BAINBRIDGE ISLAND SCHOOL DISTRICT
SCHOOL BOARD MEETING AGENDA

Date: May 9, 2013

Time: 4:30 p.m.

Place: Board Room – Commodore Campus

4:30 p.m. – Study Session – Technology Planning

Board of Directors

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

5:30 p.m. Business Session

Call to Order   (5)

Public Comment   (5)

Superintendent's Report   (10)
   • Volunteer Recognition Month
   • Teacher Appreciation Week

Board Reports   (10)

Presentations
   A. Bainbridge Schools Foundation – District Priorities   (15)
      Action: Information Only

   B. Murdock Grant (STEM) – Bainbridge High School   (10)
      Action: Board Approval

   C. Final 2013-2014 Calendar   (10)
      Action: Board Approval

   D. Healthy Youth Survey   (10)
      Action: Information Only

   E. Legislative Update   (10)
      Action: Information Only

Personnel Actions   (5)

Consent Agenda   (5)

Projected Adjournment   7:15 PM

Possible Executive Session

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To: Faith Chapel, Superintendent
From: Randi Ivancich, Director of Instructional Technology & Assessment
Date: May 9, 2013
Re: Technology Study Session

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

Technology Planning: Where We Were, Where We Are, Moving Forward

The members of the School Board, district and school staff, and those present at the meeting on May 9 will have the opportunity to discuss technology planning and goal-setting. Representatives from the Technology Leadership Team will share information with the School Board about our progress with technology in the district, our current status and elaborate on technology needs that are developing as our district focuses on improving student learning for each and every student, meetings Common Core State Standards, and the influence of emerging technologies on the educational process.

There are 4 main timeframes presented in the chart documents: Pre-2006 technology levy, 2010-2014 funded by the 2006 technology levy, 2011-2014 funded by the 2010 technology levy, and a three-year timeframe that may be proposed for the next technology levy. Since there is no federal or state dedicated funding for technology, our district is thankful that our community has supported our requests for local support of technology initiatives.

This information and discussion in this study session will help us to further prioritize our needs, the scope of our technology requests to help us move forward to meet our district goals through the use of technology. All documents presented during this session are in draft form and subject to revision.

Technology Overview Documents

This document provides a one-page overview of the major components of our technology goals, focus areas, and general priorities within each focus area. In addition, there is a one-page summary sheet for the focus areas for learning, teaching and assessment. Additional documents presented at the May 30 and June 13 school board meetings will provide include the remaining two focus areas (infrastructure and communications & productivity) and greater detail as we refine out technology proposal.

Since tailored learning is an increasingly important area for meeting the learning needs of all students, you will find definitions for the three main categories of tailored learning.

Bainbridge Island School District #303

Focus Area 1 Learning: Engage and Empower
Technology Goals and Levy Contributions

Priorities	Pre-2006 Levy	2006 Levy 2007-2010	2010 Levy 2011-2014	2015-2017 Continuations	2015-2017 Moving Forward
Student Computing Devices	90% of classroom computers donated by PTOs, Bainbridge Education Support Team (BEST) grants, or Gates Foundation grants.	Progressed toward a district-wide 4:1 student (FTE) to computer ratio for general classroom use.	Established a district-wide 4:1 student (FTE) to computer ratio for general classroom use.	Improve student to computing device ratio to progress toward a 4:1 classroom-based ratio.	Establish a progressive ratio by grade band to meet student computing devices.
Computer Labs	Wide disparity of access to computer labs; age and condition of equipment varied significantly; most computers donated or purchased with PTO or BEST grants or construction bond funds. Instruction in student technology skills varied depending on individual teacher and level of access to a lab.	Established district standard for computers labs to correlate with state standards. Supplied one computer lab per school with minimum of 28 standards-based computers per lab. Improved district-wide consistency of instruction in student technology skills.	Upgraded cabling and wiring in 5 of 7 computer labs with levy and bond funds. Maintained at least 1 computer lab at each school with minimum of 28 standards-based computers per lab. Installed new computers in WMS lab. Established 2nd computer lab at BHS with computers reclaimed from other school locations.	Maintain at least 1 computer lab at each school, fixed or mobile, with minimum of 28 standards-based computers per lab; 2 labs at BHS.	Create equivalent of 2 labs, mobile or fixed, per school with a minimum of 28 standards-based computers per lab.
Information Systems	School libraries had different cataloging and circulation management systems; data was hand-entered for all students and staff. Limited access to research databases; Proquest, SIRS	100% school libraries have 2 updated workstations. 100% school libraries have Follett Destiny management, data and research systems. 100% of librarians and library para-educators received	Replace library workstations, hardware and software, as defined in district standards. Maintain and update Follett Destiny management, data and research systems, as needed.	Replace library workstations, hardware and software, as defined in district standards. Maintain and update Follett Destiny management, data and research systems, as needed.	Improve student to device ratio to support expanded curriculum needs for research, information management and development of student technology proficiency.

	databases only available in Gr. 7-12 and paid by grants, building budgets or PTOs. Electronic encyclopedias paid for by grants, building budgets or PTOs. District had only a 3 MB connection to the Internet. Most library computers donated by PTOs, BEST grants or federal grant for libraries. Number of student computers in library varied by school.	training on use of Destiny management, data and research systems. 100% school libraries have electronic databases appropriate to grade level including: electronic encyclopedias, Proquest, SIRS, CultureGrams, netTrekker, WebPath Express, etc. 100% school libraries have presentation stations (computer with DVD drive, LCD projector, document camera). 100% of libraries have at least 15 student computers. *Not purchased with Tech Levy funds:.* *100% school libraries have interactive whiteboards – all donated by PTOs or grants.*	Provide library/media staff with training on updates to Follett Destiny management, data and research system, and new or updated electronic databases and online resources. Update electronic databases and expand web-based and online resources appropriate to grade level such as electronic encyclopedias, Proquest, SIRS, CultureGrams, WebPath Express, etc. based on demand and curriculum needs. Replace library presentation station components as defined in district standards. Install, upgrade and/or replace library student computer stations and software to maintain 15 computers per library. Student use computers replaced at WMS and Sakai.	Update electronic databases and expand web-based and online resources appropriate to grade level based on demand and curriculum needs. Replace library presentation station components and update software as defined in district standards. Install, upgrade and/or replace library student computing devices and software as needed or as defined in district standards, to establish a minimum of a 2:1 student to device ratio.	
Tailored Learning	NovaNet program offered for a limited time as a pilot project at Commodore Options School.	A few online elective courses taken by individual students at Eagle Harbor High School individual contracts.	Review and selectively implement online learning opportunities for students to receive tutoring, earn course credits, meet grade level learning goals or pursue subjects aligned with individual aptitude or interest.	Support differentiated learning opportunities through technology based on curriculum adoptions. Support personalized learning options such as online learning.	Create formal curriculum options for personalized learning opportunities and classroom based differentiation.

Student Technology Skills	Articulation of skills limited to within building with limited coordination from K-12. No formal technology skills assessment conducted for BISD students.	Developed a BISD Educational Technology Skills Scope and Sequence for K-12 based on ISTE NETS and WA State Educational Technology Standards. Provided training for all staff regarding BISD Educational Technology Skills Scope and Sequence. Increased consistency of and set standards for technology skills instruction, district-wide, after completion of BISD Educational Technology Scope and Sequence and training of staff. Surveyed Gr. 8 students to assess technology skills proficiency.	Increase consistency of technology skills instruction, district-wide, based on BISD Educational Technology Scope and Sequence. Participate in an annual technology proficiency assessment for Gr. 8 students. Utilize data from annual assessment to refine BISD Technology Skills Scope and Sequence and adjust technology skills instruction.	Include technology skills as part of the curriculum adoption process. Embed technology skills in learning goals as specified in Common Core Standards and other national/state standards.	Support differentiated learning opportunities through technology based on curriculum adoptions.
Science	Only 1 classroom out of 10 high school science classrooms had student computers and science probeware; computers and probes were outdated. Gr. 6-8 classrooms had no student computers or science specific technology.	100% of Gr. 6-12 science classrooms equipped with grade and subject-specific software and technological tools (e.g. probeware, electronic microscopes, NavOps software etc.) as needed. 100% of Gr. 6-12 science classrooms equipped with	Replaced computers in science classrooms in grades 6-12 to maintain the 2:1 student to computer ratio. Upgraded probeware software in grades 6-12 science classrooms. Supported training for science teachers on use of updated grade and subject-specific	Maintain 2:1 student to computer ratio for science classrooms in grades 6-12.	Provide 1:1 student to computing device ratio for science classrooms in grades 6-12.

	student computers 2:1 student to device ratio.	software and technological tools.			
	100% of gr. 6-12 science teachers received training on use of grade and subject-specific software and technological tools (e.g. probeware).	Maintained access to additional web-based or online educational resources to support the science curriculum.			
	Increased access to additional web-based or online educational resources to support the science curriculum.				
Math	Geometer sketchpad available for use in school computer lab.	Purchased software or web-based resources such as Geometer sketchpad, Cognitive Tutor, and Agile Mind.	Provided dedicated funding to support math curriculum.	Maintain dedicated funding to support math curriculum.	Create dedicated funding for student computing devices to support math curriculum in grades 6-12.
Career and Technology Education (CTE)	Limited number of computers purchased with Vocational Educational funds. Elective courses at BHS included computer applications, Cisco, web design and video editing. Elective courses at Woodward included computer applications class. Much of the equipment was several years old (e.g. the BHS class could not run up-to-date word processing applications in 2003.)	Purchased some computers and software for Tech Graphics and Drafting courses at Bainbridge High School that could not be funded by Vocational Education budget.	Replaced one CTE computer lab at BHS to support mandatory upgrade to all-online curriculum in the Tech Graphics and Drafting course that exceeds funding from the Vocational Education budget.	Replace computers in one CTE classroom at the high school level and one at the middle school level that exceed funding from the Vocational Education budget.	Replace all computers in CTE programs at high school and middle school levels that exceed funding from the Vocational Education budget.

