</i>	<i>3,245,228.61</i>	<i>2,767,471.52</i>	<i>4,608,301.73</i>	<i>4,015,992.35</i>	<i>3,620,397.11</i>	<i>2,998,327.21</i>
Cash Inflows							
Local taxes	52,920.53	164,426.88	2,830,687.16	957,368.19	81,165.32	44,322.40	201,218.65
Local Support nontax	59,811.75	459,914.62	277,283.31	209,897.36	200,224.12	170,299.84	202,454.66
State, general purpose	1,920,409.15	1,703,440.69	1,698,842.78	1,038,181.70	1,698,842.79	1,785,538.65	1,704,714.04
State, special purpose	481,433.92	292,486.23	296,664.50	180,129.52	298,047.75	280,705.35	299,589.08
Federal, general purpose	-	-	-	-	-	-	-
Federal, special purpose	411,575.94	(10,974.77)	111,873.70	119,751.66	117,164.48	108,436.89	125,708.70
Other Financing Sources	51,789.15	-	-	-	135,226.62	-	-
Adjustments (accruals, receivables due)	98,252.98	(339,048.58)	(117.89)	117.89	-	-	-
<i>Total cash inflows</i>	<i>3,076,193.42</i>	<i>2,270,245.07</i>	<i>5,215,233.56</i>	<i>2,505,446.32</i>	<i>2,530,671.08</i>	<i>2,389,303.13</i>	<i>2,533,685.13</i>
Cash Outflows							
Regular Instruction	(2,167,142.88)	(1,747,359.27)	(1,790,191.81)	(1,776,768.01)	(1,820,639.18)	(1,773,540.45)	(1,736,695.77)
Special Education Instruction	(437,153.31)	(380,434.01)	(434,542.54)	(432,798.18)	(475,633.91)	(469,162.41)	(442,228.33)
Vocational Education Instruction	(73,940.38)	(61,687.55)	(90,476.48)	(72,002.79)	(75,258.85)	(90,556.81)	(76,884.85)
Compensatory Education Instruction	(67,713.73)	(35,742.09)	(38,174.39)	(41,062.00)	(38,449.11)	(16,828.79)	(32,793.33)
Other Instructional Programs	(23,806.30)	(1,953.48)	(3,993.66)	(10,623.74)	(2,366.51)	(2,633.54)	(1,430.93)
Support services	(664,646.23)	(537,264.12)	(1,008,773.22)	(764,420.78)	(514,374.54)	(559,762.66)	(742,630.59)
Adjustments (accruals, payables due)	169,342.43	16,438.36	(8,251.25)	(80.20)	455.78	1,111.63	2,769.47
<i>Total cash outflows</i>	<i>(3,265,060.40)</i>	<i>(2,748,002.16)</i>	<i>(3,374,403.35)</i>	<i>(3,097,755.70)</i>	<i>(2,926,266.32)</i>	<i>(3,011,373.03)</i>	<i>(3,029,894.33)</i>
Net change in cash balance	(188,866.98)	(477,757.09)	1,840,830.21	(592,309.38)	(395,595.24)	(622,069.90)	(496,209.20)
CLOSING CASH BALANCE	3,245,228.61	2,767,471.52	4,608,301.73	4,015,992.35	3,620,397.11	2,998,327.21	2,502,118.01
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	31,751.12	29,574.76	139,188.78	96,249.84	88,291.20	100,994.24	95,860.85
Cash on deposit	1,497,329.18	975,267.29	3,386,148.35	1,256,659.19	1,610,949.06	1,138,351.51	1,198,439.18
Warrants outstanding	(1,272,878.30)	(1,227,905.41)	(1,133,907.83)	(1,205,566.45)	(1,149,336.98)	(1,062,824.52)	(1,040,281.60)
Investments	2,982,226.61	2,983,734.88	2,210,072.43	3,861,849.77	3,063,693.83	2,815,005.98	2,241,299.58
<i>Total closing cash balance</i>	<i>3,245,228.61</i>	<i>2,767,471.52</i>	<i>4,608,301.73</i>	<i>4,015,992.35</i>	<i>3,620,397.11</i>	<i>2,998,327.21</i>	<i>2,502,118.01</i>

GENERAL FUND CASH FLOW FORECAST 2012-13

February 2013

	Projected March	Projected April	Projected May	Projected June	Projected July	Projected August	Budget 2012-13
OPENING CASH BALANCE							
Imprest							
Cash on hand							
Cash on deposit							
Warrants outstanding							
Investments							
<i>Total opening cash balance</i>	2,502,118.01	2,543,152.02	4,535,241.77	4,289,155.84	3,066,814.74	2,486,140.43	
Cash Inflows							
Local taxes	274,098.24	2,806,711.28	1,208,123.63	63,794.51	35,619.79	45,733.16	8,700,000.00
Local Support nontax	675,791.62	219,215.92	231,093.19	227,895.87	107,591.11	101,016.57	3,085,400.00
State, general purpose	1,705,238.11	1,708,501.56	1,017,395.07	1,030,451.68	1,960,150.68	1,958,362.53	18,885,000.00
State, special purpose	302,077.80	314,224.83	208,407.74	258,921.96	373,775.77	397,360.79	3,796,655.00
Federal, general purpose							
Federal, special purpose	114,061.40	96,342.56	153,967.93	139,336.81	122,454.02	216,526.09	1,296,000.00
Other Financing Sources	25,000.00			20,000.00		60,000.00	275,000.00
Adjustments (accruals, receivables due)		20,000.00	15,000.00	10,000.00		95,000.00	
<i>Total cash inflows</i>	3,096,267.17	5,164,996.15	2,833,987.56	1,750,400.82	2,599,591.36	2,873,999.14	36,038,055.00
Cash Outflows							
Regular Instruction	(1,807,867.30)	(1,885,343.19)	(1,802,557.03)	(1,925,501.51)	(1,773,588.19)	(1,910,334.64)	22,024,437.00
Special Education Instruction	(440,549.83)	(439,029.62)	(445,250.80)	(438,054.09)	(430,921.86)	(430,823.33)	5,125,723.00
Vocational Education Instruction	(74,861.63)	(76,330.68)	(71,380.16)	(73,116.90)	(88,566.79)	(67,597.89)	909,715.00
Compensatory Education Instruction	(31,023.49)	(32,223.73)	(30,512.52)	(48,854.49)	(100,435.02)	(145,832.04)	638,581.00
Other Instructional Programs	(4,585.18)	(4,803.24)	(6,201.31)	(3,221.80)	(18,265.72)	(15,029.83)	89,359.00
Support services	(696,345.72)	(735,175.95)	(724,171.66)	(483,993.13)	(788,488.10)	(556,337.59)	8,411,751.00
Adjustments (accruals, payables due)						100,000.00	
<i>Total cash outflows</i>	(3,055,233.16)	(3,172,906.41)	(3,080,073.48)	(2,972,741.93)	(3,180,265.68)	(3,025,955.33)	37,199,566.00
Net change in cash balance	41,034.01	1,992,089.75	(246,085.92)	(1,222,341.10)	(580,674.31)	(151,956.19)	(1,161,511.00)
CLOSING CASH BALANCE	2,543,152.02	4,535,241.77	4,289,155.84	3,066,814.74	2,486,140.43	2,334,184.24	
Composition of closing cash balance							
Imprest							
Cash on hand							
Cash on deposit							
Warrants outstanding							
Investments							
<i>Total closing cash balance</i>							

SUMMARY OF FUND BALANCES

28-Feb-13

	Feb-13 YTD Actual	2012-13 Annual Budget
General Fund		
Opening fund balance		
Reserved for Inventory	191,500.00	200,000.00
Restricted for Carryover	18,400.00	-
Committed to Minimum Fund Balance	1,100,000.00	1,100,000.00
Assigned to Other Purposes	1,257,000.00	1,000,000.00
Unassigned	468,322.11	550,000.00
Total opening fund balance	3,035,222.11	2,850,000.00
Revenue	17,783,632.87	36,038,055.00
Expenditure	(18,194,146.94)	(37,199,566.00)
Excess (Deficiency) of Revenues over Expenditures	(410,514.07)	(1,161,511.00)
Reserved for Inventory	191,500.00	200,000.00
Restricted for Carryover	18,400.00	-
Committed to Minimum Fund Balance	1,100,000.00	1,100,000.00
Assigned to Other Purposes	1,257,000.00	
Unassigned	57,808.04	388,489.00
Total closing fund balance	2,624,708.04	1,688,489.00
Capital Projects Fund		
Opening fund balance	10,932,862.66	14,000,000.00
Revenue	687,125.18	8,581,000.00
Expenditure	(2,857,307.32)	(19,151,487.00)
Reserve of bond proceeds	6,593,851.54	2,154,119.00
Reserve of levy proceeds	1,392,193.18	504,155.00
Unreserved Fund Balance	776,635.80	771,239.00
Closing fund balance	8,762,680.52	3,429,513.00
Debt Service Fund		
Opening fund balance	2,890,986.35	2,120,000.00
Revenue	21,761,484.61	8,135,000.00
Expenditure		
Principal	(2,095,000.00)	(4,337,000.00)
Interest	(2,063,084.36)	(4,078,000.00)
Other	(17,777,555.47)	(5,000.00)
Closing fund balance	2,716,831.13	1,835,000.00
ASB Fund		
Opening fund balance	288,671.57	383,000.00
Revenue	312,544.54	654,700.00
Expenditure	(210,419.76)	(881,619.00)
Closing fund balance	390,796.35	156,081.00
Transportation Vehicle Fund		
Opening fund balance	174,033.89	175,000.00
Revenue		
Depreciation	-	200,000.00
Investment Earnings	519.47	3,400.00
Grant Revenue	-	-
Sale of Equipment	-	-
Expenditure	-	(150,000.00)
Closing fund balance	174,553.36	228,400.00

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
 Fiscal Year 2012 (September 1, 2012 - August 31, 2013)

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

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
REVENUES/OTHER FIN. SOURCES						
000 LOCAL TAXES	8,700,000	201,218.65	4,279,188.60		4,420,811.40	49.19
000 LOCAL SUPPORT NONTAX	3,085,400	202,454.66	1,520,073.91		1,565,326.09	49.27
000 STATE, GENERAL PURPOSE	18,885,000	1,704,714.04	9,629,560.65		9,255,439.35	50.99
000 State, Special Purpose	3,796,655	299,589.08	1,647,622.43		2,149,032.57	43.40
000 FEDERAL, GENERAL PURPOSE	0	.00	.00		.00	0.00
000 FEDERAL, SPECIAL PURPOSE	1,296,000	125,708.70	571,960.66		724,039.34	44.13
000 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
000 REV FR OTH AGENCY * ASSOC	0	.00	.00		.00	0.00
000 OTHER FINANCING SOURCES	275,000	.00	135,226.62		139,773.38	49.17
Total REVENUES/OTHER FIN. SOURCES	36,038,055	2,533,685.13	17,783,632.87		18,254,422.13	49.35
EXPENDITURES						
0 Regular Instruction	22,020,582	1,736,695.77	10,645,415.85	9,481,946.84	1,893,219.31	91.40
0 Federal Stimulus	0	.00	.00	0.00	.00	0.00
0 Special Ed Instruction	5,125,693	442,228.33	2,634,799.38	2,478,132.90	12,760.72	99.75
0 Voc. Ed Instruction	909,715	76,884.85	466,867.33	430,115.18	12,732.49	98.60
0 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
0+60 Compensatory Ed Instruct.	638,581	32,793.33	202,828.35	193,604.47	242,148.18	62.08
0 Other Instructional Pgms	89,359	1,430.93	23,001.86	6,107.72	60,249.42	32.58
0 Community Services	30,000	.00	.00	0.00	30,000.00	0.00
0 Support Services	8,385,636	742,630.59	4,221,234.17	3,715,000.13	449,401.70	94.64
Total EXPENDITURES	37,199,566	3,032,663.80	18,194,146.94	16,304,907.24	2,700,511.82	92.74
OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
OTHER FINANCING USES (GL 535)	0	.00	.00			
EXCESS OF REVENUES/OTHER FIN.SOURCES						
OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	1,161,511-	498,978.67-	410,514.07-		750,996.93	64.66-
TOTAL BEGINNING FUND BALANCE	2,850,000		3,035,222.11			
G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXX		.00			
TOTAL ENDING FUND BALANCE	1,688,489		2,624,708.04			
(E+F + OR - G)						

