BAINBRIDGE ISLAND SCHOOL DISTRICT
SCHOOL BOARD MEETING AGENDA

Date: June 13, 2013
Time: 5:30 p.m.
Place: Board Room – Commodore Campus

Board of Directors

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

Call to Order	(5)
Public Comment	(5)
Superintendent's Report	(10)
Board Reports	(10)

Presentations

A. K-6 Educational Programs & Innovation Committee (EPIC) Report   (30)
- Elementary World Languages
- Differentiation

Action: Information Only

B. Bainbridge Schools Foundation Agreements &   (10)
   Funding   Priorities for 2013/14
   Action: Board Approval

C. STEM Report   (10)
   Action: Information Only

D. School Configuration Committee Report   (20)
   Action: Information Only

E. Technology Report – Levy Planning   (30)
   Action: Information Only

F. Authorization to Bid – Woodward Middle School Field   (10)
   Action: Board Approval

G. New Wilkes Elementary School Project – Commissioning Report   (10)
   Action: Board Approval

I. New Wilkes Elementary School Project – Substantial Completion Phase II   (10)
   Action: Board Approval

Personnel Actions	(5)
Consent Agenda	(5)

Projected Adjournment   8:30 PM

Possible Executive Session

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

June 7, 2013

TO: Board of Directors

FR: Faith A. Chapel, Superintendent

RE: K-6 Educational Programs and Innovation Committee (EPIC) Report #2:
        Recommendations for Elementary World Languages and Differentiation of
        Instruction in Grades K-6

The K-6 Educational Programs and Innovation Committee (EPIC) held monthly meetings from November 2012-May 2013. The committee was charged with two tasks: (1) to establish a district framework that delineates the process for programmatic or innovative change, and (2) to consider relevant research and emerging trends in K-6 education that are aligned with the District's mission, vision, and guiding principles.

On May 30th, the Board of Directors approved new procedures developed by EPIC for programmatic or innovative change, including processes for pilot projects. The EPIC also identified two educational trends for further study and discussion: world language instruction and strategies for differentiation of instruction in elementary schools.

This second report presents the recommendations of two EPIC subcommittees:
- A "Foreign Language in Elementary Schools (FLES)" subcommittee of EPIC was expanded to include parent and teacher representatives from each of the K-6 schools. This subcommittee has been meeting for the past two months and will present its recommendations and action plan for 2013-14.
- A "Differentiation" subcommittee of EPIC developed a set of recommendations for differentiated instruction in our K-6 schools. The information from this subcommittee was forwarded to the district Mathematics Program Review Committee and has been shared with and incorporated into the planning process for implementation of new mathematics curriculum in 2013-14. In addition, these recommendations, if approved, will be shared with the district's Highly Capable Committee.

I recommend approval of these recommendations and proposed plans.

An Equal Educational and Employment Opportunity School District

Curriculum & Instruction

TO: Faith Chapel, Superintendent

FM: Julie Goldsmith, Associate Superintendent

RE: Foreign Language in the Elementary School (FLES) Subcommittee Report

Date: June, 2013

The K-6 Programs and Innovations Committee is charged by the BISD Board of Directors to consider relevant research and emerging trends in K-6 education that are aligned with the District's mission, vision, and guiding principles. Among several topics, the committee has identified World Languages as a trend that needs consideration.

A subcommittee comprised of parents and staff from each school has been created to explore the possibility of an elementary world language program for all students. At the upcoming Board of Directors meeting on June 13th, the subcommittee will provide an overview of the work they have completed to-date and review the work plan they have developed to guide the process. The committee has established an outline for exploring the possibility of a world language program for all students. There are four key phases of this exploration process. At the conclusion of each phase, the committee will evaluate and determine if this large scale proposal continues forward.

Attached is a copy of the report and PowerPoint that will be reviewed.

Action: No action required, this is an informational report

1.

BAINBRIDGE ISLAND SCHOOL DISTRICT
Medium or Large Scale
PILOT/PROJECT PROPOSAL

Submitted by: FLES Subcommittee of EPIC **Date:** 5/16/2013

Proposed Pilot Project/Program Title: Foreign Language in the Elementary School K-6

Grade Level: K-6 **Department/Content Area:** World Language

Scale of Project: Large Scale

Demonstrated Interest or Need:

The K-6 Programs and Innovations Committee is charged by the BISD Board of Directors to consider relevant research and emerging trends in K-6 education that are aligned with the District's mission, vision, and guiding principles. Among several topics, the committee has identified World Languages as a trend that needs consideration.

A subcommittee comprised of parents and staff from each school has been created to explore the possibility of an elementary world language program for all students. Committee minutes and research are available at:
http://bisdfles.wikispaces.com/FLES+Task+Force+Meetings.

FLES will need time and district support if it is to develop an instructional model for approximately 1800 students. This work will include:
- o Research on effective FLES models;
- o Design of curriculum scope and sequence;
- o Develop possible program structures (for example: how much time each week, how it is delivered);
- o Analyze cost; and
- o Determine impact on current instructional program.

Learning to communicate in languages of the world helps students become global citizens, ready for life in the interconnected world of the 21st century. Learning a second language also prepares students for college. State law requires the Higher Education Coordinating Board (HEC) to establish minimum requirements for freshman admission to Washington's public four-year universities and colleges. To be admitted as freshmen, the HEC Board requires high school students to complete

two years of the same foreign language, Native American language, or American Sign Language.

Another factor in considering the inclusion of world language study at the elementary level is the desire to attract new residents to our Bainbridge Island community. In December 2011, the District contracted with Les Kendrick of Education Data Solutions, LLC to perform a demographic study that would provide the District with enrollment expectations through 2021. The forecast indicates that enrollment at grades K-4 and 5-8 will continue to decline through 2016, with very small net gains between 2016 and 2021. Establishing innovative programs, especially those unique to the area (immersion and second language instruction as a part of the school day for all students) may attract additional students to help counteract the effects of the declining enrollment.

A number of immersion programs currently exist in a variety of districts in Washington—including Bellevue, Bremerton, Evergreen, Highline, Kennewick, Mt. Vernon, Northshore, North Kitsap, Pasco, Seattle, Vancouver, Wenatchee, and Yakima—offering instruction in Spanish, Japanese, and/or Mandarin Chinese. Other districts are in the process of developing new elementary programs. However, no districts in the State of Washington are offering second language instruction for all elementary students (Foreign Language in the Elementary School (FLES) model).

In addition, current research shows that the study of a second language actually increases the elasticity of the brain. From birth until puberty, the brain responds to environmental stimuli. Neural networks gradually form, and they function more and more efficiently as they are used. If a second language is part of that input, networks for understanding and using it grow richer. Therefore, early exposure to a second language actually causes more connections to grow in a child's brain, and those connections facilitate learning in both the second and first languages. This formatting process is especially active in young children. Students find that during their second language studies, their command of English improves as does their ability to acquire another language. During this early period, two languages can be learned simultaneously as long as the child regularly interacts with speakers of both languages. Acquiring a language is relatively effortless for a young child.

Culturally, learning a second language helps develop a child's understanding of the world. Second language study breaks down barriers and enhances cross-cultural understanding and appreciation not just locally, but most importantly in the global community. Economically speaking, second languages are now becoming a vital part of the basic preparation for an increasing number of careers. Even in those cases

where the knowledge of a second language does not help graduates obtain a first job, many report that their second language skills often enhance their mobility and improve their chances for promotion. Key business deals are often closed because of the cultural awareness gained through the study of a second language.

A key recommendation of the last Program Review for World Languages included that "... ALL students will develop and maintain proficiency in at least one language other than English. To accomplish this it is essential for language study to begin when children are young and the most receptive to learning a second language."
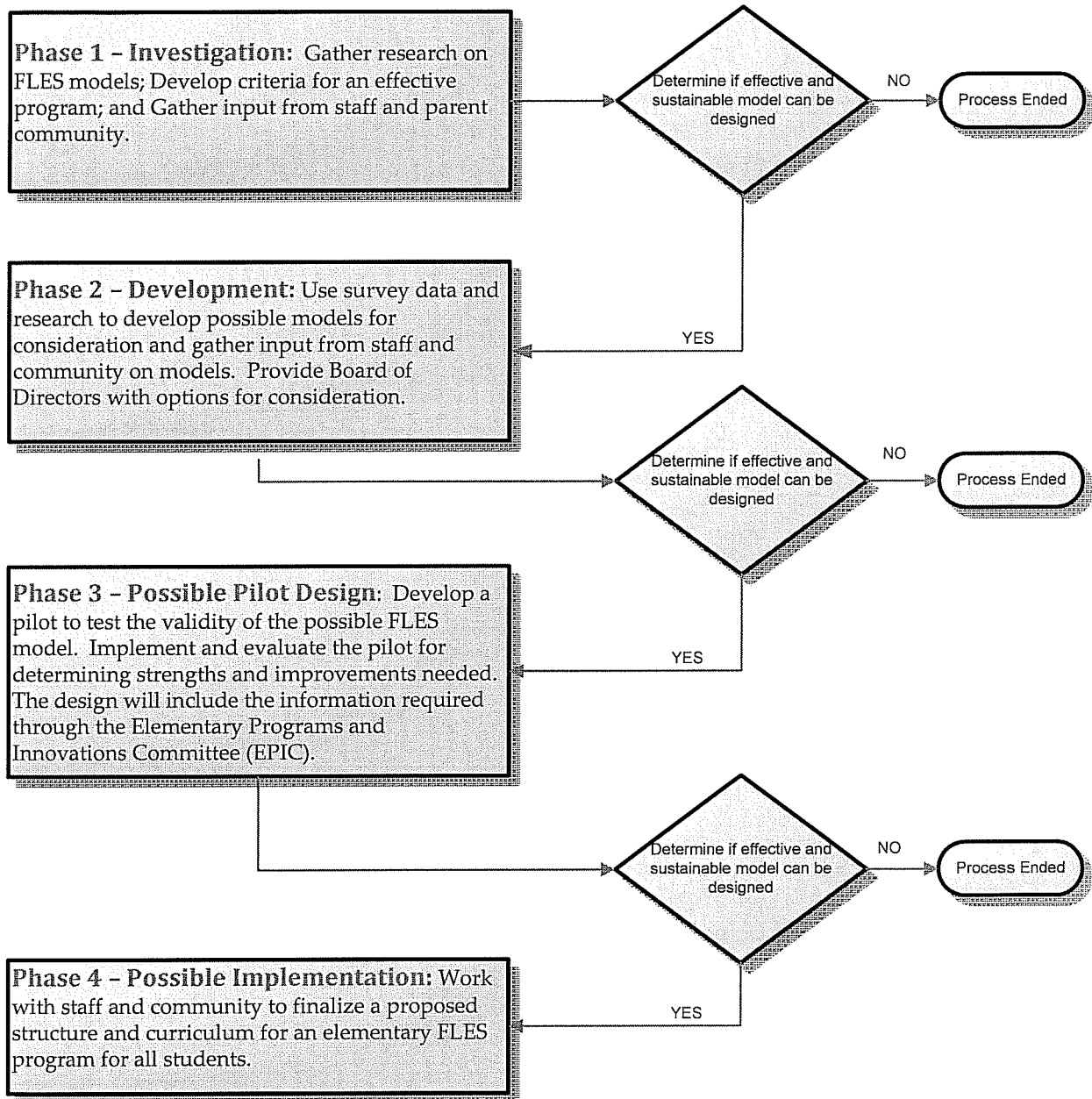
Phased Exploration Plan

The FLES Committee has established an outline for exploring the possibility of a world language program for all students. There are four key phases of this exploration process. At the conclusion of each phase, the committee will evaluate and determine if this large scale proposal continues forward. The phases include:

- **Phase 1 – Investigation:** Gather research on FLES models; Develop criteria for an effective program; and Gather input from staff and parent community.
- **Phase 2 – Development:** Use survey data and research to develop possible models for consideration and gather input from staff and community on models. Provide Board of Directors with options for consideration.
- **Phase 3 – Possible Pilot Design:** Develop a pilot to test the validity of the possible FLES model. Implement and evaluate the pilot for determining strengths and improvements needed. The design will include the information required through the Elementary Programs and Innovations Committee (EPIC).
    a. **Statement on impact:** *(How will this innovation impact BISD in both the short and long term – take into consideration staffing, training needs, facilities, costs, equipment/materials, and/or programs?)*
    b. **Approximate cost of for pilot/project (include source of funding)**
    c. **Evaluation plan:** *(How will the success of the program be evaluated?)*
        - Population of students affected (either whole class, or subgroup and method of selection, i.e., %-ile MAP score)
        - Data to be tracked: (such as math MAP scores, in-class assessments, etc.)
        - Criteria for success: (such as increase in proficiency of 5%)
    d. **Timeline for pilot**
    e. **Evidence of successful programs elsewhere OR research supporting t proposal if no such program is available elsewhere as a model:**
    f. **Communication Plan**
- **Phase 4 – Possible Implementation:** Work with staff and community to finalize a proposed structure and curriculum for an elementary FLES program for all students.

Overview of Phased Exploration Plan

Phased Exploration Plan for Foreign Language in the Elementary School (FLES)

Phase 1 – Investigation: Gather research on FLES models; Develop criteria for an effective program; and Gather input from staff and parent community.

Determine if effective and sustainable model can be designed — NO → Process Ended

YES

Phase 2 – Development: Use survey data and research to develop possible models for consideration and gather input from staff and community on models. Provide Board of Directors with options for consideration.

Determine if effective and sustainable model can be designed — NO → Process Ended

YES

Phase 3 – Possible Pilot Design: Develop a pilot to test the validity of the possible FLES model. Implement and evaluate the pilot for determining strengths and improvements needed. The design will include the information required through the Elementary Programs and Innovations Committee (EPIC).

Determine if effective and sustainable model can be designed — NO → Process Ended

YES

Phase 4 – Possible Implementation: Work with staff and community to finalize a proposed structure and curriculum for an elementary FLES program for all students.

Foreign Language in the Elementary School (FLES) Work Plan

Over the course of the next several months, several activities will be completed in preparation for a Feasibility Study to be completed for the BISD Board of Directors. The actions in each line are not sequential and are not necessarily prerequisites to other activities.

PHASE I : INVESTIGATION	Outcome	Target Completion Date
Communication Plan – Throughout the process, disseminate information on committee work	Ensure all stakeholders understand process and timeline	June 2013 – June 2014
Action Timeline – Create timeline for Board and general public on the steps and key events for a Feasibility Study on FLES	Timeline created and presented to EPIC and BISD Board	June 2013
Develop Budget for Development Work- • Consultant to help develop FLES with committee • FLES Certificated teacher to work with commit, BISD teachers to develop a viable pilot for possible implementation January 2014 • Time for Committee to work • Materials to support pilot		June 2013
Survey Data - Develop survey of teachers & parents on the potential Barriers & Drivers for the creation of a FLES K-6 Program	Survey created	September 2013
Research- Conduct Research on FLES Programs: • Structure of program • Instructional Delivery (including number of minutes taught) • Assessment/ Accountability • Curriculum Mapping • Instructional Philosophy	Compilation of best practice for successful programs throughout the United States. Research will be used in the design of a possible model for BISD	Fall 2013

Gather Survey Data - Implement survey of teachers & parents	Identify barriers and drivers for successful BISD FLES program	Fall 2013

Phase II: DEVELOPMENT

Communication During Phase 2 – share possible design options with staff and community members.	Gather input from staff, parents and Board of Directors on possible Program Options	TBD
Program Options – Use research and survey data to create viable FLES models for consideration in BISD (determine minimum amount of time needed for instruction, how it is taught, what curriculum is taught, who is teaching the program)	Program option(s) developed with goals, curriculum design, and delivery model	December 2013

Phase III: Possible Pilot Design

Communication Plan During Phase 3 – share possible pilot options with staff and community members.	Gather input from staff, parents and Board of Directors on possible options	TBD
Possible Pilot Design	Pilot option developed to help test the viability of possible FLES model	Timeline TBD
Develop Feasibility Study- -Cost Implications (staffing, materials) -Impact on current instructional program (K-12) -Pilot proposal	Feasibility Study created	TBD
Evaluation Design- a quantitative experimental design with criteria for success needs to be developed to ensure that the program is meeting the desired goals and that students are meeting or exceeding identified	Evaluation Design created	TBD

outcomes.		
Present Feasibility Study to BISD Board of Directors	Provide information and possible decisions for Board of Directors to consider for FLES pilot and/or implementation plan	TBD
Pilot Design – based on Feasibility Study create pilot plan	Potential Pilot Implemented	TBD
Pilot evaluation – gather and analyze data		TBD
Phase IV: POSSIBLE IMPLEMENTATION		
Communication Plan During Phase 4– share possible implementation design with staff and community members.	Gather input from staff, parents and Board of Directors on possible Program Design	TBD
Feasibility Study – Based on input and pilot evaluation -Cost Implications (staffing, materials) -Impact on current instructional program (K-12) -Long-range Implications -Identify possible FLES model components -Evaluation Plan -Timeline	Present to Board of Directors for final determination	TBD
Finalize FLES Model – Work with staff and parent community to finalize proposed structure and curriculum with implications for future capacity and sustainability.	Communicate plan to BISD Community	TBD

Bainbridge Island School District

FLES (Foreign Language in Elementary Schools)

Communication Plan

Purpose and Audience: To inform and gather input from staff and parents as the Foreign Language in the Elementary School (FLES) subcommittee <u>explores the possibility</u> of world language instruction for all elementary school students.

Objectives:

1. Develop Guidelines to assist in the exploration process
2. Create Key Talking Points
3. Explain and document FLES subcommittee's research on:
   - Curriculum scope and sequence
   - Program structures
   - Cost analysis
   - Impacts on other district programs and recommendations.
4. Provide Phase I and Phase II:
   - Timeline(s)
   - Survey data
   - Feasibility study
   - Possible pilot, program and evaluation designs

Communication Activities/Tools:

- School Board Reports/Updates
- Listservs
- OpenBook
- Print and Online Media
- Public engagement
- Survey

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June 7, 2013

TO: Board of Directors

FR: Faith A. Chapel, Superintendent

RE: EPIC Recommendations for Differentiation of Instruction in Grades K-6

The K-6 Educational Programs and Innovation Committee (EPIC) was charged with the task of considering relevant research and emerging trends in K-6 education that are aligned with the District's mission, vision, and guiding principles.

One of the two main educational trends that EPIC identified for further study was the importance of differentiating instruction in the elementary grades. There were several reasons for selecting this trend:

- The committee discussed data recently obtained from district-wide implementation of "Measures of Academic Progress (MAP)" assessments in elementary grades. The data revealed the high percentage of students who are performing above grade level, in both reading and mathematics, compared to their peers across the county. Analysis of this data led to committee discussion of the need to explore strategies that would address the instructional needs of our high performing students.
- EPIC members read articles, listened to presentations, and reviewed information about differentiation.
- A subgroup of EPIC members discussed and developed recommendations which are outlined in the attached document.
- It should be noted that parallel discussions regarding differentiation of instruction have been occurring in other district committees: the Mathematics Curriculum Review Committee, the Highly Capable Committee, Data Lead Teachers and Literacy Lead Teachers have all reviewed MAP assessment data and have discussed the importance of using that information to differentiate instruction in both reading and mathematics.

I recommend approval of these recommendations and proposed plans.

An Equal Educational and Employment Opportunity School District

Bainbridge Island School District

K-6 Educational Programs & Innovation Committee

Differentiation in the Elementary Grades
May 2013

Definition:
The U.S. Department of Education defined the terms: personalization, differentiation and individualization in its 2010 Education Technology Plan. The DOE definitions were expanded upon by Bray and McClaskey in their "Personalized Learning Chart":

> *Differentiation starts with groups of learners* and *"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 needs and preferences of each student or what research has found works best for students like them."*

> *Individualization starts with the need of an individual learner* and *"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."*

> *Personalization starts with the learner* and *"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)."*

> *-U.S. Dept of Ed.2010 Education Technology Plan*

Purpose of Differentiation:
Differentiated instruction is an approach that assumes there is a diversity of learners in every classroom. The purpose of differentiation is to match instruction to the different instructional needs of groups of students. Those differences can vary by skill level, ability, social/emotional needs or student interests.

Strategies for Differentiation:
Teachers create different types of groups depending on the subject or purpose of lesson. Strategies for meeting different needs of learners include:
- Vary Groups:
    o Creating subgroups within a class
    o Having students "walk to math" or "walk to reading"
    o Using volunteers to work with small groups or individual students
- Vary Materials/Resources:
    o Assigning different materials or tasks to groups of students
    o Using a variety of resources/materials in instruction (e.g. visual, auditory, kinesthetic, etc.)
    o Using technological tools and resources
- Vary Process:
    o Vary complexity of tasks or questions
    o Vary type of activities assigned to students
- Vary Assessment:
    o Vary the frequency or length of time of assessment
    o Vary type of assessment – mode, materials (including use of technological tools)

Strategies for Supporting Teachers with Differentiation:

- Recruitment/training of volunteers
- Providing tools for assessing/diagnosing needs of students (special need for ongoing assessment – not just periodic)
- Providing tools for data analysis
- Providing resource materials to differentiate instruction (e.g. leveled readers)
- Providing technological tools – adequate number of devices and access to instructional programs or software that will support differentiation (even individualization) of instruction
- Providing training for teachers on differentiation (e.g. Carol Ann Tomlinson)

Recommendations:

1. Increase emphasis on differentiation of instruction in Gr. K-6, focusing on Mathematics in the 2013-14 school year.
2. Continue to implement differentiation in K-6 literacy instruction, using leveled readers and grouping of students by skill/ability.
3. Continue to utilize multiple assessments and develop or adopt additional assessments to help teachers diagnose the instructional needs of students and place them at the appropriate instructional level.
4. Support teachers with professional development opportunities and program support to facilitate differentiated instruction.
5. Provide the instructional materials and resources to help teachers differentiate classroom instruction for subgroups of students.
6. Provide additional technological resources (e.g. online assessments, student devices) to help teachers efficiently and effectively monitor student progress and differentiate instruction.

# Personalization vs Differentiation vs Individualization Chart

Personalization	Differentiation	Individualization
starts with the learner	starts with groups of learners	starts with the need of an individual learner
connects with interests, passions, and aspirations	adjusts to learning needs of groups of learners	accommodates 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, experts, teachers, and paraprofessionals 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) and grade level	based on Carnegie unit (seat time) and 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 and summative assessments based on student mastery	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

Chart Explained: Barbara Bray (barbarabray.net) & Kathleen McClaskey (edtech-associates.com)   3

BOARD OF DIRECTORS

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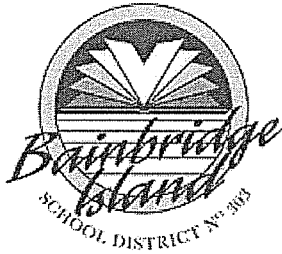
SUPERINTENDENT
Faith A. Chapel

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

June 7, 2013

TO: Board of Directors

FR: Faith A. Chapel, Superintendent

RE: Bainbridge Schools Foundation (BSF or "Foundation") — Funding Priorities for 2013-2014 and Proposed Agreements between the Bainbridge Island School District and BSF

Earlier this spring, the Bainbridge Schools Foundation and representatives of the school district and Board of Directors discussed the value of developing documents and processes that would bring greater transparency to the relationship between the two entities and the process of identifying district priorities for financial support from BSF. Although there is no legal requirement to have formal documentation, districts such as Mercer Island and Issaquah have written agreements in place with their foundations, and we believe that our district, the Foundation, and our parents and community will all benefit from the adoption of similar agreements.