Electronic Content to Support Curriculum	Limited software to support curriculum (usually on CDs).	Purchased Gr. 6-8 writing analysis software, to support the language arts curriculum adoption. Expanded the use of social studies software and web-based resources, such as ABC Clio online database, History Alive resource materials, and Nystrom electronic maps/atlases, to support the social studies curriculum adoption. Improved student access to computers via computer labs, laptop carts, or library. *Not purchased with Tech Levy funds:* *Rosetta Stone world languages fee-based program available for students and parents as a before/after school option (paid by individual participants).*	Increase the availability and use of language arts software and web-based resources, such as diagnostic tools, individualized reading programs, oral reading centers, listening centers, writing support and evaluation tools, etc. to support the language arts curriculum. Provide access to social studies software, web-based and online resources, such as ABC Clio online database, History Alive materials, and Nystrom electronic maps/atlases, to support the social studies curriculum adoption. Increase student access to computers via computer labs and laptop carts. Develop options for students to bring student owned devices for use in school.	Support access to online and web-based content specific resources and databases. Provide accessories to computers to meet subject-specific needs (e.g. headphones with recording capability for world languages courses) Develop systems to support emerging technologies (e.g. range of mobile and personally owned devices).	Support subject-specific device and software needs based on the curriculum review cycle.
Collaboration Tools	No video-conferencing or off-site communication options.	Provided Moodle as a classroom learning management system. *Not purchased with Tech Levy funds:* *1 district portable videoconferencing system provided by state grant.* *A few classrooms have*	Provided Google Apps for Education for all students and staff. Support for education-based social networking such as My Big Campus and Edmodo.	Support web-based collaboration resources for staff and students.	Provide multimedia technologies to create intra-district communications.

		portable webcams purchased through building budgets, donations, and grants.	
Assistive Technology	Minimal number of assistive technology tools.	Supplied most urgent assistive or adaptive technology to meet needs of students receiving special education services.	Increase levels of support for assistive technology systems and equipment to meet needs of student receiving special education services.
		Provide access to hardware and software to support students receiving special education services.	
		Provide staff support to work with IEP teams to identify, select, and implement use of assistive devices and software for students and staff.	
		Supported emerging technologies that have specific advantages for students receiving special education services.	
Wireless Access	Mixture of isolated non-enterprise access points in some sites with no district wide coordination	Provided enterprise grade 802.11b/g wireless access to all classrooms and office spaces to maximize breadth of coverage.	Remain current with wireless industry standards.
		Wireless coverage designed to support a 4 to 1 district wide ratio.	Increase range and capacity of wireless coverage to provide increased access within BISD.
		Installed radius appliances to provide 802.1x authentication and security.	Upgrade wireless system to stay current with industry standards.
			Maintain minimum of 4 students to 1 device wireless access.
			Increase range and capacity of wireless coverage to meet subject or grade level curriculum needs.

Bainbridge Island School District #303

Focus Area 2 Teaching: Prepare and Connect
Technology Goals and Levy Contributions

Focus Areas	Pre-2006 Levy	2006 Levy 2007-2010	2010 Levy 2011-2014	2015-2017 Continuation	2015-2017 Moving Forward
Presentation Equipment and Resources	5% of classrooms had presentation stations that included LCD projectors and some document cameras; no LCD projectors were ceiling-mounted.	100% classrooms have presentation stations (computer with DVD drive, ceiling or wall-mounted LCD projector, document camera).	Added interactive whiteboards to the district standard for presentation stations. Approximately 80% of classrooms have interactive whiteboards.	Provide for replacement of presentation stations with components determined by grade band or subject/department based on district standards.	Provide voice enhancement system for all large group instruction and meeting spaces.
	95% of classrooms used overhead projectors	100% of certificated staff received training on use of laptops, LCD projectors, and document cameras.	Provide for periodic review of presentation station components.	Include student response equipment or web-based options based on grade band or subject/department and district standards.	
	85% of classrooms had TV/VCR, a few classrooms with DVD players.	Fewer than 10% of classrooms have student response systems ("clickers"), some purchased with grants.	Provide options to pilot use of emerging technology likely to impact education and presentation equipment options.	Incorporate new equipment into sustainable replacement cycle for presentation station.	
	Teacher training for classroom technology provided by grants such as from BEST or Gates Foundation.	*Not purchased with Tech Levy funds:* *60% classroom spaces have interactive whiteboards donated by PTOs and grants or purchased with construction bond funds(e.g. new BHS 200 building)*	Develop sustainable replacement cycle for presentation station equipment.		
	1 classroom had an interactive whiteboard (district pilot).				
Teacher Computing Devices		Provided a laptop computer for certificated staff who were .5 FTE	Replaced or provided laptops for all certificated staff. (Old laptops reused to meet online	Provide options to meet certificated staff computing	Provide mobile/portable computing device for identified para-educators to support

		testing needs.)	device needs.	student learning needs.
	and greater.	Support pilot of emerging technologies to meet certificated staff computing needs.		
Professional Development	Teacher training for classroom technology provided by grants from Gates Foundation and BEST. Provided initial training for administrators and technology teacher leaders in the ISTE standards. Limited training in the ISTE NETS. Inconsistent and inequitable access to technology made staff training difficult on a district-wide basis. All staff trained in basic use of new hardware, software or web-based systems required for their job and district acceptable use protocols.	Support for school-based technology training for certificated staff. Equivalent of 1-day per school year to improve student learning, improve technology proficiency for teachers, and increase technology integration into the classroom. Provided copies, as needed, and posted links to the ISTE and WA State Educational Standards on BISD website. Train(ed) new staff in use of new hardware, software or web-based systems required for their job and district acceptable use protocols.	Maintain 1-day training for certificated staff. Expand training resources for staff, students, and families on district website.	Increase training to support professional practice, increased use of technology by staff, and increased use of technology by students to learn and demonstrate their learning. Provide technology training for para-educators to support student learning needs.
Professional Development	No formal technology skills assessment conducted for BISD staff prior to 2006.	Certificated staff participated in technology skills PILOT assessment in 2007, winter of 2010.	Participate(d) in an annual technology skills survey for BISD staff, such as the PILOT survey.	

Bainbridge Island School District #303

Focus Area 3 Assessment - Measure What Matters

Technology Goals and Levy Contributions

Priorities	Pre-2006 Levy	2006 Levy 2007-2010	2010 Levy 2011-2014	2015-2017 Continuations	Moving Forward
Assessments	Report cards for grade K-8 hand-completed on NCR paper. Conversion to Skyward student records system for required student data reporting.	Skyward Gradebook established as formal reporting system for students in grade K-12. Grants, donations and school funds supported technology-based assessment tools chosen at the school level.	Provided Measurements of Academic Progress (MAP) to measure student learning progress in math, reading and science and provide timely feedback for students and staff.	Provide systems for timely feedback on student learning for students and staff. Support options for students to receive immediate feedback on learning. Increase training and use of modules in Educator Access.	Expand options for staff, students and families to receive timely feedback on student learning.
Data Integration		Provide access to staff and families to Educator Access.	Provided Homeroom data dashboard to integrate demographic and assessment data.	Maintain data dashboard to integrate demographic and assessment data.	Provide data dashboard access to families.
Common Core State Standards			Reclaim(ed) near end of life computers and dedicate them to meeting state required online testing in grades 3-8.	Provide equipment for meeting state online testing requirement in grades 3-high school. Provide system to measure student progress during the year toward meeting state standards.	
Professional Development (PD)			Provided training in MAP and Homeroom for teachers. Each school year, provided equivalent of 1-day of training for all certificated staff to improve technology proficiency and increase technology integration into the classroom.	Dedicate funds to improve educator proficiency in data collection and analysis through technology. Maintain current certificated staff PD to improve technology proficiency and increase technology integration into the classroom.	Dedicate funds to increase technology proficiency for para-educators.

Technology Goal

The Bainbridge Island School District will use technology to improve student learning for all students. Technology:

- fosters a passion for learning
- delivers challenging & meaningful curriculum
- develops and supports the skills necessary for career, college and life in the 21st century

Technology Focus Areas

Technology engages learners by providing access to information, personalized learning opportunities, and timely feedback. To improve student learning, the technology levy resources will focus on five areas. The five focus areas, with examples of priorities, include:

1. Learning: Engage and Empower
   - Student devices
   - Tailored learning
   - Technology to support curriculum
   - Information systems
   - Collaboration tools
   - Assistive technology

2. Teaching: Prepare and Connect
   - Presentation stations
   - Computing devices
   - Staff development

3. Assessment: Measure What Matters
   - Feedback on learning
   - Data to measure student learning and growth

4. Infrastructure: Access and Enable
   - Systems to ensure access to technology resources

5. Communications and Productivity: Redesign and Transform
   - Operation and communication tools

Technology Funding

Our Bainbridge Island community has supported technology levy requests in 2006 and 2010. Our schools rely on local technology levies since:

- BISD receives no federal or state funding dedicated to technology
- Replacement cycles for hardware and software are driven by technology advances
- Grants, donations through private foundations, and Capital Project bonds spur innovation and the technology levy supports equity of access for students
- Current levy collection ends in December 2014

Overview of Focus Area #1: Learning - Engage and Empower

Goal Statement: The Bainbridge Island School District will improve student learning through the use of technology by providing an environment that fosters a passion for learning, and develops and supports the skills necessary for career, college and life in the 21st century. This goal will be measured by progress in meeting the Washington State Annual Measurable Objectives and through student surveys measuring technology proficiency. By eighth grade, 80% of students will score as proficient users of technology based on the *Washington State Educational Technology Learning Standards*.

Rationale: The Bainbridge Island School District seeks to provide an excellent and engaging public education that supports students becoming globally aware, civically engaged, and capable of successfully managing their lives and careers. Students need to be proficient, responsible and safe users of information, media, and technology to succeed in an increasingly digital world. The district will use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways. The district will provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings use these tools. District technology resources will enable students to communicate, learn, share, collaborate and create; to think and solve problems; to manage their responsibilities; and to take ownership of their reputations and lives.

Priority Areas and Impact on Student Learning

1.1 Student Computing Devices
- Increase access to devices to meet learning needs
- Create opportunities to access information through web-based resources
- Create opportunities to create and collaborate on assignments and presentations
- Support mobile technologies for anywhere-anytime access to educational resources

1.2 Computer Labs and Technologies for Whole Class Activities
- Provide current technology equipment to meet whole class computing needs based on at least one computer lab per school; two labs at BHS
- Identify and coordinate options to support current and emerging devices that can supported on an enterprise-level network with available infrastructure and staffing resources

1.3 Tailored Learning (definition included in attachments)
- Create opportunities for web-based, online learning
- Create opportunities for differentiation of instruction and learning resources
- Create opportunities for student choice in ways to learn and demonstrate learning
- Provide timely feedback on learning and assessments for students to guide their own learning
- Provide opportunities for self-assessment

1.4 Science, Math and Career & Technology Education (CTE)
- Provide technology tools and resources to support science curriculum and computing needs
- Provide technology tools and resources to support math curriculum and computing needs
- Provide technology tools and resources to support Career & Technology Education courses at the middle school and high schools

1.5 Electronic Content to Support Curriculum
- Increase anywhere-anytime access to classroom and learning resources
- Support online databases and subscriptions to supplement the curriculum

1.6 Information Systems
- Provide district-wide library and information management systems
- Provide current technology equipment at each school to meet whole class research needs based on at least a 2:1 ratio to further research, data collection and information management

1.7 Collaboration Tools
- Provide opportunities for student collaboration on and off campus
- Provide access to devices, tools and resources to support collaboration with and among BISD educators and students
- Support creation and storage of student work so documents are accessible anywhere-anytime

1.8 Assistive Technology Systems
- Provide assistive technology systems and tools to support learning needs of students receiving special education services

1.9 Wireless Access
- Increase wireless access to meet student learning needs
- Provide wireless system that stays current with industry standards

Tailored Learning
Individualized, Personalized, and Differentiated Instruction

Learning Powered by Technology: Transforming American Education; National Education Technology Plan 2010; U.S. Department of Education, Office of Educational Technology; November 2010

Individualization, differentiation, and personalization have become buzzwords in education, but little agreement exists on what exactly they mean beyond the broad concept that each is an alternative to the one-size-fits-all model of teaching and learning. For example, some education professionals use personalization to mean that students are given the choice of what and how they learn according to their interests, and others use it to suggest that instruction is paced differently for different students. Throughout this plan, we use the following definitions:

Individualization
Individualization refers to instruction that is paced to the learning needs of different learners. Learning goals are the same for all students, but students can progress through the material at different speeds according to their learning needs. For example, students might take longer to progress through a given topic, skip topics that cover information they already know, or repeat topics they need more help on.