ENDING FUND BALANCE ACCOUNTS:

G/L 810 Reserved For Other Items	0	.00
G/L 815 Resr Unequalized Dedu Rev	0	.00
G/L 821 Restricted for Carryover	0	18,400.00
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 Restricted for Debt Service	0	.00
G/L 835 Restricted for Arb Rebate	0	.00
G/L 840 RESERVE FOR INVENTORY	200,000	191,500.00
G/L 845 Restricted for Self Insur	0	.00
G/L 850 Restrict Uninsured Risks	0	.00
G/L 870 Committed to Oth Purposes	0	.00
G/L 872 Comm to Min Fnd Bal	1,100,000	1,100,000.00
G/L 875 Assigned to Contingenies	0	.00
G/L 884 Assign to Oth Cap Proj	0	.00
G/L 888 Assigned to Other Purpose	0	1,257,000.00
G/L 890 UNRESERVED FUND BALANCE	388,489	57,808.04
<u>TOTAL</u>	1,688,489	2,624,708.04

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT

Fiscal Year 2012 (September 1, 2012 - August 31, 2013)

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
0000 Local Taxes	1,431,000	34,305.75	652,509.60		778,490.40	45.60
0000 Local Support Nontax	150,000	4,206.96	34,615.58		115,384.42	23.08
0000 State, General Purpose	0	.00	.00		.00	0.00
0000 State, Special Purpose	0	.00	.00		.00	0.00
0000 Federal, General Purpose	0	.00	.00		.00	0.00
0000 Federal, Special Purpose	0	.00	.00		.00	0.00
0000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
0000 Other Agencies & Assoc.	0	.00	.00		.00	0.00
0000 Other Financing Sources	7,000,000	.00	.00		7,000,000.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	<u>8,581,000</u>	<u>38,512.71</u>	<u>687,125.18</u>		<u>7,893,874.82</u>	<u>8.01</u>
<u>B. EXPENDITURES</u>						
00 Sites	1,045,000	.00	6,999.27	0.00	1,038,000.73	0.67
00 Buildings	15,317,247	525,863.82	2,067,337.19	1,607,698.65	11,642,211.16	23.99
00 Equipment	2,214,240	39,333.45	647,744.24	194,475.47	1,372,020.29	38.04
00 Energy	300,000	.00	.00	0.00	300,000.00	0.00
00 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
00 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
00 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	<u>18,876,487</u>	<u>565,197.27</u>	<u>2,722,080.70</u>	<u>1,802,174.12</u>	<u>14,352,232.18</u>	<u>23.97</u>
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	<u>275,000</u>	<u>.00</u>	<u>135,226.62</u>			
<u>D. OTHER FINANCING USES (GL 535)</u>	<u>0</u>	<u>.00</u>	<u>.00</u>			
<u>E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	<u>10,570,487-</u>	<u>526,684.56-</u>	<u>2,170,182.14-</u>		<u>8,400,304.86</u>	<u>79.47-</u>
<u>F. TOTAL BEGINNING FUND BALANCE</u>	<u>14,000,000</u>		<u>10,932,862.66</u>			
<u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	<u>XXXXXXXXXX</u>		<u>.00</u>			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	<u>3,429,513</u>		<u>8,762,680.52</u>			

ENDING FUND BALANCE ACCOUNTS:

/L 810 Restricted For Other Item	0	.00
/L 825 Restricted for Skills Center	0	.00
/L 830 Restricted for Debt Service	0	.00
/L 835 Restricted Arb Rebate	0	.00
/L 850 Restrict Uninsured Risks	0	.00
/L 861 Reserve Of Bond Proceeds	2,154,119	6,593,851.54
/L 862 Reserve Of Levy Proceeds	504,155	1,392,193.18
/L 863 Restricted from State Proceeds	0	.00
/L 864 Restricted from Fed Proceeds	0	.00
/L 865 Restrict fr Oth 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 Restrict to Oth Purposes	0	.00
/L 889 Assigned to Fund Purposes	771,239	776,635.80
/L 890 Unrsrvd Undsgntd Fnd Bal	0	.00
<u>TOTAL</u>	3,429,513	8,762,680.52

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT

Fiscal Year 2012 (September 1, 2012 - August 31, 2013)

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

	ANNUAL	ACTUAL	ACTUAL			
A. REVENUES/OTHER FIN. SOURCES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
0000 Local Taxes	7,100,000	163,560.03	3,478,886.21		3,621,113.79	49.00
0000 Local Support Nontax	35,000	410.86	5,154.72		29,845.28	14.73
0000 State, General Purpose	0	.00	.00		.00	0.00
0000 Federal, General Purpose	1,000,000	.00	499,166.93		500,833.07	49.92
0000 Other Financing Sources	0	.00	17,778,276.75		17,778,276.75-	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	8,135,000	163,970.89	21,761,484.61		13,626,484.61-	267.50
B. EXPENDITURES						
Matured Bond Expenditures	4,337,000	.00	2,095,000.00	0.00	2,242,000.00	48.31
Interest On Bonds	4,078,000	.00	2,063,084.36	0.00	2,014,915.64	50.59
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	132,456.50	0.00	132,456.50-	0.00
<u>Total EXPENDITURES</u>	8,420,000	.00	4,290,540.86	0.00	4,129,459.14	50.96
C. OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	17,645,098.97			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXPENDITURES (A-B-C-D)	285,000-	163,970.89	174,155.22-		110,844.78	38.89-
F. TOTAL BEGINNING FUND BALANCE	2,120,000		2,890,986.35			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	1,835,000		2,716,831.13			
I. ENDING FUND BALANCE ACCOUNTS:						
/L 810 Restricted for Other Items	0		.00			
/L 830 Restricted for Debt Service	1,835,000		2,716,831.13			
/L 835 Restricted Arb Rebate	0		.00			
/L 870 Committed to Oth Purposes	0		.00			
/L 889 Assigned to Fund Purposes	0		.00			
/L 890 UNRESERVED FUND BALANCE	0		.00			
<u>TOTAL</u>	1,835,000		2,716,831.13			

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2012 (September 1, 2012 - August 31, 2013)

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

	ANNUAL	ACTUAL	ACTUAL			
	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
. REVENUES						
000 General Student Body	151,100	5,261.41	75,168.67		75,931.33	49.75
000 Athletics	96,500	930.18	83,003.06		13,496.94	86.01
000 Classes	31,300	.00	1,157.00		30,143.00	3.70
000 Clubs	313,000	7,555.95	134,560.62		178,439.38	42.99
000 Private Moneys	62,800	.00	18,655.19		44,144.81	29.71
Total REVENUES	654,700	13,747.54	312,544.54		342,155.46	47.74
. EXPENDITURES						
000 General Student Body	211,500	.00	27,768.20	1,923.07	181,808.73	14.04
000 Athletics	148,800	8,438.74	51,134.23	18,496.37	79,169.40	46.79
000 Classes	32,800	.00	1,228.61	0.00	31,571.39	3.75
000 Clubs	354,700	8,839.65	119,257.69	34,696.75	200,745.56	43.40
000 Private Moneys	133,819	1,400.00	11,031.03	0.00	122,787.97	8.24
Total EXPENDITURES	881,619	18,678.39	210,419.76	55,116.19	616,083.05	30.12
. EXCESS OF REVENUES						
OVER (UNDER) EXPENDITURES (A-B)	226,919-	4,930.85-	102,124.78		329,043.78	145.00-
. TOTAL BEGINNING FUND BALANCE						
	383,000		288,671.57			
G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)						
	XXXXXXXX		.00			
. TOTAL ENDING FUND BALANCE						
	156,081		390,796.35			
C+D + OR - E)						
. ENDING FUND BALANCE ACCOUNTS:						
/L 810 Restricted for Other Items	0		.00			
/L 819 Restricted for Fund Purposes	156,081		390,796.35			
/L 840 Nonspend Fnd Bal Invent	0		.00			
/L 850 Restricted Uninsured Risk	0		.00			
/L 870 Committed to Oth Purposes	0		.00			
/L 889 Assigned to Fund Purposes	0		.00			
/L 890 UNRESERVED FUND BALANCE	0		.00			
TOTAL	156,081		390,796.35			

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT

Fiscal Year 2012 (September 1, 2012 - August 31, 2013)

For the

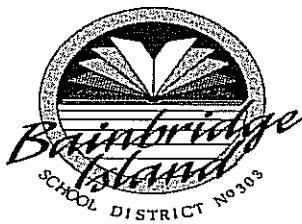
BAINBRIDGE ISLAND SD #303

School District for the Month of

February, 2013

	ANNUAL	ACTUAL	ACTUAL			
REVENUES/OTHER FIN. SOURCES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
000 Local Taxes	0	.00	.00		.00	0.00
000 Local Nontax	3,400	80.69	519.47		2,880.53	15.28
000 State, General Purpose	0	.00	.00		.00	0.00
000 State, Special Purpose	200,000	.00	.00		200,000.00	0.00
000 Federal, General Purpose	0	.00	.00		.00	0.00
000 Other Agencies & Assoc	0	.00	.00		.00	0.00
000 Other Financing Sources	0	.00	.00		.00	0.00
TOTAL REV/OTHER FIN.SRCS (LESS TRANS)	203,400	80.69	519.47		202,880.53	0.26
9900 TRANSFERS IN FROM GF	0	.00	.00		.00	0.00
Total REV./OTHER FIN. SOURCES	203,400	80.69	519.47		202,880.53	0.26
EXPENDITURES						
Type 30 Equipment	150,000	.00	.00	0.00	150,000.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	150,000	.00	.00	0.00	150,000.00	0.00
OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
OTHER FINANCING USES (GL 535)	0	.00	.00			
EXCESS OF REVENUES/OTHER FIN SOURCES OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)	53,400	80.69	519.47		52,880.53-	99.03-
TOTAL BEGINNING FUND BALANCE	175,000		174,033.89			
G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXX		.00			
TOTAL ENDING FUND BALANCE (G+H + OR - I)	228,400		174,553.36			
ENDING FUND BALANCE ACCOUNTS:						
/L 810 Restricted for Oth Items	0		.00			
/L 830 Restricted for Debt Service	0		.00			
/L 835 Restricted Arb Rebate	0		.00			
/L 850 Restrict Uninsured Risks	0		.00			
/L 870 Committed to Oth Purposes	0		.00			
/L 889 Assigned to Fund Purposes	228,400		174,553.36			
/L 890 UNRESERVED FUND BALANCE	0		.00			
TOTAL	228,400		174,553.36			

BOARD OF DIRECTORS
Patty Fielding
Mary Curtis
Mike Spence
Tim Kinhead
Mev Hoberg



SUPERINTENDENT
Faith A. Chapel

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

Board of Directors Meeting
March 28, 2013

CONSENT AGENDA

1. **Student Field Trip: Overnight**
Request for Board approval from Bainbridge High School Future Business Leaders of America (FBLA) Advisor Kim Rose and the FBLA students to attend the State Business Leadership Conference in Spokane, Washington April 24 – 27, 2013.
2. **Donations**
Donation to Blakely Elementary School in the amount of \$2,000.00 from The Intermec Foundation (David Memke) to support the purchase of iPads and other technology.
3. **Donation**
Donation to the Odyssey Multiage Program in the amount of \$8,741.10 from the Odyssey PTO to support Zeno Math, extra days staffing, Aleks subscription, and Open House supplies.
4. **Donation**
Donation to the Ordway Elementary School in the amount of \$1,369.34 from the Ordway PTO to support Zeno Math.
5. **Donation**
Donation to the Ordway Elementary School in the amount of \$1,222.91 from the Ordway PTO to support enrichment and substitute coverage for January 2013.
6. **Minutes from the *January 31, 2013* School Board Meeting**
7. **Minutes from the *February 28, 2013* School Board Meeting**
8. **Minutes from the *February 28, 2013* Community Forum**
9. **Vouchers**

• General Fund Voucher	\$ 237,373.47
• Associated Student Body Fund Voucher	\$ 35,866.56
• Capital Project Fund Voucher	\$ 32,359.87
• DOR COMP TAX	\$ 906.49

SCHOOL BOARD OF DIRECTORS

BAINBRIDGE HIGH SCHOOL

March 14, 2013

To: Faith Chapel

From: Brent Peterson



**RE: Approval of Overnight Student Activity – BHS Student Attendance at
Washington State Business Leadership Conference**

The attached information packet from Kim Rose, BHS Future Business Leaders of America advisor, provides details regarding a request for approval of an overnight student travel opportunity.