Three sets of documents are attached for Board approval:

- Funding priorities for 2013-14: At its meeting on May 9, the Board of Directors reviewed an initial draft of the proposed priorities for financial support from the Bainbridge Schools Foundation next year. The attached document has been revised to reflect School Board discussion and feedback from the BSF Board.

- Agreement between BISD and BSF: The second document will serve as an overarching agreement that describes the relationship between the two organizations. This document is intended to be a long-term agreement that will remain in place until one or both parties choose to terminate or revise it.

- Lease agreement between BISD and BSF: This lease agreement is the standard form used by our district for organizations such as Bainbridge Youth Services and Head Start that also lease district facilities. This document, like other leases, will be renewed annually through a process managed by our Capital Projects Department.

I recommend approval of these documents.

BISD Funding Priorities for BSF Funds 2013-14:

Priority Area	Purpose		Description	With Increased State Funding	Without Increased State Funding
Staffing	Maintain high quality staff K-12 (Not supported through state funding)		Certificated Staff Positions (Dependent upon Legislative Response to McCleary Lawsuit)	$0K	$500K
K-12 Professional Development for All Staff	Training and support for all K-12 teachers for: • Teacher/Principal Evaluation (TPEP) • Assessment to inform instruction • Curriculum (Implementation on Common Core Math and Language Arts, and Next Generation Science Standards)	K-12	Allocation to support each school's Professional Development	$65K	$65K
		Common Core	K-6 Math Teacher on Special Assignment (TOSA)		
		Common Core	K-12 Literacy TOSA (focus on writing in all curricular areas)		
		Assessment to Inform Instruction	Summer Institute & Training for Teachers		
		Assessment to Inform Instruction	Data Lead Teachers/Data Training and Support		
		TPEP	Teacher/Principal Evaluation Project (TPEP) Training/Trainers	$500K	$0K
		Sub Total	*K-12 Professional Development*	*$500K*	*$565K*
K-12 Innovations	Support for classroom innovations such as on: • Science, Technology, Engineering and Mathematics (STEM) • World Language in the Elementary School • Differentiation • The Arts	Classroom Innovation	K-12 Classroom Innovation Teacher Grants	$75K	$75K
		STEM Science, Technology, Engineering & Technology	1 to 2 K-12 TOSAs	$150K-$220K	$150K-$220K
		STEM Science, Technology, Engineering & Technology	Elementary Math Support (ST /Zeno Math)		
		STEM Science, Technology, Engineering & Technology	Robotics Start-up for grades K-4/9-12 First Robotics Club		
		STEM Science, Technology, Engineering & Technology	STEM Summer Camp with Arts Integration		
		World Language	Funding to support EPIC recommendations for K-6 World Language during the school day	$275K	$210K
		Differentiation	Educational Programs for Gifted Youth (EPGY) License and Training		
		Differentiation	Enhance access for traditionally underserved students in advanced classes		
		Differentiation	Special Education (e.g. Circle of Friends)		
		Differentiation	K-8 TOSA to support and develop highly capable programs		
		The Arts	K-12 Classroom grants supporting the implementation and integration of Arts Education		
		Sub Total	*K-12 Innovations*	*$500-570K*	*$435K-$505K*
			Grand Total BSF K-12 Priorities	$1.0K to $1.07M	$1.0 to $1.07M

AGREEMENT BY AND BETWEEN
THE BAINBRIDGE SCHOOLS FOUNDATION
AND THE BAINBRIDGE ISLAND SCHOOL DISTRICT #303

The BAINBRIDGE SCHOOLS FOUNDATION ("Foundation"), a private non-profit Corporation operated for educational purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code of 1954, and the BAINBRIDGE ISLAND SCHOOL DISTRICT ("District"), a municipal corporation and subdivision of the State of Washington organized pursuant to Title 28A RCW, hereby enter into the following agreement:

WHEREAS, The Foundation's sole purpose is to support public education programs in the Bainbridge Island School District; and

WHEREAS, The District has authority pursuant to Title 28A.320.030 RCW to accept, receive, and administer gifts, grants, conveyances, devices and bequests of personal or real property for the use and benefit of the school district or its students, to sell, lease, rent or exchange and invest or expend and to enter into contracts deemed necessary to such activities; and

WHEREAS, The District is authorized to provide educational programs and to contract for assistance for such programs as needed; and

WHEREAS, The Foundation has provided funds for staff positions and training, educational programs, innovative projects, grants and activities which have benefited the District's students and staff; and

WHEREAS, The District deems such continued support is beneficial to the District's students, staff and educational programs;

NOW, THEREFORE, The parties agree to the following terms and conditions:

1. The Foundation will provide support for staff and students to enhance student learning in the school district by fundraising for and funding of district approved programs, projects, activities and staff positions.

2. The District will make office space available for the Foundation's activities per the terms outlined in an annual lease agreement to be negotiated between the parties.

3. The District will provide access to communication resources such as telephone, internet, email and listserv, copier, mail delivery and links from the district's webpage.

4. The Foundation will have access to district facilities as specified in Policy 6113 "Community Use of School Facilities" and related documents (e.g. Exhibit A).

5. Either party may terminate this agreement, for any reason, upon 60 days written notice to the other party.

6. This Agreement shall be in effect from the date below until either party chooses to terminate or revise it.

ENTERED into this _____ day of _____2013, in Bainbridge Island, Kitsap County, Washington

BAINBRIDGE SCHOOLS FOUNDATION

BY: _____
      Sarah Bullock, President
      Bainbridge Schools Foundation

BAINBRIDGE ISLAND SCHOOL DISTRICT #303

BY: _____
      Mike Spence, President
      Board of Directors

LEASE AGREEMENT

THIS LEASE AGREEMENT is entered into this June 14, 2013 by and between **Bainbridge Island School District No. 303,** a Washington corporation (the "Landlord" or "District") and **Bainbridge Schools Foundation** (the "Tenant").

IN CONSIDERATION of the following covenants, Landlord and Tenant agree as follows:

1. **PREMISES.** Landlord leases to Tenant that certain space in the District Facility (the "Facility") known as Room 510 at Commodore Options School, and located at the following address, 9530 NE High School Rd, Bainbridge Island, WA as more particularly described in the site drawing attached hereto as Exhibit "A".

2. **TERM.** This Lease Agreement shall be for a term of One (1) year (the "Term") commencing June 14, 2013 and terminating June 13, 2014.

3. **RENT.** Tenant shall pay to Landlord annual rent in the sum of One Dollar ($1.00) with payment to be paid upon execution of this Agreement. In addition, tenant shall pay as additional rent such sums as are due under Section 5. The Landlord may, at its discretion, substitute services provided by the Tenant for rent and/or additional rent adjustments as are due under Section 5.

4. **COMMON AREAS.** Common areas include parking areas, driveways, sidewalks, and landscaped areas, all for the nonexclusive use of Landlord and other tenants. Landlord shall control and manage the common areas and enforce such reasonable rules and regulations as Landlord, in its sole discretion, may deem desirable. Tenant shall comply with such rules and regulations and shall be responsible for the compliance with such rules and regulations by its employees, agents, guests, and invitees.

5. **MONTHLY ADDITIONAL RENT-ADJUSTMENTS.** Tenant shall pay to Landlord as additional rent: (a) Tenant's pro rata share (based on a ratio of tenant's square footage to the overall square footage of the facility) of all utilities and services not separately metered to Tenant, including water, sewer, garbage, electricity, and janitorial; (b) Tenant's pro rata share of the costs of all insurance premiums that Landlord deems necessary on the building; and (c) Tenant's pro rata share of Common area maintenance, including costs incurred by Landlord for operating, maintaining and repairing the common areas. Landlord shall bill Tenant for such additional rent amounts, and Tenant shall pay such sums within 30 days thereafter.

6. **MAINTENANCE AND REPAIR.** Tenant shall, at its own expense and at all times, keep and maintain the interior of the Premises (including Tenant's improvements, exterior doors, entryways and windows) in good condition. Landlord shall maintain and repair the roof, exterior walls, and foundations of the building, except that Tenant shall pay for the repair of any damage caused by Tenant, its agents, employees or invitees.

7.   **EXAMINATION OF THE PREMISES.** Taking of possession shall be conclusive evidence that Tenant has accepted the Premises in good order and satisfactory condition.

8.   **NATURE OF USE.** Tenant may use the Premises only for delivery of social service programs.

9.   **ALTERATIONS.** Tenant shall not make any alterations or improvements to the Premises without first obtaining Landlord's written consent.   On termination of this Lease Agreement, alterations, additions, or improvements made in, to or on the Premises shall remain on and be surrendered as a part of the Premises; provided, upon Landlord's written request, Tenant shall promptly remove those additions, alterations, or improvements as may be specified by Landlord and repair or pay for all damage to the Premises caused by installation and removal thereof.

10.   **INSURANCE; INDEMNITY; WAIVER OF SUBROGATION.**

(a)   Liability Insurance. The Tenant shall, at its own cost and expense, procure and maintain throughout the term of this Lease a policy of commercial general liability insurance or equivalent risk pool coverage covering all claims for bodily injury, property damage, personal and advertising injury, and medical payments.   The liability insurance shall have limits of liability no less than $2,000,000 combined single limit per occurrence and $2,000,000 in the aggregate per location.   Such limits may be achieved through the use of umbrella liability insurance otherwise meeting the requirements of this paragraph.   The insurance policy shall name the Landlord as an additional insured and shall contain a clause providing that the insurer will not cancel or change the insurance without giving the Landlord thirty (30) days prior written notice.   Tenant shall deliver a Certificate of Liability Insurance for each policy and a copy of all endorsements, schedules, or summaries showing Landlord as additional insured to the Landlord upon execution of this Lease.

(b)   Property Insurance.   Landlord shall procure and maintain property insurance, insuring the Premises against loss or damage resulting from fire and such other hazards Landlord may desire.   The Tenant shall procure and maintain, at its own expense and throughout the Term, a policy of property insurance covering its personal property stored or located on the Premises.

(c)   Indemnification by Tenant. The Tenant shall, at all times, indemnify the Landlord for, and save the Landlord harmless from, any liability, damage or other expense (including reasonable attorneys' fees and other costs of defense) that may occur from the failure of the Tenant to perform its duties as provided in this Lease. The Landlord shall not be liable for any damage to the Premises or any injury to the Tenant or its agents, employees, licensees, invitees, guests, or any other persons, or damage to any of their property, unless such injury or damage was caused by the negligence of the Landlord.   All of the obligations of the Tenant under this section shall survive the termination of this Lease.

(d)   Indemnification by the Landlord. The Landlord shall, at all times, indemnify the Landlord for, and save the Tenant harmless from, any liability, loss, cost, injury,

damage, or other expense (including reasonable attorneys fees and other costs of defense) that may occur from the failure of the Landlord to perform its duties as provided in this Lease. All of the obligations of the Landlord under this section shall survive the termination of this Lease.

11. **DAMAGE OR DESTRUCTION.** Unless otherwise indicated herein, this Agreement and all obligations of the parties hereto shall terminate if the Premises are damaged or destroyed in whole or in part by fire or other casualty.

12. **CONDEMNATION.** If the whole or any part of the Premises are taken under the power of eminent domain, or by purchase in lieu thereof, this Lease Agreement shall terminate as of the date of taking (the date physical possession must be surrendered to the condemning authority).

13. **HAZARDOUS WASTE.** Tenant shall indemnify, defend and hold Landlord harmless from and against any and all claims, demands, damages, costs, expenses, losses, liens, liabilities, penalties, fines, lawsuits and other proceedings, (including attorneys' fees) arising directly or indirectly from or out of, or in any way connected with any activities on the Property by Tenant or Tenant's licensees or invitees during Tenant's possession or control of the Property which directly or indirectly result in the Property or any other property becoming contaminated with hazardous or toxic waste or substances, as that term is commonly used in State, Federal or local law regarding hazardous, toxic or dangerous materials.

14. **EXTERIOR SIGNS.** Landlord must approve all signs visible to the exterior of the Premises before placement or installation.

15. **NO ASSIGNMENT OR SUBLETTING.** Tenant shall not either voluntarily or by operation of the law, assign, transfer, convey, or encumber this Lease Agreement or any interest under it, or sublet the Premises or any part thereof, or allow any other person to occupy or use the Premises, without Landlord's prior written consent.

16. **LANDLORD'S RESERVATION OF RIGHTS.** Landlord reserves the right, without liability to Tenant, to enter the Premises at reasonable hours to make inspections, repairs, alterations, or additions to the Premises or the Facilities.

17. **DEFAULT.** Tenant's failure timely to perform any of its obligations under the Lease Agreement shall constitute a default. If Tenant does not remedy a default arising from nonpayment of rent or additional monthly rent or other charges within three (3) days after written notice thereof from Landlord, or if Tenant continues in any other default for more than twenty (20) days after notice thereof, then Landlord may, at its sole option, without further notice of demand, cure the default at the risk and expense of Tenant, which expense shall be deemed additional rent due on the first of the following month; or re-enter and take possession of the Premises, remove all persons and all equipment, fixtures, and personal property therefrom at Tenant's risk and expense, and terminate this Lease Agreement.

18. **COSTS AND ATTORNEYS' FEES.** If Landlord finds it necessary to retain an attorney in connection with a default by Tenant of any of the terms or conditions of this Lease Agreement, Tenant shall pay reasonable attorneys' fees to Landlord's attorney and all other

reasonable costs and expenses incurred by Landlord in connection with default. If a legal action is instituted by reason of default by either party to this Lease Agreement, the losing party agrees to pay all reasonable costs and attorneys' fees for both parties in connection therewith, including any appeal.

19. **LIENS AND INSOLVENCY.** Tenant shall keep the Premises free from any liens arising out of any work performed for, material furnished to, or obligations incurred by Tenant and shall indemnify and hold Landlord harmless against the same.

20. **SURRENDER OF POSSESSION.** Prior to the termination of this Lease Agreement, Tenant shall, except as otherwise provided in Section 9 herein, remove from the Premises all trade fixtures and unattached personal property which Tenant is entitled to remove and shall promptly repair or pay for all damage to the Premises caused by such removal. Any property not so removed and every interest of Tenant in the same shall be conclusively presumed to have been conveyed by Tenant to Landlord under this Lease Agreement as a bill of sale, without compensation. Upon termination of this Lease Agreement or of Tenant's right of possession, Tenant shall forthwith deliver all keys to Landlord and peacefully quit and surrender the Premises, neat and clean and in as good condition as when Tenant took possession, except for reasonable wear and tear.

21. **NOTICE.** Any notice required to be given by either party to the other pursuant to the provisions of this Lease Agreement or any law, present or future, shall be in writing and shall be deemed to have been duly given or sent if either delivered personally or deposited in the United States Mail, postage prepaid, registered or certified, return receipt requested, addressed as follows or to such other address as either party may designate to the other by notice from time to time.

LANDLORD	**TENANT**
Office of Superintendent	Bainbridge Schools Foundation
Bainbridge Island School District	c/o Bainbridge Island School District
8489 Madison Avenue NE	8489 Madison Avenue NE
Bainbridge Island, WA 98110	Bainbridge Island, WA 98110

22. **ENTIRE AGREEMENT.** This Lease Agreement is the entire agreement of Landlord and Tenant and there are no promises, agreements, conditions, understandings, inducements, warranties, or representations, oral or written, express or implied, other than as expressly set forth in this Lease Agreement. This Lease Agreement shall not be modified in any manner except by an instrument in writing and executed by the parties.

23. **TERMINATION BY LANDLORD** Notwithstanding any other provision in this Lease Agreement to the contrary, Landlord may terminate this Lease at any time upon thirty (30) days prior written notice to Tenant, and Tenant shall vacate and surrender the Premises as required herein.

24. **TIME IS OF THE ESSENCE OF THIS AGREEMENT.** The parties acknowledge and agree that TIME IS OF THE ESSENCE in the performance of all duties and obligations under this Agreement.

IN WITNESS WHEREOF, the parties hereto have set their hands the date first above written.
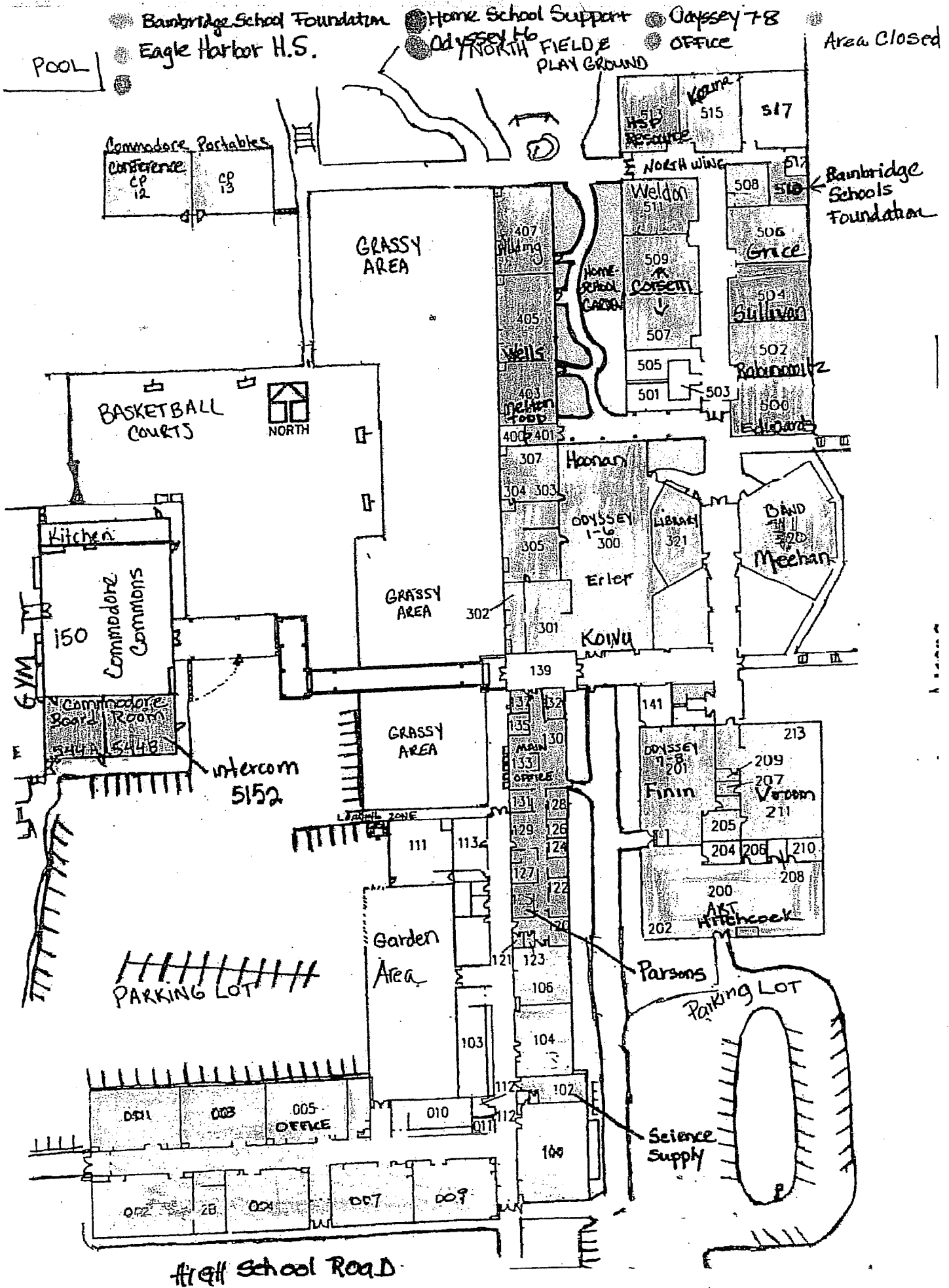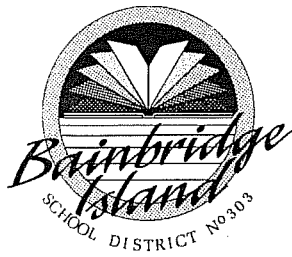
LANDLORD:

BAINBRIDGE ISLAND SCHOOL
DISTRICT NO. 303

By: _____

       Its: Superintendent   Date

TENANT:

BAINBRIDGE SCHOOLS FOUNDATION

By: _____

       Its: Executive Director   Date

POOL

Bainbridge School Foundation   Home School Support   Odyssey 7-8   Office
Eagle Harbor H.S.   Odyssey K-6   NORTH FIELD &   Area Closed
PLAY GROUND

HSP Resource   Kaura 515   517
Commodore Portables
Conference CP 12   CP 13

NORTH WING   508   512   Bainbridge Schools Foundation

Weldon 511   510

GRASSY AREA   407 Building   506   Grice

Home School Garden   509   504 Sullivan

405   Corsett 507

Wells   505   502 Rabinowitz

BASKETBALL COURTS   NORTH   403 Melton food   501   503   500 Edwards

400 401

307   Hoonan

304 303
Kitchen   305   ODYSSEY 1-6 300   Library 321   BAND 320 Meehan
Commodore Commons   Erler

150   GRASSY AREA   302   301   Koivu

Commodore Board Room 544A 544B   139

intercom 5152   137 132   141   ODYSSEY 7-8 201   213   209
135   130   207
131   128   Finin   Veroom 211
GRASSY AREA   MAIN OFFICE 133   205
129   126   204 206   210
LOADING ZONE   111   113   127   124   208
122   200   202   ART Hitchcock
121   123   120   Parsons

Garden Area   106

PARKING LOT   103   104   Parking LOT

GYM   E   102
001   003   005 OFFICE   010   112   112
011   100   Science Supply
002   2B   004   007   009

High School Road

TO: Faith Chapel, Superintendent

FM: Gregory J. Moncada, STEM Coordinator

RE: Update on Science, Technology, Engineering, Math (STEM) Initiative

Date: June 5, 2013

Introduction:

The Bainbridge Island School District STEM initiative is now completing its second year. The initiative continues to grow and there is renewed enthusiasm for STEM as parts of the grant move forward. The Initiative remains unchanged:

> *Purpose:*
> To increase the percentage of graduating seniors interested and prepared to pursue careers in science, technology, engineering and mathematics.

> *Mission:*
> ✓ Enhance student exposure to, interest and performance in science, technology, engineering, and mathematics.
> ✓ Increase student engagement and subsequent success in STEM schoolwork and/or careers.
> ✓ Encourage STEM enrollment, retention and success in STEM courses.
> ✓ Foster the development of local & global citizenship skills that demonstrate civic responsibility, as they maintain local and global perspectives.