Differentiation
Differentiation refers to instruction that is tailored to the learning preferences of different learners. Learning goals are the same for all students, but the method or approach of instruction varies according to the preferences of each student or what research has found works best for students like them.

Personalization
Personalization refers to instruction that is paced to learning needs, tailored to learning preferences, and tailored to the specific interests of different learners. In an environment that is fully personalized, the learning objectives and content as well as the method and pace may all vary (so personalization encompasses differentiation and individualization).

Personalization vs Differentiation vs Individualization

There is a difference between personalization and differentiation and individualization. One is learner-centered; the others are teacher-centered.

Personalization	Differentiation	Individualization
starts with the learner	starts with groups of learners	starts with the needs of the individual learner
connects with interests, passions, and aspirations	adjusts to learning needs of groups of learners	accomodates learning needs of the individual
learners actively participate in the design of their learning	explicit instruction based upon the learning needs of groups of learners	explicit instruction based upon the learning needs of an individual learner
learners have a voice and choice on what they learn	teachers create or adapt instruction and choose roles for learners based on different needs of learners	teachers customize lessons and tasks for learners based on individual needs
different objectives for each learner	same objectives for groups of learners	same objectives for learners with specific objectives for individuals who receive one-on-one support
learner selects appropriate technology and resources to support their learning	technology and resources are selected to support the learning needs of groups of learner	technology and resources are selected to support the learning needs of an individual learner
learners build a network of peers, teachers, and others to guide and support their learning	learners are reliant on the guidance of teachers to support their learning	learners are dependent on individual teachers or para-professionals to support their learning
competency-based models where the learner demonstrates mastery	based on Carnegie unit (seat time), grade level	based on Carnegie unit (seat time), grade level
assessment AS learning	assessment FOR learning	assessment OF learning
teachers develop capacity to create independent learners who set goals, monitor progress, and reflect on learning	assessment involves time-based testing and teachers provide feedback to advance learning	summative assessment is grade-based and involves time-based testing which confirms what learners know and don't know

Personalized Learning Chart by Barbara Bray and Kathleen McClaskey is licensed under a Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported License.

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Overview of Focus Area #2: Teaching - Prepare and Connect

Goal Statement: Professional educators at the Bainbridge Island School District will be supported individually and in teams by technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learners. Teachers will participate in an annual survey to establish levels of technology proficiency and classroom integration. Based on the *Washington State Technological Proficiencies for Certified Administrators, Teachers & Teacher-Librarians*, our goals are 1) for 80% of our teachers to score in the proficient level of technology skills; and 2) for 75% of our classrooms to score in the tiers 2 or 3 levels for classroom integration of technology.

Rationale: Educators who acquire expertise in teaching methods and practices create meaningful and effective learning opportunities for each student. Technology supports expertise by connecting educators to resources and information. Current and emerging technologies connect educators, anywhere-anytime, to:
- technology-based content resources
- colleagues and experts around the world
- students and their families

Priority Areas and Impact on Student Learning

2.1 Presentation Equipment and Resources
Classroom and large group presentation stations will allow presenters to:
- reach all students through current and emerging technologies
- share information and presentations including student work and projects
- access visual models and tools to teach concepts and skills
- access online media and information

2.2 Computing Devices
Access to computing devices connects educators to:
- data and informational resources
- colleagues, content specialists and experts
- students and their families

2.3 Professional Development
Professional development for educators will promote expertise by increasing:
- technological proficiency
- classroom integration of technology

Bainbridge Island School District
Technology Vision and Planning 2015-2017

Overview of Focus Area #3: Assessment – Measure What Matters

Goal Statement: The Bainbridge Island School District will leverage the power of technology at all levels to measure what matters and use assessment data for continuous improvement.

Rationale: Education is becoming increasingly aware of the need to make data-driven decisions to improve our educational and operational systems. These data-driven decisions help us focus resources to support learning for each and every student. Technology directly contributes to our ability to gather data, analyze it, and act upon it in a timely manner. Technology-based assessments and data collection allow:

- students and families to receive timely feedback
- educators to monitor learning, adjust instruction, and provide tailored learning opportunities
- administrators to support improvement in professional practice
- district level decision-makers to select curriculum, student support systems, and learning interventions to improve student learning

Priority Areas and Impact on Student Learning

3.1 Assessments
- Tools and resources to facilitate data collection
- Formative assessments to measure learning to plan for instruction to meet each student's needs
- Adaptive assessments to create tailored learning opportunities
- Embedded assessments in technologies to engage learners while assessing complex skills (e.g simulations and game-based learning)

3.2 Data Integration
- Systems to collect and analyze assessment, learning, and student demographic data

3.3 Common Core State Standards
- Tools and resources to meet federal and state assessments for Common Core State Standards

3.4 Professional Development
Educators need support to learn how to use technology-based assessments and data systems effectively to improve student learning.
- Select assessment tools and systems to gather the desired student information and data
- Use of data collection systems
- Provide tailored instruction to meet student learning needs

Bainbridge Island School District
Technology Presentation Timeline for the School Board
May 3, 2013

The following information will be included in School Board meetings along with any information requested by School Board or District Leadership or stemming from discussions during the meetings.

<u>Proposed Date</u>	<u>Topic/Activity</u>
5/9/2013	Study Session
	Progress Chart: Where We Were, Where We Are, and Moving Forward
	One page overview of technology goals
	Overview of goals for learning, teaching and assessment (3 of 5 focus areas)
5/30/2013	Results of certificated staff survey about proficiency and integration
	Results of certificated staff survey about student computing devices
	Results of parent and student surveys about student computing devices
	Options to Meet Student Computing Device Needs, Examples from other School Districts
	Overview of goals for all five focus areas
	Revised progress chart
6/13/2013	Scenarios for addressing student computing device needs
	3-4 Funding scenarios to meet our technology goals
	Streamline number of options and funding scenarios
6/27/2013	Revise funding scenario(s) with vignettes to illustrate use of technology by staff, students, and families

May 1, 2013

TO: Board of Directors
FR: Faith A. Chapel, Superintendent
RE: 2013-14 BISD Funding Requests for Bainbridge Schools Foundation – DRAFT

During recent discussions involving Bainbridge Schools Foundation board members, Bainbridge Island School District board members, community representatives and district administrators, it was agreed that it would be beneficial for the District to clearly delineate and publicly discuss its annual requests for financial support from the Bainbridge Schools Foundation. The attached document represents the District's funding request priorities for the 2013-14 school year. The priorities support the goals identified in the District Improvement Plan for next year.

Board members will note that there are two sets of priorities. District staff members have generated two different lists due to the uncertainty surrounding the state budget for K-12 education. As Board members are aware, the Legislature was unable to reach agreement on a budget for 2013-14, and a special session will begin on May 13.

The two sets of requests are separated into two columns, on the right side of the page. One column represents what the priorities will be if the state provides the school district with enhanced funding for staffing, transportation, and maintenance/supplies/operating costs. If the state provides additional funding for basic education costs, the District would not need BSF support to pay for staff positions, and the requests would shift to support for staff training/professional development and innovation initiatives. However, if the final version of the state budget does not include significant enhancements for K-12 basic education, the District would ask the Foundation to continue to pay for staff positions and would reduce the requests for staff training and innovations.

Bainbridge Schools Foundation representatives will join us for the May 9th Board meeting to hear the Board's discussion of priorities and respond to questions. Following Board discussion, the BSF Board will meet on May 13 and discuss the District's requests for the 2013-14 school year.

An Equal Educational and Employment Opportunity School District

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.

BISD Funding Priorities for BSF Funds 2013-14:

| Priority Area	Purpose		Description	With Enhanced State Funding	Without Enhanced State Funding
Staffing	Maintain high quality staff K-12 (Not supported through state funding)			$0K	$500K
Professional Development	Training and support for teachers for: • Teacher/Principal Evaluation (TPEP) • Assessment to inform instruction • Curriculum (Implementation on Common Core Math and Language Arts)	Common Core	K-6 Math Teacher on Special Assignment (TOSA)		
			K-12 Literacy TOSA (focus on writing in all curricular areas)		
		Assessment to Inform Instruction	Summer Institute & Training for Teachers		
			Data Lead Teachers/Data Training and Support		
		TPEP	Teacher/Principal Evaluation Project (TPEP) Training/Trainers		$0K
			School Grants	$500K	$65K
		Total		$500K	$565K
Innovations	Support for classroom innovations focused on: • Science, Technology, Engineering and Mathematics (STEM) • World Language in the Elementary School • Differentiation	Science, Technology, Engineering and Mathematics STEM	1 to 2 K-12 TOSAs		
			Elementary Math Support (ST /Zeno Math)		
			Robotics Start-up for grades K-4/9-12 First Robotics Club		
			STEM Summer Camp with Arts Integration		
		World Language	Funding to support EPIC recommendations for K-6 World Language during the school day		
		Differentiation	Educational Programs for Gifted Youth (EPGY) License and Training		
			Enhance access for traditionally underserved students in advanced classes		
			WINGS		
			K-8 TOSA to support and develop highly capable programs	$500K to $570K	$0K
			Classroom/Teacher Grants		$75K
		Total		$500-570K	$435K

TO: Faith Chapel, Superintendent

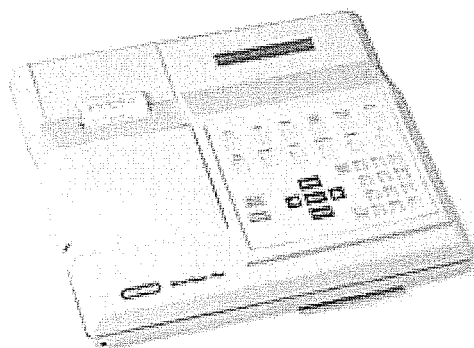FM: Benjamin Hart, Science Teacher and Gregory J. Moncada, STEM Coordinator

RE: Murdock Trust and Matching Funds to Support Bainbridge High School Science.