Attendance at the State Business Leadership Conference in Spokane is an exciting educational opportunity for our FBLA students.

I recommend approval of this travel request.



Bainbridge High School

Brent E. Paterson, Principal
Jake Haley, Assoc. Principal
Tina Lemmon, Assoc. Principal

March 14, 2012

Bainbridge Island School Board of Directors

The Future Business Leaders of America chapter at Bainbridge High School would like permission to take a 3 day/2 night trip to Spokane, WA for the State Business Leadership Conference, April 24-27. We will be taking 43 students, 6 parent/staff chaperone, and 1 advisor. The total cost of the trip is approximately \$15,164.84. This includes registration, lodging, and travel for the students, chaperons, and advisor. Expenses will be covered by a combination of fundraising, out-of-pocket expense to students, CTE funds, and BHS field trip funds.

Bainbridge FBLA continues to excel in competition with all 43 students who attended the Winter Regional Conference placing in the top 5 at the regional level in at least one event. To prepare for the conference the students have taken a packet of information home, which contains information for parents concerning events at the conference, students' absences, cost, and security.

This conference is the most expensive for the students, unless they travel to nationals. The state is providing a package price that includes: registration and lodging. Individual student cost will be \$330.14. Food and souvenirs are on their own. CTE will be paying for one adviser room and a suburban that holds eight students, BHS will be paying for one adviser room.

Attached you will find the permission slip for the students and a tentative schedule for the conference from the State FBLA office in Olympia. Please notify me if you need any more information.

Sincerely

Kim Rose
FBLA Advisor

Cc: Faith Chapel, Superintendent
Brent Peterson, Principal

Bainbridge Island School District #303
8489 Madison Avenue NE
Bainbridge Island WA 98110-2999

Proposed Educational Field Trip

Teacher Kim Rose School BHS

Class Involved FB2A

Number of Students 43 Number of Chaperones 6

Destination Spokane

Date of Trip (Proposed) 4/24 - 4/27

Time of Departure from School 3:00 pm

Time of Return to School 5:00 pm

Purpose of Field Trip (Curriculum area/objectives) State Competition

☐ Regular Program ☒ ASB ☐ Other (Best, private, grant, etc.) _____

Policy 2320 - FIELD TRIPS AND OUT-OF-STATE TRAVEL:

"The district recognizes that valuable learning can take place outside the regular classroom and it encourages the use of field trips and other outside activities appropriate to the established curriculum and within the fiscal limits of the school..."

All overnight and out-of-state field trips must be approved in advance by the school board..."

Transportation needs

Bus required? ☐ Yes ☒ No

Other vehicle required? ☒ Yes ☐ No

Involves watercraft? ☒ Yes ☐ No

Substitute required? ☒ Yes ☐ No

Special Instructions (e.g., need bus to ferry only, etc.) _____

Date 2-28-13 Teacher Kim Rose

Estimated Cost _____

Principal

Actual Cost

15,164.84

Approved By _____

Principal

Trans CTE 402.⁰⁰
Stud. 1,020.⁰⁰
Adv Hotel CTE 600.⁰⁰
Chap Hotel BHS 600.⁰⁰
Students 12,510.⁸⁴

Submit request to principal seven days in advance of trip.

(Overnight/out-of-state requests must be submitted 30 days in advance of trip)



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) The Intermec Foundation
Contact: School David Memke
Address 6001 36th Avenue West
Everett, WA 98203-1264
Phone (425) 348-2600 Email _____

Donation Amount or Value of Donated Items: \$ 2,000.00

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

Technology at Blakely - iPad's + Technology

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

N/A

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 [Signature] Date: 3-19-2013

Reviewed By: Reese Ande [Signature] Date: 3-19-13
(Printed Name) (Signature)

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



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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) Odyssey PTO
School _____
Address _____

Phone _____ Email _____

Donation Amount or Value of Donated Items: \$ 8741.¹⁰

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:

Acct. Rec. invoice # 2012007602, 2012007608, 2012007636
Zeno Math, extra days staffing, Aleks subscription
and Open House Supplies.

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 [Signature] for Odyssey PTO Date: 3-15-13

Reviewed By: _____ Date: _____
(Printed Name) (Signature)

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



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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) Ordway PTO

School _____

Address _____

Phone _____ Email _____

Donation Amount or Value of Donated Items: \$ 1369.34

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

Accts Rec 2012 007600 - Zeno math staff support.

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 [Signature] for Ordway PTO Date: 3-15-13

Reviewed By: _____ Date: _____
(Printed Name) (Signature)

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



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These gifts must satisfy the following criteria:

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

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

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

Phone _____ Email _____

Donation Amount or Value of Donated Items: \$ 1222.91

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

A/R invoice 2012007646 - Ordway Enrichment and
Substitute coverage for January 2013.

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 [Signature] for Ordway PTO Date: 3/22/13

Reviewed By: _____ Date: _____
(Printed Name) (Signature)

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

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

Date: January 31, 2013

Place: Board Room – Commodore Commons

Board of Directors Present

Board President – Mike Spence

Board Vice-President – Mary Curtis

Directors – Patty Fielding, Tim Kinkead, Mev Hoberg

Call to Order

5:35 p.m. – Vice – President Mary Curtis called the meeting to order and a quorum was recognized. Ms. Curtis noted Board President Mike Spence was delayed and would be joining the meeting later.

Public Comment

Several citizens addressed the Board about the 2012/13 Spanish Immersion Pilot Project, a topic not listed on the meeting agenda. A brief overview of the comments is as follows: *Cindi Pratt* – Speaking as a parent with two children in the district (Bainbridge High and Mosaic Home Education Program), Ms. Pratt wanted to express her concerns regarding the funding and approval of the pilot project. She also asked about the process for enrollment in the program, the long-term plan for the program, and the process for approving donations to the school district. *Kathi Murphy* – Ms. Murphy noted she had not heard about the pilot project other than “word-of-mouth” and wanted to know if the Spanish Immersion Pilot would be the topic on an upcoming board agenda. (It was noted a report had been on the agenda for the January 10th board meeting, and an updated timeline would be addressed under the Superintendent’s Report. Further, it was noted Commodore Options would hold an Open House on February 12th at 6:30 p.m., and would include information regarding the Spanish Immersion program.) *Tricia Chilton-Peralta* – Asked about the plans for the future of the program and asked if there was a waiting list for the program. *Lisa Webb* – Ms. Webb has a child in the Spanish Immersion Pilot Project and talked about that child’s positive experience in the program. Ms. Webb also volunteers in the classroom twice a week and observes the gains students have made in fluency and comprehension. *Sarah Spoor* – Ms. Spoor explained how she became involved with the Spanish Immersion Pilot Project, moving from a private school environment to the public schools. She and her husband approached the district about a language immersion program. Ms. Spoor apologized for the way the program was developed, but asked folks to move on in a positive way. *Robert Miller* – Mr. Miller expressed concern about the lack of notice about the Spanish Immersion Pilot Project. He asked if the district had plans to provide foreign language instruction at the same level of quality for all students in the district, including those at Ordway, Blakely, Wilkes and Sakai. (It was noted the K-6 Educational Programs and Innovation Committee was addressing innovation, including educational trends, one of which is world language.) *Tera Eerkes* – Ms. Eerkes has a child in the program and spoke as acting chair of the program’s parent group. She expressed appreciation for the insight into what is not working in the program, and noted that parents in the program would like to see world language education across the district. She invited audience members to the Open House to be held on February 12th and noted the website El Velero created for the program has a place to express interest in the program.

Superintendent’s Report

Superintendent Faith Chapel asked Associate Superintendent Julie Goldsmith to provide an overview of the updated timeline for the Spanish Immersion Pilot Project Feasibility Study and Action Plan. Ms. Goldsmith explained as work moved forward regarding Kindergarten registration for next year, it was necessary to move up submission of the interest form timeline for the Spanish Immersion Pilot as there is a kindergarten level in that program. The previous timeline had the feasibility study being presented to the school board in April, and it will now be presented to the board on March 14. A final determination regarding the Spanish Immersion Pilot Project will be made by the board on March 28th. The information will be posted on the District’s website, and Ms. Goldsmith will present the information at the next PTOCC meeting.

Superintendent Chapel noted a Community Open House to celebrate the opening of the new Wilkes Elementary School would be held Saturday, February 2nd from 1:00 – 3:30 p.m. with self-guiding tours using maps of the school complex.

Ms. Chapel provided a legislative update from the Washington State School Directors' Association (WSSDA), with a stunning number of education bills being considered by the legislators. This will be an important year for education funding, with the State Supreme Court determining the state is not adequately funding education, and is not meeting its constitutional requirement to do so. It will be extremely important that district's communicate with local legislators regarding a variety of legislation being proposed.

Board President Mike Spence joined the meeting.

Ms. Chapel announced Governor Christine Gregoire declared January 2013 as School Board Recognition Month. She read the Governor's Proclamation that described in part that school directors across the state *and the districts they lead serve more than one million students, have a combined annual budget of nearly \$10 billion, and employ more than 160,000 people.* School board members have incredible responsibilities, and provide a passionate voice of advocacy for public schools and the welfare of school children. Board members were provided with a small token of appreciation.

Board Reports

Patty Fielding reported on a meeting of the School Configuration Committee (SCC) held the previous evening. The SCC is a board appointed committee whose charge is to consider the number, location, and size of schools that serve students in grades K-8. The committee has been meeting for months and last night the group examined several configuration options, and the evaluation criteria to be used. The committee is a group of energetic and committed people that represent both parents and the general community. Over the months ahead, the committee will develop recommendations to bring to the school board.

Presentations

A. "Homeroom" and Data Dashboard

Director of Technology and Assessment Randi Ivancich explained that District instructional staff are in the early stages of learning to use a new tool for improving student learning and instruction called a data dashboard. The data dashboard selected to be used is called Homeroom for Educators developed by School Data Solutions. Homeroom for Educators is a web-based application that combines student data from multiple sources, personalized to each student and Homeroom user. Educators can view current and historical data for students, with a particular emphasis on assessment data. The goal for the use of Homeroom is to provide data that will assist teachers and administrators in making well-informed instructional decisions by providing them with easy access to a full range of student performance data and other education-related data.

Ms. Ivancich, with assistance from teachers familiar with the data dashboard, provided an overview of Homeroom for Educators. Woodward Middle School teacher Jason Shutt (7th grade Science) likes the analogy of the dashboard of a car, with a trained professional to plug in a diagnostic tool. A teacher in the classroom who may have a concern about a student has consulted with a team of peers to brainstorm ideas how to assist the student. One thing that always comes up is to review the student's file, which is not always on hand. The data dashboard is a way for a teacher to get immediate information about a specific student. Mr. Shutt provided a short demonstration how the data dashboard works for both individual and groups of students. Students can be grouped by project, current assignment, or ability level, depending on the teacher and content area. As these types of tools become available, the need for professional development becomes more important. Wilkes Elementary School Psychologist Maria Kuffel joined the presentation and noted a student file can be filled with all sorts of documents. With the data dashboard, a lot of data can be reviewed quickly. She demonstrated how an overview of a student's various assessment results can be retrieved using the dashboard process. Ms. Ivancich concluded the presentation by demonstrating different views of the data in groupings by grade level, district overall, gender, ethnicity, etc. It was noted this software is continuously evolving to meet the needs of teachers and administrators as they respond to federal and state requirements, and meet individual student learning needs.