This was to be achieved by initiating six Outcomes using up to eight strategies. The initiative continues to be supported through a generous grant from Bainbridge Island Schools Foundation.

This memo will discuss the status of each outcome at each school. At the Board of Directors meeting on June 13th, teachers and students will share their perspectives on STEM.

Background:

Why STEM Continues to be Important to Students on Bainbridge Island

This initiative is helping to address both Global and Local issues. America now faces staggering global competition on almost every political and economic level. Indeed, "The danger exists that Americans may not know enough about science, technology, or mathematics to significantly contribute to, or fully benefit from, the knowledge-based society that is already taking shape around us.[1]" This quote, in the first memo to the Board on September 22, 2011 is as relevant today as it was then. And now we know quite a bit more: Washington is one of five top STEM job centers in the US though its universities graduate the fewest STEM degrees. Indeed, the nation and the State of Washington continue too few STEM graduates needed to fill local STEM jobs.

Defining STEM a Layer at a time

Defining STEM was the first task of the initiative. At that time, very few definitions existed and since then, a more refined set of definitions emerged. In short, the definition depends on the 'layer' of the organization. From a federal perspective, STEM is mostly defined in terms of macroeconomic labor related trends. The US Federal Government has now begun to deploy STEM focused legislative packages that impact immigration policy, military spending and research along with impressive funding for P-20 STEM Initiatives that include changes in Math and Science curriculums. By way of example, the National Science Foundation funded Next Generation Science Standards (NGSS) now have Life, Earth, Physical *and* Engineering Sciences. Indeed, every student, every year will automatically learn engineering practices.

Washington is now developing legislative bills (HB1872 and SB5755) that cite regional employment trends and may likely require school district accountability for the production of STEM focused programs and graduates. At the school district level, most definitions are similar to our own: to increase the number of STEM-focused graduates utilizing engagement practices that are immersive, and relate to real-world problems. The most prominent criteria now being used regionally is the Washington STEM framework for STEM Programs. In the coming months, it may be necessary to re-align our own Outcomes to the regional framework depending on the bills adopted by the legislature.

School and classroom level STEM definitions now become more varied. While some common threads, such as immersive engagement practices may run throughout, each age group requires different strategies in order to be effective. Robots in the elementary need not try to solve real world problems and may likely look more like play while our new FIRST Robotics competition team will be thoroughly immersed in the hard science of executing pre-programmed rules to a custom made high performance system of robots. As one can imagine, classroom practices change as well. From exploration and discovery practices to Problem-Based Learning (PBL), to corporate project management schemes, the landscape of STEM in the classroom may vary greatly.

A Brief Update on the STEM Initiatives Focus:

Given the complexities and differences at each level, the STEM Advisory Board elected to consider the first year as a means to learn, build relationships and more clearly define a way forward and in the meantime seek 'low hanging fruit'. Clubs, camps and activity nights were initiated and they did create continued enthusiasm for STEM throughout the District. STEM professional development and summer scholarships helped broaden the appeal among teachers.

During the second year, survey data indicated that the Middle School aged students dropped away from STEM significantly. As such, the STEM Coordinator was then moved to Woodward to attend to these challenges. The proximity allowed for improved awareness and collaboration. Most importantly, it allowed for a significant shift in the approach of the grant: support and promote teachers and administrators from behind the scenes to help them take an active role in STEM. Traction for the STEM initiative has grown significantly and more teachers and administrators are initiating their own STEM efforts. As the grant moves forward, adding coordinators, shifting coordinators from one school to another, elevating STEM 'operations leaders' at each school, broadening each school's Improvement plan to address their most pressing STEM related concerns are all possible ways forward.

STEM Outcomes

The original outcomes were created as means to capture the Districts most critical STEM concerns: More STEM Classes in the High School, proportional representation of all ethnicities in STEM courses, A math pathway starting in Grade 7, Improved career awareness, STEM enrichment and Puget Sound Partnerships.

> Outcome 1: By June 2016, increase the number of courses available in high level STEM based on input from local Puget Sound businesses, student survey data, and economic forecasts. Precise targets will be established in the 2011-12 school year.

> Outcome 2: By June 2016, increase the enrollment in STEM Advanced Placement courses for Non-White/Non-Asian students, economically disadvantaged students, and males from a current level of 1% to 5% for Non-White/Asian; from 1% to 5% for economically disadvantaged students, and from 40% to at least 50% for males.

> Outcome 3: By June 2014, establish a course pathway and increase enrollment in mathematics courses designed to provide students with the mathematical understanding, rigor and critical thinking skills that have been identified for post-secondary programs of study.

Outcome 4: Beginning in 2011-2012, create a STEM course plan for every 7th grader. Monitor the plan each year and adjust accordingly.

Outcome 5: By June 2016, increase student graduation survey data that indicates an interest in pursuing a STEM-related degree or career. The expected increase from baseline data collected in June 2011 is at least 5%.

Outcome 6: By June 2016, increase partnerships with local Puget Sound businesses supporting specific STEM courses. The expected increase from baseline data collected in 2011 and as a measured by active participation, volunteering, and financial or equipment/materials support will be 5% annually.

The emphasis and approaches at each age group are different and as such, each level will discuss their six outcomes:

High School:

Outcome 1: Increase the number of STEM courses: AP Environmental, AP Computer Science, Sports Medicine, Grade 9 Physical Science redesigned to become Grade 9 Engineering & Robotics.

Career Interest				After Graduation				STEM Degree			
	2012	2013			2012	2013			2011	2012	2013
Architecture	1	8		2 Year	9	6		Yes	33	37	61
Business	16	23		4 Year	81	81		No	67	63	38
Journalism	6	16		Other	6	10					
Education	6	3		Und	2	2					
Art	5	14		Military	2	1					
Law	4	13									
Gov/NP	3	11									
Environmental	3	21									
Medical	17	28									
Engineer	10	29									
Technology	3	14									
Undecided	48	19									

Outcome 2: Increase the number of Non-White/Non-Asian students in STEM Advanced Placement courses. This is unchanged for various ethnic participation and Free and Reduced Lunch students remain under-represented. Males did outpace females in AP courses as per the desired trend for the grant. Ideally, the balance should hover at 50/50. Small numbers of students tend to cause these percentages to oscillate greatly. We expect these numbers to improve as we expand CTE courses and

as students from middle school begin HS. Another metric to consider would be all of the STEM courses on offer rather than strictly AP STEM courses.

Year	FRL*	Male	Female
2010	2	51	48
2011	1	53	47
2012	2	54	46
% Enrollment for all AP Classes			

Free and Reduced Lunch

Outcome 3: Improved math course pathway. The completion of this target is due in June 2014. For the past two years the district has been engaged in a K-12 Program Review for Mathematics. This is a multi-school project that is system-wide. The implications for the high school will be to offer additional challenging advanced classes.

Outcome 4: Create a STEM course plan for all Grade 7 students. This outcome is in process (see Middle School).

Outcome 5: Increase student interest in selecting a stem career. This is achieved by offering compelling content, clubs, and activities. Enrollment in AP Environmental increased 5-fold, Rocket club, Robotics club and interest in STEM Camp counselors is very high.

Outcome 6: Increase Community Partnerships. This is an important component of STEM in the high school and plans have been underway to secure mentorships and partnerships with local and regional manufacturers.

We have researched partnership models and recognize that maintaining effective student intern partnerships will require focused personnel tasked to do so. A number of grants are in process, Murdoch, for example. Next year the STEM Board has identified the need for additional focus in this area. They have recommended expanding the STEM Teacher on Special Assignment (TOSA) role to two positions. This will allow two people to direct their energies on supporting all K-12 activities (one for grades K-8 and one for grades 9-12).

Intermediate and Middle School:

Outcome 1: Increase the number of STEM courses: the computer science elective is now in revision as part of a 3M grant. Two elective courses will be added: Technology and Industrial Design along with Video Broadcasting. The 3M grant also paid for a new, wireless King5 weather station. An additional section of Honors Geometry in grade 8 will also be added-roughly doubling the number of advanced math students. Two sections of Grade 7 Math will now be taught in grade six. Another doubling advanced math that will have upstream implications.

Outcome 2: Increase the number of Non-White/Non-Asian students in STEM Advanced Placement courses. Action plans on this Outcome are underway by way of an ACHIEVE Program. This program identifies underperforming students and then develops their study skills, technology leadership and

provides additional learning for challenging classes. Please refer to Principal Michael Florian's Board Presentation of May 30th for more information.

Outcome 3: Improved math course pathway. Refinement in the math program is underway. This Outcome will be linked to Outcome 4 by layering it with the Student Led-Conference process and a new Career Awareness program starting in 2013-2014.

Outcome 4: Create a STEM course plan for all Grade 7 students. Action plans have been created, but not initiated.

Outcome 5: Increase student interest in selecting a stem career. Middle School Activity Night started this year. Plans are to expand this into the classroom and link it to a number of long-standing units. This was a wonderful success this year. Data from the event has already been used to shape career preferences and future activity nights. The Sakai/Islandwood Murden Cove Watershed represents a significant enrichment to all Grade 5 students. The original $30K Grant has now been 'coat-tailed' to an addition $250K Watershed grant.

Outcome 6: Partnerships. 3M has been a generous partner. WMS was recently awarded $10,000 to develop their CTE courses, a broadcast studio and weather station. The Watershed project at Sakai has developed nine regional partners. All are willing to continue to participate and add to their original support.

Elementary School:

Outcome 1: Increase the number of STEM courses. Elementary represents the beginning of the STEM pipeline and as such, immersive and enriched learning at these grade levels is essential. The mathematics curriculum review created more and better math enrichment through the district and has begun to improve the math achievement throughout the district.

Outcome 2: Increase the number of Non-White/Non-Asian students in STEM Advanced Placement courses. Action plans on this Outcome are underway by way classroom differentiation efforts—an important Bainbridge School Foundation focus.

Outcome 3: Improved math course pathway. Refinement in the math program is underway. Strategies utilize ST Math, EPGY, and Zeno Math.

Outcome 4: Create a STEM course plan. No plans are underway at this time.

Outcome 5: Increase student interest in selecting a stem career. Elementary enrichment includes new ES focused STEAM Camp, K-12 Robotics, and an Engineering is Elementary pilot at Wilkes and Blakely. See also Outcome 3 for further enrichment practices.

Outcome 6: Partnerships. No major partnerships have emerged at this level.

Strategies that were utilized to promote STEM for all of these levels:

<u>Professional Development</u>: school visits (West Sound STEM Academy, Bremerton High School, Aviation High School, Sammamish High School, North Kitsap High School), (Vernier, City Council, Google Apps, BSF STEM Summer Scholarship), Biotech Summit, Robotics Summit.

<u>Materials and Equipment</u>: K-12 Robotics, Murdoch Grant, BSF STEM Grants, Grade 9 Robotics Grant.

<u>Outreach</u>: West Sound STEM Network, Hosted visits from Central Kitsap and Marysville SD.

<u>Partnerships</u> (3M, BI Water Resources), Grant Funding: 3M, Bainbridge Community Foundation, Bainbridge Island Rotary, Bainbridge Schools Foundation.

<u>Baseline Data</u>: AP, Survey Monkey, National Clearinghouse Post Graduate Data

<u>Communication</u>: STEM Website with 16 000 hits(!), STEMBlog!, Listserv announcements, news articles on STEM in the District.

Conclusion:

The Bainbridge Island STEM Initiative is growing and gaining impressive traction. We are now at a crossroads of refinement and we look forward to re-visioning the Initiative in the Fall of 2013. Presently under consideration will be to refocus elements of the original outcomes, the structure of the STEM Advisory Board and the representation of STEM teachers at each school. This will allow for innovations to develop more swiftly and effectively at each school.
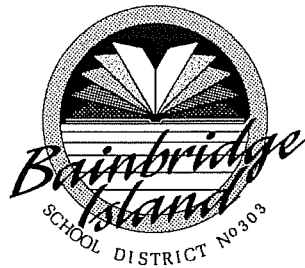
8489 Madison Avenue NE   *   Bainbridge Island, Washington 98110   *   (206) 842-4714   *   Fax: (206) 842-2928

To: Faith Chapel, Superintendent
From: Randi Ivancich, Director of Instructional Technology & Assessment
Date: June 13, 2013
Re: Technology Planning: Assured Access to Information and Learning Resources

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

Student Device Surveys
The technology leadership groups conducted a survey of students, parents, and teaching staff to learn about students need for and access to computing devices. The documents include highlights and summaries along with the results of the three surveys.

Technology Focus Areas Mapped to District Improvement Priorities
The Technology Goal is supported by attention to five Focus Areas. The five focus areas and their priorities are highly aligned to supporting the District Improvement Plan and it three priorities. The documents include a chart that shows the alignment of these two planning documents.

Considerations for Next Technology Levy Proposal
In making decisions related to technology funding, it can be helpful to know trends in nearby school districts. The first graph and chart shows technology levy trends from 2007-2014 for Bainbridge Island, Mercer Island, Snoqualmie Valley, Bellevue, Issaquah, and Lake Washington. The chart is based on the annual technology levy collections per year.

The second chart shows technology levy comparisons and includes the student enrollment as of October 2011, levy dates, total levy amount and the tax rate collection for $1000 in assessed value. It is interesting to note that Mercer Island School District chose to run a 4-year technology levy in 2008 and a 6-year technology levy in 2010, with overlapping tax collection periods.

Technology Goal and Focus Areas
The technology goal (single sheet) and the five goal areas sheets have been revised to incorporate suggestions from the School Board and other technology planning groups. The revisions were specific to the goals and rationale sections and did not change the priorities contained in the focus areas.

Documents for the June 27, 2013 Meeting to include:
Any information requested by the School Board

An Equal Educational and Employment Opportunity School District

Cost estimates for Options A – E presented at the May 30, 2013 School Board meeting
Indication of funding priorities based on technology leadership group recommendations
Update on impact of state legislative decisions on technology levy funding, if state budget is set.

This spring the technology leadership groups solicited information about student device needs and availability by conducting surveys with teaching staff, students and parents/guardians. The responses are intended to help the district anticipate student computing device needs over the next 3-4 years. Each survey contained an introductory message explaining the intent of the survey and definitions of terms used in the survey. Some questions appear in all three surveys to receive the perspective of each respondent group; some questions are unique to the group surveyed. There was broad participation by parents and teaching staff to represent all grade bands. While the student survey was open to all students, the student survey questions were written for students in grades 5-12.

In general, the need for student computing devices in schools will likely increase over time. There is a greater need for an increased number of devices in grades 3-12 classrooms than in PreK-2, as would be expected based on curriculum needs and expectations for student work. While the majority of the teaching staff preferred a 1:1 ratio in the classroom, the greatest percentages indicate a reliable 3:1 or 2:1 student to device ratio could be adequate for the next 3 years, with some classrooms requiring a 1:1 based on the curriculum requirements such as CTE courses. (See chart below.)

Highlights

Students: 794 respondents
- 70% of students are able to use a computer at school when they needed one.
- 75% of students use a district-owned computer at school at least 2-3 times/week for school work.
- 85% of students use a desktop or laptop, at home, at least 2-3 times/week for school work.
- 72% of the time students have use of the computer at home whenever they need it for school work.
- At home students most frequently connect to the Internet with a laptop, desktop, or Smartphone.
- For communication resources, students use the following at least daily: 56% teacher websites, 41% social networking sites, 40% text, 38% Google Apps/Docs, 33% school/department websites, 27% Microsoft Office, 25% email, 20% phone calls
- Nearly 50% have an Internet-ready device at school daily.
- 60% would bring a device to school once it is sanctioned.
- 82% responded that it would be sometimes or always beneficial to have their own device for school work in class.

Parents: 424 respondents
- For their own use, 94% use a computer daily for personal use, and 84% use a computer daily for work.
- For their own use, nearly 83% use a mobile device daily for personal use, and 64% use one daily for work.
- 99.5% have a desktop or laptop at home.

Teaching Staff: 151 respondents
- Over 40% of staff are ready for students to use personally owned devices in class at least 2-3/week.
- 47% of staff envision that at least 60% of their curriculum will be accessed via the Internet and personally-owned devices.
- Over 95% of staff envision that student device needs can be met by a combination of district-owned and personally-owned devices.

- 65% of staff envision that, in class, students will access the curriculum via personally-owned devices at least 2-3 times/week.
- 60% reported that a 1:1 student to device ratio would be ideal; 18% reported a 2:1 ratio.
- 58% of staff reported that an adequate ratio would be 2:1 or 3:1. (See chart below.)

Common Themes or Patterns from the Three Respondent Groups
- High level of regular Internet access in our homes; parents reported 99% have Internet, students reported 94%.
- Most households have at least one desktop or laptop; parents reported 99.5%, students reported 93%.
- At least 50% of households, have 3 or more Internet-ready devices. (61% of respondent household have 4-5 members.)
- Frequency of the need for a computer at home for school work increases as student progress through school.
- At home students connect to the Internet most often with a desktop or laptop for school work.
- 77% of students in gr. 9-12 and 70% of students in gr. 7-8 have personally-owned Internet-ready devices.
- 23% of students responded that it would be very helpful to check out a device (and 38% sometimes helpful); 16% of parents responded it would be very helpful.
- 90% of students have their own email account.
- 89% of students have a personal Gmail account.

Areas for Attention or Additional Research
- Most of our students are sharing a computer at home for schoolwork. Per students, 51% of students are sharing a desktop or laptop at home for school work with other family members. Per parents, 80% of students are sharing a computer at home.
- High level of technology use by parents for personal and work does not seem to lead parents to assume that students need as high or higher levels of use for school work. 45% of parents believe a personally-owned device could be beneficial for students in grades 9-12 and 30% were not sure.
- The entry points of grade 7 or grade 9 seem to be the preferred grades at which students bring a personally-owned device to school.
- The greatest concern for parents is students misplacing or losing the devices; the greatest concern for students is vandalism or theft.

Adequate Ratio of Students to Devices as Identified by Teaching Staff

Grade Band	1:1 per classroom	2:1 per classroom	3:1 per classroom	4:1 per classroom	Current ratio 2-3 computers classroom
PreK-2	10%	28%	21%	24%	10%
Gr. 3-5	7%	52%	14%	21%	0%
Gr. 6-8	18%	49%	18%	10%	3%
Gr. 9-12	29%	33%	20%	0%	16%

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Tech Survey for K-12 Students May 2013 Results Overview

Respondents: 817 displayed, 817 total

Status: Open

Launched Date: N/A

Closed Date: 06/13/2013

Display: Display all pages and questions

Active Report Filters: None Active.

Manage Filters: 0 filters

Share Results: Disabled

More

1. I am in grade:

	Response Total	Response Percent
PreK/K	4	0%
1	3	0%
2	0	0%
3	0	0%
4	1	0%
5	225	28%
6	90	11%
7	0	0%
8	0	0%
9	193	24%
10	102	12%
11	84	10%
12	115	14%
Total Respondents	817	

2. How often do you use a school-owned computer, laptop. or tablet (such as an iPad, etc.) at school?

	Response Total	Response Percent
Daily or almost daily	203	25%
2-3 times a week	404	50%
2-3 times a month	136	17%
Once a month	35	4%
Rarely or never	35	4%
Not Applicable	2	0%
Total Respondents	815	
(skipped this question)	2	

3. Are there computers at school for school work where and when you need them?

	Response Total	Response Percent
Yes	569	70%
Sometimes	228	28%
No	16	2%
Total Respondents	813	
(skipped this question)	4	

4. Do you have internet access at home?

	Response Total	Response Percent
Yes	766	94%
Sometimes	38	5%

No		8	1%
	Total Respondents	812	
	(skipped this question)	5	

5. If no Internet access at home, do you use a computer at:

		Response Total	Response Percent
Public library		119	36%
Home of a friend, relative or neighbor		108	32%
I don't use the Internet when I'm away from school		23	7%
Other, please specify view		83	25%
	Total Respondents	333	
	(skipped this question)	484	

6. At home, do you use a desktop or laptop computer that connects to the Internet?

		Response Total	Response Percent
Yes		756	93%
Sometimes		42	5%
No		13	2%
	Total Respondents	811	
	(skipped this question)	6	

7. Do you share a desktop or laptop computer with other family members?

		Response Total	Response Percent
Yes		415	51%
Sometimes		166	21%
No		227	28%
	Total Respondents	808	
	(skipped this question)	9	

8. What type(s) of device(s) do you use at home to connect to the Internet?

		Response Total	Response Percent
None		6	1%
Desktop computer		524	64%
Laptop computer		640	78%
Smaller portable netbook-like device (such as Chromebook, KindleFire, etc.)		142	17%
Tablet (such as iPad, Nexus, etc.)		328	40%
eReader device (such as Nook, Kindle, etc.)		84	10%
Smartphone		434	53%
iPod Touch		288	35%
Other, please specify view		42	5%
	Total Respondents	817	

9. Is the computer at home always available when you need to complete school work?

		Response Total	Response Percent
Yes		584	72%
Sometimes		192	24%
No		33	4%
	Total Respondents	809	
	(skipped this question)	8	

10. At home, how often do you use a desktop or laptop computer for school work?

		Response Total	Response Percent
Daily or almost daily		476	59%
2-3 times a week		210	26%
2-3 times a month		76	9%
Once a month		20	2%

				27	3%
Rarely or never				27	3%
Not Applicable				2	0%
			Total Respondents	811	
			(skipped this question)	6	

11. For school work, how often do you use the following communication resources?

	Hourly	Daily	Weekly	Rarely or never	Response Total
Texting	14.82% (118)	25.25% (201)	20.1% (160)	39.82% (317)	796
Email	3.13% (25)	21.68% (173)	35.21% (281)	39.97% (319)	798
Phone Calls	3.05% (24)	17.13% (135)	26.9% (212)	52.92% (417)	788
Chat rooms or Instant Messaging	4.25% (33)	8.24% (64)	15.32% (119)	72.2% (561)	777
Email	3.7% (29)	21.84% (171)	34.48% (270)	39.97% (313)	783
Social networking (such as Twitter, Facebook, etc)	10.52% (83)	20.53% (162)	19.77% (156)	49.18% (388)	789
Teacher website	7.7% (62)	48.45% (390)	34.29% (276)	9.57% (77)	805
Moodle site	3.82% (30)	16.05% (126)	24.2% (190)	55.92% (439)	785
School (or department, sports, or club) website	4.72% (37)	29.08% (228)	31.25% (245)	34.95% (274)	784
Google Apps/Docs	7.92% (63)	30.44% (242)	37.48% (298)	24.15% (192)	795
Microsoft Office (Word or Excel)	6.17% (49)	21.03% (167)	41.94% (333)	30.86% (245)	794
			Total Respondents	816	
			(skipped this question)	1	

12. On most school days, do you bring an Internet-ready device to school?

	Response Total	Response Percent
Yes	397	49%
Sometimes	123	15%
No	291	36%
Total Respondents	811	
(skipped this question)	6	

13. If you had the option to use your Internet-ready device in class for school work, would you bring it to school?

	Response Total	Response Percent
Yes	480	59%
Sometimes	123	15%
Not sure, maybe	154	19%
No	54	7%
Total Respondents	811	
(skipped this question)	6	

14. For the school work you do at school, would it be beneficial for you to bring your own Internet-ready device to school?