Date: May 1, 2013
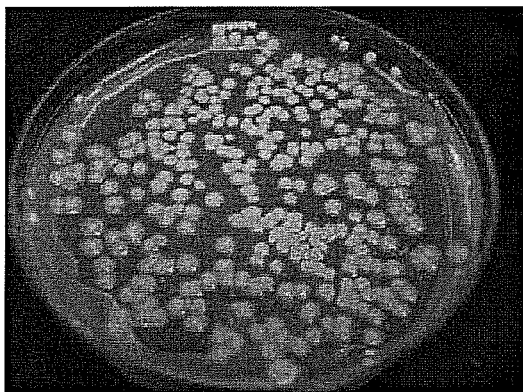
Genetically Transformed Bacteria   **UV/VIS Spectrophotometer**

Introduction

During the past two summers, Benjamin Hart has worked at the Montine Lab at the University of Washington. This work has been supported by the Murdock Charitable Trust. As a result of this work, I have been awarded a $5000 supplemental grant from the Murdock Charitable Trust. This award was contingent upon an additional $2000 being made available from Science Technology Engineering and Mathematics (STEM) funds. Thanks to Greg Moncada and the STEM advisory board, these funds are now available. Funds from this grant will be used to purchase a UV-Vis Spectrophotometer and protein purification columns from Bio-Rad.

Target 1: Inquiry, Engineering and Research

The Murdock and STEM funds will be used to support student exploration of factors that influence the rate of protein expression in transformed bacteria. Students will have opportunities to manipulate conditions and design a protocol to efficiently isolate the green fluorescence protein from the

transformed bacteria. In addition, this equipment will support student learning from a number of other courses including Physical Science, Chemistry, and AP Chemistry. Finally, students engaged in research projects with high school teachers will have access to this tool.

Target 2: Develop Quantitative Skills

Students will quantitatively analyze data. This analysis will strengthen connections between science and mathematics.

Need:

Currently, Bainbridge High School does have a very simple visible spectrophotometer. This device does not allow for the in-depth, quantitative assessment of green fluorescence protein. Furthermore, Bainbridge High School freshman work on the same laboratory investigation as the Advanced Placement Biology students. Extending the laboratory investigation beyond transformation and into quantitative measurement will encourage student engagement and critical thinking skills.

Sales Support:

Benjamin Hart has discussed regarding plans with the UV-Vis spectrophotometer to Damon Tighe, a Bio-Rad Education sales representatives. He has visited Bainbridge High School in the past and will plan to visit in the future to help teachers utilize Bio-Rad products.

Web Resources:

- **Bio-Rad, UV-Vis Spectrophotometers** http://www.bio-rad.com/evportal/en/US/INF/Category/203460/UV-Vis
- **pGLO Bacterial Transformation Kit,** http://www.bio-rad.com/prd/en/US/LSE/PDP/619b8f74-9d3f-4c2f-a795-8a27e67598b7/pGLO-Bacterial-Transformation-Kit
- **Green Fluorescence Protein Purification Kit,** http://www.bio-rad.com/LifeScience/pdf/Bulletin_9562.pdf

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

SUPERINTENDENT
Faith A. Chapel

May 3, 2013

TO: Faith Chapel, Superintendent
FR: Peter Bang-Knudsen, Assistant Superintendent
RE: Professional Development/Collaboration Early Release Calendar Update

During this school year, the District implemented a 90-minute weekly early release schedule that fostered professional development and collaboration time for our teachers, counselors, and administrative staff. In a memo to you dated May 25, 2012, I noted our theory of action for the weekly early release was that by increasing staff training and collaboration, teaching and learning across the District would improve. This memo will provide a brief update of how those early release Mondays have been used, and describe the overall positive impact on teaching and learning that can be attributed to this model. In addition, I have provided you with the final details of the 2013-2014 school calendar, which now includes the parent/student conference schedule. The 2013-2014 school calendar is presented for School Board review and approval.

Before addressing how early release Mondays are used to enhance teaching and learning, it is important to remember why the District initiated a weekly early release for professional development model in the 2012-2013 school year. As noted in presentations to the School Board last year, the District lost three days (24 hours) of state funded professional development due to state-wide budget cuts. While taking away time for staff training, the State simultaneously added unfunded mandates to our education system. Below is a chart of some of those unfunded mandates that require significant time and effort to implement effectively.

State Initiatives	Funding from State
Math Common Core State Standards	$0
English Language Arts Common Core State Standards	$0
Next Generation Science Standards	$0
New Gifted Education Legislation	$0
Implementation of Teacher Evaluation and Student Growth Measurement systems	$0
Implementation of required technology standards for both staff and students	$0

The Bainbridge Island School District is committed to the State's efforts toward continual improvement; however, without significant additional support, the District will need to continue to organize its time creatively in order to effectively implement these changes.

In addition to State unfunded initiatives and mandates, our District has several teaching and learning initiatives under way that will require additional training and collaboration in order to effectively implement. Below is a chart of some of those activities.

District Initiatives
Differentiated Instructional Models   • My Math curriculum   • Stanford's Education Programs for Gifted Youth (EPGY) Pilot   • Enhancing access for traditionally under-served students in advanced classes
Continued Math Alignment   • My Math   • Spatial Temporal (ST) Math   • EPGY
Science Technology Engineering & Mathematics (STEM)   • Increasing the number of students with the skills and interest in pursuing STEM related career paths   • K-12 Robotics programs
Data Analysis   • Developing and analyzing student assessment data to inform instruction, support, and decision-making related to students

The common theme between State initiatives and District initiatives is that all these initiatives will take time to effectively implement. The District has one year's experience with implementing a weekly early release for professional development and collaboration, and some exciting outcomes have manifested as a result of this time. When analyzing the Monday early release for staff training and collaboration, two questions can be asked: What occurred on Mondays, and how did it improve teaching and learning? Below is a chart that highlights a few examples of this work.

What occurred on Mondays? (An abbreviated list)	How did it benefit teaching and learning?
Elementary Math Curriculum Math Training	• Teacher manual and log-in for new My Math adoption
ST Math Training	• ST Math being implemented in all K-4 classrooms
Departmental/Grade Level Collaboration on Common Assessments and Curriculum	• New lessons created and implemented • New common assessments created and implemented • Scientific probes and data tools training, and lesson implementation
Development of Common Data Strategies	• Data notebooks created
Development of materials and resources for website to enhance student and parent communication	• Teacher blogs • On-line resource materials uploaded and being used by students and parents
Common Core English Language Arts Training	• All K-8 teachers provided an introduction to the Common Core ELA Standards
Common Core Mathematics Training	• All K-5 teachers and all K-8 math teachers provided with in-depth training on the strands of the Common Core Math Standards
School Improvement Plan Analysis and Implementation	• School improvement plans informing continual improvement efforts
New Teacher Evaluation Model	• Overview of Danielson Framework and State Criteria • Introduction to student growth components • Development of common assessments and rubrics

At the School Board Meeting on May 9th, several teachers will share their experiences with specific vignettes of how they used Mondays and how it improved teaching and learning. As you will recall from last spring's School Board presentations, there are several important elements related to the purpose and

structure of early release Mondays for training and collaboration. First, the professional development and collaborative activities are based on articulated district, school, and/or personal professional development goals. This element of aligning professional development and collaboration activities in a coherent fashion will be important to continue into the future. A second element related to accountability, is that <u>all professional development and collaboration activities will occur on site and/or at another district facility with an administrator's approval.</u>

This first year of implementation was a learning process which included soliciting feedback from staff members in order to improve the content and approach to the professional development and collaboration models. A joint committee with the Bainbridge Island Education Association will continue to monitor, assesses and provide feedback on future staff training and collaboration. Optimism exists among this joint committee that the District will continue to improve the efficacy of the Monday early release, and as a result, continual improvement in teaching and learning will occur

Attached to this memo is the final school calendar for 2013-2014, which includes details about parent/student conference schedules and early release Mondays. I would be happy to answer any questions related to the weekly early release for professional development and collaboration, and the final calendar.

I respectfully request that the School Board approves the submitted 2013-2014 school calendar.

BAINBRIDGE ISLAND SCHOOL DISTRICT

2013 – 2014 CALENDAR

MAY 9, 2013

AUGUST 2013

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
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SEPTEMBER 2013

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29	30					

OCTOBER 2013

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NOVEMBER 2013

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DECEMBER 2013

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JANUARY 2014

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FEBRUARY 2014

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MARCH 2014

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APRIL 2014

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MAY 2014

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2014

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29	30					

JULY 2014

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27	28	29	30	31		

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

Sept 2	Labor Day Holiday	Jan 22-24	GR 9-12 Semester Finals
Sept 4	First Day	Feb 17	Mid-Winter Break
Oct 17-18	GR K-6 No School/Conferences	Mar 19	GR K-4 ½ Early Release/Conferences
Nov 11	Veteran's Day	Mar 20-21	GR K-4 No School/Conferences
Nov 28-29	Thanksgiving	Mar 31	Spring Break
Dec 23-Jan 3	Winter Break	April 1-4	Spring Break
Jan 20	MLK Holiday	May 26	Memorial Day
Jan 22	GR 5-8 ½ Early Release/Conf.	June 14	Graduation
Jan 23-24	GR 5-8 No School/Conf.	June 17	Last Day/Half-Day

Key

	First Day / Last Day
BOLD	Staff Training: Mondays 90 min. early release K-12
	Check Important Dates Section
	No School
*	Possible Makeup Days

School Board meetings are held the second and last Thursdays of each month except in November, December, July, August..

Instructional Support Services

TO: Faith Chapel

FROM: Bill Mosiman, Ex Dir. ISS

DATE: May 3, 2013

RE: Healthy Youth Survey 2012

The Healthy Youth Survey data collected for SY 2012 is now available. This survey covers a multitude of topics which were reviewed by the BISD Health Advisory Team (HAT). The HAT assisted me in selecting those topics that are most pertinent to the Bainbridge Island School District and community. Additional material showing longitudinal data for alcohol, marijuana and tobacco use have also been prepared.

A Power Point presentation and discussion has been prepared for the May 9, 2013 BISD school board meeting.