B. Athletic Programs Report

Bainbridge High School Associate Principal Jake Haley provided the annual update regarding Board Policy 2151 – Interscholastic Activities Programs. Three elements are involved in the report; interscholastic offerings in schools, communication to parents/students regarding guidelines around behaviors, and updated information regarding the number of student participants. Mr. Haley listed Bainbridge High School's interscholastic activities and club sports

offerings and noted other activities such as Earth Service Corps. There are 600 – 800 students participate in these types of activities. Add in other student activities such as Future Business Leaders of America, Band, and Drama, the total comes close to 100% of students engaged in some type of extracurricular activity. Mr. Haley provided an overview of trend data for student participation beginning in 2007. He then reviewed the Interscholastic Activities Code of Conduct agreement that is required to be signed by both the student participant and a parent/guardian.

C. New Course Proposal – Bainbridge High School

Mr. Haley presented proposals for two new courses at Bainbridge High School. These courses will further extend the range of course options available to high school students. An overview of each course proposal was provided as follows: Advanced Placement Physics C (Mechanics, Electricity, and Magnetism) – This two-semester course will provide students with a college level physics course. This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The class is taught parallel to, or preceded by, mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The sequence is more intensive and analytic than that in the B course. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter of the C course is principally mechanics and electricity and magnetism, with approximately equal emphasis on these two areas. Introduction to Sports Medicine – This one semester course will introduce students to Sports Medicine through human anatomy, physiology, science/medical vocabulary and terminology, prevention and care of athletic injuries, nutrition, strength and condition, basic concepts of injury evaluation and rehabilitation.

Motion 49-12-13:

That the Board approves Introduction to Sport Medicine and Advanced Placement Physics C as two new courses at Bainbridge High School.
(Curtis) The affirmative vote was unanimous.

D. 2013/2014 Budget Development Timeline

Superintendent Faith Chapel presented a draft of the 2013/2014 Budget Development Timeline for board review. Included in the timeline is a list of dates for such things as district departments' submission of budget information to the business office, budget presentations to the Board, and public presentations of the preliminary and final budgets. It was noted, as in the past, there will be numerous presentations to the board regarding the budget planning process.

E. Monthly Financial Report

Director of Business Services Peggy Paige presented a summary of the financial reports for the month ending December 31, 2012. The analysis of the General Fund noted total revenues to December were \$12.8 million, below prior year but at the expected average. As a percentage of total budget, tax collections were above the average. This would indicate that it is likely the district will hit its budget estimate of \$8.7 million. The decrease in local revenues is primarily related total timing of the donation from the Bainbridge Schools Foundation. This makes the average unusually low. It was noted that several federal grant reimbursement claims have been filed earlier than in prior years so the year-to-date percentage is above the expected average.

Expenditures for the year to December 31 were 2% above last year, while year-to-date expenditures were below the average. Total expense for Basic Education increased 1.5% and was slightly below the average. Learning Resources and Extracurricular are currently above the expected averages. In the area of Special Education costs are up compared to last year and are now above the 3-year average. This would indicate the district may exceed budget estimate by year end. It was noted some to this expense may be offset by Safety Net revenues. The area of Support Services is currently below the expected average. Transportation/Motor Pool and Operation, Buildings are being impacted by a decrease in budget allocation for substitute expense. In addition, Operation Buildings is reflecting the decision to move to a centralized purchasing system with increased spending on custodial supplies to begin the year. Maintenance and Information Services were up from prior year, with both areas had increases in supplies and purchased services (contract renewal). Central Office expenditures are currently running below the average. Net cash outflow during December was \$395,595. As of December 31, 2012, the closing cash balance in the general fund was \$3,620,397.

F. Monthly Capital Projects Report

Director of Facilities and Capital Project Tamela Van Winkle provided a summary of capital projects and facilities activities for January 2013. A summary of the capital projects budget was included the report. Details of the Bond 2009 project summary included the following: Estimated Budget - \$42,561,137; Encumbered to Date - \$30,747,763;

Expenditures to Date - \$28,675,898; Encumbered PO Balance - \$2,071,865; Capital Project Budget Balance - \$11,813,374. Ms. Van Winkle explained staff will begin to evaluate how to spend the remaining capital funds and plan for summer projects in the coming months. Regarding current projects, Wilkes Elementary continues to be the major focus, with the contractor working on punch list items. A priority punch list was established for completion prior to the February 2nd grand opening. One area of focus is a new card entry system being installed as part of the security camera project. In addition, Capital Projects is working with the Bainbridge Island Fire Department and Bainbridge Island Police Department to conduct a security assessment of each of the District facilities.

G. New Wilkes Elementary School Project – Change Order No. 13

Director of Facilities and Capital Projects Tamela Van Winkle presented Wilkes Elementary Replacement Project Change Order No. 13 for Board review and approval. Items included in the change order were as follows:

CCD 046A Rev	<u>Add Coiling Door Electrical Pricing</u> The cost to provide wiring & circuits to the coiling door between the gym vestibule and the Commons was omitted in CCD046A and is added here.	\$ 1,798.00
CCD 047	<u>Window Details & Curtainwall Sealant Change</u> Window details call out a silicone sheet sealant that was note specified; the sealant change resulted in typical flashing, backer rod & caulk.	\$ 889.00
CCD 088	<u>Bridge Floor Finish</u> Capital Projects and Maintenance provided material and labor to finish the wood flooring in the bridges omitted form contract documents.	\$ 0.00
CCD 100	<u>Landscape Chips at Kindergarten Play</u> Replacement of “hogs fuel” wood chip with wood chip “safety surfacing.”	\$ 4,154.00
CCD 108	<u>Stair Curb Grading Conflict</u> Cross-slope at sidewalk between parking lot & stairs to the field exceeded ADA; new grading, an additional concrete step & extension of the stainless steel handrails were required.	\$ 1,137.00
CCD 113	<u>Tackable Wall Surface at Commons</u> To improve cleanability of the wall between the kitchen and serving line, cork tack wall was replaced with paint & wall base.	\$ 868.00
CCD 115	<u>Exterior Egress Light Fixtures</u> Reinstates lighting that was removed from the contract when the covered walk which supported light fixtures was deleted.	\$ 3,446.00
CCD 117	<u>Century Link Access to Vault at Day & Madison</u> For Century Link to service a major underground phone and fiver vault an access pathway was added to the Right-of-Way improvements.	\$ 2,059.00
CCD 103	<u>Substantial Completion Date Phase 1B and 2B</u> Change in Substantial Completion date to allow completion of work and appropriate dates for commencement of warranties associated with the building.	\$ 0.00
COP 008Rev	<u>Added Steel for Operable Partition</u> Additional wide-flange beams and tubesteel frames were added to support the operable partition between the Gym and Commons as well as provide a chase for ductwork.	\$ 5,756.00
COP 049	<u>Contaminated Soil Removal at Fuel Tanks</u>	\$ 8,489.00

303 tons, or 187 cubic yards, of petroleum contaminated soil were removed; 87 cy exceeded the Unit Prices included in the Base Bid.

COP 052	<u>Louver at Kindergarten</u> Adding the cost to install a 7' x 5' louver noted on mechanical plans but not shown on architectural elevations.	\$, 1,459.00
COP 055	<u>Pump at Water Meter Vault</u> Adds power & pump to remove water from vault serviced by KPUD.	\$ 3,710.00
COP 065	<u>Extra Fencing September and October</u> Costs to provide pedestrian paths framed with two-sided construction fencing, in several configurations, plus separation of the school from unfinished areas were shared equally with the contractor.	\$ 6,265.00
COP 073	<u>Added Dry Wells at Three Tree Planters</u> Protecting tree roots against high water table and slow infiltration of native soil.	\$ 545.00
COP 074	<u>Cubicle Curtain Material Change</u> Change of flooring material prompted change to more compatible color and playfulness of curtain.	\$ 625.00
COP 075	<u>Credit for CCD 050 (Change Can Fixture Type)</u> Clarification of quantity of fixtures needed.	(\$ 186.00)
COP 076	<u>Kiln Exhaust Controls</u> Coordination of kiln operation to automatically operate the kiln exhaust.	\$ 1,558.00
PR 013	<u>Extended Handrail at Music Ramp</u> Added handrail for safety and convenience although not required by code.	\$ 4,053.00
PR 016	<u>Motion Detectors in Halls</u> For emerge efficiencies additional motion detectors were installed to allow east and west halls to separately light rather than light all halls regardless of where light is needed.	\$ 2,758.00
PR 018	<u>Seal Kitchen Tile</u> Correction of missing specification for sealant enabling easier custodial care.	\$ 1,535.00

Motion 50-12-13: That the Board approves Wilkes Elementary Replacement Project Change Order No. 13. (Kinhead) The affirmative vote was unanimous.

H. New Wilkes Elementary School Project – Substantial Completion Phase I

Director of Facilities and Capital Projects Tamela Van Winkle submitted the Certificate of Substantial Completion for the Wilkes Elementary Replacement Project for Board review and approval. The certificate states the work performed under the contract was reviewed and found to be, to the Architect's best knowledge, information, and belief, to be substantially complete as of December 28, 2012. This action establishes the date for commencement of all warranties associated with Phase 1A and 1B (Building) exclusive of the Commons and Gym AV Systems. The date for Phase 2B (Field) Substantial Completion is currently planned for March 15, 2013. In accordance with the contract documents, the contractor is required to complete or correct all work identified as incomplete or defective within 60 days from the date of Substantial Completion.

Motion 51-12-13:

That the Board approves the Substantial Completion Phase I for the Wilkes Elementary Replacement Project. (Fielding) The affirmative vote was unanimous.

J. 2012/2013 Calendar – Board Meeting Date Changes

Superintendent Chapel explained that due to numerous conflicts with events planned for Thursday, February 14, 2013, it was recommended the Board of Directors meeting scheduled on that date be canceled. The next regularly scheduled board meeting will be held on Thursday, February 28, 2013. A revised annual list of board meeting dates was provided.

Motion 52-12-13:

That the Board approves the board meeting date changes on the 2012/2013 calendar. (Fielding) The affirmative vote was unanimous.

K. Policy 2420: Grade Organization – Elimination

Associate Superintendent Julie Goldsmith presented Policy 2420 – Grading and Progress Reports for elimination. She noted the Washington State School Directors' Association (WSSDA) recommended the deletion of this policy. The requirement for this policy is sufficiently defined in law and contract, or is otherwise considered unnecessary at the policy level.

Motion 53-12-13:

That the Board approves the elimination of Policy 2420 – Grading and Progress Reports. (Hoberg) The affirmative vote was unanimous.

L. Policy 6500: Risk Management – Second Reading

Business Director Peggy Paige presented the revised Policy 6500 – Risk Management for a second reading. She noted since July of 2009 it has been a requirement that every claim (for damages) filed against a school district be submitted on a standard Tort Claim Form. A notation regarding this requirement has been added to the policy.

Motion 54-12-13:

That the Board approves the second reading of Policy 6500 – Risk Management. (Kinhead) The affirmative vote was unanimous.

Personnel Actions

Motion 55-12-13:

That the Board approves the Personnel Actions dated January 24, 2013 as presented. (Curtis) The affirmative vote was unanimous.