	Response Total	Response Percent
Definitely beneficial	284	35%
Sometimes beneficial	377	47%
Not beneficial	73	9%
Not sure	73	9%
Total Respondents	807	
(skipped this question)	10	

15. At what grade do you feel students should be allowed to bring an Internet-ready device to school for school work?

	Response Total	Response Percent
PreK/K	20	2%
1	4	0%
2	4	0%
3	15	2%
4	40	5%
5	96	12%
6	72	9%
7	158	19%
8	60	7%
9	284	35%
10	29	4%
11	19	2%
12	14	2%
Total Respondents	815	
(skipped this question)	2	

16. For school work, how beneficial would it be for you to check-out an Internet-ready device from the school library?

	Response Total	Response Percent
Definitely beneficial	187	23%
Sometimes beneficial	272	34%
Not beneficial	77	10%
Not sure	102	13%
I would not need to check-out a device from school	170	21%
Total Respondents	808	
(skipped this question)	9	

17. For the following areas, how concerned would you be about bringing your own device to school for school work?

	No concern	Low concern	Moderate concern	Great concern	Response Total
Charging capability	23.57% (190)	41.69% (336)	28.41% (229)	6.33% (51)	806
Storage during the day	25.81% (207)	34.91% (280)	26.43% (212)	12.84% (103)	802
Misplace or lost device	9.48% (76)	26.56% (213)	31.17% (250)	32.79% (263)	802
Vandalism or theft	9.1% (73)	26.18% (210)	28.05% (225)	36.66% (294)	802
Total Respondents					806
(skipped this question)					11

18. Do you have a Smartphone for your own daily use?

	Response Total	Response Percent
Yes	430	53%
No	374	47%
Total Respondents	804	
(skipped this question)	13	

19. Does your Smartphone have an unlimited data plan?

	Response Total	Response Percent
Yes	164	22%
No	275	37%
Not sure	87	12%
Not Applicable	209	28%
Total Respondents	735	
(skipped this question)	82	

20. What devices do you use on a daily or regular basis for personal or school-related activities?

	Desktop computer	Laptop computer	Smaller netbook-like computer (such as Chromebook)	Smartphone (Internet-ready phone)	Cell phone (not an Internet-ready phone)	Tablet (such as iPad, Nexus, Surface, etc.)	iPod Touch	eReader device (such as Nook, Kindle, etc.)	Response Total
Personal use	17.04% (423)	22.75% (565)	4.23% (105)	17.92% (445)	9.1% (226)	11.48% (285)	11.24% (279)	6.24% (155)	2483
School use	32.64% (519)	29.37% (467)	4.53% (72)	13.14% (209)	2.96% (47)	8.18% (130)	5.22% (83)	3.96% (63)	1590
Total Respondents									807
(skipped this question)									10

21. Do you have your own email account?

	Response Total	Response Percent
Yes	725	90%
No	77	10%
Total Respondents	802	
(skipped this question)	15	

22. If you have your own email account, which service(s) do you use?

	Response Total	Response Percent
Gmail	649	89%
Yahoo! Mail	83	11%
AOL Mail	29	4%
Hotmail	90	12%
Zoho Mail	12	2%

AIM		13	2%
iCloud Mail		30	4%
Outlook.com		31	4%
Mail.com		13	2%
GMX Mail		8	1%
Shortmail		8	1%
BigString.com		9	1%
Inbox.com		17	2%
Hushmail		11	2%
Other, please specify view		45	6%

Total Respondents	731
(skipped this question)	86

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Tech Survey for Parents May 2013 Results Overview

Respondents: 424 displayed, 424 total

Status: Open

Launched Date: N/A

Closed Date: 06/07/2013

Display: Page 1

Active Report Filters: None Active.

Manage Filters: 0 filters

Share Results: Enabled

More

1. What is the total number of people using a computer(s) in your household?

	Response Total	Response Percent
2-3	152	36%
4-5	258	61%
6 or more	11	3%
Total Respondents	421	
(skipped this question)	3	

2. In what grade(s) is your student(s) currently enrolled?

	Response Total	Response Percent
PreK	32	8%
K	48	11%
1	63	15%
2	50	12%
3	53	13%
4	65	15%
5	55	13%
6	61	14%
7	67	16%
8	48	11%
9	66	16%
10	54	13%
11	37	9%
12	42	10%
Total Respondents	421	
(skipped this question)	3	

3. How frequently do you, as an adult, use a desktop or laptop computer?

	Daily	2-3 times / week	2-3 times / month	Once a month	Rarely or never	Not applicable	Response Total
Personal use	93.81% (394)	5% (21)	0.48% (2)	0.24% (1)	0.48% (2)	0% (0)	420
Work use	83.5% (329)	5.58% (22)	1.27% (5)	0.51% (2)	0.76% (3)	8.38% (33)	394
Total Respondents							424

4. How frequently do you, as an adult, use a mobile/portable Internet-ready device?

	Daily	2-3 times / week	2-3 times / month	Once a month	Rarely or never	Not applicable	Response Total
Personal Use	82.94% (350)	5.21% (22)	1.18% (5)	0.95% (4)	7.82% (33)	1.9% (8)	422
Work Use	64.38% (244)	4.75% (18)	2.11% (8)	1.58% (6)	13.72% (52)	13.46% (51)	379
Total Respondents							424

5. How often do you, as an adult, read a book or article using an eBook-type device (e.g. iPad, iPod, Nook, Kindle, Google Book Reader, etc.)?

		Response Total	Response Percent
Daily		159	38%
Weekly		70	17%
Monthly		33	8%
Rarely		55	13%
Never		107	25%
	Total Respondents	424	

6. Do you have Internet access at home?

		Response Total	Response Percent
Yes		417	99%
Sometimes		1	0%
No		3	1%
	Total Respondents	421	
	(skipped this question)	3	

7. If no access at home, which of these places does your student access the Internet during non-school hours for school work?

		Response Total	Response Percent
Public library computer		9	6%
Computer owned by a relative, friend, or neighbor		3	2%
No access during non-school hours		4	2%
Not applicable		145	90%
Other, please specify view		4	2%
	Total Respondents	162	
	(skipped this question)	262	

8. Do you have a desktop and/or laptop computer at home?

		Response Total	Response Percent
Yes		416	100%
No		2	0%
	Total Respondents	418	
	(skipped this question)	6	

9. At home, does your student(s) share the use of the desktop or laptop?

		Response Total	Response Percent
Yes		336	80%
No		81	19%
N/A		4	1%
	Total Respondents	421	
	(skipped this question)	3	

10. How often does your student(s) use a computer (desktop or laptop) at home for school work?

	Daily or almost daily	2-3 times / week	2-3 times / month	Once a month	Rarely or never	Not Applicable	Response Total
Grades PreK-2	11.41% (21)	26.63% (49)	13.04% (24)	5.43% (10)	22.28% (41)	21.2% (39)	184
Grades 3-4	20.26% (31)	34.64% (53)	13.07% (20)	3.92% (6)	4.58% (7)	23.53% (36)	153
Grades 5-6	39.04% (57)	28.77% (42)	6.16% (9)	2.74% (4)	1.37% (2)	21.92% (32)	146
Grades 7-8	64.38% (94)	10.96% (16)	0% (0)	0% (0)	2.05% (3)	22.6% (33)	146
Grades 9-12	82.14% (161)	4.59% (9)	0% (0)	0% (0)	1.02% (2)	12.24% (24)	196
					Total Respondents		422
					(skipped this question)		2

11. How many Internet-ready devices do you have at home that could be used for some school work by your student(s)?

		Response Total	Response Percent
1-2		155	37%
3-5		211	50%
6 or more		54	13%
	Total Respondents	420	
	(skipped this question)	4	

12. Which Internet-ready device(s) does your student use at home for personal use and/or school work?

	Response Total	Response Percent
Desktop computer	246	58%
Traditional laptop computer	307	73%
Netbook-like portable computer (e.g. Chromebook, Acer Aspire One)	37	9%
Tablet (e.g. iPad, Nexus, Kindle Fire, etc.)	208	49%
Smartphone	175	41%
iPod Touch	126	30%
eReader (e.g. Kindle, Nook, etc.)	84	20%
No access at home	3	1%
Other, please specify view	2	0%
Total Respondents	423	
(skipped this question)	1	

13. How often does your student(s) use an eBook-type device?

	Daily	Weekly	Monthly	Rarely	Never	Not Applicable	Response Total
Grades PreK-2	3.28% (6)	16.94% (31)	2.73% (5)	13.66% (25)	40.44% (74)	22.95% (42)	183
Grades 3-4	11.26% (17)	19.87% (30)	3.97% (6)	7.28% (11)	28.48% (43)	29.14% (44)	151
Grades 5-6	15.75% (23)	16.44% (24)	9.59% (14)	10.27% (15)	25.34% (37)	22.6% (33)	146
Grades 7-8	12.41% (18)	15.86% (23)	6.21% (9)	15.17% (22)	24.83% (36)	25.52% (37)	145
Grades 9-12	12.76% (25)	13.27% (26)	5.1% (10)	16.84% (33)	35.71% (70)	16.33% (32)	196
Total Respondents							420
(skipped this question)							4

14. Does your student(s) currently have an Internet-ready device for his/her own personal use?

	Yes	Sometimes	No	Response Total
Grades PreK-2	19.39% (32)	15.76% (26)	64.85% (107)	165
Grades 3-4	37.04% (50)	17.78% (24)	45.19% (61)	135
Grades 5-6	55.64% (74)	6.77% (9)	37.59% (50)	133
Grades 7-8	70.23% (92)	8.4% (11)	21.37% (28)	131
Grades 9-12	77.25% (146)	5.29% (10)	17.46% (33)	189
Total Respondents				422
(skipped this question)				2

15. To what degree, would it be beneficial for your student(s) academic experience to bring his/her personally owned computing device to school?

	Very beneficial	Beneficial	Not beneficial	Not sure	Not Applicable	Response Total
Grades PreK-2	3.45% (6)	4.6% (8)	42.53% (74)	27.59% (48)	21.84% (38)	174
Grades 3-4	5.52% (8)	7.59% (11)	42.76% (62)	19.31% (28)	24.83% (36)	145
Grades 5-6	9.86% (14)	13.38% (19)	28.17% (40)	30.28% (43)	18.31% (26)	142
Grades 7-8	13.99% (20)	25.17% (36)	18.88% (27)	21.68% (31)	20.28% (29)	143
Grades 9-12	22.34% (44)	22.34% (44)	12.69% (25)	29.95% (59)	12.69% (25)	197
Total Respondents						418
(skipped this question)						6

16. If allowed by the school, at what grade level would you allow your student(s) to bring a personally owned Internet-ready device to school?

	Response Total	Response Percent
Not likely to allow	51	13%
PreK/K	5	1%
Grade 1	5	1%
Grade 2	5	1%
Grade 3	18	4%
Grade 4	25	6%
Grade 5	44	11%
Grade 6	29	7%
Grade 7	72	18%
Grade 8	16	4%
Grade 9	103	26%
Grade 10	15	4%
Grade 11	11	3%
Grade 12	4	1%
Total Respondents	403	
(skipped this question)	21	

17.   To what degree would the following affect your decision for your student(s) to bring a personally-owned device to school?

	Low concern	Moderate concern	Great concern	Response Total
Charging Capability	73.43% (293)	21.3% (85)	5.26% (21)	399
Storage During the Day	15.27% (62)	40.15% (163)	44.58% (181)	406
Misplaced or Lost Device	5.81% (24)	23% (95)	71.19% (294)	413
Vandalism or Damage	9.4% (39)	28.43% (118)	62.17% (258)	415
Theft	6.07% (25)	24.76% (102)	69.17% (285)	412
			Total Respondents	416
			(skipped this question)	8

18.   How helpful would it be for your student(s) to check-out a district-owned computing device for school work at home and school? (Device check out might include a deposit or insurance fee.)

	Response Total	Response Percent
Definitely would be helpful	69	16%
Might be helpful	104	25%
Would not need one	215	51%
Not sure	32	8%
Total Respondents	420	
(skipped this question)	4	

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Technology Survey for Teaching Staff: Student Computing Devices Results Overview

Respondents: 151 displayed, 151 total

Status: Closed

Launched Date: N/A

Closed Date: 04/13/2013

Display: Display all pages and questions

Active Report Filters: None Active.

Manage Filters: 0 filters

Share Results: Enabled

More

1. In which school do you spend most of your instructional, or work, time?

	Response Total	Response Percent
Bainbridge High School	53	35%
Eagle Harbor High School	4	3%
Odyssey	9	6%
Mosaic	4	3%
Woodward	24	16%
Sakai	24	16%
Blakely	9	6%
Ordway	14	9%
Wilkes	18	12%
District Office	0	0%
Other	0	0%
Total Respondents	151	

2. In which grade band(s), do you spend most of your instructional time?

	Response Total	Response Percent
Gr. PreK-2	32	21%
Gr. 3-5	33	22%
Gr. 6-8	42	28%
Gr. 9-12	51	34%
K-12	9	6%
Total Respondents	151	

3. Which district-owned devices do your students use for your curriculum? Check all that apply.

	Response Total	Response Percent
Computer lab	85	56%
Laptop carts	54	36%
Tablet (iPad or other tablet) carts	21	14%
Classroom desktops	58	38%
Classroom laptops	39	26%
Classroom Tablets (e.g. iPad or other tablet)	19	13%
Other, please specify view	32	21%
Total Respondents	151	

4. How frequently do students use these devices for your class?

	Daily	Weekly	Monthly	Currently not used	Response Total

Computer lab	4.2% (5)	38.66% (46)	21.85% (26)	35.29% (42)	119
Laptop carts	8.16% (8)	14.29% (14)	25.51% (25)	52.04% (51)	98
Tablet carts	5.33% (4)	12% (9)	6.67% (5)	76% (57)	75
Classroom desktops	51.49% (52)	4.95% (5)	0.99% (1)	42.57% (43)	101
Classroom laptops	27.06% (23)	17.65% (15)	3.53% (3)	51.76% (44)	85
Classroom tablets	17.72% (14)	8.86% (7)	2.53% (2)	70.89% (56)	79
Other:	25% (11)	15.91% (7)	9.09% (4)	50% (22)	44

Total Respondents   150

(skipped this question)   1

5. With current district resources and your current curriculum, do your students have access to the devices they need in order to meet learning targets in your classroom?

		Response Total	Response Percent
All of the time		21	14%
Most of the time		76	51%
Some of the time		35	23%
Rarely		5	3%
Never		5	3%
Other, please specify view		8	5%

Total Respondents   150

(skipped this question)   1

6. Within your current curriculum, how frequently will you incorporate the use of student-owned devices into your instruction as BYOD (Bring Your Own Device) becomes available?

		Response Total	Response Percent
Daily		23	15%
Almost daily		18	12%
2-3 times/week		24	16%
Once/week		9	6%
Twice/month		2	1%
Monthly		0	0%
Not sure yet		55	37%
Other, please specify view		18	12%

Total Respondents   149

(skipped this question)   2

7. Based upon what you envision 3 years from now, what percentage of your curriculum could be accessed via the Internet and personally owned devices?

		Response Total	Response Percent
80 - 100%		38	27%
60 - 80%		28	20%
40 - 60%		27	19%
less than 40%		22	15%
not sure yet		24	17%
Other, please specify view		4	3%

Total Respondents   143

(skipped this question)   8

8. Based upon the curriculum and instructional needs you envision 3 years from now, could the needs be met by a combination of district-owned devices and students' personally-owned devices?

		Response Total	Response Percent
Yes		63	45%
Possibly		66	47%
No		11	8%

Total Respondents   140

(skipped this question)   11

9. Based upon what you envision 3 years from now, how frequently could students access your curriculum, in-class, with a personally owned device?

		Response Total	Response Percent
Daily		40	28%
Almost daily		29	20%
2-3 times/week		24	17%
Twice/month		1	1%
Monthly		2	1%
Not sure yet		34	24%

Other, please specify view		12	8%
	Total Respondents	142	
	(skipped this question)	9	

10.   What would be an ideal student to device ratio?

		Response Total	Response Percent
4:1 current ratio of students to device ratio		5	4%
4:1 ratio improved based on school and student head count		7	5%
3:1		11	8%
2:1		25	18%
1:1		84	60%
Other, please specify view		7	5%
	Total Respondents	139	
	(skipped this question)	12	

11.   What would be an adequate student to device ratio?

		Response Total	Response Percent
4:1 current ratio of students to device		12	9%
4:1 ratio improved based on school and student head count		14	10%
3:1		25	18%
2:1		54	40%
1:1		25	18%
Other, please specify view		6	4%
	Total Respondents	136	
	(skipped this question)	15	

12.   You may note information you wish to be considered related to district-owned or personally-owned student-use computers.

View responses to this question		view
Total Respondents	39	
(skipped this question)	112	

Bainbridge Island School District
2014-2017 Technology Focus Areas Mapped to District Improvement Plan

This chart presents the relationship of the Technology Plan to the District Improvement Plan. The District Improvement Plan focuses on priorities directly related to student learning, curriculum and instruction. The Technology Plan includes some items necessary for operations such as transportation and office support. Those operational areas within the Technology Plan are listed at the end of the chart with an asterisk.

District Improvement Plan
Priority 1: High Quality Instruction and Instructional Leadership
Priority 2: High Quality Curriculum that Supports Instructional Goals
Priority 3: High Quality Assessment that Informs and Support Individualized Instruction

Technology Focus Areas
Focus Area 1: Learning
Focus Area 2: Teaching
Focus Area 3: Assessment
Focus Area 4: Infrastructure
Focus Area 5: Communications & Productivity

		District Improvement Plan		
		Priority 1: Instruction & Instructional Leadership	**Priority 2:** High Quality Curriculum	**Priority 3:** High Quality Assessment
Technology Focus Areas	**Area 1: Learning**	• Computer labs • Personalized learning • Electronic content and information systems • Collaboration tools • Assistive Technologies • Wireless access	• Student computing devices • Computer labs • Personalized learning • Science, Math & CTE • Electronic content and information systems • Collaboration tools • Assistive Technologies • Wireless access	• Student computing devices • Computer labs • Personalized learning • Collaboration tools • Assistive Technologies • Wireless access
	Area 2: Teaching	• Presentation equipment and resources • Computing devices • Professional development	• Presentation equipment and resources • Computing devices • Professional development	• Presentation equipment and resources • Computing devices • Professional development
	Area 3: Assessment	• Assessments • Data integration systems • Common Core Standards	• Assessments • Data integration systems • Common Core Standards	• Assessments • Data integration systems • Common Core Standards
	Area 4: Infrastructure	• Cabling & wiring • Servers, hardware and operating systems • Connectivity and bandwidth • Safety and security • Technical and administrative support	• Cabling & wiring • Servers, hardware and operating systems • Connectivity and bandwidth • Safety and security • Technical and administrative support	• Cabling & wiring • Servers, hardware and operating systems • Connectivity and bandwidth • Safety and security • Technical and administrative support

Area 5: Communications & Productivity	• Telephone and voicemail systems • Networked copiers and printers • Email • Notification systems • District, school and classroom websites	• Telephone and voicemail systems • Networked copiers and printers • Email • District, school and classroom websites	• Telephone and voicemail systems • Networked copiers and printers • Email • District, school and classroom websites

* Operational areas included in the technology plan:
- Transportation security and emergency preparedness
- District level reporting requirements
- Office and support staff computers and training

Technology Levy Funding Trends, 2007-2014
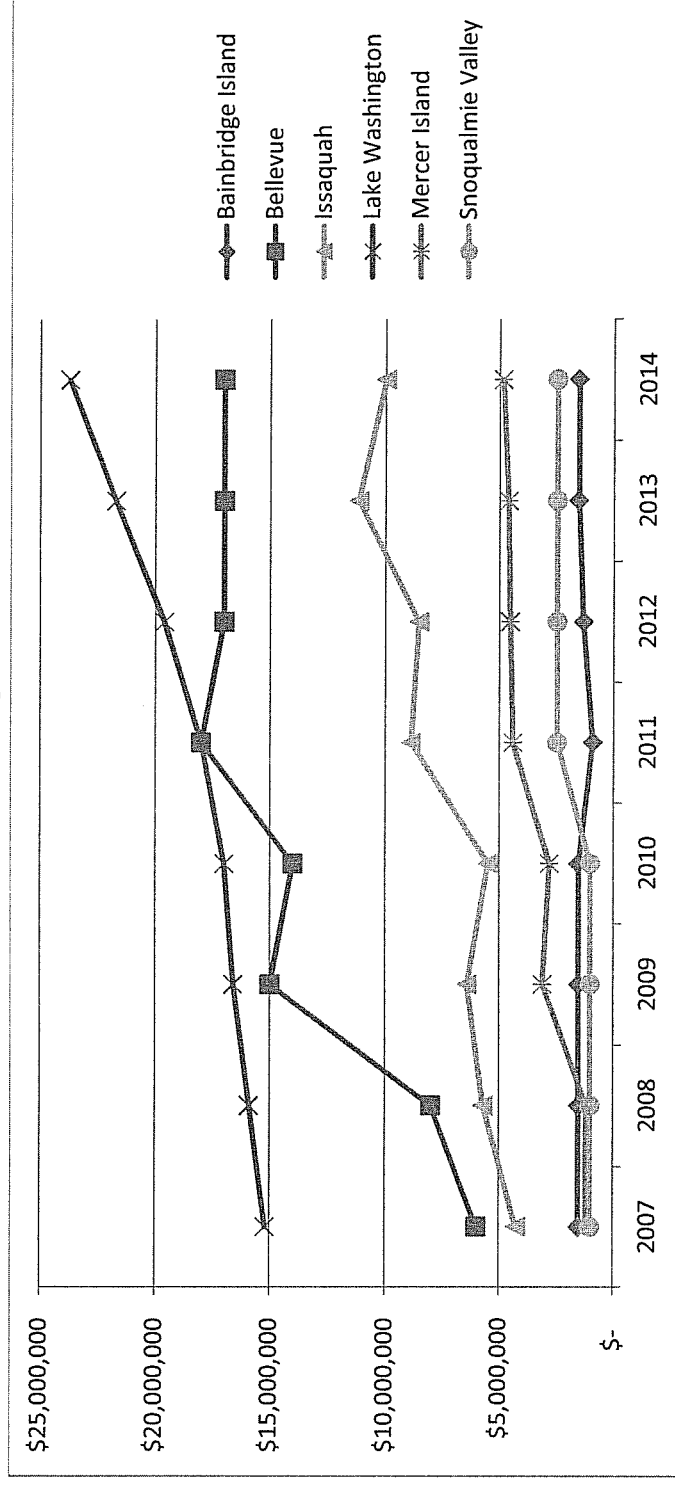
Annual Technology Levy Collections by Year

	2007	2008	2009	2010	2011	2012	2013	2014
Bainbridge Island	$1,525,000	$1,525,000	$1,525,000	$1,525,000	$ 900,000	$ 1,325,000	$ 1,525,000	$1,525,000
Mercer Island	$1,170,000	$ 1,170,000	$3,100,000	$2,800,000	$4,400,000	$ 4,518,000	$ 4,595,000	$ 4,844,000
Snoqualmie Valley	$1,000,000	$1,000,000	$1,000,000	$1,000,000	$2,475,000	$ 2,475,000	$ 2,475,000	$ 2,475,000
Issaquah	$4,250,000	$ 5,700,000	$6,400,000	$5,500,000	$8,875,000	$ 8,531,000	$11,163,000	$ 9,980,000
Bellevue	$6,000,000	$ 8,000,000	$15,000,000	$14,000,000	$18,000,000	$17,000,000	$17,000,000	$17,000,000
Lake Washington	$15,200,000	$15,900,000	$16,600,000	$17,000,000	$18,000,000	$19,600,000	$21,700,000	$23,700,000

School District Capital Projects Technology Levy Comparisons

School District	2011-12 Student Enrollment	Levy Date	Duration	Total Levy Amount	Per $1,000 AV
Bainbridge	3,838	Mar 2006	4 years	$ 6,100,000	.28-.31
		Nov 2010	4 years	$ 5,275,000	.16-.26
Mercer Island	4,280	Mar 2004	4 years	$ 4,790,000	.19-.20
		Mar 2008	4 years	$ 9,994,000	.26-.40
		Feb 2010	6 years	$24,504,000	.27-.52
Snoqualmie Valley	6,231	Feb 2006	4 years	$ 4,000,000	.16-.20
		Feb 2010	4 years	$ 9,900,000	.37-.40
Issaquah	17,804	Feb 2006	4 years	$21,850,000	.29-.39
		Feb 2010	4 years	$32,924,000	.46-.50
Bellevue	18,481	Feb 2002	5 years	$28,000,000	.04-.45
		Feb 2006	5 years	$51,000,000	.10-.47
		Feb 2010	5 years	$74,000,000	.18-.41
Lake Washington	24,756	Feb 2006	4 years	$64,700,000	.52-.53
		Feb 2010	4 years	$83,000,000	.49-.58

Sources include:
Clark County Board of Elections
King County Board of Elections
OSPI Report Card
OSPI School Apportionment and Financial
Services

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
   - Personalized 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 systems 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 to technology for all students.
- Current levy collection ends in December 2014.