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Faith Chapel <fchapel@bisd303.org>

Legislative Update: Special session likely
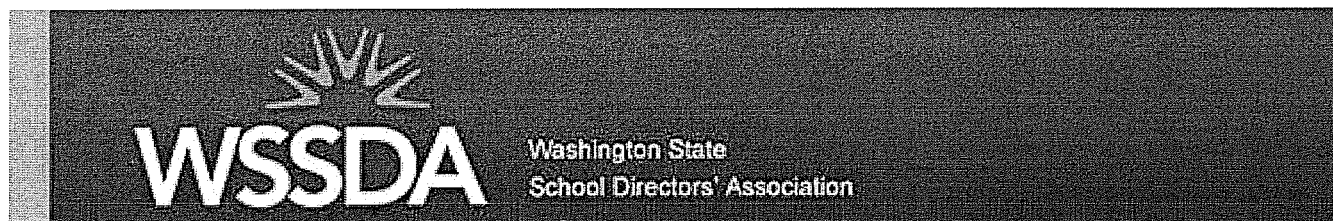
1 message

Sullivan, Marie (WSSDA) <M.Sullivan@wssda.org>   Fri, Apr 26, 2013 at 2:49 PM
Reply-To: "Sullivan, Marie (WSSDA)" <M.Sullivan@wssda.org>
To: WSSDA-NEWS1@listserv.wa.gov

WSSDA Washington State
School Directors' Association

Legislative Update

By Marie Sullivan, WSSDA Director of Governmental Relations

April 26, 2013

Special session likely

With just a little over two days to go, and a gulf as wide as the Atlantic between budget proposals, it looks highly unlikely the Legislature will finish up its work in the regular 105-day session.

Rumors have been rampant. Earlier this week, speculation ranged from the idea that lawmakers would adjourn tonight and hope to be called in at noon on Monday, to a "game of chicken" which would call them back in mid-June just in time for the next revenue forecast. Senate Majority Caucus members put the "end early" rumor to rest with a press conference yesterday, saying their work was done and they would be at their desks this weekend waiting for the House to agree.

On Wednesday, Gov. Jay Inslee made the end game a lot more difficult by throwing various policy bills into the mix of what he wants the Legislature to do before they leave town, including passing a state DREAM act, and legislation on abortion, tougher penalties for DUIs, and gun control. He also has made it clear that he wants action on the Columbia River Crossing in Vancouver/Clark County, which means $450 million in federal funds for the project.

In the midst of the posturing is the fact that legislators really need to pass operating, capital and transportation budgets in time for the new fiscal year that starts July 1st. Both chambers have passed, or are in the process of passing, their "necessary to implement the budget" bills, and are finishing up work on a handful of policy bills.

In addition, a bunch of bills have reached that magical place called "concurrence" and have been delivered to the Governor for consideration and signing. Here's a status report as of today.

To get an agreement on the budget, legislators need to agree on how much they are going to spend the next two years, what they will be buying (e.g., how much for education, social services, parks, etc.), and how they pay for the projected $1.2 billion shortfall and any spending that exceeds revenue over the next two years.

On Wednesday, the House passed part of its revenue plan, eliminating, reducing or extending certain tax preferences. ESHB 2038 no longer includes an extension of the beer tax and softens the impact to border counties by allowing non-residents to submit a "refund" for sales tax on purchases made in Washington. Measures to suspend I-732 (COLAs) and transfer money from the state's Rainy Day Fund (which requires a 60 percent vote) are waiting for action. Combined, the two represent nearly $1 billion in "revenue." It passed 50-47, with five Democrats voting no.

The Senate remains committed to its "no new taxes" pledge, which includes preserving existing tax exemptions, credits and preferences, and letting the temporary extension of B&O tax on professional services and beer taxes to expire. Their revenue plan, ESSB 5895, combines transferring funds from dedicated accounts, repealing I-732, moving trust land revenues from the construction account to the education legacy account, capturing new revenues, and more to bridge the budget shortfall and enhance K-12 investments. The bill passed the Senate 25-23, with Sen. Jim Hargrove voting with the Majority Caucus.

Where the action is

Clearly it is important for legislators to understand the impacts of the House and Senate budgets on school districts. Several districts have sent information to their legislators. This is strongly encouraged. And if legislators are released for any bit of time, it would be a good idea to schedule a meeting to go over the different budgets and share the comparisons with them.

In addition to the various NTIB bills, three other bills are still in play that are of interest to school districts. Two of the three have an impact on the budget, so contacting legislators today and over the weekend is also encouraged.

- 2SSB 5794 – would make many changes to the state's system and funding of Alternative Learning Experience programs. The House Appropriations Committee adopted an amendment April 22 that would change the three categories of ALE from online, contract, and parent partnerships to online, site-based, and remote. The definitions include contact time with a certificated instructor.

    In addition, the House fiscal committee adopted a funding strategy for ALE, based on resident and non-resident students. Under the bill, resident students enrolled in ALE courses would be funded at 100 percent.

Non-resident students would also count at 100 percent if any one of the following conditions was met:

- All ALE courses identified in the student's written student learning plan are online courses;

- The ALE course in which the student is enrolled is a "site-based" course, which means a student has in-person instructional contact time for at least 20 percent of the total weekly time for the course;

- At least 90 percent of the school district's total headcount number of students enrolled in ALE courses consists of students who reside in the district; or

- The student resides in an adjacent school district.

The bill was amended in the House so will need to return to the Senate for concurrence.

- SSB 5898 – would begin reducing local levy authority and Local Effort Assistance (LEA) funding, starting January 1, 2015, decreasing the authority by one percent each year until January 1, 2018.

Back in 2010, a deal was struck and SHB 2893 temporarily increased the levy authority by four percentage points – from 24 percent to 28 percent – starting with the 2011 collection year. The four-percent increase was also applied to grandfathered districts. Districts receiving LEA also got a bump, from 12 percent to 14 percent, to stay aligned with the levy authority increase. The increase is set to expire January 1, 2018, which was meant to coincide with funding of the state's redefined program of basic education adopted in 2009.

As written, the minimum levy lid percent would be decreased by one percentage point per calendar year, to reach the statutory level of 24 percent in 2018. The LEA equalization percentage would also be decreased, by one-half a percent per year over the same time period to retain the proportional 50 percent relationship to the minimum levy lid. An amendment adopted the Senate Ways & Means Committee made the decreases in calendar years 2016 and 2017 contingent on policy-level basic education enhancements totaling at least $1 billion in the 2015-17 operating budget.

The bill passed the Senate 28-20, and is in the House Appropriations Committee.

- SSB 5901 – would blend elements of school grading and consequences for schools that receive an "F" under the State's Accountability Index with school discipline, studies on best practices for instruction, and compensation. Regarding compensation elements, the bill would:

  o Freeze TRI;

  o Require a school district to ask permission of the State Board of Education for a salary increase (but only for teachers in schools rated an "A," "B" or "C"); and

  o Create a Joint Select Committee on Educator Compensation to provide oversight, monitoring and

direction to revise the current salary allocation schedule and create a new educator compensation model for certificated instructional staff and principals. The system would link educator compensation policies to research-based practices shown to increase an educator's effectiveness and positive impact on student learning.

The bill passed out of the Senate Ways & Means Committee earlier this week and is in Senate Rules. The bill still has to get through the process in the House. Look for House Democrats to raise issues with the elements of SSB 5901 that would require grading schools and school reform plans without funding for any school getting an "F," as well as the compensation issues. The only area of the bill where there may be some consensus is on the school discipline elements, although a meltdown on a similar bill in the House may signal this issue isn't ready to go yet.

Next steps

There is no calendar yet for next week, since the regular session is due to end Sunday, April 28. The WSSDA Legislative Update will post any new information on a special session once it is available.

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Legislative Update: Special session starts May 13

1 message

Sullivan, Marie (WSSDA) <M.Sullivan@wssda.org>   Sun, Apr 28, 2013 at 7:32 PM
Reply-To: "Sullivan, Marie (WSSDA)" <M.Sullivan@wssda.org>
To: WSSDA-NEWS1@listserv.wa.gov

WSSDA   Washington State
School Directors' Association
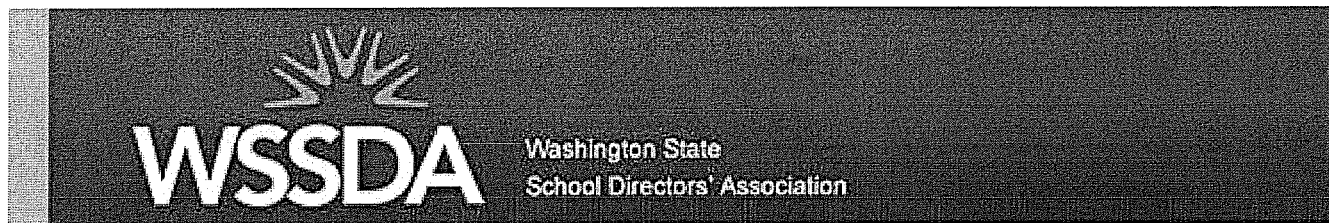
Legislative Update

By Marie Sullivan, WSSDA Director of Governmental Relations

April 28, 2013

Special session called, legislators return May 13

The 105-day legislative session crawled to a close today, with the gavel falling on the 63rd Legislature at 6:15 p.m.

The House passed two bills, one of which was the 2013-15 transportation budget and the other on school district non-renewal notices. HB 2017 would authorize school districts and ESDs to use a June 15th date for contract non-renewal notices if the omnibus operating budget had not passed the Legislature by the end of a regular session.

The bill did not receive a hearing, but was pulled from the House Education Committee to the floor today. It is sponsored by Rep. Kevin Parker, R-Spokane, and is designed to give districts more predictability when waiting for the Legislature to adopt a budget. The Senate took no action on the bill.

For its part, the Senate worked on concurrence, passed a handful of bills, and confirmed more than a dozen gubernatorial appointments.

Bills left on the floor calendar are returned to the chamber of origin's Rules committees as part of the close-out process of the regular session.

Inslee calls special session

Gov. Jay Inslee announced that he will call legislators back to Olympia May 13 for the start of a special session. Special sessions are authorized to run 30 days and the governor cannot limit the types of bills or topics that are considered in a special session. Usually there is agreement among the five corners on what will be covered, but that does not appear to be the case this time.

In making his announcement, Inslee said that he expects his budget staff will start on budget assumptions related to the budget proposals immediately. Assumptions might include items such as projected savings on moving part-time K-12 staff to the new health benefits exchange. When asked about the Senate approach that would transfer trust land funds from the construction account to an education operating account, Inslee said the Supreme Court wouldn't have time to rule on the constitutionality of that shift before May 13th and he would ask the Senate to defer to his opinion. His opinion, by the way, is that it is a bad idea.

Inslee said the Legislature needs to focus on three main issues when it returns:

1. An operating budget that makes a substantial down payment on education, but not on the backs of seniors or the poor;

2. A transportation plan that preserves funding for existing infrastructure projects and funds new projects, including the new bridge across the Columbia River; and

3. Important education policy measures to ensure that new education funding will achieve results.

However Inslee also referenced several non-budget issues that remain priorities for his administration. These include legislation on stiffer penalties for repeat DUI offenses, common sense laws to reduce gun violence, the reproductive parity act, and the state DREAM act. With the latter two bills, Inslee said that enough legislators already had indicated their support – it was just a matter of bringing the measures to the floor for a vote.