Consent Agenda - Revised

Donations

1. Donation to Bainbridge High School in the amount of \$4,720.00 from Bainbridge Island Junior Golf as a golf stipend for 2012-2013.
2. Donation to Sakai Intermediate School in the amount of \$4,923.15 from the Sakai PTO to support purchases from Eagle Harbor Book Co., Junior Library Guild, TJM Marketing, Flinn Scientific, and Renaissance Learning.
3. Donation to Blakely Elementary School in the amount of \$3,791.60 from the Blakely PTO to support Transportation costs (field trips), technology purchases, and Principal travel costs.
4. Donation to Wilkes Elementary School in the amount of \$20,000.00 from the Wilkes PTO to support the purchase of iPads for grade level/classroom use.
5. Donation to Woodward Middle School in the amount of \$1,888.00 from the Woodward PTO to support a variety of purchases.

Student Field Trip: Overnight

1. Request for Board approval from Bainbridge High School Marine Science teacher Tom Armentrout and his Marine Science student to participate in a field science experience in conjunction with the Salish Sea Expeditions May 19 – 21, 2013.
2. Request for Board approval from Woodward Middle School teacher Darcy Herrett for six top art students to attend Centrum in Port Townsend, Washington March 3 – 8, 2013.
3. Request for Board approval from Blakely Elementary School teachers Maureen Wilson, Carol Connelly, and Barbara McMahon and the entire 4th Grade student group to attend Olympic Park Institute for their Outdoor Education experience May 22 – 24, 2013.

4. Request for Board approval from Bainbridge High School (BHS) teacher Deborah Hill (Vocal Music) and BHS Vocal Music students to attend the Music in the Parks Festival May 10 – 12, 2013 in Coeur D'Alene, Idaho.

Staff Travel: Out-of-State

1. Request for Board approval from Bainbridge High School teacher Michael Holloway (Social Studies) to serve as a "test reader" for Advanced Placement Social Studies examination evaluations June 3 – 7, 2013 in Kansas City, Missouri.
2. Request for Board approval from Bainbridge High School teacher Janet Neuhauser (Digital Photography/CTE) to attend the National Society for Photographic Education Conference March 7 – 10, 2013 in Chicago, Illinois.

2013 Washington State School Directors' Association Annual Dues

1. 2013 Membership dues and subscription services for Washington State School Directors' Association in the amount of \$8,970.20 in accordance with Chapter 28A.345 RCW.

Minutes from the December 13, 2012 School Board Meeting

Minutes from the January 10, 2013 School Board Meeting

Motion 56-12-13: That the Board approves the revised Consent Agenda as presented.
(Curtis) The affirmative vote was unanimous.

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

(Capital Projects Fund Voucher)

Voucher numbers 4565 through 4576 totaling \$ 31,658.95 .

(Associated Student Body Fund Voucher)

Voucher numbers 4000837 through 4000858 totaling \$ 62,323.64 .

(DOR – COMP TAX Voucher)

Voucher numbers 121300010 through 121300012 totaling \$ 1,352.29 .

(General Fund Voucher)

Voucher numbers 2007033 through 2007177 totaling \$ 333,302.84 .

Adjournment

8:07 p.m. – President Spence adjourned the meeting.

SCHOOL BOARD OF DIRECTORS

ATTEST: _____, Secretary to the Board of Directors

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

Date: February 28, 2013

Place: Board Room – Commodore Campus

Board of Directors Present

Board President – Mike Spence

Board Vice-President – Mary Curtis

Directors – Patty Fielding, Tim Kinkead, Mev Hoberg

Call to Order

4:07 p.m. – Board President Mike Spence called the meeting to order and a quorum was recognized. He noted the meeting was starting earlier than usual as a community forum was scheduled for 6:30 p.m. following the regular business meeting. The topic of community forum was Elementary World Languages. Mr. Spence added public comment on that topic would be taken during the community forum.

Public Comment

Citizen Susan Roth spoke about the importance of revisiting the issue of recent changes to elementary music, art, and PE Programs. She noted her November address to the board on the topic, and believed it was still critically important. (Ms. Roth's full text is available upon request.) Ms. Roth encouraged the District to consider increasing the teaching time period allowed elementary specialists from 40 minutes to 45 minutes in order to rectify equity issues related to planning and non-teacher time for specialists and classroom teachers.

Superintendent's Report

Superintendent Faith Chapel announced the Bainbridge Schools Foundation (BSF) would make a presentation to the Board. Current BSF Board President Sarah Bullock and Past President Andrea Pickett were introduced. Ms. Bullock presented a \$500,000 donation to the District, which was noted as the first half of the Foundation's \$1 million dollar pledge. School Board members expressed their heartfelt gratitude for the generous donation to the district.

Ms. Chapel provided board members with a copy of the Crossroads organization statement to legislators regarding full funding for K-12 education. Crossroads is an alliance of public school employees, elected officials, and community members whose goal is to secure stable and ample funding for public education. The Crossroads platform asked legislators to make real and measurable progress toward fully funding public schools in this biennium, fund legislative requirements as part of basic education, make no cuts in state funding to local districts, and cover all expenses amongst other things. It was suggested the board and district administrators craft a letter to legislators supporting the platform.

Ms. Chapel spoke briefly about the impact of the Federal Sequestration scheduled to be implemented March 1. She noted the district does not receive a lot of federal funding, with approximately 3% of its budget or \$1.2 million. If nothing changes, and the sequestration is implemented, that would represent about \$100K in the operational budget. It is hoped the federal government will take action to rectify the situation.

Board Reports

Mev Hoberg reported participation in the Eagle Harbor High School mid-year graduation ceremony. Ms. Hoberg handed out diplomas to the graduating students, and she expressed her joy at seeing the pride and

happiness of the students who persevered to complete their education. Ms. Hoberg also reported attending the Multicultural Advisory Committee meeting along with Patty Fielding.

Mike Spence expressed gratitude to a group of citizens who donated their time and money to improve the batting cage at the softball field. People participating in the work included – ACE Hardware, MRJ Constructors, and Babe Ruth of Kitsap County.

Presentations

A. Baseline Data Analysis: Gr. 1-4 Mathematics Measures of Academic Progress (MAP)

Associate Superintendent Goldsmith explained the Measures of Academic Progress (MAP) assessment has been used in the district for the past 1.5 years. The initial data from the 2011-12 Grade 1-9 MAP mathematics data spurred the K-12 Mathematics Program Review Committee to create more sections of Algebra at the 7th grade level, and created a 7th grade math class for thirty 6th grade students at Sakai Intermediate School. Ms. Julie Goldsmith then introduced consultant Allison Krug who has been contracted by the district to provide a deeper analysis of district-wide math assessments. Ms. Krug's more detailed analysis of data was shared with the K-8 mathematics committee, and the K-6 Educational Programs and Innovation Committee. The mathematics committee will use the baseline data for evaluating the impact of new program implementation over the next several years. In addition, the K-6 Educational Programs and Innovation Committee is using the data to better understand the need for differentiation.

Ms. Krug provided an overview of the 2011-2012 MAP data analysis (Grades 1-4) prepared for the district. The analysis began by choosing a measure, with three main areas becoming the focus: *Status* – a) An example would be the percentage of students meeting proficiency (MSP/HSPE/EOC), which tends to measure community affluence vs. educational progress; *Improvement* – An example would be following cohorts from year to year, which tends to be reflective of “good class/bad class” variations; and *Growth* – For example looking at the percentage of students meeting growth projections and median growth, which is considered by many to be more valid because it reflects focus on schools helping students learn. Ms. Krug provided a graph depicting the baseline math outcomes for the fall 2011 math RITs for grades 1-4. It was noted that 1 in 5 students are two grade levels ahead, 1 and 3 are a full grade level ahead, and 05% are at least 0.5 grades ahead. Ms. Krug pointed out an anomaly in the data at grade two, with that information being reviewed. The data demonstrating growth was also reviewed including areas of gender and ethnicity, as well as the median growth among student who are behind at the start of the year and their growth through the year. At the conclusion of the presentation, Ms. Krug noted a uniquely challenging situation in the district with a large proportion of advanced students, with little state funding to support differentiated learning at the higher end of the learning continuum. Ms. Goldsmith added this data analysis will assist the mathematics committee to identify instructional materials, especially at the K-5 level, to provide differentiated learning.

B. School Configuration Committee Update

Superintendent Faith Chapel explained the School Configuration Committee (SCC) has been charged with the task for formulating recommendations for consideration by the Board of Directors regarding the number, size, location, and grade level composition of the District's schools. The Board has received informal updates at each of its meetings since the SCC first met on October 3rd, and a formal report was made at the December 13th meeting. Ms. Chapel provided information about the processes and documents that will be utilized by the committee as they analyze configuration options and develop recommendations for Board consideration. Ms. Chapel described the set of guiding principles developed for the committee's work, the analysis matrix used to assess the advantages and disadvantages of each configuration, and provided meeting minutes that document committee deliberations.

C. 2013-2014 District Calendar

Assistant Superintendent Dr. Peter Bang-Knudsen explained the 2013-2014 district calendar was created with collaboration with the Bainbridge Island Education Association. The start date Wednesday, September 4, 2013, and the end date Tuesday, June 17, 2014, allow for ample time to prepare for school in late August. In addition, the end date follows the tradition of graduation being the second Saturday – June 14th. For the second year in a row, there will be a week-long February break (2/17 – 2/21/14). The rationale for continuing a mid-winter break is to foster a more coherent learning environment rather than having two shortened weeks back-to-back on either side of the Presidents' Day Holiday. It was noted the early release and conference days will be determined later this spring by Associate Superintendent Julie Goldsmith in consultation with principals and teachers. Director Hoberg voiced concern regarding the last two days of the school year as perhaps being "lost" for instructional purposes. It was noted high school finals would be the last three days of the school year.

Motion 57-12-13: That the Board approves the 2013-2014 District Calendar as presented. (Fielding) The affirmative vote was unanimous.

D. Monthly Capital Projects Report

Director of Facilities and Capital Projects Tamela Van Winkle provided a summary of capital projects and facilities activities for February. Highlights from that summary included: *Wilkes Replacement* – a) Punch list correction is winding up and back-punch by the consultants is underway. The contractor is being driven toward Final Completion of Phase 1B. b) Work that remains in progress is due to unforeseen issues or extensive scope. Ms. Van Winkle c) One challenge noted was installation of the school field. As the grounds remain wet, it was decided, in consultation with the contractor, to wait to install the sod until conditions improve. *Summer Projects* – Planning is underway for summer work.

E. New Wilkes Elementary School Project – Change Order No. 14

Director Tamela Van Winkle presented Wilkes Elementary Replacement Project Change Order No. 14 for board approval. Items included in the change order were as follows:

CCD 009R	<u>KPUD Items</u> KPUD required minor changed in plans and specs associated with capping existing water lines, addition of backflow preventer for irrigation, change in type of water meter and leak protection for deep pipe, etc.	\$ 9,600.00
CCD 024	<u>Paving Change and Retroplate</u> Replacement of pervious concrete in utility yard with more durable, cleanable impervious concrete, and substitution of retroplate concrete finish in custodial areas to sealed concrete.	(\$ 3,042.00)
CCD 032a	<u>50 Gallon Cistern Change Courtyard B</u> Costs associated with Kitsap County Health water quality monitoring required additional research into the type of cistern capable of receiving both rain water and domestic water; ordering, and pickup to meet schedule.	\$ 2,175.00
CCD 032b	<u>50 Gallon Cistern Change Courtyard C, D, E</u> Hose bibs and underground piping were added to cisterns providing domestic water to outdoor learning tables.	\$ 2,256.00
CCD 041	<u>Area Drain Grates</u>	\$ 0.00

Add 2 Decorative grates; delete 5 grates in pervious concrete; add 2- 45 degree elbows at 27 drains to meet storm drain connection.