Bainbridge Island School District
Technology Vision and Planning 2015-2017

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, 100% 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 Personalized Learning
- 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 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

Bainbridge Island School District
Technology Vision and Planning 2015-2017

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 for 1) 100% of our teachers to score in the proficient level of technology skills; and 2) 100% of our classrooms to score in the tiers 2 or 3 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

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 on learning and progress;
- educators to monitor learning, adjust instruction, and provide personalized learning opportunities;
- administrators to support improvement in professional practice; and
- 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 and to personalize 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, integrate, 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 personalized instruction to meet student learning needs

Bainbridge Island School District
Technology Vision and Planning 2015-2017

Overview of Focus Area #4: Infrastructure and Network Systems

Goal Statement: The Bainbridge Island School District will create a comprehensive infrastructure and network systems for learning so students and staff have access to these systems when and where they need them.

Rationale: To develop the skills necessary for success in the 21st century, student and educators need access to the Internet and technology-based learning resources. They need devices, appropriate software and resources for research, communication, multimedia content creation, and collaboration for use in and out of school. This level of access helps educators provide learning environments and opportunities that engage each learner, fosters a passion for learning and promotes lifelong learning; anywhere, anytime. The district must prepare its infrastructure today to support these rapidly developing technologies, and those emerging on the horizon, since they predict the level of technological proficiency that will be common place in the world for which we are preparing our students.

Priority Areas and Impact on Student Learning

4.1 Cabling and wiring to support networked systems

4.2 Servers, hardware, operating systems and databases to create networked systems

4.3 Connectivity and bandwidth for reliable levels of network and Internet access

4.4 Safety and security to meet federal regulations while providing access to learning resources

4.5 Technical and Administrative Support to keep systems running smoothly and meet needs of users.

Bainbridge Island School District
Technology Vision and Planning 2015-2017

Overview of Focus Area #5: Communications & Productivity

Goal Statement: The Bainbridge Island School District will improve student learning by creating effective technology-based systems for communication and productivity and make efficient use of time, money and staff. Our goal will be to establish high levels of effectiveness for communication methods and productivity in our school and office work by users of these systems. This goal will be measured by student, parent and staff surveys regarding the effectiveness of our communications, and by student and staff assessments of technology proficiency.

Rationale: Technology provides the opportunity to rethink not only the way in which we educate but to rethink the way in which we conduct the operational side of running school systems. The school district will look for opportunities to redesign the way in which it facilitates communication within and beyond the district to reflect the times we live in. Creating effective communications and productivity systems helps the school district to efficiently use the human and technological resources in which it has invested. Our technology investments in these systems can be leveraged to provide efficiencies that translate into making resources available for other areas that support student learning. While these systems provide support for schools and district operations, they also provide support for our learning improvement goals by keeping all stakeholders informed and engaged in the processes that contribute to improved learning for all students.

<u>Priority Areas</u>

5.1 Telephone and Voicemail Systems

5.2 Networked Copiers and Printers

5.3 Email

5.4 Notification Systems

5.5 District, School and Classroom Websites

5.6 Transportation Security and Emergency Preparedness

5.7 District-Level Reporting Requirements

5.8 Office and Support Staff Computers and Training

BOARD OF DIRECTORS

Mary Curtis
Patty Fielding
Mev Hoberg
Tim Kinkead
Mike Spence

SUPERINTENDENT
Faith A. Chapel

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

June 7, 2013

TO: Board of Directors

FR: Faith A. Chapel, Superintendent

RE: District Strategic Planning –School Configuration Committee Report

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

This report focuses on the work of the School Configuration Committee during the past two months, including:

- Staff and Community Presentations and Meetings: Five staff presentations and four community meetings were held during the months of April and May. A copy of the Powerpoint presentation and a summary of "themes" from small group discussions during the community meetings are attached.
- SCC meetings in May: A copy of the minutes from the May 8th SCC meeting is attached. The minutes from the May 28th meeting will be provided next Thursday. Two topics from the May 28th meeting are forwarded for discussion by the Board of Directors: (1) the committee recommendation to defer implementation of any potential configuration change to Fall 2015, and (2) the recommendation that the three Commodore programs remain in one facility, on the main campus. Mary Curtis and Patty Fielding, the two ex-officio Board members who serve on the SCC will provide other Board members with a report of the discussion that took place on May 28.
- SCC Staff and Parent/Community Survey: An online survey for staff and parents was drafted, presented to the SCC, and revised to incorporate suggestions from SCC and Puget Sound Educational Service District staff before being posted yesterday. The survey will remain open through mid-September. A copy of the parent/community survey is attached.

An Equal Educational and Employment Opportunity School District

Summary of Themes from
Public Meetings on BISD Configuration of Schools
May 28, 2013

Below are summarized "themes" taken from small group discussion notes and report out across all the public meetings. We have intentionally kept out information related to preferred paths or options, in favor of the more neutral information that the SCC needs to continue with objective analysis.

Please review our summary and edit where you may feel the information is inaccurate or biased, AND add any themes that we have missed.

- ➤ Why are we planning reconfiguration now? What problem(s) are we trying to solve?
- ➤ For all options, how does the immediate savings balance against the real costs of facilities and disruptions?
- ➤ We need to be sure we don't lose students through disruption and change in the current model.
- ➤ Will the programs currently in place at Commodore remain? Will they continue in the same model? Will they grow to meet demand?
- ➤ If options are expanded with a central location, how does that affect enrollment at the other schools?
- ➤ We assume the demographic data is "right". What if it's wrong?
- ➤ What are the real costs of disruption? How do we know any change will be better programmatically?
- ➤ What about the revenue side of the finances? What is the plan to increase revenue through increased enrollment? We need to attract students from both private schools and off-island through distinct programs.
- ➤ Do we really understand the combination of features that have made BISD successful academically? Do we understand those features and others that that could draw increases in enrollment and how is that considered in options?
- ➤ Is our current 5/6 and 7/8 model the right one for today, given early maturation and teen culture?
- ➤ What is the fall-back plan if changes are initiated with a "jump-start" and the bond fails?
- ➤ How acceptable are increased portables as part of this change? Are they safe? Do they compromise programs? Do they isolate kids from the core school? How likely are they to become long-term capacity?
- ➤ How important is transportation to this decision (costs, route complexity, convenience to families, effect on island traffic patterns, etc.)?
- ➤ We need more information from the legislature about elements that will strongly affect costs and revenue equations. (e.g., class size, transportation, unfunded mandates, etc).

➢ What constitutes over-crowding at schools? Concern that all the options trigger over-crowding at Woodward and limit flexibility for increased enrollment in future years.

➢ We have stability now in a system that works with the ability to change in the future if we grow or if the economic picture worsens. We have too little information now to initiate major change.

➢ Disrupting school culture is a major factor. Is change proposed by options other than the present configuration worth disruption of school cultures?

➢ Is the SCC open to other good options brought forward by the public?

➢ Openness and transparency of data and analysis behind any recommendation/decision is critical. How will the district insure timely, transparent information updates for public access as planning progresses?

SCHOOL CONFIGURATION COMMITTEE REPORT
BAINBRIDGE ISLAND SCHOOL DISTRICT
MAY 2013
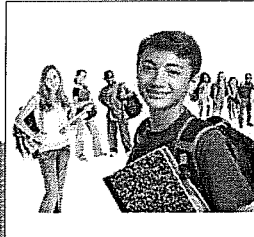
COMMITTEE COMPOSITION

Parents /Community Members – 12

District Administrators – 3

School Principals – 3

Certificated Staff – 7

Classified Staff – 3

School Board Members (ex-officio) – 2
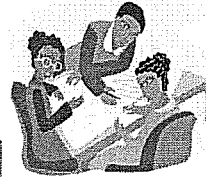
PS14

BACKGROUND

The SCC was formed by the School Board due to:

- Declining Enrollment – 426 fewer students (10%) since 2005
- Financial Constraints – significant state budget cuts since 2008; declining enrollment also reduced revenue. Cumulative budget shortfalls exceeding $8 M. (Annual budget of $37 M.)
- Facility Needs – responsibility to reassess costs and use of school buildings as enrollment changes

---

Enrollment History

	Change	% Change
	108 49 111 145 174 95 142 90 3 111 8 59 18 100 -50 -119 -70 -44 -20 -62 -51	3.8% 1.6% 3.5% 4.4% 5.1% 2.6% 3.8% 2.3% 0.1% 2.8% 0.2% 1.5% 0.4% 2.4% -1.2% -2.9% -1.7% -1.1% -0.5% -1.6% -1.3%
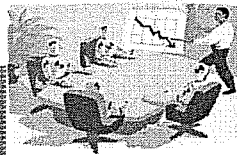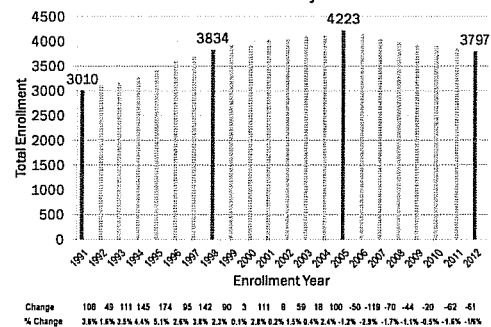
Enrollment Projections

Actual County Births				Birth Projections					
Birth Yr	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Births	2824	3053	2905	2931	2677	2589	3046	3079	3110	3141
K % of Cohort	7.1%	7.3%	7.3%	7.3%	7.3%	7.3%	7.2%	7.3%	7.3%	7.3%

Medium Range Forecast

	Oct '12	Oct '13	Oct '14	Oct '15	Oct '16	Oct '17	Oct '18	Oct '19	Oct '20	Oct '21
K	206	222	211	213	216	217	221	224	226	228
1	238	238	255	242	244	248	249	254	257	259
2	243	248	246	265	252	254	258	259	265	267
3	270	253	259	257	276	263	265	270	271	276
4	294	281	265	270	268	289	275	277	281	283
5	299	303	290	273	278	276	297	283	286	290
6	269	295	299	287	269	275	273	294	280	282
7	302	276	302	306	293	276	281	279	301	286
8	296	307	280	306	311	299	280	286	283	305
9	345	344	356	325	356	361	346	325	332	329
10	354	344	343	355	323	354	359	344	323	330
11	324	331	321	320	332	302	331	336	322	303
12	341	302	308	299	298	309	282	309	313	300
	3781	3742	3735	3718	3716	3722	3717	3740	3740	3738

Change	-77	-39	-7	-17	-2	6	-5	23	0	-2
Percent	-2.0%	-1.0%	-0.2%	-0.5%	-0.1%	0.2%	-0.1%	0.6%	0.0%	-0.1%

K-4	1251	1240	1236	1247	1256	1271	1268	1284	1300	1313
5-8	1166	1181	1171	1172	1151	1125	1131	1142	1150	1163
9-12	1364	1321	1328	1299	1309	1326	1318	1314	1290	1262

BUDGET ADJUSTMENT STRATEGIES

Since 2008, budget reduction strategies totaling:	($ 4.9 M)

- Transportation
- Reduction of classified staff hours, positions
- Reduction of certificated staff positions

Since 2008, strategies to increase revenue totaling:	$ 3.3 M

- Bainbridge Schools Foundation support
- Local supplemental levy
- Increase in fees

TOTAL ADJUSTMENTS TO REVENUE & EXPENDITURES =	$ 8.2 M

2008-2013 BISD BUDGET

Since 2008, significant loss of state funding, such as:

- Initiative 728 Student Achievement funds ($1,800,000)
- K-4 class size reduction allocations ($ 450,000)
- Teacher training days ($ 200,000)
- State per pupil allocation (enrollment drop) ($ 655,200)
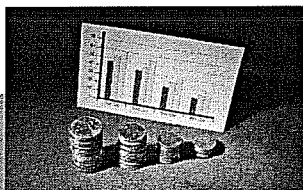
SCHOOL BOARD
GOAL & CHARGE TO THE COMMITTEE
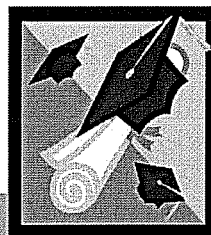
District goal: To utilize available resources to provide our students with the highest quality educational opportunities.

Committee Charge: Develop configuration options that best accomplish the district's mission, vision, and guiding principles within the constraints of the district's economic and demographic limitations.

- September 2012

SCC TASKS

Consider:
- Research on school size and grade level configurations
- Educational programs and services in relation to space and facilities needs
- Size and location of school populations
- Enrollment patterns and projections
- Current condition and location of existing facilities

Develop:
Short and long-term configuration options, ranging from no change to closing a school and combining school populations.

Communicate and Engage:
- With all stakeholder groups about work of the SCC
- Solicit feedback for consideration by SCC

ACTIVITIES & TIMELINE

Research & Data Gathering	Fall 2012
Develop Guiding Principles & Analytical Framework	Winter 2012-13
Periodic updates to School Board	On-going
Analyze Configuration Options	Winter–Spring 2012-13
Develop Options for Discussion by Staff, Community & Board	Spring 2013
Solicit Input/Form Recommendations	Spring-Fall 2013
School Board decision	Fall 2013
Earliest implementation (if any changes)	Fall 2014 or Fall 2015

ANALYTICAL CRITERIA

- Educational programs & implications
- Number, size, location of schools
- Impact on students, families, staff
- Staffing cost implications
- Operational cost implications
- Facility costs and implications
- Political considerations and implications

GRADE & SCHOOL CONFIGURATIONS CONSIDERED

- Current Configuration: Gr. K-4, 5-6, 7-8, 9-12
- Gr. K-8, 9-12
- Gr. K-6, 7-8, 9-12
- Gr. K-5, 6-8, 9-12
- Gr. K-3, 4-6, 7-8, 9-12
- School configurations for 7 schools & 6 schools
- Implications for closure of a facility
- – SCC is soliciting feedback about THREE OPTIONS –

OPTION 1: CURRENT CONFIGURATION (7 SCHOOLS)
3 ELEMENTARY (K-4), 1 INTERMEDIATE (5-6), 1 MIDDLE SCHOOL (7-8)
1 HIGH SCHOOL (9-12), 1 OPTIONS (K-12)

Blakely K-4	=	374
Ordway K-4	=	416
Wilkes K-4	=	375
Sakai 5-6	=	549
WMS 7-8	=	529
BHS 9-12	=	1211
Options K-12	=	280
TOTAL	=	3734*

*Projected enrollment for 2014

OPTION 1: PROGRAM IMPLICATIONS & IMPACT

Examples of program implications identified by SCC:
- Maintains smaller schools in Gr. K-8.
- Narrower grade bands served in each K-8 school.
- Provides a transition step between elementary and middle school.
- It is easier to provide programs such as band to Gr. 5 students.
- Most students change schools 3 times between Gr. 4 and 9.
- Most curriculum materials are organized for K-5, 6-8, 9-12 grade bands; this configuration is not congruent with this pattern.
- As schools become smaller, more teachers (e.g. elementary specialists, middle school elective teachers) are assigned to multiple schools.

OPTION 1: CURRENT CONFIGURATION (7 SCHOOLS)
GENERAL FUND IMPLICATIONS

- **Staffing costs:**
  - If the district continues to have 7 schools and enrollment continues to decline, more staff may be assigned to multiple buildings and some programs may be further reduced.
- **Operational costs:**
  - Costs for educational programs, operating facilities, and transportation would remain the same.
  - This option provides limited opportunities to redirect operational funds to enhance educational programs or staffing.

OPTION 1: CURRENT CONFIGURATION (7 SCHOOLS)
FACILITY COST IMPLICATIONS

Requires passage of $102M in bonds
To COMPLETE district-wide facility replacements identified in the 2005 Master Plan

BHS 200 Building Replacement COMPLETE → Wilkes Replacement COMPLETE → Blakely K-4 Replacement $30M

Commodore Replacement $24M → BHS 100 Building Replacement $18M → Ordway K-4 Replacement $30M
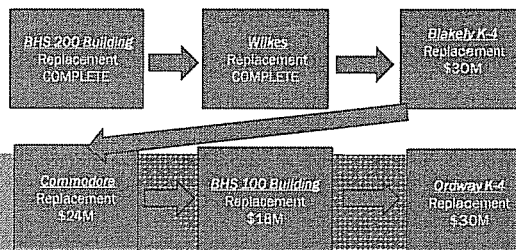
OPTION 2: K-5 CONFIGURATION (6 SCHOOLS)
3 ELEMENTARY (K-5), , 1 MIDDLE SCHOOL (6-8)
1 HIGH SCHOOL (9-12), 1 OPTIONS (K-12)

Blakely K-5	=	481
Sakai K-5	=	496
Wilkes K-5	=	458
WMS 6-8	=	808
BHS 9-12	=	1211
Options K-12	=	280
TOTAL	=	3734*

*Projected enrollment for 2014

OPTION 2: PROGRAM IMPLICATIONS & IMPACT

Examples of program implications identified by SCC:
- Reduces the number of school transitions; most students would change schools 2 times between Gr. 4 and 9.
- Most curriculum materials are organized for K-5, 6-8, 9-12 grade bands; this option is congruent with this pattern.
- Greater number of elective courses would be available to Gr. 6 students.
- The middle school would increase in size.
- This configuration change would impact the greatest number of schools and staff.
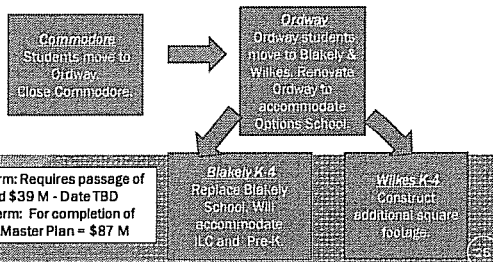
OPTION 2: K-5 CONFIGURATION (6 SCHOOLS)
GENERAL FUND IMPLICATIONS

- Staffing costs:
  - With the K-5 configuration, staffing costs would be reduced by approximately $300-350 K per year
- Operational costs:
  - Costs for operating facilities would be reduced by approximately $80 K per year due to closure of Commodore facility.
  - Costs for transportation would be reduced by approximately $20 K per year

    Total estimated savings: $400-450 K per year

OPTION 2: K-5 CONFIGURATION (6 SCHOOLS) PHASE 1
FACILITY IMPLICATIONS
COMMODORE CLOSURE/BLAKELY REPLACEMENT

POSSIBLE "JUMP START" – PHASE 1 - $3.1 M
Could be implemented in Fall 2014 or 2015
using portables
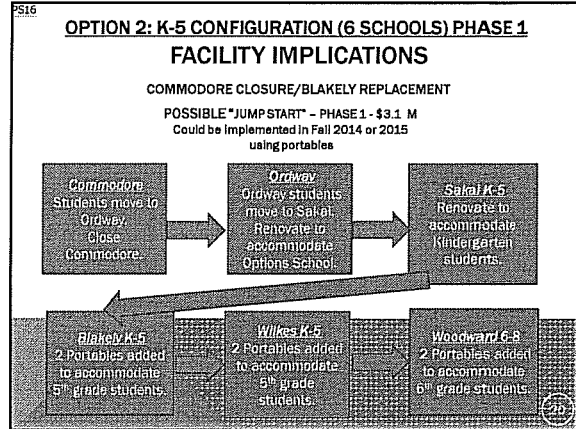
OPTION 2: K-5 CONFIGURATION PHASE 2 (6 SCHOOLS)
COMMODORE CLOSURE/BLAKELY REPLACEMENT

POSSIBLE "JUMP START" -
Phase 2
Requires approval of
$35 M Bond – Date TBD

Alternative Facility Plan for K-5 Configuration: Delay implementation until approval of bond measure. Complete facility changes in one phase = $38 M

Long-term: For completion of
2005 Master Plan = $83 - $86 M

OPTION 3: K-4 (X2) CONFIGURATION (6 SCHOOLS)
2 ELEMENTARY (K-4), 1 INTERMEDIATE (5-6), 1 MIDDLE SCHOOL (7-8)
1 HIGH SCHOOL (9-12), 1 OPTIONS (K-12)

Blakely K-4	= 582
Wilkes K-4	= 583
Sakai 5-6	= 549
WMS 7-8	= 529
BHS 9-12	= 1211
Options K-12	= 280
TOTAL	= 3734*

OPTION 3: PROGRAM IMPLICATIONS & IMPACT

Examples of program implications identified by SCC:
- Maintains smaller schools in Gr. 5-8.
- The 2 K-4 schools would increase in size.
- Narrower grade bands continue to be served in each K-8 school.
- Transition step remains in place between elementary and middle school.
- It is easier to provide programs such as band to Gr. 5 students.
- There would not be an elementary school in the central part of the island.
- Most curriculum materials are organized for K-5, 6-8, 9-12 grade bands; this configuration is not congruent with this pattern.
- Most students would continue to change schools 3 times between Gr. 4 and 9.