On the operating budget, Inslee said the parties were "light years apart," and the May 13 deadline would bring pressure on the top negotiators to craft a solution. He said it was his opinion that to meet the funding needed to satisfy the McCleary decision, the Legislature must close some tax breaks that are no longer necessary or don't stack up against a priority of education funding.

Next steps

With everyone returning to home districts to recharge, school districts are encouraged to invite their local legislators into their schools for a quick tour and a conversation about budget impacts.

This is a good time to compare the various budgets and the effect on district operations. Of particular interest to legislators will be how the new state education investments would free up local levy dollars and the effect of certain

proposals, such as the House investment in compensation for classified and administrative staff salaries, on local funding.

It is also an opportunity to talk about some of the policy bills that are still under consideration and are likely to be topics of the special session. These include changes to Alternative Learning Experience programs, school discipline practices, and school grading, to name a few.

House Republicans announce new leaders

House Republicans elected Snohomish County Representative Dan Kristiansen as their new minority leader at a reorganization meeting Saturday. Kristiansen replaces Rep. Richard DeBolt of Chehalis, who stepped down earlier in the month for health reasons.

In other caucus action, Moses Lake Representative Judy Warnick was elected caucus chair, after Kristiansen moved to the top spot. Rep. Liz Pike, R-Camas, stepped down as assistant floor leader and Pierce County Rep. Steve O'Ban was elected to fill that leadership post. Rep. Joel Kretz of Wauconda remains the House Republican's deputy leader.

Date: May 3, 2013
To: Faith Chapel, Superintendent
From: Cami Dombkowski, Personnel Director
Subj: Personnel Actions
Personnel actions recommended for Board approval at the May 7, 2013 School Board meeting are as follows:

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

Changes in Assignment:

Retirements:

Hotchkiss, Kristen	1.0 FTE 6th Grade Teacher at Sakai Intermediate School effective 06/30/13 (22 years at BISD)
Kimball, Jill	1.0 FTE 1st Grade Teacher at Blakely Elementary School effective 06/30/13 (20 years at BISD)
von Reis Crooks, Evie	1.0 FTE Title 1/LAP Teacher at Blakely Elementary School and Commodore Options School effective 06/30/13 (31 years at BISD)
Kuntz, Twyla	6.3 hrs/day Bus Driver at Transportation effective 06/30/13 (30 years with BISD)

Resignations:

Sell, Tamra	1.0 FTE Special Education Teacher at Bainbridge High School effective 06/30/13
Raffa, Christie	1.5 hrs/day Supervision Paraeducator at Sakai Intermediate School effective 05/10/13

Requests for Leave of Absence:

Lolley, Cathryn	1.0 FTE 4th Grade Teacher at Ordway Elementary School requests .2 FTE Leave of Absence for the 2013-2014 school year to participate in a principal internship
Hruska, Robin	.61 Art Teacher at Blakely Elementary School requests to rescind her current .14 leave of absence to cover classes for another teacher
Megy, Sean	1.0 FTE 4th Grade Teacher at Ordway Elementary School requests .8 FTE Leave of Absence for the 2013-2014 school year for mutually beneficial reasons

BOARD OF DIRECTORS
Patty Fielding
Mary Curtis
Mike Spence
Tim Kinkead
Mev Hoberg
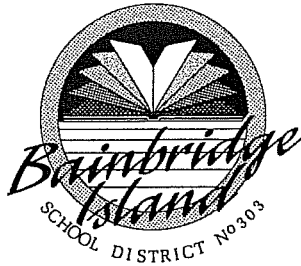
SUPERINTENDENT
Faith A. Chapel

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

Board of Directors Meeting
May 9, 2013

CONSENT AGENDA

1.   **Donation**
Donation to Bainbridge High School in the amount of $1,000.00 from Virginia Mason c/o Andrew Baylor at the Winslow Clinic as the annual donation to the scholarship fund for graduating seniors.

2.   **Minutes from the** *March 28, 2013* **School Board Meeting**

_____

_____

_____

_____

_____

_____
SCHOOL BOARD OF DIRECTORS

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) _Virginia Mason_

School _BHS_

Address _c/o Andrew Baylor @ Winslow Clinic_
Bainbridge Island.

Phone _____ Email _____

Donation Amount or Value of Donated Items: $ _1,000 —_

Purpose of Donation (*specify if cash donation is to be used for a specific purpose; include details of items to be funded*)
Annual donation to BHS scholarship account
for graduating seniors

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

_____

_____

_____

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

Signature of Donor_____ Date: _____

Reviewed By: _SARAH SPRAY_ _Spray_ Date: _4/10/13._
(Printed Name)   (Signature)

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

4/16/2012

BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303
SCHOOL BOARD MEETING MINUTES

Date: March 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
5:40 p.m. – Board President Mike Spence called the meeting to order and a quorum was recognized.

Public Comment
President Spence noted public comment regarding item *A. Spanish Immersion Options* would be taken following that presentation. He opened the floor to public comment on any topic not already listed on the agenda. Public comments were submitted as follows (statements summarized): *Alison Stokes* (statement available upon request) – Spoke about how the District's special education policy changes have affected the ALE and BEL programs. Ms. Stokes stated the district had implemented a policy that denies enrollees with IEPs the services they need to participate. She provided examples of the programs' success, and asked the district to restore special education services to those programs. *Aidan Stokes* – Spoke as a student attending the Mosaic Home Education Partnership. He stated he learns more in that program, and it is a quiet place to do his work, study art, science, music and history with his friends. *Michaela Rossi* (statement available upon request) – Spoke as a student attending Commodore Options and a person with autism. She talked about the smaller school providing a better learning environment for her needs. She said she would like to continue on to Eagle Harbor High School next year. *John Rossi* (statement available upon request) – Spoke about the way Commodore Options School was accepting applicants for next year, and his belief that several disability laws were being violated. He spoke of the innovative programs in the district and stated Commodore Options School is a choice available to everyone who applies to it, including those who are currently enrolled there and served by an IEP. He asked the district to investigate why families of special needs students find Commodore so attractive to serve their unique learners. Mr. Rossi also stated he would like the special needs community to be significantly involved in the policy making the District engages in from here forward. *Fred Whittlesly* – Spoke about special education discrimination in the district and a parent meeting that had been scheduled. He asked for the Board's support to change the "discriminatory mindset" of the district. *Rick Besser* – Noted his appreciation for the extension of the deadline for submission of applications to Commodore Options programs. He asked the Board to intervene with the district's decision-making process related to acceptance of the students into those programs. In addition, he asked that the district's policies be reviewed. Superintendent Faith Chapel spoke about the special education program in the district and noted there would be follow up with the parents who voiced their concerns. One parent suggested an open meeting be scheduled in order to generate ideas.

Superintendent's Report
Superintendent Faith Chapel introduced Linda Sohlberg, a local representative of ASF Exchange Students. She thanked the district for supporting the exchange student program at the high school and talked about the advantages and academic opportunities for students, with the goal of global competency. Two current exchange students were introduced; one from Bahrain and one from Albania. The students provided a brief overview of their local school experiences.

Superintendent Chapel noted the district's focus on science, technology, engineering and math, and the encouragement of innovation. An example of staff creativity and innovation in the area of science, a video promoting the Wilkes Science Fair developed by teacher Ian Eisenhood and other staff, was played for the audience.

Board Reports
Tim Kinkead reported on a finance committee meeting held just prior to the board meeting. At the meeting, several topics were discussed including the work of the School Configuration Committee and the possible closure of a school and the related dollars. Also discussed was the upcoming state audit and finances related to the Mosaic Home Education Partnership. He noted while the Mosaic program has experienced declining enrollment, it is a valued program and the district will continue to find ways to have that program thrive.

Mary Curtis participated in a committee formed as an outcome of the K-6 Educational Programs and Innovation Committee whose task is to look at FLES language learning model. She noted it was a great beginning, with people asking excellent questions and thinking about both the positives and challenges of developing this program.

Mev Hoberg reported on the WE Day event held March 27 at Key Arena. WE Day is an umbrella organization that started in Canada to promote youth involvement in community service - both locally and globally. Bainbridge Island School District was one of the first to sign on, as students in our local schools already participate in many community service activities. Ms. Hoberg stated the event was inspirational, with a slate of speakers that included Magic Johnson, Martin Luther King, III, Mia Farrow, and Martin Sheen.

Presentations
A. Spanish Immersion Options
Associate Superintendent Julie Goldsmith noted at the March 14th Board of Directors meeting, she provided a report on a Feasibility Study that was completed to analyze the Spanish Immersion Pilot. Ms. Goldsmith explained the purpose of this meeting was for the Board to determine the following: a) Continuation – Should the Spanish Immersion Pilot Project continue? b) Structure – If the pilot continues, how many classrooms, what grade configurations should be included, and what parameters are there for who enrolls in the program? c) Placement – If the pilot continues, where should it be located? Considerations for the board include how flexible is the model in consideration of the final determination of the K-6 Configuration Committee, and what are the short and long-term cost implications?

Ms. Goldsmith was asked to create two additional options for consideration as follows: *Option 3A:* Create one additional classroom of Spanish Immersion (K-4). This would address approximately 52% of the new interest K-4. There are 6 fifth grade students who would not be served (4 students continuing from this year's pilot and 2 new applicants). The student grade level configuration for the two classrooms – K-1 and 2 – 4 – as well as a summary of the pros and cons related to Option 3A were reviewed. *Option 4A:* Create two additional classrooms of Spanish Immersion K-4. The student grade level configuration for the three classrooms – K-1, 1-2, and 2-4 – as well as a summary of the pros and cons related to this option were reviewed. Ms. Goldsmith talked about the staffing implications for each of the options, as well as the startup costs. Information regarding the location of the Spanish Immersion classrooms was presented, with adequate space available at Ordway Elementary and Commodore Options. A comparison between Ordway and Odyssey was provided. If the program was placed at Ordway, specialist staffing in already in place, with no additional costs for Options 2 & 3. Option 4 would require an additional .14 ($11,900) of specialist support and Option 5 would require a revision of the specialists schedule. Support staff (playground/lunch supervision) is already in place, as is counseling. If the classrooms were placed at Odyssey, additional specialist staffing would be required, impacting specialist schedule for Option 2 – 5. Support staff are in place for Option 2, but additional costs may be incurred for Options 3 – 5. Regarding counseling, it would be in place for Option 2, with additional costs incurred for Option 3 (.06 @ $5280) and Option 4-5 (.12 @ $10,560).