CCD 059	<u>Flip Door at WC 207B</u> Re-hinging door to the other side of the jamb met ADA clearance requirements between the sink and the latch side of the door.	\$ 370.00
CCD 067	<u>RF Color Change in Library and Admin</u> The specified chocolate brown color was changed to 'sea foam' turquoise as a more appropriate color for a children's library and elementary reception area.	\$ 0.00
CCD 087	<u>Irrigation Connection Location Change</u> During elimination of 250 feet of pipe an irrigation assembly was moved adjacent to water vault to provide backflow prevention.	\$ 4,439.00
CCD 111r	<u>Day and Madison Curb Change</u> Intersection adjustments at Day Road and Madison were necessary to meet adequate turning radius for large vehicles.	\$ 4,584.00
CCD 119	<u>Exterior Fire Alarm Strobes</u> Addition of fire alarm horns and strobes to exterior wall of building providing fire alarm notification to playground areas.	\$ 2,115.00
CCD 122	<u>Landscape at Bud Loop Exit</u> Revision of design based on experience with stormy weather provides a path for run-off and slows down the flow.	\$ 1,464.00
CCD 123	<u>Glulam Removal</u> Elimination of non-structural glulam's fastened to sides of structural steel outriggers supporting overhangs.	(\$6,000.00)
CCD 125	<u>Toilet Accessories</u> Installation removed from the contract to take advantage of Walter E. Nelson's work with the district on custodial standards.	(\$748.00)
CCD 126	<u>Smart Board Installation</u> Installation removed from the contract to take advantage of a single source for product and installation, commissioning and training.	(\$10,000.00)
COP 077	<u>Pressure Independent Valves VE: Not Taken</u> The value of the VE substitution with ball valves and circuit setters was ultimately not worth the credit due to additional complexity of the hearing system, complicating the commission process, and loss of efficiency.	\$ 5,000.00

COP 078	<u>Quarry Spall at Day Road Ditch</u> For ease of maintenance, rock suitable for vehicular and storm runoff was substituted for lawn.	\$ 1,756.00
PR 012	<u>Resource Room Lighting Zones</u> Enables different lighting conditions for the three teaching stations.	\$ 860.00
PR 017	<u>Fire Lane Curb Cut – Option 2</u> Installation of a rolled curb at junction of west fire lane and bus parking lot enabling access by fire trucks.	\$ 2,610.00
PR 019	<u>Exhaust Fan Switch</u> Enabling ducted exhaust from the custodial dryer upon activation of the dryer.	\$ 1,501.00

Motion 58-12-13: That the Board approves Wilkes Elementary Replacement Project Change Order No. 14 as presented. (Curtis) The affirmative vote was unanimous.

F. Woodward Middle & Bainbridge High School 200 Building Asset Preservation Program – Annual Report

Director Van Winkle explained the Office of Superintendent of Public Instruction (OSPI) now requires an Asset Preservation Program for school districts that expect to request state assisted funding for future capital projects. One element of the Asset Preservation Rule (APR – WAC 392-347-023) requires facilities constructed *New* or *New-in-lieu* with state assisted funding after 1993, and plan to pursue eligibility for future state funding, must now complete annual building condition evaluations. These evaluations must be presented to the school board. Two schools within the District fall under this criteria – Woodward Middle School and the Bainbridge High School 200 Building. Ms. Van Winkle noted the district will continue to monitor and respond to the evolving requirements associated with the Asset Preservation Rule. The APP Annual Report for both schools was included with Ms. Van Winkle's report.

Motion 59-12-13: That the Board approves the Asset Preservation Program Annual Report for Woodward Middle School and the Bainbridge High School 200 Building. (Fielding) The affirmative vote was unanimous.

G. Monthly Technology & Assessment Report

Director of Instructional Technology and Assessment Randi Ivancich submitted a report on technology and assessment activities through the month of February. She noted over the mid-winter break, the Technology Department staff have installed new student use laptops for the science program in grades 6-8 at Odyssey Multiage Program, Sakai Intermediate and Woodward Middle Schools. As the new laptops are installed, the old laptops were reclaimed to be used to support MSP and MAP testing, and to serve as emergency replacements. Those laptops that are no longer functional will be used for emergency parts replacements in classrooms continuing to use this make and model of laptop.

Ms. Ivancich noted ongoing meetings with the technology leadership groups regarding project plans for resource needs in the coming months/years. In addition, day-long meetings with technology leadership have been scheduled to provide time for more intensive discussions related to technology resources. Also

noted was a recent meeting at which digital citizenship was discussed including how to provide students with the skills to be good digital citizens in the contemporary world. Developing teacher resources was also part of the group's discussion.

It was noted some students in the district would be participating in the scientific sample pilot test for the Smarter Balanced Assessments in March and April 2013. The pilot test is designed to "test" the questions to be included in the pool for the Smarter Balanced Assessments beginning in the 2014-2015 school year. Twenty states and approximately one million students are expected to participate in the pilot test. Parents of students in those District schools participating in the scientific pilot test will be notified by list serv, posted on the district website, and a letter from the school's principal. More information about the Smarter Balanced Assessments pilot test is available at <http://www.smarterbalanced.org/pilot-test/>.

H. Monthly Financial Report

Director of Business Services Peggy Paige submitted a report regarding the district's financial status for the month ending January 31, 2013. Focusing on the General Fund, Ms. Paige noted total revenues to January 31 were below prior year and the expected average. As a percentage of total budget, tax collections were above the average, indicating the district will meet its budget estimate. A decrease in local revenues was primarily related to the timing of the donation from Bainbridge Schools Foundation, which was received earlier last year. State revenues are consistent with state funding and are based on the actual average enrollment to date. Transportation revenues are still based on budget estimates until later in the year. The average for Federal Revenue is inflated this month due to the timing of revenues received from Federal Stimulus funds in 2010 and 2011. In addition, Federal revenues are based on reimbursement claims so a decrease in revenues would be offset with a corresponding decrease in expenditures.

Regarding expenditures for the year to January 31, Ms. Paige explained they were 1.8% above last year, with year-to-date expenditures below the average. Total expense for Basic Education increased 1.3% and is slightly below the average. Learning Resources and Extracurricular are currently above the expected averages. Learning Resources has a classified position that was budgeted under Teaching, and there were unbudgeted purchases for online resources (primarily supported with PTO donations). Expenditures for Extracurricular salaries are expected to exceed budget estimates due to extended play for several sports. Total Special Education costs were up compared to last year and are above the 3-year average. This indicates that the district may exceed budget estimates by year end, with some of this expense offset by Safety Net revenues. In the area of Operation Buildings, the decision to move to a centralized purchasing system is reflected, with increased spending on custodial supplies to begin the year. Ms. Paige expected this area to exceed budget estimates. Utility expenditures are currently well below the average but there are several invoices for propane that are being held for review and possible adjustment. Some savings in this area are expected again this year. Central Office expenditures are currently running well below the average. It was noted that net cash outflow during January was \$622,070, with the closing cash balance in the General Fund at \$2,998,327.

Personnel Actions

Motion 60-12-13:

That the Board approves the Personnel Actions dated February 22, 2013, and February 28, 2013 as presented. (Kinhead) The affirmative vote was unanimous.

Consent Agenda

Donations

1. Donation to Bainbridge Island School District in the amount of \$524,253.20 from the Bainbridge Schools Foundation to support staffing and teachers' grants.

2. Donation to Woodward Middle School in the amount of \$4,681.18 from the Woodward PTO to support the band program and Living Voices.
3. Donation to Blakely Elementary School in the amount of \$3,528.14 from the Blakely PTO to support Zeno Math and transportation charges.
4. Donation to Ordway Elementary School in the amount of \$2,720.74 from the Ordway PTO to support Accelerated Reader and Bainbridge Dance Center Program services.
5. Donation to Bainbridge High School in the amount of \$2,500.00 from the Rotary Club of Bainbridge Island for the Marine Science Voyage Scholarship Fund.

Student Field Trip: Overnight/Out-of-State

1. Request for Board approval from Bainbridge High School Head Coach Mike Anderson for the Girls Tennis Team to participate in the Mountain View Varsity Invite to be held in Vancouver, Washington March 22 – 23, 2013.
2. Request for board approval from Tim Goss, Head Coach of the Bainbridge High School Boys and Girls Crew Team to participate in multiple out-of-state and Canadian regattas this spring. A detailed schedule of events has been attached to the consent agenda.

District Staff Travel: Out-of-Country

1. Request for Board approval from Woodward Middle School Teacher Christine Fulgham to attend the Human Rights Educational Travel Study in Poland July 6-13, 2013

PAYROLL January 2013 Warrant Numbers:

(Payroll Warrants) 1001285 through 1001309
 (Payroll AP Warrants) 171967 through 171998
 Total: \$2,621,877.77

Motion 61-12-13: That the Board approves the revised Consent Agenda. (Curtis)
 The affirmative vote was unanimous.

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

(General Fund Voucher)

Voucher numbers 2007313 through 2007374 totaling \$ 170,404.06 .

(General Fund Voucher)

Voucher numbers 2007178 through 2007312 totaling \$ 201,953.04 .

(Capital Projects Fund Voucher)

Voucher numbers 4577 through 4591 totaling \$ 350,490.32 .

(Capital Projects Fund Voucher)

Voucher numbers 4592 through 4600 totaling \$ 275,960.76 .

(DOR – COMP TAX Fund Voucher)

Voucher numbers 121300013 through 121300015 totaling \$ 3,029.75 .

(Associated Student Body Fund Voucher)

Voucher numbers 4000859 through 4000877 totaling \$ 18,667.86 .

6:05 p.m. – Board President Mike Spence announced the board would move into an executive session for 10 minutes to discuss matters of litigation.

Adjournment

6:20 p.m. – President Spence reconvened the meeting and immediately adjourned.

SCHOOL BOARD OF DIRECTORS

ATTEST: _____, Secretary to the Board of Directors

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

As of March 28, 2013, the board, by a _____ vote, approves payments, totaling \$237,373.47. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF A/P Warrants:

Warrant Numbers 2007475 through 2007588, totaling \$237,373.47

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

Check Nbr	Vendor Name	Check Date	Check Amount
2007475	ACE HARDWARE	03/29/2013	354.95
2007476	ADMIN REVOLVING FUND	03/29/2013	999.46
2007477	APP ASSOCIATED PETROLEUM PROD	03/29/2013	3,384.51
2007478	APPLE COMPUTER INC	03/29/2013	2,384.85
2007479	ARAMARK UNIFORM SERVICES	03/29/2013	80.82
2007480	BAINBRIDGE REVIEW	03/29/2013	140.00
2007481	BAINBRIDGE ISLAND HISTORICAL M	03/29/2013	284.00
2007482	BAINBRIDGE COMMUNITY DEVELOPME	03/29/2013	750.00
2007483	BAINBRIDGE CINEMAS LLC	03/29/2013	494.00
2007484	Baker, Carol Carder	03/29/2013	20.60
2007485	Bang-Knudsen, Peter	03/29/2013	26.30
2007486	BANK OF AMERICA	03/29/2013	127.87
2007487	BUILDERS HARDWARE & SUPPLY	03/29/2013	190.85
2007488	CASCADIA INTERNATIONAL LLC	03/29/2013	77.26
2007489	CATHERINE GOLDSTON	03/29/2013	1,020.00
2007490	CED CONSOLIDATED ELETRICAL DI	03/29/2013	80.82
2007491	CENTURYLINK	03/29/2013	209.86