OPTION 3: K-4 (X2) CONFIGURATION (6 SCHOOLS)
GENERAL FUND IMPLICATIONS

- Staffing costs:
  - With the K-4 (x2) configuration, staffing costs would be reduced by approximately $200-250 K per year
- Operational costs:
  - Costs for operating facilities would be reduced by approximately $80 K per year due to closure of Commodore facility.
  - Costs for transportation would increase by approximately $10 K per year

    Total estimated savings: $300-350 per year

OPTION 3: K-4 (X2) CONFIGURATION (6 SCHOOLS)
FACILITY COST IMPLICATIONS
COMMODORE CLOSURE/BLAKELY REPLACEMENT
NO JUMPSTART POSSIBLE
(BLAKELY & WILKES SITES COULD NOT ACCOMMODATE THE NUMBER OF PORTABLES THAT WOULD BE NEEDED. IMPLEMENTATION WOULD BE DELAYED UNTIL A NEW BOND MEASURE IS APPROVED.)

Commodore: Students move to Ordway. Close Commodore.

Ordway: Ordway students move to Blakely & Wilkes. Renovate Ordway to accommodate Options School.

Short term: Requires passage of Bond $39 M - Date TBD
Long-term: For completion of 2005 Master Plan = $87 M

Blakely K-4: Replace Blakely School. Will accommodate ILC and Pre-K.

Wilkes K-4: Construct additional square footage.

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3 OPTIONS – SUMMARY OF FINANCIAL ESTIMATES

Option 1: 7 schools, Current Grade Configuration	Option 2: 6 Schools, K-5, 7-8, 9-12 Configuration	Option 3: 6 schools, K-4 (X2) Configuration
General Fund: • Limited opportunity for General Fund savings in staff and operational costs. • Limited opportunity to redirect operational funds to enhance programs and staffing.	**General Fund:** • Estimated $400,000-$450,000 savings per year via staffing, facilities, and transportation reductions • Savings could be realized soon, if "jump-start" strategy implemented	**General Fund:** • Estimated $300,000-$350,000 savings per year • Could not achieve savings until Wilkes & Blakely remodeled
Capital Fund: Long-term bond request implications for 7 school update and replacement schedule • $102 Million	**Capital Fund:** Long-term bond request implications for 6 school update and replacement schedule • $83-$86 Million • ($16-$19 Million less in requests to tax payers than option 1)	**Capital Fund:** Long-term bond request implications for 6 school update and replacement schedule • $87 Million • ($15 million less in requests to tax payers than option 1)

QUESTION & ANSWER TIME

- Please continue to write your questions on an index card, hold them up and staff will collect them.
- We will group your questions by subject and answer as many different topics as possible in the time available.
- We may not get to all questions, because the committee wants you to have a chance to discuss configuration in your groups, and report back.
- Answers to all questions submitted will be added to a "Frequently Asked Questions" document and posted on our website.

SMALL GROUP DISCUSSION AND REPORT OUT

- Please form in small groups.
- Appoint a facilitator and a recorder.
- Prompts to begin your discussion are on a handout at your tables.
- Please ensure everyone in the group has a chance to contribute.
- Record ALL ideas, we do not expect you to reach group consensus – please give us your group notes after you have presented them.
- One person from the group will report out to all attendees.
- The Superintendent, members of SCC, and other staff will circulate – please raise your hand if you want clarification on an item.

SMALL GROUP DISCUSSION

Please use these statements as prompts for your discussion:

1. The aspects of these options that I think will be of most benefit to our students and community are:

2. The aspects of these options that I have concerns about (or may negatively impact students) include:

3. These are additional suggestions that I would like the SCC to consider:

4. These are the questions that I would like answered or need more information about:

REPORT OUT

- One person from each group.
- We will share all comments with the SCC.
- We will summarize comments from the three meetings and post in a document on the website.

NEXT STEPS

- Community meetings May 7, 14, 16
- On-line survey (mid to late May)
- SCC considers all feedback (May – September)
- SCC formulates recommendations (Fall 2013)

NEXT STEPS

- **Recommendations shared with community and School Board (Fall 2013)
- School Board decision (Fall 2013)
- Implementation, if any configuration changes (Fall 2014 or 2015 earliest)

**There will be an opportunity for community input at this stage

**HOW TO GET MORE INFORMATION
ON SCHOOL CONFIGURATION**

Visit the web www.bisd303.org/Pages/6598
for all SCC materials, analyses, community
meeting materials

By email: Parent, staff and community member
listserv messages will provide updates

OpenBook newsletter

Date: May 8, 2013

Place: Board Room – Commodore Campus

Time: 5:30 – 7:30 p.m.

Welcome & Update
Superintendent Faith Chapel welcomed committee members and asked them to review the minutes from the April 24th meeting. As there were no revisions or corrections, the minutes will be posted on the district's website.

Discussion – May 7th Community Meeting
Ms. Chapel distributed a copy of the presentation provided at the community meeting regarding school configuration. She asked committee members to provide feedback regarding the presentation and, for those who attended the meeting, feedback about the meeting as a whole. One committee member noted feedback from the community participants had suggested less presentation at the beginning, with more time for questions and answers. Other committee comments included: a) Listening to the small group discussion summaries was interesting as you could hear the common thread from group to group; b) The process was appreciated, with the small group conversations. However, some folks may not have been able to speak with their "full voice." c) It was suggested that having comment cards available would give folks the opportunity for further input; d) It was suggested documents relevant to the community meetings – the most requested documents – could be available on the district's website via a link (from the main page). It was also suggested there could be an avenue for comments through the district website, which is not currently available. e) Ms. Chapel needed to be introduced as superintendent. Also, when a question from the attendees is read out loud, the person submitted the question should be given an opportunity for a follow up question or clarification of their original question. f) The context of "why now" was missing from the presentation – the context of financial need. g) It was suggested a summary of the options being considered by the committee would be less confusing to community members than the detail that was in the presentation. h) It was suggested a brief explanation about why other options were not considered be included in the presentation. i) A definitive statement from the Board of Directors should be included in the presentation.

The committee entered into a discussion regarding the two fundamental decisions they have been tasked with – 1) should the district have seven schools or six schools (what can the community afford); and 2) if there is a move to six schools, what is the configuration of those six schools. As the discussion continued, it was noted that the community needs to understand what the trade-offs will be with each option being considered. Several committee members agreed the current configuration is not fiscally sustainable, and any new funding from the state (McCleary decision) would be targeted, with no back-filling to other budget areas being possible. Noting the fiscal concerns being faced by the district, one committee member described the three configuration options being considered as one not saving money for a long time, one saves money now, and one never saves money. If the committee is charged with saving money, there is no choice of not saving money (the "forced choice" idea). The committee was reminded of all the budget cuts that have been made over the past five years through the District Budget Advisory Committee process. Another committee member stated the sense of "gloom" was not valid, as the numbers have not been validated that confirm closing Commodore will save $450K. When the analysis of the numbers is

1

finished, those numbers may be lower. It was noted the savings would come from staffing, not just closing a building. It was suggested the district needs to think "outside the box" regarding generating revenue.

Ms. Chapel spoke about the process underway for the committee as being much different than the process in other districts. In other districts, committees are charged with closing a school due to financial concerns – they have to choose which one. The charge from this district's school board was to develop configuration options within the constraints of the district's economic and demographic limitations. It is a question of what are people willing to support – where is the balancing point between closing a school, looking at additional revenue, bonds/levies, and the support of the foundation.

One committee member noted the idea of an option 4 – disaggregating the Commodore Options programs – had been raised. The importance of having this option be part of those being considered was underscored. The question of urgency was also discussed, and again it was suggested a better understanding of the financial situation be provided. Discussion also centered on the innovative programs across the district and the "urgency" felt by staff, especially with the configuration conversation and the consideration of closing a school building. Ms. Chapel noted the district has the luxury of having multiple possibilities, which is also a dilemma. When there is no choice, things can be far clearer. One of the major goals in the committee process is engaging the broader community in discussion about the choices faced by the district. The trends indicate the district is dependent on "soft" money and that is not sustainable. It is important from a strategic standpoint to engage the community and learn their priorities. When a community values their schools, it is a difficult conversation.

Discussion: Staff Debrief
Comments included: a) Staff at Ordway were quite vocal; b) Staff at Woodward were trying to visualize how the school environment would work with sixth grade coming back on campus. Also, the urgency of the situation was questioned. There was another session held with staff chaired by Principal Florian and SCC member Linda Purdom at which many questions were raised. c) Sakai staff voiced a strong belief they are the bridge from elementary to middle school. It comes down to believing the savings versus the program costs. d) Ordway staff expressed sadness about the campaigning going on, but also felt they needed to voice their opinion about a fourth option and submitted a letter to the committee. e) Commodore staff have a number of questions about facility costs, and keeping the programs together. As the school staff shared feedback from the individual school presentations by Ms. Chapel, they acknowledged the conversation had become emotional as each school community advocated for their own programs. Dave Layton shared feedback from the Bainbridge Island Education Association, and committee members who are school staff noted the volume of emails they receive regarding the school configuration process.

Next Steps:
Ms. Chapel explained the process of the study and survey process, which will help to answer a number of questions. She also thanked the subcommittee for the work they are doing with further analysis of the costs associated with the configuration scenarios. It was noted a cost analysis of the purposed Option 4 (programs at Commodore) will be done. The next meeting was proposed for May 28th and the committee members agreed.

Next Meeting:

May 28

School Configuration - Parent/Community Survey Spring 2013

Introduction

The School Configuration Committee (SCC) was formed last fall due to a multi-year trend of declining enrollment and economic challenges. The purpose for revisiting school configuration is to consider whether changes to the number or size of schools or the grade levels they serve would ultimately be of greater educational and strategic benefit to the students and citizens of Bainbridge Island.

Recently, the SCC held a series of public meetings to share information about its work and to present 3 configuration options for staff and community discussion.

The committee believes it is important to obtain feedback from as many people as possible and has created a short survey. If you attended any of the meetings, go directly to the survey on the next page.

To effectively respond to the survey, it is important that you have basic information about implications for school size, operational and facility costs/cost savings, and educational programs. Links to this information were contained in your email invitation. You also will be able to review some of this information in the survey.

The SCC wants to obtain feedback from as many people as possible, and we appreciate your participation.

This survey should take a short time to complete, and we appreciate your response.

| Next | Save | Cancel |

School Configuration - Parent/Community Survey Spring 2013

Demographics

1. Please mark the description that best applies to you. *
   Check all that apply.
   Select at least 1.

   ☐ Community member (not a current BISD parent or guardian)

   ☐ Parent of current BISD student

   ☐ Parent of a future BISD student

   ☐ Parent of a child at a private or parochial school

   ☐ Other, please specify

2. Please indicate the location(s) where your child attends/children attend school.
   Check all that apply.
   Select at least 1.

   ☐ Blakely Elementary

   ☐ Ordway Elementary

   ☐ Wilkes Elementary

   ☐ Sakai Intermediate

   ☐ Woodward Middle

   ☐ Mosaic Home Education Partnership

   ☐ Odyssey Multiage (grades 1-6)

   ☐ Odyssey Multiage (grades 7-8)

   ☐ Eagle Harbor High School

   ☐ Bainbridge High School

   ☐ Not applicable

   [Back]   [Next]   [Save]   [Cancel]

School Configuration - Parent/Community Survey Spring 2013

Knowledge & values

3. Which of the following best describes your current level of knowledge regarding options being considered by the School Configuration Committee?
High, Moderate, Basic, Low

--None--   ▾

4. For each item, please indicate your response to the question, "How important is this to you?"

	Very important	Important	Not very important	Not at all important
a. Provide elementary schools in the north, central and south areas of the Island.	○	○	○	○
b. Preserve 7 school buildings and forego cost savings.	○	○	○	○
c. Close a school building to save staffing and operational costs.	○	○	○	○
d. Close a school building to reduce facility costs and future bond requests.	○	○	○	○
e. Maintain the current grade levels: K-4 elementary; 5-6 intermediate; 7-8 middle; 9-12 high school; K-12 options schools.	○	○	○	○
f. Change grade configuration to K-5 elementary schools and 6-8 middle school.	○	○	○	○
g. Keep K-12 options schools (EHHS, Odyssey, Mosaic Home Education Partnership) together in the same facility.	○	○	○	○
h. Minimize the number of times that students change schools as they move between grade levels.	○	○	○	○
i. Keep elementary school enrollment under 500 students.	○	○	○	○
j. Keep intermediate/middle school enrollment under 600 students.	○	○	○	○

5. Please mark the 3 items that are MOST IMPORTANT for the School Configuration Committee to consider:
Choose only three.
Select at least 1.

☐ Provide elementary schools in the north, central and south areas of the Island.

☐ Preserve 7 school buildings and forego cost savings.

☐ Close a school building to save staffing and operational costs.

☐ Close a school building to reduce facility costs and future bond requests.

☐ Maintain the current grade levels: K-4 elementary, 5-6 intermediate, 7-8 middle, 9-12 high school, and K-12 options schools.

☐ Change grade configuration to K-5 elementary schools and 6-8 middle school.

☐ Keep K-12 options schools (EHHS, Odyssey, Mosaic Home Education Partnership) together in the same building.

☐ Minimize the number of transitions as students move between grade levels.

☐ Keep elementary school enrollment under 500 students.

☐ Keep intermediate/middle school enrollment under 600 students.

[Back]   [Next]   [Save]   [Cancel]

School Configuration - Parent/Community Survey Spring 2013

Configuration favored & open-ended questions

Please review the following information before answering question 6.

OPTION 1 - CURRENT CONFIGURATION – 7 school buildings

- Grades & Schools: Three K-4 elementary schools, one 5-6 intermediate school, one 6-8 middle school, one 9-12 high school, one K-12 options school
- Relocation of staff & students: Students and staff remain in their current schools. If schools become smaller, more staff may be assigned to multiple buildings, and some educational programs or services may be further reduced.
- School size: Elementary schools have fewer than 400 students; intermediate and middle schools have 500-550 students. As schools become slightly smaller; more staff may be assigned to multiple buildings, and some educational programs or services may be further reduced.
- Operational costs: The district would lose the opportunity to save money and redirect operational funds to enhance educational programs or staffing.
- Facility costs: No schools are closed. The district would need to ask for taxpayer support to maintain & periodically replace/remodel 7 schools.

OPTION 2: K-5 CONFIGURATION - 6 school buildings

- Grades & Schools: Three K-5 elementary schools, one 6-8 middle school, one 9-12 high school, one K-12 options school
- Relocation of staff & students: This option eliminates the Gr. 5-6 intermediate program. Gr. 5 students remain part of elementary; Ordway students (K-5) move to Sakai. Gr. 6 students would attend Woodward. Commodore programs move intact to Ordway, with room for possible expansion. Commodore facility is closed.
- School size: Elementary schools have 450-480 students; Woodward expands to 800.
- Operating costs: The district could save $400-450K in staffing and operational costs that could be redirected to enhance educational programs or staffing.
- Facility costs: Commodore facility is closed. The district would ask for taxpayer support to maintain & periodically replace/remodel 6 schools (rather than 7), reducing facility maintenance costs & future bond requests.

OPTION 3 – TWO K-4 CONFIGURATION – 6 school buildings

- Grades & Schools: Two K-4 elementary schools, one 5-6 intermediate school, one 7-8 middle school, one 9-12 high school, one K-12 options school
- Relocation of staff & students: This option eliminates the K-4 elementary school in the center of the Island. Ordway students are divided between Wilkes and Blakely. Gr. 5-6 students remain at Sakai, Gr. 7-8 students remain at Woodward. Commodore programs move intact to Ordway, with room for possible expansion. Commodore facility is closed.
- School size: Elementary schools expand to 580 students; intermediate/middle schools have 530-550 students.
- Operating costs: The district could save $300-350K in staffing and operational costs that could be redirected to enhance educational programs or staffing.
- Facility costs: Commodore facility is closed. The district would ask for taxpayer support to maintain & periodically replace/remodel 6 schools (rather than 7), reducing facility maintenance costs & future bond requests.

6. Please rank order the 3 configuration options that are currently being considered by the SCC with 1 being the option you MOST favor and 3 being the option you LEAST favor.
Please note that the SCC analyzed many different options before narrowing its focus. In addition to the 3 listed below, other options that were considered included: • K-8, 9-12 • K-6, 7-8, 9-12 • K-3, 4-6, 7-8, 9-12 • Disaggregation and relocation of Commodore Options Schools • Implications for closure of Blakely, Ordway and Commodore

	1	2	3
OPTION 1: CURRENT CONFIGURATION - 7 school buildings	○	○	○
OPTION 2: K-5 CONFIGURATION - 6 school buildings	○	○	○
OPTION 3: TWO K-4 CONFIGURATION - 6 school buildings	○	○	○

7. What do you think is the greatest challenge to MAINTAINING the current configuration?
Three K-4 elementary schools, one 5-6 intermediate school, one 7-8 middle school, one 9-12 high school, K-12 options schools in one school building.

8. What do you think is the greatest challenge in CHANGING the current configuration?
Changes being considered are (1) to a K-5 elementary, 6-8 middle, 9-12 high school, and K-12 options schools in one school building; (2) to TWO K-4 elementary schools, one 5-6 intermediate school, one 7-8 middle school, one 9-12 high school, and K-12 options schools in one school building.

9. What other feedback would you like to share with the School Configuration Committee?

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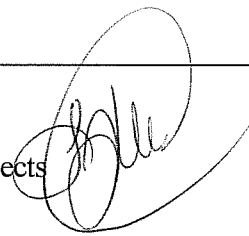
Bainbridge Island SD #303

Facilities/Capital Projects Office

Memo

To: Faith Chapel, Superintendent

From: Tamela Van Winkle, Director Facilities and Capital Projects

Date: 6/13/13

Re: Authorization to Bid – Approval
        Woodward Middle School Field and Track Renovation Project

DA Hogan and Associates is working collaboratively with Capital Projects and Woodward Middle School staff to develop specifications for the Woodward Middle School Field and Track Renovation project. The project will be advertised for two weeks beginning in July. Bids will be opened on July 22nd with work beginning the first week of August.

The Woodward Field Renovation is one of the essential renovation projects identified in the 2009 Bond request. I recommend that the Board approve Authorization to Bid the Woodward Middle School Field Reconstruction and Track Replacement Project.

Memo

To: Faith Chapel, Superintendent

From: Tamela Van Winkle, Director Facilities and Capital Projects

Date: 6/13/13

Re: Wilkes Replacement
        Commissioning Report-Approval

Please find attached a copy of the Summary of Findings for Wilkes Replacement Commissioning Report.

Our commissioning agent is McKinstry. The intention of McKinstry's commissioning effort is to assure that the project's end result is an operable, maintainable, and sustainable system. The commissioning process independently validates that the systems have been engineered, installed, started up, and functioning per the original project design and intent. Based on the verification process, the systems have been proven to operate as designed with exceptions as noted in Part 5 Issues Log. Please note the following explanations regarding each of the 4 open issues:

MC-14: The supply fan serving the eastern small group learning room in the 3rd grade wing, and the short corridor to the east of the room, have had a noticeably louder sound. "Extremely loud" is the description in the Final Commissioning Report's Issues Log but this is a professional opinion that does not necessarily concur with others who are aware of the problem. Speech is still quite possible although may be a challenge for IEP children in which amplification of sound is generally required. Questions about the potential causes of the sound are being investigated, such as, what is the indoor temperature on the days it is most noticeable, is the extent of air flow consistent with the capability of the equipment, is the equipment properly controlled by the electronic controls system, has the ductwork been properly sized, has acoustic insulation been properly installed, etc.

MC-15: Window operators were installed, however, the L&I inspector rejected them because they did not have a UL stamp although they were stamped with the equivalent Canadian stamp. Replacement operators were ordered and have been inspected and

approved by the L&I inspector. The operators allow the automated heat and ventilation system to open the windows as the first means of cooling a classroom or the commons.

MC-45: The Variable Air Volume equipment tested adequately, albeit without full coordination with the occupancy sensor. The VAV is intended to start when people are present and stop when they are not. This is a sophisticated energy saving application that is enabled with the occupancy sensor. The occupancy sensor also activates lighting when people are present and turns it off when they are not. Electronic controls coordinate the VAV equipment and the occupancy sensor. In this instance, the occupancy sensor is a warranty item that will be re-tested by the commissioning agent when replaced.

MC-52: Duct smoke detectors have been installed in 8 of the 9 air handler units as required by code, and the fire alarm panels have been programmed to shut down all air handlers in the event a duct smoke detector causes a supervisory (silent) alarm at the main fire alarm control panel. Commissioning is underway, and L&I inspection is expected June 6th.

In conclusion, the district is extremely pleased with the high-energy efficiency and operation of the mechanical equipment and design outcome. As part of our contractual obligation with Spee West Construction the Board is required to approve the commissioning report. I recommend that the Board approve the Wilkes Elementary School Final Commissioning Report.