Ms. Goldsmith reviewed all the possible options as follows:

Option 1	Discontinue the pilot
Option 2	Continue a limited Pilot project with current students for one more year
Option 3	Create one additional classroom of Spanish Immersion – Grades K-5
Option 3A	Create one additional classroom of Spanish Immersion – Grades K-4
Option 4	Create two additional classrooms of Spanish Immersion – Grades K-5
Option 4A	Create two additional classrooms of Spanish Immersion – Grades K-4
Option 5	Create two to three additional classrooms of Spanish Immersion Grades K-5 (third classroom dependent on additional enrollment)

Public Comment

President Spence opened the floor to public comment regarding the Spanish Immersion Pilot and Feasibility Study. People making comment included (statements summarized): *Shaine Schramling* – Spoke as a parent and noted privately funding Mandarin Language lessons for her child. She provided information about the benefits of duel language learning and the effect on a child's brain. She has submitted an application for the Spanish Immersion Pilot, and acknowledged the leap taken in establishing this program. She encouraged the district to expand the program and provide a foreign language option at all the elementary schools. *Walt McGraw* – Stated in an increasing global society everything that can be done to encourage diversity is important. He also supported Option 5. *Rhett Stephens* – Stated whatever option the board decides to pursue, the students currently enrolled in the pilot be kept in the program. Regarding the class location, Mr. Stephens noted the strong family environment at Commodore and encouraged the board to keep Spanish Immersion at that site. *Dale Perry* – Spoke as a district parent and noted a letter (March 25) submitted to district administrators and board members regarding short comings that he and others identified in the enrollment and funding process for the program. Mr. Perry noted receipt of emails from the superintendent and board president responding to his allegations, and he was encouraged that the district was moving forward with an audit of the pilot program. Mr. Perry contended a failure of staff to produce documents related to at least one public record request. He also stated he was against the current Spanish Immersion Pilot, but encouraged the district to develop a language program that could be replicated across the district. *Lauri Herman* – Spoke about the future of the Spanish Immersion Pilot at Commodore Options School. She noted the unique programs housed within Commodore and their interaction. She advocated having the Spanish Immersion program stay at Commodore. *Robert Miller* – Spoke about his support of foreign language learning for all students. He noted information about the Spanish Immersion Pilot was done through "word of mouth" communication, with no district policy that addresses this form of communication. He suggested the board not vote on the options presented, but to take the time to do it right. *Serena Berry* – Spoke as a parent with children in the Spanish Immersion Pilot, and noted Commodore Options Principal David Shockley was one reason for its success. *Rick Besser* – Raised the question if a student with and IEP applied to the Spanish Immersion class, would that student's IEP be reviewed prior to entry. He also noted if the Spanish Immersion classes stayed at Commodore, they could walk to Ordway for specialists time each day. He asked if that were true for students in programs at Commodore could also walk to Ordway for services. *Rod Stevens* – Raised the question whether the board had adequate information to make a decision. He stated it was his understanding that some legal questions have been raised with the state auditor's office on the eligibility and funding process, and he stated it would behoove the board to address that legal issue before they make the decision because that issue could affect the ability of current people enrolled to continue on if the state raises that issue. (Director Mary Curtis clarified it was not that the state has raised a legal issue; it's that a citizen has asked the state to look into it, which the district is doing.) *Denise Melton-Todd* – Spoke as lead teacher of the Spanish Immersion Pilot. She talked about the implications of Option 3A, noting the assumption is this option would grow to three classrooms in the third year. Staffing for this option was also discussed. *Heather Sharp* – Spoke as a parent with a student in the Spanish Immersion classroom, and would like the program expanded to include fifth grade. She also advocated for the program to stay at Commodore. *Lisa Cass* – Encouraged the board to move forward and to make their decision knowing they are never going to make everyone happy. *Sheila Jakubik* – Stated both Commodore Principal Dave Shockley and Ordway Principal Melinda Reynvaan were great leaders, and wherever Spanish Immersion is located, students will be served well.

President Mike Spence asked board members to begin their deliberations regarding the various options being considered for Spanish Immersion. It was suggested deliberations begin by taking those options that were considered "undoable" off the table. Director Tim Kinkead noted Option 4 and Option 4A be eliminated because they would involve hiring another teacher. Director Patty Fielding agreed with taking Option 4 and Option 4A off the table. Directors Mary Curtis, Mev Hoberg, and Mike Spence concurred. The directors then discussed the viability of Option 5, with issues raised related to the K-5 grade configuration of this option impacting Sakai, and in consideration of the work being done by the School Configuration Committee. The directors were in consensus that Option 5 be taken off the table. The directors next discussed Option 1 - discontinuing the pilot. Director Spence stated he was not supportive of this option, no matter how the pilot was developed, as ending the program would hurt kids. Director Hoberg agreed. Director Curtis and Fielding stated the pilot was innovative and the students involved were thriving. They agreed Option 1 should be taken off the table. Director Kinkead agreed as long as one of the other options is moved forward. He added it must be clear to parents, and be well communicated, that the ability to add a third classroom is contingent on the district's ability to sustain the staffing. It will need to be analyzed each year. Discussion also included the issue of attrition related to the program, and it was noted there were strategies to address the issue. It was noted attrition has not been an issue in other school districts with immersion programs. The directors discussed the differences between Option 3 (create one additional classroom of Spanish Immersion – K-5), and Option 3A (create one additional classroom – K-4). Associate Superintendent Julie Goldsmith explained Option 3 creates a K/1 class-

room, and a 2/3/4/5 classroom, provide for 19 students new to the program, and continues the current 28 students in the program. Option 3A provides for 27 students new to the program, with 24 current students to continue in the program. This option does not include fifth grade students. Discussion focused on the application issue related to Option 3 (K-5), and the district's current grade level configuration is K-4. The directors were in consensus Option 3 was to be taken off the table. At the conclusion of the discussion regarding the possible options, all the directors agreed Option 3A would be the one to move forward. The discussion then moved to how students would be included in Option 3A moving forward. Director Kinkead stated the district does not have a process regarding preferential treatment for students in a pilot program. He favored a lottery for all students regarding enrollment in Spanish Immersion for next year. Director Fielding disagreed, noting there was an academic content that would put current students enrolled in the pilot at a disadvantage. She added a process could be developed, but the current students should move forward. Director Curtis stated it was important for the students currently in the program to stay in the program. She added the district has learned a lot through the process, but students should stay in the program, with a lottery for the new slots. Director Hoberg stated her opposition to having current students put in a lottery for the program next year. She felt it would penalize those students and favors having current students continue in the program. Director Spence noted the parent group that brought a proposal for an additional multiage program to the board, with the stipulation their children be automatically entered into that program. The district said no automatic in. In the case of Spanish Immersion, donor's children were entered into the program. He stated he couldn't sanction a process that sends mixed messages to the public, and is in favor of a lottery for every student. It was noted there are many students in the pilot whose parents did not donate money to support it. The directors were not unanimous in their opinion.

Motion 68-12-13:   That the Board approves the retention of current students and provide a lottery for new students in the Spanish Immersion program. An affirmative vote was submitted by Directors Curtis, Fielding, and Hoberg. A negative vote was submitted by Directors Kinkead and Spence. The affirmative vote carried the approval.

The directors deliberated about where the Spanish Immersion program would be located – Ordway Elementary or Commodore Options. Ms. Goldsmith briefly explained parents of students currently enrolled in the program expressed their preference that it remains at Commodore. Both schools have expressed they would be glad to have the classrooms on campus. Discussion included the need for students at Commodore to walk to Ordway for the specialist time, and the consideration of the work being done by the School Configuration Committee. The decline in enrollment at Ordway was also part of the discussion, as was specialists and counseling already available at Ordway should the program be located there. It was underscored that a decision to locate Spanish Immersion at Ordway would in no way commit the board or affect the decision of the School Configuration Committee that this program would be at Ordway.

Motion 69-12-13:   That the Board approves the location of the Spanish Immersion Program at Ordway Elementary School. The affirmative vote was unanimous.

D. K-5 Math Instructional Materials Recommendation & IMC Report
Associate Superintendent Julie Goldsmith introduced members of the Math Curriculum Review K-5 Subcommittee Meg Evans (Ordway), Maureen Wilson (Blakely), and Jennifer Ledbetter (Math TOSA) who presented information about the committee's recommendation for the adoption of the McGraw-Hill *My Math* program. Ms. Goldsmith turned the presentation over to Ms. Ledbetter began the presentation with a video that demonstrated a curriculum that was easy to deliver and/or navigate. She noted one of the things guiding the committee's thinking was the publisher's criteria that included the following: 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 standards and practice standards. 3) Rigor and Balance – Materials and tools reflect the balances in the Standards' rigorous expectations by: a) developing students' conceptual understanding of key mathematical concepts; b) giving attention throughout the year to individual standards that set an expectation of fluency; and c) 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.

Ms. Ledbetter explained how *My Math* is different from other products. It is the only product developed after the release of the Common Core State Standards. It also has the idea of "conceptual Velcro" building on the previous

day's work, and has a logical and cohesive progression of skills. With *My Math*, every chapter begins with a review of the previously learned vocabulary, allows students to continually interact with the vocabulary, and provides online vocabulary support for families. There is an interactive student write-in text which includes vocabulary cards, foldables, work mats, self-assessments, homework and progress assessments. The materials meet the needs of different skill levels, with self-track assessments that allow the teacher to determine "holes" that need to be filled before students can learn content in any chapter. There are chapter projects and challenges for student enrichment, and a "personal tutor" available online. The program is designed with flexibility that can be delivered with or without technology (i.e., Smartboard, online resources, and a RIT component). This is the first product that fits the K-5 grade level needs, and it was noted teachers will be teaching the Common Core Standards beginning next year. Elementary teachers Meg Evans and Maureen Wilson spoke briefly about the *My Math* program and how it will be used.

At the conclusion of the presentation, Ms. Goldsmith noted the Instructional Materials Committee unanimously voted to approve the *My Math* program for Kindergarten through 5th grade. In addition, the IMC approved the DVD Teach Files Flipped: The Truth about Sex for use with the district's HIV/AIDS curriculum (Grade 11).

> **Motion 70-12-13:** That the Board approves the McGraw-Hill *My Math* program for K-5, and *Teen Files Flipped: The Truth about Sex* DVD for the Grade 11 HIV/AIDS curriculum. (Curtis) The affirmative vote was unanimous.

B. School Configuration Committee Update
Superintendent Faith Chapel provided the board with an update regarding the work of the School Configuration Committee to date. She noted board members have reviewed the committee's guiding principles and the analytical framework used to discuss the advantages and disadvantages of each grade configuration. The analytical framework used the criteria such as educational programs and implications, school size and number of schools, staffing and staffing cost implications, operational costs and implications, facility costs and implications, and political considerations. This report to the board contained information about the grade configuration options that the committee has considered including: a) current grade configuration (K-4, 5-6, 7-8, 9-12); b) Grades K-5, 6-8, 9-12; c) Grades K-6, 7-8, 9-12; d) Grades K-8, 9-12. Minutes from the February 13 and 27 committee meetings were also provided to the board. Ms. Chapel noted the committee was an incredible group of people. Meetings with staff and the community regarding the configuration options currently under consideration by the committee will be scheduled sometime in April.