Check Nbr	Vendor Name	Check Date	Check Amount
2007492	CHANGING SEASONS FLORAL DESIGN	03/29/2013	108.60
2007493	Chee, Enrique	03/29/2013	398.69
2007494	CHILD CHILDRENS INSTITUTE FOR	03/29/2013	660.00
2007495	CITY OF BAINBRIDGE ISLAND	03/29/2013	13,580.40
2007496	Claiborne, Terra Nicole	03/29/2013	18.97
2007497	CLASSROOM PRODUCTS WAREHOUSE	03/29/2013	608.01
2007498	COAST TO COAST COMPUTER PRODUC	03/29/2013	280.19
2007499	CPR TRAINING CENTER INC	03/29/2013	700.00
2007500	DISPUTE RESOLUTION CENTER OF K	03/29/2013	1,190.00
2007501	EAGLE HARBOR BOOK CO	03/29/2013	223.66
2007502	ECOLAB INC	03/29/2013	325.62
2007503	EWING IRRIGATION PRODUCTS INC	03/29/2013	387.76
2007504	EXTERMINATION SERVICES	03/29/2013	59.73
2007505	FERRELLGAS	03/29/2013	23,994.01
2007506	FOOD SERVICES OF AMERICA	03/29/2013	13,774.03
2007507	FREY SCIENTIFIC CO	03/29/2013	195.21
2007508	GE CAPITAL	03/29/2013	140.09
2007509	GLAZER'S CAMERA SUPPLY	03/29/2013	62.53
2007510	Goldsmith, Julie Anne	03/29/2013	137.98
2007511	GRAINGER	03/29/2013	494.87
2007512	Gray, Julie Kristine	03/29/2013	26.30
2007513	GUARDIAN SECURITY SYSTEMS INC	03/29/2013	1,599.00
2007514	Guy, Cynthia Jo	03/29/2013	56.98
2007515	HANDWRITING WITHOUT TEARS	03/29/2013	51.26
2007516	HARLAN FAIRBANKS	03/29/2013	207.50

Check Nbr	Vendor Name	Check Date	Check Amount
2007517	HAZELDON PUBLISHING	03/29/2013	650.78
2007518	HOLLY RIDGE CENTER	03/29/2013	4,889.20
2007519	Howing, Ruby C	03/29/2013	9.20
2007520	ISLAND EDUCATIONAL SERVICES	03/29/2013	585.00
2007521	Jefferies, Nicholas G	03/29/2013	124.86
2007522	JOSTENS	03/29/2013	11.01
2007523	JW PEPPER & SON INC	03/29/2013	559.86
2007524	KARLA ZIMMERMAN	03/29/2013	150.00
2007525	KCDA	03/29/2013	2,430.09
2007526	KELVIN LP	03/29/2013	854.90
2007527	KITSAP SUN - ADVERTISING REMIT	03/29/2013	56.63
2007528	KITSAP TRACTOR & EQUIPMENT	03/29/2013	73.30
2007529	Laiche, Carol Elaine	03/29/2013	62.15
2007530	LAY & CUYKENDALL	03/29/2013	1,275.00
2007531	LEMAY MOBILE SHREDDING	03/29/2013	63.35
2007532	LISTEN & TALK	03/29/2013	3,852.00
2007533	Moncada, Gregory J	03/29/2013	98.59
2007534	Neuhauser, Janet M	03/29/2013	323.90
2007535	NEXTEL COMMUNICATIONS	03/29/2013	331.94
2007536	OFFICE DEPOT	03/29/2013	84.44
2007537	OLYMPIC COLLEGE - RS/CASHIER	03/29/2013	30,096.92
2007538	OLYMPIC SPRINGS INC	03/29/2013	197.25
2007539	OLYMPIC PRINTER RESOURCES INC	03/29/2013	907.90
2007540	PAPER PRODUCTS ETC	03/29/2013	2,889.38
2007541	PENINSULA WRESTLING OFFICIALS	03/29/2013	303.00

Check Nbr	Vendor Name	Check Date	Check Amount
2007542	Petaja, Janice Lee	03/29/2013	22.65
2007543	PETTY CASH/WILKES/E POTTER	03/29/2013	30.73
2007544	Pippinger, Daniel C	03/29/2013	25.00
2007545	PITNEY BOWES	03/29/2013	699.29
2007546	Proctor, Briley Elizabeth	03/29/2013	550.70
2007547	PUGET SOUND ENERGY	03/29/2013	60,642.68
2007548	RAY PETERSON BULLDOZING	03/29/2013	141.18
2007549	RAYMOND GEDDES & CO INC	03/29/2013	178.56
2007550	REHAB SEMINARS	03/29/2013	110.00
2007551	RICOH USA PROGRAM PROVIDED BY	03/29/2013	195.80
2007552	SAFEWAY	03/29/2013	21.98
2007553	SBI SAXTON BRADLEY INC	03/29/2013	14,869.51
2007554	SCHOOL HEALTH CORPORATION	03/29/2013	312.00
2007555	SEATTLE POTTERY SUPPLY INC	03/29/2013	541.05
2007556	SEATTLE BOARD GIRLS GYMNASTICS	03/29/2013	1,694.25
2007557	Shockley, David R	03/29/2013	79.98
2007558	SNOW SCHOOL NURSE ORGANIZATION	03/29/2013	165.00
2007559	SOCIAL THINKING	03/29/2013	1,372.00
2007560	SOUND PUBLISHING	03/29/2013	559.50
2007561	Stapleton, Susan E	03/29/2013	48.41
2007562	SUNBELT STAFFING LLC	03/29/2013	1,152.00
2007563	SUNRISE HILL FARM LLC	03/29/2013	471.32
2007564	SUPPLIESOUTLET.COM	03/29/2013	92.79
2007565	SUQUAMISH MUSEUM	03/29/2013	150.00
2007566	TC SPAN AMERICA	03/29/2013	504.07

Check Nbr	Vendor Name	Check Date	Check Amount
2007567	TED BROWN MUSIC CO	03/29/2013	195.23
2007568	THE ISLAND ART CENTER INC	03/29/2013	600.00
2007569	TIGERDIRECT INC	03/29/2013	463.27
2007570	Tjemsland, Kristine	03/29/2013	168.50
2007571	TRIARCO ARTS AND CRAFTS LLC	03/29/2013	113.00
2007572	TUMBLE BOOKS	03/29/2013	304.50
2007573	US BANCORP	03/29/2013	4,096.62
2007574	US BANK CORP PAYMENT SYSTEM	03/29/2013	12,445.98
2007575	US POSTMASTER C/O CMRS-PB	03/29/2013	996.00
2007576	US SCHOOL SUPPLY INC	03/29/2013	46.60
2007577	VANDEBERG JOHNSON & GANDARA,L	03/29/2013	812.50
2007578	VERIZON WIRELESS	03/29/2013	103.46
2007579	VERNS ORGANIC TOPSIOL/BARK INC	03/29/2013	141.18
2007580	VICKY JO EDMONDS	03/29/2013	1,284.40
2007581	von Reis Crooks, Evelyn	03/29/2013	74.93
2007582	WA ST DPT REV-LEASEHOLD EXCISE	03/29/2013	25.68
2007583	WALTER E NELSON CO	03/29/2013	1,516.54
2007584	Weldy, Theresa Share	03/29/2013	31.98
2007585	WESTBAY AUTO PARTS	03/29/2013	259.14
2007586	WESTERN HOIST INC	03/29/2013	336.98
2007587	WITT COMPANY INC	03/29/2013	7,767.34
2007588	WMEA WASH MUSIC EDUCATORS ASS	03/29/2013	171.00
114	Computer	Check(s) For a Total of	237,373.47

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
114	Computer	Checks For a Total of	237,373.47
Total For 114	Manual, Wire Tran, ACH & Computer	Checks	237,373.47
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		237,373.47

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
0	General Fund	-373.94	681.15	237,066.26	237,373.47

BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303
SCHOOL BOARD MEETING MINUTES
COMMUNITY FORUM
Elementary World Languages

Date: February 28, 2013

Place: Commodore Commons

Board of Directors Present

Board President – Mike Spence

Board Vice-President – Mary Curtis

Directors – Patty Fielding, Tim Kinkead, Mev Hoberg

Call to Order

6:30 p.m. – Board President Mike Spence called the meeting to order, and welcomed community members. He stated those community members who would like to make public comment should use the provided signup sheet. Speakers were asked to confine their comments to no more than three minutes to allow time for all who would like to comment. President Spence explained the order of the forum beginning with an overview of the Spanish Immersion Pilot Project to date and a review of next steps. It was noted the district was in the process of conducting a feasibility study related to the Spanish Immersion Pilot Project and Elementary World Language. Recommendations from the feasibility study will be presented to the Board for a decision at the March 28th meeting. Following the presentation, community members will be provided an opportunity to comment on world languages at the elementary grade level.

Overview of District Perspective and Questions/Concerns about the Spanish Immersion Pilot Project and Elementary World Languages

Commodore Options Principal David Shockley provided background information regarding the Spanish Immersion Pilot Project, answering some of the common questions raised about the program as follows: *How did the Spanish Immersion Pilot Project get started?* – A few parents approached the district with interest in Spanish Immersion. Those parents were referred to the Mosaic Home Education Program principal. It was noted the Mosaic program had an ongoing K-4 Spanish component since 2000, with a Spanish-speaking teacher and an interest in creating more on-campus classes to address declining enrollment. *Why was the Spanish Immersion Pilot Project originally a part of the Mosaic Home Education Partnership Program?* – Changing rules governing funding for alternative learning education programs resulted in declining enrollment of students enrolled in the home partnership program. A historical overview of enrollment was provided, which showed the decline. *Evolution of Project* – The pilot project was developed with interested parents, staff, and the principal of Mosaic Home Education Partnership. The Spanish Experience Class was launched in February 2012 and provided a program that involved a 2-day per week class. The Spanish Immersion Pilot Project 2012-2013 was launched in September 2012 and provides a program 5 days per week. *Why did this project not have formal approval by the Board of Directors?* – It was noted in the past, pilots initiated by schools have not required a formal review by the school board. Pilot projects help to gauge student interest and allow program “kinks” to be worked out prior to large scale roll out. The example of the Eagle Harbor High School AP Environmental Science Class was given, noting that its success facilitated additional section to be implemented at Bainbridge High School. Given the concerns about the Spanish Immersion Pilot, the topic of Elementary World Languages was placed on the agenda of the K-6 Educational Programs & Innovation Committee (EPIC). It was noted the EPI Committee was in the process of developing guidelines for future piloting at the school level. *How was this project funded?* – Basic Education Funds provide for the allocation of staffing and basic materials equivalent to other district schools. The enrollment of new students to the district generates \$5200 per student, and 7 new students enrolled in the pilot providing an additional \$36,400 in revenue. In addition, Donations totaling \$25,000 were made to the district through the Bainbridge Schools Foundation to support costs above Basic Education. *How has the Spanish Immersion Pilot Project been staffed?* – There are 56.96 FTE students within the Mosaic program that generates 2.35 teachers (includes the allocation of specialists). Staffing within Mosaic support the Spanish Immersion Pilot Project (1 full time teacher). Additional support is provided through donations from the Bainbridge Schools Foundation (1 year only for a language consultant to support the instructional needs of student

K-4 in one class). *Was there an effort to keep the project under the radar?* – No. The project was originally intended for students enrolled in the Mosaic program. Some families in the original pilot (spring of 2012) decided not to participate. Some additional families learned of the possible program through “word-of-mouth.” Openings quickly filled. It was noted the board and district administrators were not aware of the process of how the class was filled until it was concluded. Due to the concerns regarding the pilot process, the EPI Committee is developing guidelines for planning, piloting and implementing new programs. *School Board Approval of Donations for Spanish Immersion* – The Board annually approves donations from the Bainbridge Schools Foundation (BSF). A BSF donation in June of 2012 included funds for the project. The Gifts and Donations form submitted to the Board stated the purpose of the donation was for “staffing, STEM, and teacher training.” A more detailed pledge accounting was provided to the district describing fund distribution.

Mr. Shockley addressed the question whether language immersion was a unique program for a school district to provide. It was noted that many other school districts already provide language learning in Washington State including Bellevue (Spanish & Chinese), Federal Way (Spanish), Highline (Spanish), Northshore (Spanish), Seattle (Spanish, Japanese, Chinese), Vashon Island (Spanish), North Kitsap (Spanish) and Bremerton (Spanish). Another question was whether the district considered world language instruction for all elementary students. It was noted the EPI Committee identified World Language as an important innovation to consider. There have been two foreign language program reviews, and there has been discussion regarding elementary language in schools. The EPI Committee is in the process of creating a subcommittee to study Foreign Language in the elementary school model. The subcommittee will research options for consideration and present options to the EPI Committee and the Board of Directors in spring 2013.