Wilkes Elementary School Replacement
Final Commissioning Report

BAINBRIDGE ISLAND, WASHINGTON
APRIL 2013

McKinstry
For The Life Of Your Building
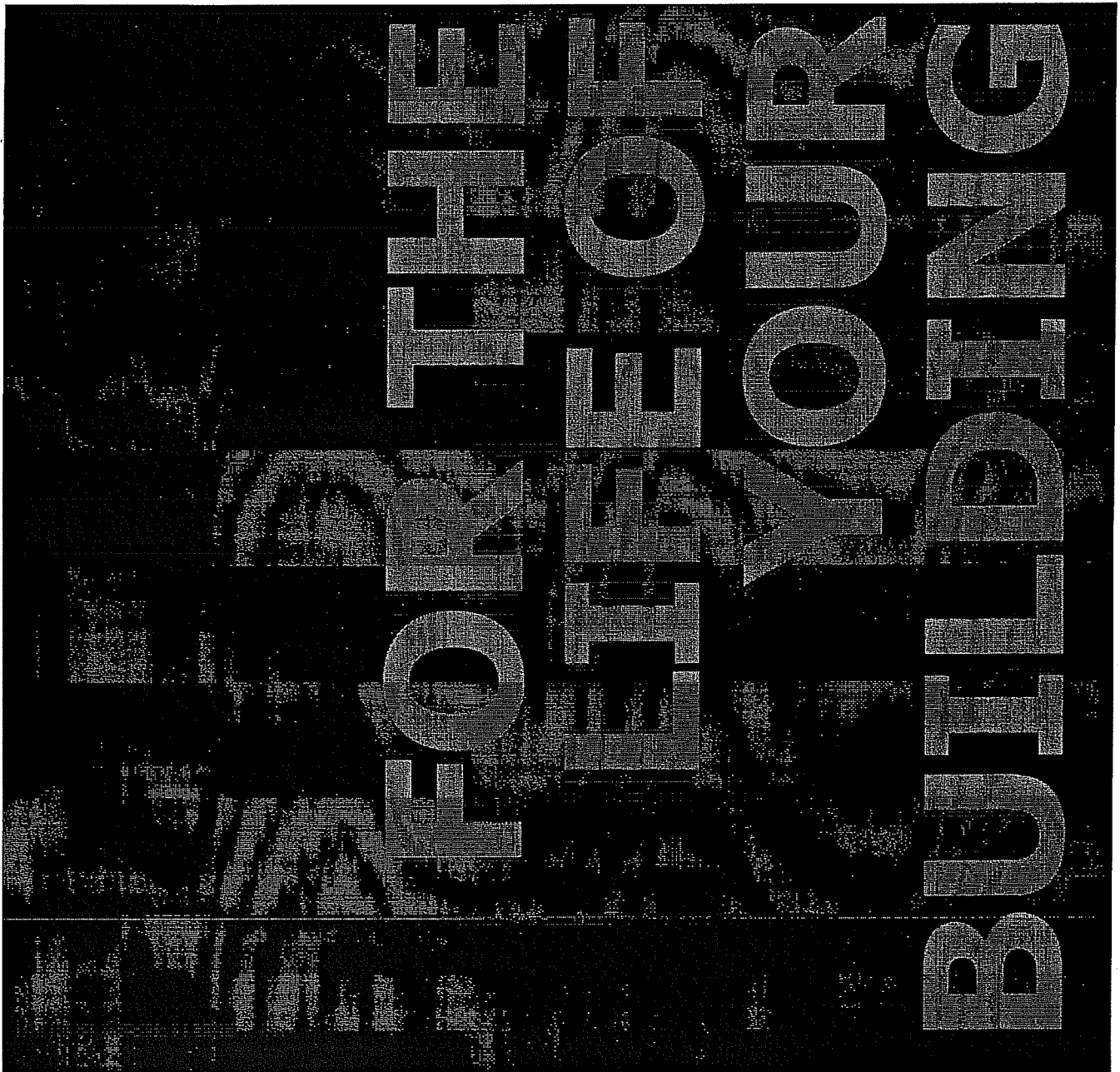
Contents

1. EXECUTIVE SUMMARY

CONTRACT SUMMARY

The Owner, Bainbridge Island School District, contracted with Spee West Construction of Edmonds, WA to construct the Wilkes Elementary School in Bainbridge Island, WA.

The project specifications required the Commissioning for the HVAC systems to be used in the Building. The Owner, Bainbridge Island School District, contracted McKinstry to provide the specified commissioning for this project.

This Final Commissioning Report is a summation of the commissioning effort put forth by McKinstry for the Wilkes Elementary School project.

MEP SYSTEMS SUMMARY

The mechanical system is a hybrid design, incorporating ground source heat pumps, 100% outside air (OSA) variable air volume air handling units with integral air-air heat exchangers, fully economizing variable air volume air handling units, constant volume fan coil units and radiant floor heating systems for the teaching and common areas. The HVAC tested are controlled via a central Building Automation System (BAS) with the Operator Work Station (OWS) located in the custodial/storage room 106. Electric unit heaters are used for freeze protection of the mechanical spaces and have individual controlling thermostats.

Lighting control and demand ventilation is achieved via occupancy sensors. Commissioning of domestic water and sanitary waste systems was excluded from the scope of work.

COMMISSIONING SUMMARY

The overall construction of the project was completed with few issues related to the MEP systems. During functional performance testing period, issues with the ground source heat pump HP-1 installation arose. Testing was conducted over several weeks between December 2012 and April 2013. Presently, there are still issues with regards to commissioning the MEP system. These issues are detailed in the attached Commissioning Issues Log.

2

2. COMMISSIONING TEAM

The following is a brief list of the firms involved with the commissioning of the Snipe Training Facility:

Owner:

 Bainbridge Island School District

 Bainbridge Island, WA

 Contact: Nancy Josephson, 206.498.1371, njosephson@bisd303.org

Architect:

 Mahlum

 Jesse Walton, 206.816.1170, JWalton@MAHLUM.com

Engineer:

 ARUP

 Contact: Shane Day, 206.493.2260, shane.day@arup.com

Commissioning Authority:

 McKinstry

 Contact: Craig Hawkins, CxA, 206.963.3081, craigh@mckinstry.com

 Contact: David McReynolds, Cx Engineer, 206.446.3172, davidmc@mckinstry.com

Contractor:

 Spee West.

 Contact: Ben Henderson, 425.252.1500, bhenderson@speewest.com

Mechanical Sub-Contractor:

 Bratonia Mechanical

 Contact: Adam Bratonia, 360.460.5647, adam@bratoniamech.com

Electrical Sub-Contractor:

 TDK Electric

3|

Contact: Thad Olson, 425.280.2552, thad.tdk@gmail.com

TAB Sub-Contractor:

Accu-ABC

Contact: Jorge Acosta, 360.385.1516, jorgea@accuabc.com

Building Automation Controls Sub-Contractor:

ATS

Contact: Boris Ivanov, 206.909.5797, borisi@atsinc.org

4

3. COMMISSIONING PHASES

COMMISSIONING WORK COMPLETED

The commissioning effort for the Wilkes Elementary School Project included numerous tasks conducted in several phases over the course of the design, build, and occupancy of the project, described as follows:

1. Design Phase:
   a. Provide OPR/BOD Review
   b. Review Contract Documents
   c. Create & Distribute Commissioning Plan

2. Construction Phase:
   a. Review Mechanical Submittals
   b. Create Functional Performance Test Procedures
   c. Conduct one Site Review
   d. Organize and conduct Cx Kick-Off Meeting

3. Acceptance Phase:
   a. Witness Functional Performance Tests
   b. Create and Monitor Cx Issues Log

4. Occupancy Phase:
   a. Review Owner Training Program
   b. Create and Distribute Final Commissioning Report

COMMISSIONING WORK REMAINING

The following commissioning tasks remain (at the time of this reports publishing):

1. Duct smoke detector testing.

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4. FUNCTIONAL PERFORMANCE TESTING-SUMMARY

The following is a brief summary of the testing that was accomplished for this project:

1. Air Handling Units (AHU-1 through UH-9):
   a. Functional testing was successfully completed, units operating as per design.
   b. AHU-8: Static pressure and CO_2 control functions will not operate correctly. The units run at 100% when in occupied mode.
   c. AHU-9: Static pressure and CO_2 control functions will not operate correctly. The units run at 100% when in occupied mode.
   d. No additional operational issues noted.
   e. SUMMATION: Cx recommends acceptance of the equipment within this system with the exception of AHU-8 and AHU-9.
2. Ground Source Heat Pump (HP-1):
   a. Functional testing was successfully completed, unit operates as per design.
   b. The following operational issues are noted.
      i. There initially was an issue with the heat pump tripping on high refrigerant pressure due to excessive discharge water temperature. The engineer suggested a work around by placing the system in a demand limiting mode during low flow situations. This seems to have remedied the high pressure trip issue during the rest of the testing period.
   c. SUMMATION: Cx recommends acceptance of this equipment after verifying the issue related above is in fact remedied during the warm up period directly following the 2013-14 Christmas break. This is when the issue was first noticed after a long cold weather un-occupied shut down period.
3. VAV Terminal units (VAV-1.01 through VAV-7.04):
   a. Functional testing was successfully completed, units operating as per design.
   b. Areas served by VAV-2.13 and VAV-3.13 are consistently cold, with a documented history of not making setpoint. There may be several reasons that cause this condition. During site meetings during construction, issues with the building envelope being inadequately sealed in these spaces, which could be a factor in the space temperature issue. Spee West has caulked the west side of these spaces in order to provide an air tight envelope. It appears that this has alleviated some of the cold space issues but not 100% at this time.
   Additionally these offices do not have radiant floor heat and the occupant desks are located adjacent to the outside wall. This combined with the supply air diffusers not being able to wash conditioned air down the west wall due to the furniture configuration could be a factor in the issue of space temperature. The architectural drawings indicate approximately 195 square feet of conditioned space per room. The mechanical drawings show air flow to rooms 210-212, 215 &216 at 105 CFM each, which equates to approximately 0.5 CFM per square foot. The airflow in room

6

217 is 175 CFM which is approximately 0.9 CFM per square foot. In our opinion, 0.5 and 0.9 CFM per foot of office space is in the low range of delivered conditioned air. The BAS controls the discharge air temperature to a range of 70 – 95°F which appears to be adequate heat range. The building engineer has overridden the minimum air flow setpoint to match the maximum air flow setpoint to try and help alleviate this issue.

    c.   No operational issues noted, except as described above (b).

    d.   SUMMATION: Cx recommends acceptance of the equipment within this system.

4. Radiant Floor Heating System (RF-1.01 through RF-7.01):
   a. Functional testing was successfully completed, unit operates as per design.
   b. No operational issues noted.
   c. SUMMATION: Cx recommends acceptance of this equipment.

5. Fan Powered Terminal Units (FPT-7.01 - FPT-7.03):
   a. Functional testing was successfully completed, unit operates as per design.
   b. No operational issues noted.
   c. SUMMATION: Cx recommends acceptance of this equipment.

6. Stand-Alone Exhaust Fans:
   a. Functional testing was successfully completed, unit operates as per design.
   b. No operational issues noted.
   c. SUMMATION: Cx recommends acceptance of this equipment.

7. Unit Heaters (UH-1 through UH-4):
   a. Functional testing was successfully completed, units operating as per design.
   b. No operational issues noted.
   c. SUMMATION: Cx recommends acceptance of the equipment within this system.

A copy of the field executed Functional Performance Test Procedures used to verify and document the performance of the HVAC equipment have been included herein for reference (see Appendix).

<u>Testing Schedule:</u>

12/26/2012 through 01/14/13:

Air Handling Units (AHU-1 through UH-9)
Ground Source Heat Pump (HP-1)
VAV Terminal units (VAV-1.01 through VAV-7.04)
Radiant Floor Heating System (RF-1.01 through RF-7.01)
Fan Powered Terminal Units (FPT-7.01 - FPT-7.03)
Stand-Alone Exhaust Fans (EF-1 through EF-18)

03/25/13 through 03/29/13: Air Handling Units (AHU-1 through UH-9) - Safeties.

<u>Deferred Testing Schedule:</u>

7

Testing of the Duct Smoke Detectors after installation (Dates for this follow-up testing are unknown at this time).

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5. ISSUES LOG

McKinstry maintained a Commissioning Issues Log throughout the Construction and Acceptance Phase of this project. A copy of the Issues Log has been included in the Appendix of the electronic version of this report in Adobe PDF format.

Outstanding Items:

All open issues are listed below. See the Appendix for the status of these issues at the time of this printing.

MC-14	VAV 3.02S serving Learning Setting Room 244 and the VAV 3.09 serving small group room seem extremely loud in the cooridor. Suggest verifying sound measurements
MC-15	Window operators have still not been installed as of date of this meeting **UPDATE: As of 03/20/13 half of the operable windows in the library have had the hardware installed to provide the operation of the windows serving that space as verified by Ben Henderson. ATS had not landed the required wiring as of 03/26/13**
MC-45	In order to complete the test we had to disable the occ sensor as it is not functioning. A replacement occ sensor is on order.
MC-52	Duct smoke detectors have not been installed. This is a code requirement for all AHUs over 2000 CFM serving more than 1 zone. Suggest installing duct smoke detectors in return air ducts as required for all AHUs except AHU-6 which supplies less than 2000CFM

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6. RECOMMENDATIONS

McKinstry has the following recommendations for the maintaining the high-energy efficiency designed and verified for this project:

1. MAINTEANCE:
    a. Recommend scheduled preventative maintenance program be implemented on the equipment.
2. RETRAINING:
    a. The facilities staff has been trained to operate the mechanical system as installed, however McKinstry has seen, in most facilities, the need for retraining after 1 year to refresh the training curriculum as well as providing the opportunity for the facilities staff to address operational issues after a short period of normal operation under "real-life" conditions.
3. RECOMMISSIONING:
    a. The HVAC system installed in this project includes equipment that must remain in balance and functioning properly in order to function at an optimum level. In order for the owner to be ensured of the successful on-going operation of the HVAC system, it should be re-commissioned after 3 years of service.

7. APPENDIX

1. FUNCTIONAL PERFORMANCE TESTS FORMS
2. COMMISSIONING ISSUES LOG

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Memo

To: Faith Chapel, Superintendent

From: Tamela Van Winkle, Director Facilities and Capital Projects

Date: 06/13/13

Re: Wilkes Elementary
   Substantial Completion Phase 2B-Approval

Please find the attached Certificate of Substantial Completion for the Wilkes Elementary School Project. This certificate states that the work performed under the contract has been reviewed and found, to the Architect's best knowledge, information and belief, to be substantially complete as of June 7, 2013. This action establishes the date for commencement of all warranties associated with Phase 2B (landscape and field).

In accordance with the contract documents, the contractor is required to complete or correct all work identified as incomplete or defective within 60 days from the date of Substantial Completion. I recommend that the Board accept Wilkes Elementary School Phase 2B as substantially complete.

▒AIA® Document G704™ – 2000

Certificate of Substantial Completion

PROJECT:
(Name and address)
Wilkes Elementary School
12781 Madison Ave NE
Bainbridge Island, WA 98110

PROJECT NUMBER: 2010603.00/
CONTRACT FOR: General Construction
CONTRACT DATE: May 26, 2011

OWNER: ☒
ARCHITECT: ☒
CONTRACTOR: ☒
FIELD: ☐
OTHER: ☐

TO OWNER:
(Name and address)
Bainbridge Island School District
No. 303.
8489 Madison Avenue NE
Bainbridge Island, WA 98110

TO CONTRACTOR:
(Name and address)
Spee West Construction
307 Bell Street
Edmonds, WA 98020

PROJECT OR PORTION OF THE PROJECT DESIGNATED FOR PARTIAL OCCUPANCY OR USE SHALL INCLUDE:

Wilkes Elementary School, Phase 2B per drawing sheet G-020 and the Contract Specifications section 01 10 00 Summary of Work, 1.1.D. Refer to the attached Mahlum Certificate of Substantial Completion List of Major Items to be Completed and/or Corrected for Phase 2B dated June 7th 2013.

The Work performed under this Contract has been reviewed and found, to the Architect's best knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the progress of the Work when the Work or designated portion is sufficiently complete in accordance with the Contract Documents so that the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion designated above is the date of issuance established by this Certificate, which is also the date of commencement of applicable warranties required by the Contract Documents, except as stated below:

Warranty
Deffective pervious concrete bus loop replacement work to match existing installation.

Date of Commencement
Date of issuance of the Final Certificate of Payment

Mahlum	_Jam Walton_	June 7, 2013
ARCHITECT	**BY**	**DATE OF ISSUANCE**

A list of items to be completed or corrected is attached hereto. The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents. Unless otherwise agreed to in writing, the date of commencement of warranties for items on the attached list will be the date of issuance of the final Certificate of Payment or the date of final payment.

Cost estimate of Work that is incomplete or defective: $36,000 for Landscape Work

The Contractor will complete or correct the Work on the list of items attached hereto within Sixty (60) days from the above date of Substantial Completion.

Spee West Construction		
CONTRACTOR	**BY**	**DATE**

The Owner accepts the Work or designated portion as substantially complete and will assume full possession at 5PM (time) on June 7, 2013 (date).

Bainbridge Island School District No. 303.		
OWNER	**BY**	**DATE**

The responsibilities of the Owner and Contractor for security, maintenance, heat, utilities, damage to the Work and insurance shall be as follows:
(Note: Owner's and Contractor's legal and insurance counsel should determine and review insurance requirements and coverage.)

Refer to the Contract Specifications Divisions 00 and 01 for complete description of requirements.

mahlum

MEMORANDUM

June 7, 2013

To: Doug Spee
Spee West Construction

From: Jesse Walton, Mahlum

CC: David Mount, Mahlum
Tamela VanWinlkle, BISD
Nancy Josephson, BISD

Subject: **Certificate of Substantial Completion List of Major Items to be Completed and/or Corrected for Phase 2B**

Project: **Wilkes Elementary School**

We are in receipt of Spee West Construction's request for Certificate of Substantial Completion of June 5, 2015. The following list is major items to be completed and/or corrected.

1. Section of chain link fencing to fill in at truck access to field.

2. Completion of curb cut and sidewalk replacement at service drive.

3. Provide final inspections and Certificate of Occupancy from authorities having jurisdiction.

4. Provide completed and filled out Punchlist forms, see the enclosed lists of open punchlist items noted below.

5. Remove and replace defective Bus Loop pervious concrete pavement to match existing installation.

Encl: 20130531 CDC-Field Rep-N19

20130530 2020_MA Civil Back-Punch

Date: June 7, 2013
To: Faith Chapel, Superintendent
From: Cami Dombkowski, Personnel Director *cL*
Subj: Personnel Actions

Personnel actions recommended for Board approval at the June 13, 2013 School Board meeting are as follows:

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

Cameron, Samuel	1.0 FTE Continuing 4th Grade Teacher at Blakely Elementary School effective 08/23/13
Marshall, Abigail	1.0 FTE Continuing 4th Grade Teacher at Blakely Elementary School effective 08/23/13
Chavez, Victoria	1.0 FTE Continuing 4th Grade Teacher at Blakely Elementary School effective 08/23/13

Changes in Assignment:

Retirements:

Resignations:

Shedlock, Matthew	.5 FTE Counselor/.5 FTE Psychologist at Commodore Options School effective 06/30/13

Requests for Leave of Absence:

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
June 13, 2013

CONSENT AGENDA

1. **Staff Travel: Out-of-Country**
    Request for Board approval from Bainbridge High School teachers Brad Lewis and Jason Uitvlugt to participate in the Earthwatch study of perceptions and reality of human vs. wildlife conflict in the mountains of South Africa July 16 – 27, 2013.

2. **Donation**
    Donation to the Bainbridge Island School District from the Bainbridge Schools Foundation as follows: 1) $75,000.00 for training; 2) $489.09 for learning strategies; 3) $100,000.00 for teacher salaries; 4) $5,000.00 for remedial reading; 5) $45,612.42 for WINGS; 6) $5,000.00 for FLES; 6) $981.00 for Bridge Fitness; 7) $20,000.00 for Spanish Immersion; 8) $112,471.00 for STEM.

3. **Donation**
    Donation to Blakely Elementary School in the amount of $3,279.00 from the Blakely PTO as a scholarship donation for Outdoor Education.

4. **Donation**
    Donation to Bainbridge Island School District in the amount of $5,695.44 from the Bainbridge Schools Foundation to support a variety of teacher grants.

5. **Donation**
    Donation to Bainbridge High School in the amount of $1,000.00 from Bainbridge Island Garden Club as the annual scholarship donation for graduating seniors.

6. **Donation**
    Donation to Ordway Elementary School in the amount of $4,966.51 from the Ordway PTO to support transportation charges for Outdoor Education, sub pay for Glen Robbins (principal), April staff sub pay for math club and enrichment.

7. **Donation**
    Donation to Blakely Elementary School in the amount of $1,054.84 from the Blakely PTO as the 2012-13 Music stipend.

8. **Minutes from the *April 25, 2013* School Board Meeting**

An Equal Educational and Employment Opportunity School District
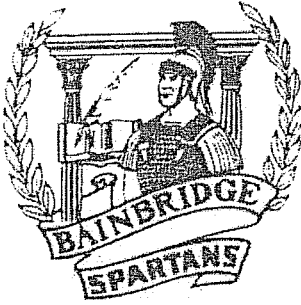
9.   **PAYROLL May 2013 Warrant Numbers:**
            (Payroll Warrants)   1001416 through 1001451
            (Payroll AP Warrants)   172093 through 172121
            Total: $2,654,666.95

10.   **Vouchers**

➢ General Fund Voucher $ 201,103.26

_____

_____

_____

_____

_____

SCHOOL BOARD OF DIRECTORS

Bainbridge High School

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

June 5, 2013

TO: Faith Chapel, Superintendent

FR: Jake Haley, Associate Principal Bainbridge High School

RE: South Africa travel request for Brad Lewis & Jason Uitvlugt

The attached staff travel request outlines a proposed out of state professional development opportunity for Brad Lewis and Jason Uitvlugt, BHS math and science teachers.

Participation in the Earthwatch study of perceptions and reality of human vs. wildlife conflict in the mountains of South Africa, living side-by-side leopards, monkeys, baboons, and other animals under growing threat is a valuable and timely professional development opportunity for Mr. Lewis and Mr. Uitvlugt. This experience continues to grow the cross-curriculum conversation between AP Statistics and AP Environmental Science and will greatly benefit both curriculums. Brad and Jason's experience will enhance curriculum resources; student opportunities for project based learning, and infuse both teachers with real-applicable applications to share with BHS students. Funding for this activity is supported by a combination of a STEM Grant and National Teacher Trek Grant.

I support this professional development proposal and recommend School Board approval of this out of state travel request.

Jake Haley

Bainbridge Island School District

Guidelines Governing Staff Travel/Staff Development

1. *The purpose of all staff travel must be directly related to the improvement of the instructional program.*
2. Meetings, conferences, workshops and visitations contributing to current curriculum projects will be given priority.
3. Members of district curriculum committees will be given preference.
4. All travel requests must be submitted for approval to the building principal and assistant superintendent or superintendent.
5. Claims for travel expense reimbursement, to the extent approved below, must include receipts and be submitted on a reimbursement claim form to the school business office.
6. Advanced funds for approved travel may be obtained by completing the appropriate form in the office of the superintendent.

Submit form intact to your building administrator for approval.
A copy of the signed and executed form will be returned to you for your records.

STAFF TRAVEL/STAFF DEVELOPMENT – Complete this form by writing/printing firmly and legibly!