C. District Improvement Plan
Superintendent Chapel explained two years ago, the district began the process of developing an annual District Improvement Plan (DIP) to reflect its commitment to continuous, district-wide improvement of student learning. The 2013-14 plan lists several important targeted outcomes. Is also describes the district's "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.

Ms. Chapel noted a draft of the District Improvement Plan had been presented to the Board at the March 14th meeting, and since that meeting, revision were made. The third outcome clarifies that student 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." Following a brief discussion, Ms. Chapel recommended approval of the 2013-14 District Improvement Plan.

> **Motion 71-12-13:** That the Board approves the District Improvement Plan. (Kinkead) The affirmative vote was unanimous.

E. Crossroads Statement to Legislators
Ms. Chapel noted several years ago, the school district 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 employees and school boards to consider its adoption. The statement contained ten points on which legislators were asked to focus. Following a brief discussion, board members agreed to three points for inclusion in their communication to legislators: 1) Make real and measurable progress toward fully funding public school in this biennium; 2) Fund legislative requirements as part of basic education; and 3) View education as a P-20 continuum.

| Motion 72-12-13: | That the Board approves the Crossroads statement to legislators as amended. (Kinkead) The affirmative vote was unanimous. |

F. Policy/Procedure 2030: Service Animals in Schools – Second Reading
Executive Director of Instructional Support Services Bill Mosiman presented new Policy/Procedure 2030: Service Animals in Schools for a second reading.

| Motion 73-12-13: | That the Board approves the second reading of Policy 2030: Service Animals in Schools. (Fielding) The affirmative vote was unanimous. |

G. Policy/Procedure 2163: Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973 – Second Reading
Executive Director Bill Mosiman explained how Policy 2163 has been revised to reflect the most recent changes in the Americans with Disability Act. The policy was presented for a second reading.

| Motion 74-12-13: | That the Board approves the second reading of Policy 2163: Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973. (Curtis) The affirmative vote was unanimous. |

H. Monthly Capital Projects Report
Director of Facilities and Capital Projects Tamela Van Winkle provided a summary of facility and capital projects for March. A summary of the capital projects budget was included in the report. Highlighting some of the activities around the district, Ms. Van Winkle noted the landscape sub-contractor was in the process of installing sod in the playfield and in the courtyard areas in lieu of previously hydroseeded lawns done by former landscape sub-contractor. Sod will also be installed alongside landscape beds at the parking lot and front of the school. The district continues to work on safety and security projects, with a report to the board on these activities pending. Work continues on completing all deliverables for the Phase 2B Substantial Completion and Phase 1B Final Completion for the Wilkes Replacement Project. There are a number of projects scheduled for the week of spring break.

I. New Wilkes Elementary School Project – Change Order No. 15
Director Van Winkle presented Wilkes Elementary Replacement Project – Change Order No. 15 for Board consideration and approval. Items included on the Change Order were as follows:

CCD 031r	Add Mech Mezzanine Doors and Metal Panel Details 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	Display Case Details Tube steel structure added plus revisions to 4-pane sliding glass doors, hardware and locks.	$3,889.00
CCD 046b	Add Security Alarm Door at Gym and Power to Added Coiling Door Secures gym from school for BI Parks & Red 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	Century Link Easement Access and Grading Changes Immediate adjacency of Century Link equipment to their fiber network near Day Road required grading, fencing, and sidewalk	$13,485.00

revisions plus a new stairwell to their compound.

CCD 058	Grading Changes at Brick Walls in Courtyards D and E Changes in the field were determined to be due to contractor error, not design error.	$0.00
CCD 062	Glass Floor Insert at Library Field change to take advantage of STEM learning opportunities about radiant floor hearing.	$6,819.00
CCD 072r	ADA Access Control Locations Changed 3 locations of ADA buttons and revised hardware at north and library entries to be bollard-mounted.	$1,500.00
CCD 079	Ceiling at North Admin Hall Field change of a ceiling below minimum height required re-installation of light fixture; revised fixture types at toilet rooms.	$832.00
CCD 089	Added Block Wall at Septic Field Added for unforeseen grade change between drainfield & west sidewalk.	$15,634.00
CCD 102	Pedestrian Swing Gate at Kindergarten Play Added man-gate from kindergarten sidewalk to admin sidewalk & revised traffic gate structure and fabric.	$1,952.00
CCD 103	Acoustic Seal Between Classrooms Added sound-absorbing rockwool at juncture of skylight to tubesteel at top of wall between classrooms sharing skylight.	$1,517.00
CCD 106	Change form Arborist Chips to Nothing Traded $1,200 credit for arborist chips for new trench drain at east field per RFI 307.	$0.00
CCD 116	Safety Surfacing Drainage Added trench and 6" storm drain from each big toy area to infiltration chambers.	$5,144.00
CCD 124	Compost Bins and Drip Irrigation During construction of bin footings, decision was made to omit bins and irrigation from contract.	($5,144.00)
CCD 133	Hydroseed to Sod 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	Window Attachments and Flashings Added detail for flashing where wood siding meets head of curtainwall windows.	$3,164.00
COP 064	Downspout Connections Field relocation of several downspouts on Admin wing and 2 new tightline connections to storm drain system.	$3,776.00
COP 066	Bus Loop Retaining Wall Contractor proposed additional costs for depth of wall below	$0.00

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driveway grade to footing and added height at east end. Negotiated solution zeroed out this COP and accepted COP 067.

COP 067	Day Rd Retaining Wall 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	Side Wall Diffuser Change of HVAC diffuser type and installation post-construction.	$698.00
COP 079	C5 Fixtures Re-introduction of fixtures at exterior wall of gym that were deleted for COP 009 VA credits.	$769.00
COP 080	VE Change to Ruskin and Dan Foss Option Not Used COP 009 Value analysis claimed savings from change of manufacturer, however, Dan Foss drives were actually higher, and sub-bid for Ruskin control dampers was not taken, therefore, no savings.	$18,000.00
COP 081	Change from Hydroseed to Cedar Chips Field change to fine wood chips at north end of kindergarten playground replaced lawn for better play area and less maintenance.	$2,836.00
COP 082	Low Duct Elevations BISD accepted costs submitted in COP 050 & refused additional costs.	$0.00

Motion 75-12-13: That the Board approves the Wilkes Replacement Project – Change Order No. 15 as presented. (Kinkead) The affirmative vote was unanimous.

J. Monthly Technology Report
Director of Instructional Technology and Assessment Randi Ivancich provided a summary of technology related planning that has been in process with a variety of planning groups. Ms. Ivancich noted these planning groups are balancing some of the district's larger goals with the reality of the expectations for technology. An example would be the My Math curriculum that works with Smartboards. The "coming together" of these ideas are expressed in the statement *"Technology fosters a passion for learning, delivers challenging and meaningful curriculum, and develops and supports the skills necessary for career, college, and life."* Information included in Ms. Ivancich's report included the technology vision statement, guiding beliefs for technology, the goal of the technology department, and the proposed goal areas with priorities. The five goal areas proposed to frame District technology planning for 2014/15 through 2017/18 included: Goal 1 – Learning, Goal 2 – Teaching, Goal 3 – Assessment (Measure What Matters), Goal 4 – Infrastructure, and Goal 5 – Communications & Productivity. Ms. Ivancich also included a timeline for future school board presentations as follows: April 11, 2013 – a) technology progress to date within BISD; b) Mapping of technology goals & priorities to District Improvement Goals; c) goals with rationale for each of the five goal areas. April 28, 2013 – a) survey information with responses to date; b) assumptions about funding for technology; c) examples of line items within goal areas & priorities. May 9 & 30, 2013 – a) final summary of survey results; b) recommendations to measure progress and success of technology implementation; c) present funding scenarios as requested by School Board. June 13, 2013 – a) Present final draft of levy planning documents; b) refine options for funding to meet technology goals. June 27, 2013 – a) present final levy planning documents; b) determine technology levy funding proposal.

K. Monthly Financial Report
Director of Business Services Peggy Paige presented a summary of financial reports for February 2013. Ms. Paige's analysis of the General Fund noted total revenues were below prior year and the expected average. As a percentage

of total budget, tax collections were above the average, indicating that the District will hit its budget estimate of $8.7 million. State revenues were consistent with state funding based on the actual average enrollment to date. Expenditures for the year to date were 1.3% above last year, with year-to-date expenditures below the average. Most areas of expenditures were below expectations, with a few exceptions. Total special education costs were up compared to last year. This would indicate the district will exceed budget estimates by year end. Transportation/Motor Pool, and Operation, Buildings have been 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. Food Service expense is up from prior year but in line with budget estimates. Maintenance and Information Services were up from the prior year. It was noted a transfer in March from the Capital Projects Fund will bring both of these areas into alignment with the expected average. The closing cash balance in the General Fund was $2,502,118, with a projected year end cash balance of $2.3 million.

Personnel Actions
      Motion 76-12-13:   That the Board approves the Personnel Actions dated March 28, 2013 as presented. (Curtis) The affirmative vote was unanimous.

Consent Agenda
Donations
1. Donation to Bainbridge High School in the amount of $1,400.00 from Donald Macleod to be used in fitness classes and training for sports teams at the high school.
2. Donation to the Bainbridge High School in the amount of $4,800.00 from Michael Rosenthal to be used in fitness classes and training for sports teams at the high school.
3. 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.
4. 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.
5. Donation to the Ordway Elementary School in the amount of $1,369.34 from the Ordway PTO to support Zeno Math.
6. 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.

Student Field Trip: Overnight
1. Request for Board approval from Odyssey Multiage Program Teachers Peggy Koivu, Todd Erler, and Barry Hoonan and Odyssey Grades 1 – 6 to participate in their annual outdoor educational learning experience as follows: Grades 1-2 – Camp Indianola April 29 – 30, 2013; Grades 3-4 – Nature Bridge May 20-22, 2013; and Grades 5-6 – Camp Seymour May 20 – 22, 2013.
2. 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.

Minutes from the _January 31, 2013_ School Board Meeting

Minutes from the _February 28, 2013_ School Board Meeting

Minutes from the _February 28, 2013_ Community Forum

      Motion 77-12-13:   That the Board approves the revised Consent Agenda. (Kinkead) 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 **2007475** through **2007588** totaling **$ 237,373.47** .

(Associated Student Body Fund Voucher)

Voucher numbers **4000878** through **4000903** totaling **$ 35,866.56** .

(Capital Projects Fund Voucher)
Voucher numbers **4614** through **4622** totaling **$ 32,359.87** .

(DOR COMP TAX Fund Voucher)
Voucher numbers **121300016** through **121300018** totaling **$ 906.49** .

10:04 p.m. – Board President Mike Spence announced the Board would move into an executive session for 40 minutes to discuss matters of litigation.

Adjournment
10:45 p.m. – President Spence reconvened the meeting to a public session and immediately adjourned.

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SCHOOL BOARD OF DIRECTORS

ATTEST:_____, Secretary to the Board of Directors