Next Steps

The district is in the process of conducting a Feasibility Study for Spanish Immersion Pilot Project that includes a timeline for communication, survey data, creation of an initial report, an open house to solicit interest, determining a location and associated implications, and the gathering of enrollment data. The Feasibility Study will include a pilot proposal for 2013-14, enrollment interest, and a cost analysis. The study will be presented to the Board on March 14th. After reviewing the feasibility study, the Board will consider action at their March 28th meeting.

Comments from the Community

President Spence opened the floor for public comment, calling citizens to the speaker’s table as listed on the sign-up sheet submitted to the board. (As more than twenty people signed up to speak, individual comments will be summarized.) Speakers included the following: *Tim Gleason* – As a parent with children enrolled in the district, Mr. Gleason spoke of advocacy for all students in the district. Quoting the district mission statement, he asked the question whether recruiting private school students had become part of that mission statement. Mr. Gleason challenged the district to support all students regardless of their parents’ ability to pay. *Rob Miller* – Noting the presentation earlier in the evening that showed a donation from the Bainbridge Schools Foundation to support the Spanish Immersion Pilot, asked when the board had approved that donation. Superintendent Chapel responded that all donations to the district are approved by the Board via the Consent Agenda. She further explained in this case, the donation from BSF came as a general purpose statement on that consent agenda, and was followed up with a listing containing specific categories. *Cindi Pratt* – Ms. Pratt expressed concern regarding the funding of the Spanish Immersion class with private money for only 28 students. She noted there had been a lack of transparency in the process of developing the pilot. Ms. Pratt submitted several questions to the board (full text available upon request). In closing, Ms. Pratt expressed her feeling that a foreign language program should be made available to all district students at the K-4 level. *Jayme Jones* – Speaking as a third generation “Islander,” Ms. Jones stated all students should be given the option of a language program without making cuts to other programs (arts, music, etc.). *Priscilla Jones* – Voiced support for the pilot project and compared music to language in that language learning needs to start young. *Bernadette Witty* – Spoke as a participant in the Mosaic Home Education Partnership program, reviewing how the Spanish Immersion Pilot was developed and noting Mosaic (in 2012-13) no longer has a Spanish component. She asked that Spanish be provided not only for just 2% of student, but for the other 98%. She asked if she could donate \$10K to a specific class to hire an educational consultant, and was told no. *Brandi Bispham* – Expressed her belief that at the core of public education is equity for all students. This is the time for innovation and support of teachers and parents. She believes both innovation and equity need to be done at the same time. *Rhett Stephens* – Mr. Stephens visited the current Spanish Immersion Pilot Program and observed students engaged in learning and thriving in the program. The concerns he heard during this meeting were based not on the substance of

the program, but on process. In his opinion, there is good will in the process and the district is looking to find an affective process for innovation. The pilot program is the process used for introducing new ideas. *Renni Bispham* - Expressed concern and disappointment about the lack of notice and opportunity for folks regarding the Spanish Immersion Pilot, and being told to "move forward." He asked that there be some accountability for what occurred, because without accountability this could happen again. *Kim Paulson* - Stated the program should have not been implemented before it was available for all students. Ms. Paulson expressed her disappointment with the lack of planning for the pilot, and noted the division created in the community since the pilot's implementation. *Heather Scott* - Spoke as a preschool music teacher and a parent of a child in the Spanish Immersion Pilot Project. She expressed support for the immersion model of language learning. Ms. Scott asked that the board consider moving the immersion model forward and look at the possibilities of other language learning models. *Heather Sharp* - Spoke as a parent with a child in the Spanish Immersion Pilot and noted her previous district had no language, art, or PE for students. She explained how she heard about the new program, attended preliminary meetings, and enrolled her child in the program. She encouraged continuing with the program, and possibly expanding it. *Gail Cole* - As a former teacher of foreign language, she was initially appalled there were no options for foreign language in the district. She stated the immersion program sounded good and encouraged the district to move forward with world language in general. *Piper Thornburgh* - Attended the Spanish Immersion Pilot observation held today and was impressed. It appeared the students in the program were thriving. The information and experience being gained through the pilot will inform other language opportunities in the K-4 setting. She agreed a better process could have been used. *Tricia Chilton-Peralter* - Asked why parents can't participate in fundraising to fund staff such as librarians, such as was done with the Spanish Immersion Pilot. *Tera Eerkes* - Stated she has enjoyed the parent community of the Spanish Immersion Pilot, and asked other folks to come together with the district, BSF, and parents to design (world language) programs, go through proper processes, fund the programs and get foreign language for all students. *Sharon Eiler* - Suggested keeping the two topics separate - the process used for the pilot, and the need for foreign language for children early in life. Ms. Eiler attended the Spanish Immersion classroom visitation and observed students learning every second they were in the classroom. She referenced the popular Seattle School District Immersion program. *Rod Stevens* - Expressed his sense of "déjà vu" comparing the push for Odyssey expansion with Spanish Immersion. He believes community input doesn't matter to the Board until it rises to the controversial level and "boils over." He stated more leadership was needed from the board. He sees the need for true leadership at the community level, the state level, and the national level to bring people together. *Peter Murchie* - Asked questions related to the next steps in dealing with Spanish Immersion - what is the process for the subcommittee related to foreign language for students, and what is the long term plan for bringing world languages to the district? Board President Mike Spence partially answered by noting the K-6 Educational Programs and Innovation Committee was examining the obstacles to innovation and what can be done to encourage innovation. In addition, they are looking the processes related to new programs. *Linda Solberg* - Talked about world language and her participation on the committee reviewing world language through the curriculum review process. Ms. Solberg also talked about the importance of an articulated world language program as schools develop programs that support students becoming "global citizens." *Cliff Lemieux* - Mr. Lemieux spoke as a teacher in the district and as a parent with a child in the Spanish Immersion Pilot. He noted not only was the discussion of the language program a board issue and an equity issue, but it is a contractual issue related to employees (teachers/specialists). Mr. Lemieux also talked about his child's experience in the Spanish Immersion Pilot. At the conclusion of public comment, it was noted the Spanish Immersion Pilot Project Feasibility Study would be presented to the Board at their March 14th meeting.

Comments from the Board of Directors

Members of the Board of Directors addressed the audience members, with their comments summarized as follows: *Tim Kinkead* - Acknowledged the community input was important as the district continues to improve. In some ways there have been improvements in how the district makes changes. In this case we have fallen short in some areas around transparency, funding and student selection criteria. Mr. Kinkead expressed his appreciation for the input that will be taken to the K-6 Educational Programs and Innovation Committee, which is working to improve some of the district processes. He underscored an important factor involved with change - teachers make the biggest difference for students. So as the district seeks to improve, it will be done hand-in-hand with teachers. *Patty Fielding* - Thanked folks for attending the meeting and for the input. She noted it has been challenging, difficult, and there have been mistakes, and yet there is something to celebrate regarding the Spanish Immersion program. Ms. Fielding hoped people leave the meeting agreeing this is so. The challenge now is to figure out how to meet the needs of those students, and to understand lessons learned from this program that will help with early language education for all students. It is incredibly important. *Mary Curtis* - Added her thanks to the community for attending the meeting.

Adjournment

SCHOOL BOARD OF DIRECTORS

Community Forum February 28, 2013

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

On March 28, 2013, the board, by a _____ vote, approves payments, totaling \$35,866.56. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB A/P Warrants:
Warrant Numbers 4000878 through 4000903, totaling \$35,866.56

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

Check Nbr	Vendor Name	Check Date	Check Amount
4000878	ACADEMIC HALLMARKS	03/29/2013	130.00
4000879	ATS SPORTS	03/29/2013	772.74
4000880	AUBURN RIVERSIDE SR HIGH SCHOO	03/29/2013	220.00
4000881	BAINBRIDGE ISLAND SD #303	03/29/2013	1,073.07
4000882	BAINBRIDGE HIGH SCHOOL ASB	03/29/2013	1,409.09
4000883	COMFORT INN	03/29/2013	672.54
4000884	COURTYARD BY MARRIOTT	03/29/2013	468.69
4000885	EUROSPORT	03/29/2013	728.01
4000886	EWING IRRIGATION PRODUCTS INC	03/29/2013	1,447.46
4000887	FRANKLIN PIERCE SCHOOL DISTRIC	03/29/2013	100.00
4000888	GTM SPORTSWEAR	03/29/2013	2,611.83
4000889	KIMMEL ATHLETIC SUPPLY	03/29/2013	2,232.46
4000890	KLEAN KANTEEN	03/29/2013	2,212.72
4000891	LIDS TEAM SPORTS	03/29/2013	349.09
4000892	MERRY MAKERS INC	03/29/2013	1,184.96
4000893	MUSIC THEATER INTERNATIONAL	03/29/2013	1,560.00
4000894	PAPER PRODUCTS ETC	03/29/2013	630.97

Check Nbr	Vendor Name	Check Date	Check Amount
4000895	RIC HANSEN ENTERTAINMENT INC	03/29/2013	395.00
4000896	RITE AID DRUG STORE	03/29/2013	16.47
4000897	SAFEWAY	03/29/2013	75.66
4000898	SEATTLE CHILDRENS HOSPITAL	03/29/2013	2,986.11
4000899	SOUND PUBLISHING	03/29/2013	873.56
4000900	THATS A SOME PIZZA	03/29/2013	225.04
4000901	TICKETPRINTING.COM	03/29/2013	38.09
4000902	WAFBLA WA ST FBLA	03/29/2013	13,293.00
4000903	WOODWARD MIDDLE SCHOOL	03/29/2013	160.00
26	Computer	Check(s) For a Total of	35,866.56

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
26	Computer	Checks For a Total of	35,866.56
Total For 26	Manual, Wire Tran, ACH & Computer Checks		35,866.56
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		35,866.56

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

On March 28, 2013, the board, by a _____ vote, approves payments, totaling \$32,359.87. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP A/P Warrants:
Warrant Numbers 4614 through 4622, totaling \$32,359.87

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

Check Nbr	Vendor Name	Check Date	Check Amount
4614	DUCKY'S OFFICE FURNITURE INC	03/29/2013	2,573.01
4615	GRAINGER	03/29/2013	873.15
4616	Josephson, Nancy Ruth	03/29/2013	69.32
4617	MEYER BROS ROOFING INC	03/29/2013	2,524.95
4618	PROVANTAGE CORPORATION	03/29/2013	80.35
4619	SBI SAXTON BRADLEY INC	03/29/2013	22,941.75
4620	TIGERDIRECT INC	03/29/2013	2,251.56
4621	TIGERDIRECT.COM	03/29/2013	1,005.00
4622	Tyrrell, Carolyn Penelope	03/29/2013	40.78

9	Computer	Check(s) For a Total of	32,359.87
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The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of March 28, 2013, the board, by a _____ vote, approves payments, totaling \$906.49. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP ACH:
ACH Numbers 121300016 through 121300018, totaling \$906.49

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

Check Nbr	Vendor Name	Check Date	Check Amount
21300016	DOR - COMP TAX	03/14/2013	778.77
21300017	DOR - COMP TAX	03/14/2013	117.19
21300018	DOR - COMP TAX	03/14/2013	10.53

3	ACH	Check(s) For a Total of	906.49
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0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
3	ACH	Checks For a Total of	906.49
0	Computer	Checks For a Total of	0.00
Total For 3	Manual, Wire Tran, ACH & Computer	Checks	906.49
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		906.49

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
0	General Fund	778.77	0.00	0.00	778.77
0	Capital Projects	117.19	0.00	0.00	117.19
0	Associated Stude	10.53	0.00	0.00	10.53