Name _Jason Uitvlugt_   Building/Position _BHS/Teacher_

Destination _South Africa_   Proposed Date _July 16-27, 2013_

Purpose of Travel _Volunteer research expedition with AP Statistics teacher. We are working on collaborative projects between our classes._

Please state how this activity pertains to your current assignment and with whom experience will be shared.
(To be developed in cooperation with the building principal): _The experience will be shared with our students, peers and the community._

Will substitute coverage be required? ☐ Yes ☒ No   If Yes: ☐ Full Day ☐ Half Day

Specify hours needing coverage if less than full day: _____

District vehicle required: ☐ Yes ☒ No *(Make arrangements for vehicle directly by calling District Transportation at x4641.)*

Estimated cost of travel: *(Make sure you break down all costs if requesting funding support)*

Registration	**2675**
Purchase Order attached #_____	
Travel	
Mileage at IRS approved rate at time of travel..................	
Airfare	**2800**
Ferry	
Lodging	
Purchase Order attached #_____	
Substitute (approx. $~~110~~ 120/day)	
Other (extra time, meals, etc.)................................	**500**
TOTAL REQUESTING	**5975**

Employee's Signature _Jason Uitvlugt_

INFORMATION BELOW TO BE COMPLETED BY THE SCHOOL ADMINISTRATION

Travel approved by:

_____
Principal or Building Administrator

_____
District / Building Administrator(s) providing all or partial funding for activity

_____
Associate Superintendent / Curriculum & Instruction

Amount Approved $ **4,000.00**

Account Number(s)_____
(Charge code information must be identified)

_____

_____

Bainbridge Island School District

Guidelines Governing Staff Travel/Staff Development

1. **The purpose of all staff travel must be directly related to the improvement of the instructional program.**
2. Meetings, conferences, workshops and visitations contributing to current curriculum projects will be given priority.
3. Members of district curriculum committees will be given preference.
4. All travel requests must be submitted for approval to the building principal and assistant superintendent or superintendent.
5. Claims for travel expense reimbursement, to the extent approved below, must include receipts and be submitted on a reimbursement claim form to the school business office.
6. Advanced funds for approved travel may be obtained by completing the appropriate form in the office of the superintendent.

Submit form intact to your building administrator for approval.
A copy of the signed and executed form will be returned to you for your records.

STAFF TRAVEL/STAFF DEVELOPMENT — Complete this form by writing/printing firmly and legibly!

Name __Brad Lewis__   Building/Position __BHS/Math Dept__

Destination __South Africa__   Proposed Date __7/8/13 to 7/29/13__

Purpose of Travel __Hilton Travel Grant: Earthwatch Expedition Teamed w/ STEM Grant__

Please state how this activity pertains to your current assignment and with whom experience will be shared.
(To be developed in cooperation with the building principal): __I will be working with statisticians in a field work setting__

Will substitute coverage be required? ☐ Yes ☒ No   If Yes: ☐ Full Day ☐ Half Day

Specify hours needing coverage if less than full day: _____

District vehicle required: ☐ Yes ☒ No *(Make arrangements for vehicle directly by calling District Transportation at x4641.)*

Estimated cost of travel: *(Make sure you break down all costs if requesting funding support)*

Registration .... _____
    Purchase Order attached #_____
Travel
    Mileage at IRS approved rate at time of travel .... _____
    Airfare .... _____
    Ferry .... _____
Lodging .... _____
    Purchase Order attached #_____
Substitute (approx. $125/day) .... _____
Other (extra time, meals, etc.) .... __$500__ All cost covered by
TOTAL REQUESTING .... __$ 500__ Hilton Teacher Trek Grant

Employee's Signature __Brad Lewis__

INFORMATION BELOW TO BE COMPLETED BY THE SCHOOL ADMINISTRATION

Travel approved by:

_____
Principal or Building Administrator

_____
District / Building Administrator(s) providing all or partial funding for activity

_____
Associate Superintendent / Curriculum & Instruction

Amount Approved $ _____

Account Number(s)_____
(Charge code information must be identified)

_____

_____

Gifts and Donations

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

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

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

Name of Donor (Printed)   Bainbridge Schools Foundation

School/District   Bainbridge Island School District

Address   8489 Madison Avenue NE

Bainbridge Island, WA 98110

206-855-0530

Donation Amount or Value of Donated Items: $____75,000.00____
Purpose of Donation: Training

Donation Amount or Value of Donated Items: $____478.09____
Purpose of Donation: Learning Strategies

Donation Amount or Value of Donated Items: $____100,000.00____
Purpose of Donation: Teacher Salaries

Donation Amount or Value of Donated Items: $____5,000.00____
Purpose of Donation: Remedial Reading

Donation Amount or Value of Donated Items: $____45,612.42____
Purpose of Donation: Wings

Donation Amount or Value of Donated Items: $____5,000.00____
Purpose of Donation: FLES

6/4/2013

Donation Amount or Value of Donated Items: $_____981.00_____
Purpose of Donation: Bridge Fitness

Donation Amount or Value of Donated Items: $_____20,000.00_____
Purpose of Donation: Spanish Immersion

Donation Amount or Value of Donated Items: $_____112,471.00_____
Purpose of Donation: STEM

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 _~Ken J Wright~_   Date: _6/5/2013_

Reviewed By: _Peggy Paize_   _Peggy Paize_ Date: _6/5/13_
            (Printed Name)   (Signature)

District Review: _Peggy Paize_   _Peggy Paize_ Date: _6/5/13_
              (Printed Name)   (Signature)

6/4/2013

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) _Blakely PTO_

School _Blakely Elementary_

Address _____

Phone _201-3233_   Email _ptkinkead@gmail.com_
_201-3251_   _emilyteran@gmail.com_

Donation Amount or Value of Donated Items: $ _3279.00_

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

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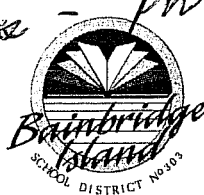
_____

_____

_____

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 _Blakely PTO/ Pamela Kinkead Emily Teran_   Date: _6/10/13_

Reviewed By: _Peter Ande_ _____   Date: _6/6/13_
(Printed Name)   (Signature)

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

4/16/2012

8489 Madison Avenue NE • Bainbridge Island, WA 98110-2999 • 206-842-4714 • FAX 206-842-2928

Gifts and Donations

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

These gifts must satisfy the following criteria:
1. the purpose of use shall be consistent with the priorities, philosophy and programs of the district;
2. minimum financial obligation for installation, maintenance and operation;
3. free from health and/or safety hazards; and
4. no direct or implied commercial endorsement.
5. otherwise consisent 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 ___Bainbridge School Foundation___

Address _____

_____

_____

Phone _____

Donation Amount or Value of Donated Items: $___5695.44___

Purpose of Donation (*specify if cash donation is to be used for a specific purpose*)

___Individual BSF grants to staff. Items purchased thru BISD due to vendor requirements. BSF invoices for purchases___

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

$ 1701.— Edwards tech grant - Inv 201200753b
$ 1083.83 – Hoonan grant - Inv 201200923
$ 1176.14 - Sheridan grant - Inv 201200924
$ 399.64 - Sovick grant - Inv 201200925
$ 1172.05 - Shutt grant - Inv 201200926
$ 162.78 - Sovick grant - Inv 201200918

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 ___Hamilton___ Date _6/5/14_

Reviewed By: _____ Date _____

1/15/04

Gifts and Donations

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

These gifts must satisfy the following criteria:

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

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

Name of Donor (Printed) _Bainbridge Island Garden Club_

School _(BHS)_

Address _11953 Miller Rd. NE_
Bainbridge Island, WA 98110

Phone _____ Email _____

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

Purpose of Donation (specify if cash donation is to be used for a specific purpose; include details of items to be funded)
Annual scholarship to BHS for deserving BHS
Senior.

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

_____

_____

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

Signature of Donor _____ Date: _____

Reviewed By: _Sarah Spray_ _Spray_ Date: _6/5/13_
     (Printed Name)   (Signature)

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

4/16/2012

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 consisent 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   _Ordway PTO_

Address   _____

_____

_____

Phone   _____

Donation Amount or Value of Donated Items: $ _4966.51_

Purpose of Donation (*specify if cash donation is to be used for a specific purpose*)

AR 2012007719 - Transportation charges for outdoor Ed.
AR 2012007744 - Sub pay for Glen Robbins (Principal)
AR 2012007738 - April Staff hours: Sub pay,
Math Club, Enrichment

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   _for Ordway PTO_   Date _6-4-13_

Reviewed By: _____   Date _____

1/15/04

Gifts and Donations

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These gifts must satisfy the following criteria:
1. the purpose of use shall be consistent with the priorities, philosophy and programs of the district;
2. minimum financial obligation for installation, maintenance and operation;
3. free from health and/or safety hazards; and
4. no direct or implied commercial endorsement.
5. otherwise consisent 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 ___Blakely PTO___

Address _____

_____

_____

Phone _____

Donation Amount or Value of Donated Items: $___1054.84___

Purpose of Donation (*specify if cash donation is to be used for a specific purpose*)

___2012-13 Music stipend supported by PTO.___

___A/R invoice 2012007707___

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 ___for Blakely PTO___   Date ___5/31/13___

Reviewed By: _____   Date _____

1/15/04

Date: April 25, 2013

Place: Board Room – Commodore Campus

Board of Directors Present
President – Mike Spence
Vice-President – Mary Curtis
Directors – Patty Fielding, Tim Kinkead, Mary Curtis

Call to Order
5:33 – President Mike Spence called the meeting to order and a quorum was recognized.

Superintendent's Report
Odyssey Multiage Program teacher Barry Hoonan and the *Purple Pineapples* (Odyssey 5-6 students) presented a song from their upcoming musical entitled Doo Wop Wed Widing Hood. The student performance was lively, fun, and energetic. A public performance of the musical is scheduled for Thursday, May 2nd.

Superintendent Faith Chapel announced the *U.S. News* Best High Schools 2013 rankings were recently released with 10 Washington schools earning gold medals. Bainbridge High School was ranked #7 in the rankings for Washington State.

Public Comment
Citizen Rick Besser (statement summarized) spoke about the admission policy for Commodore Options School and the use of an IEP (Individual Education Program) as an admissions standard. He suggested board members postpone moving forward with the admissions policy at Commodore until the process can be adapted to be fair, reasonable, and non-discriminatory for all students. *Citizen Alison Stokes* (statement summarized, available upon request) stated over the past months, many parents spoke out against the district's efforts to "filter" students with IEPs out of the Options Programs. Parents have worked with staff toward a constructive resolution. However, Ms. Stokes noted it appears the district simply wishes to concentrate students in need of certain services into the traditional campuses regardless of the adverse impact those programs have on the students, or without consideration of the financial impact on the district. Ms. Stokes stated as parents of children with special needs, they cannot tolerate this policy, and asked for the board's intervention. *Teacher Tim Harris* (Sakai Intermediate School) (statement summarized) spoke about his history with the district, and about the unique Grade 5/6 program at Sakai. He noted the program was a blend of elementary and middle school, and staff collaborate to create a bridge between the elementary and secondary education models. He added Sakai was the reason he moved his children to the district, and Sakai was the reason he continues to teach.

Board Reports
Mary Curtis reported on the most recent School Configuration Committee meeting noting the committee work continues to be an amazing process, and she has been so impressed with the caliber of the committee members. She added Superintendent Chapel had been meeting with school staff to talk about the three configuration options being considered by the committee. As a result of these meetings, a lot of discussion has been generated, with feedback being brought back to the committee. A subcommittee has been working to vet the financial numbers related to the options

Tim Kinkead reported on a Board Finance Committee meeting held just prior to the board meeting. He reviewed the financial status with district staff and noted the monthly report was scheduled for later on the evening's agenda.

Presentations
A. Sakai Murden Cove Watershed STEM Study
Sakai Intermediate School Principal Jim Corsetti provided a brief overview of the Islandwood/Sakai 3M Grant Murden Creek Partnership. Mr. Corsetti noted the presentation to the board in October of 2012, in which he and STEM Coordinator Greg Moncada explained plans for developing a STEM Project for 5th grade student that focused on monitoring the habitat of Murden Creek. The project was reliant on a 3M Ecology Grant that Sakai Intermediate applied for in partnership with Islandwood. The grant was awarded and the project is underway. Mr. Corsetti introduced Cami Apfelbeck, Bainbridge Island City Water Resources Specialist, to talk about the Murden Cove Watershed Project and the water quality monitoring being conducted at Sakai. Ms. Apfelbeck described the Murden Cove Watershed Nutrient and Bacteria Reduction Project, which includes a partnership with the Kitsap Public Health District, Sakai Intermediate School (3M Ecology Grant recipient), Bainbridge Island Watershed Council, Kitsap Conservation District, and Islandwood. The main objectives of this project are to define the severity and extent of the apparent water and habitat quality issues, identify sources of nutrients and bacteria throughout the Murden Cove Watershed, and to provide educational outreach and technical assistance to watershed residents in order to reduce nutrient and bacteria input to the creek and cove. Ms. Apfelbeck described the work being done by Sakai 5th grade students that includes monthly water quality samples, taking physical-chemical readings, and measuring stream flow.

Adam Rabinowitz, 5th grade math/science teacher at Sakai, presented student videos about the salmon release program for the Murden Cove Watershed. The videos described the poor condition of Murden Creek, and shared information for community members regarding how they can help improve the watershed. Mr. Rabinowitz also provided a link to more information about Murden Cove – www.bisd303.org/salmon. Library Specialist Kathy Ellison spoke about the partnerships involved in the Murden Cove Project, including 3M, Bainbridge Schools Foundation, and Far Bank Enterprises (Sage – the flyrod company). Ms. Ellison introduced Islandwood Homewaters Lead Educator Clair Durkes who helped create the curriculum for the 5th grade students involved with the Murden Cove Project. Ms. Durkes shared highlights about the curriculum that includes collecting and analyzing stream data, integration of multiple disciplines (science, technology, engineering, and math), working a real world problem, and alignment of the curriculum to the next generation science standards.

B. K-5 Mathematics Differentiation
Associate Superintendent Julie Goldsmith began the presentation by presenting information about the new process for bringing pilot projects forward developed by the K-6 Educational Programs and Innovation Committee. Ms. Goldsmith shared the draft Improvement and Innovations Planning Guide with the board that describes pilots and programs in terms of "small scale" (no long-range implications for staff, little impact beyond a single classroom), "medium scale" (potential long-range implications for staff, with moderate impact), and "large scale" (long-range implications for other grade levels, etc.). This new process was utilized as the district works to assure the full rigor for all students, addressing their needs through differentiation of instruction. A pilot program has been proposed to use the Stanford University EPGY software program as one strategy to meet the needs of students outside the curriculum range (one grade below /one grade above) of the newly adopted K-5 math curriculum – My Math. Math TOSA Jennifer Ledbetter and parent volunteer Judy Levine assisted Ms. Goldsmith in the presentation of the pilot proposal.

Ms. Goldsmith explained Stanford's EPGY (Educational Program for Gifted Youth) would provide support for high-achieving students. It was noted that within a mixed ability classroom, ability and achievement fan out over a very wide range. As differentiation is a priority in the 2013-14 District Improvement Plan, there is a demonstrated need for the support of students who are well outside the range of the newly adopted K-5 math curriculum. The board was provided with a brief overview of the Math MAP RIT scores for Spring 2012 showing a wide range of achievement at every grade level. The accelerated math pathway of another school district was also provided, and it was noted that the math pathway in this district has fewer opportunities for accelerated math instruction.

Ms. Goldsmith talked about the key features of the Stanford EPGY approach that includes the use of a one-on-one tutoring model that is rigorous, optimizes the student's learning time, and individualizes instruction. The program uses multimedia for delivery, is self-paced, supports continuous progress, and covers the Common Core standards. It is supported by the University of Stanford, based on research, can accelerate and reinforce learning, and transforms ability into achievement. The components of EPGY include math races (improve fluency), lectures (introduce new concepts), exercises (develop mastery), reports (inform students/teachers), and session review (supports continuous improvement). It was noted that over 130 Bainbridge students have already experienced EPGY through the parent-supported EPGY Open Enrollment Program. A few student case studies were provided to demonstrate the growth experienced by highly advanced students.

Ms. Goldsmith explained the timeline for the pilot of the EPGY program would begin with a free trial provided by Stanford University during May and June 2013. The focus will be on students in grades 4-6, and would involve students that have completed ST Math and are in the top 10% of RIT scores. In years one and two of the pilot (1st - September 2013 – June 2014 and 2nd - September 2014 – June 2015), the focus will be on students in grades K-6 with the aforementioned criteria. Data from each year will be analyzed to determine additional or new strategies needed to address needs of high performing students. Regarding the budget for the pilot, the K-7 site license is free of charge for the trial period, $31,250 total cost for year one, and the cost for year two to be determined. It was noted that funding for the pilot will be provided by the Bainbridge Schools Foundation. Ms. Goldsmith also described the pilot's evaluation and communication plan, with letters to be sent to parents explaining the EPGY program. Information about the pilot will also be included in school newsletters and on district and school websites.

C. Monthly Capital Projects Report
Director of Facilities and Capital Projects Tamela Van Winkle provided a summary of capital and facilities projects for April, as well as a summary of the Capital Projects Budget for the Bond 2009. Highlights from Ms. Van Winkle's report include: *Wilkes Replacement* – a) Irrigation lines are being installed in the field. Completion will be followed by testing, import of the approved root zone mix, and installation of sod. b) Capital Projects staff continues to work with the contractor to achieve Phase 1B Final Completion. Communication to the contractor has detailed work that is still outstanding. Final Completion will not be issued until all corrective work and deliverables are reviewed and meet contractual specifications. c) The Final Commissioning Report by McKinstry is complete and is based on the thorough inspection, with correction by the contractor, of all components of the mechanical system as well as the lighting control system. Board acceptance of the Report is a stipulation of the construction contract and Ms. Van Winkle indicated the Report would be presented to the board at an upcoming meeting. *Other Items* – a) Ms. Van Winkle continues to work through facility use issues with the community organization BARN. b) The Capital Projects Department is assessing the immediate and long term needs of the Woodward Middle School field. c) New lights have been installed in the Bainbridge High School LGI facility.

D. Monthly Financial Report

Director of Business Services Peggy Paige provided a summary of the financial reports for the month ending March 31, 2013. She noted total General Fund revenues to March 31 were $21.2 million, which was above prior year and the expected average. Tax revenues continue to run above the average expected percentage, indicating that the district is on target to hit its estimate of $8.7 million. Local revenues were above the 3-year average with the receipt of $500,000 from the Bainbridge Schools Foundation. Regarding expenditures for the year to March 31 total $21 million, less than 1% above last year. Year-to-date expenditures were well below the average. Ms. Paige highlighted a few budget areas in her report, including Vocational expense that was up from last year, and above the average. This was primarily related to an increase in the purchase of supplies and equipment for the middle school program. The area will be monitored to insure that total expenditures do not exceed funding. In the area of Support Services, expenditures were currently below the expected average. Transportation/Motor Pool and Operation/Buildings were being impacted by a decrease in budget allocations for substitute expense. Transportation was expected to be slightly under budget related to diesel costs should those costs remain stable. Utility expenditures are currently well below average but there are several invoices for propane under review for possible adjustment. Central Office expenditures were currently running well below the average. Several areas (election, legal, postage and contracted services) will be below budget estimates at year end. Net cash inflow during March was $631,770, with the closing cash balance in the General Fund $3,133,888. The projected year-end cash balance was estimated to be $2.6 million.

E. Resolution 05-12-13: Fiscal Emergency
Superintendent Faith Chapel provided a summary of the district budget planning that included information about state and federal budget updates, input of the District Budget Advisory Committee, overview of the local levy and rental revenue, projected enrollment, staffing reductions, increased costs, contributions from the Bainbridge Schools Foundation, and the district fund balance and reserves for 2013-14. She then presented Resolution 05-12-13: Fiscal Emergency for board review and consideration. The resolution states the review of the revenue implications for the 2013-14 school year, relative to projected reductions in student enrollment estimated cost increases, and the uncertainty of state and federal allocations, concludes enrollment and funds available for the 2013-14 school year will be insufficient to maintain the same staffing levels, programs and services as provided for the 2012-13 fiscal year. The district must therefore reduce specific staff, programs, and services to align expenditures with enrollment and revenue for the 2013-14 school year.

> **Motion 84-12-13:** That the Board approves Resolution 05-12-13: Fiscal Emergency. (Kinkead) The affirmative vote was unanimous.

F. Resolution 06-12-13: Reduced Educational Program
Superintendent Faith Chapel presented Resolution 06-12-13 – Reduced Educational Program for board review and consideration. Ms. Chapel noted the district may have a reduced educational program, most of which is driven by enrollment decline. The resolution authorizes the district to make staff, program, and service adjustments necessary to ensure alignment of expenditures in 2013-2014 with forecasted enrollment and revenue.

> **Motion 85-12-13:** That the Board approves Resolution 06-12-13: Reduced Educational Program. (Hoberg) The affirmative vote was unanimous.

G. Monthly Technology Report
Director of Instructional Technology & Assessment Randi Ivancich provided a report regarding technology projects and levy planning activities. Ms. Ivancich noted the Technology Department staff continues to complete installation projects (during non-school hours) throughout the spring as the summer time project window has shrunk to six weeks. New desktop computers were installed in the Woodward

Middle School lab and library, and the Sakai Intermediate School library. Six new Smartboards were installed at Bainbridge High School in the English/Language Arts classroom, and four Smartboard were installed at Eagle Harbor High School. Other items included in Ms. Ivancich's report focused on infrastructure and staffing, communications and productivity, and a timeline for future school board presentations related to technology project planning.

H. Policy 2022 – Responsible Use of Electronic Resources (Second Reading)
Director of Instructional Technology and Assessment Randi Ivancich presented Policy 2022 – Responsible Use of Electronic Resources for a second reading, and noted the changes suggested by board members at the last meeting had been incorporated into the latest iteration.

Motion 86-12-13:	That the Board approves the second reading of Policy 2022 – Responsible Use of Electronic Resources. (Fielding) The affirmative vote was unanimous.

I. Policy 3246 – Bring Your Own Device (Second Reading)
Director of Instructional Technology and Assessment Randi Ivancich presented Policy/Procedure 3246 – Bring Your Own Device for a second reading and noted it was based on recommendations from the Office of the Superintendent of Public Instruction and the Washington State School Directors' Association. The development of the policy and procedure included input from the Technology Advisory Group, Technology Leadership Team, and school administrators. The policy provides guidance in the use of personally owned devices at school.

Motion 87-12-13:	That the Board approves Policy 3246 – Bring Your Own Device for the second reading. (Curtis) The affirmative vote was unanimous.

Personnel Actions

Motion 88-12-13:	That the Board approves the Personnel Actions dated April 19, 2013 and April 25, 2013 as presented. (Kinkead) The affirmative vote was unanimous.

Consent Agenda
Donations
1. Donation to Bainbridge High School in the amount of $1,674.27 from the BHS Boys Basketball Boosters to help cover the cost of new varsity boys basketball uniforms.
2. Donation to Bainbridge High School in the amount of $8,055.00 from the BHS PTSO to use for the enhancement of school programs.
3. Donation to Bainbridge High School in the amount of $2,000.00 from the BHS PTSO to help cover the cost of retrofitting drinking fountains.
4. Donation to Ordway Elementary School in the amount of $2,435.72 from the Ordway PTO for enrichment classes and a special grant.
5. Donation to the Odyssey Multiage Program in the amount of $3,654.09 from the Odyssey PTO to support outdoor education, staffing and Apple computer purchases.
6. Donation to Odyssey Multiage Program in the amount of $2,281.00 from the Odyssey PTO to support Camp Seymour Outdoor Education.
7. Donation to Woodward Middle School in the amount of $1,160.77 from the Woodward PTO for purchases including Read Naturally, KCDA supplies, and facility rental.

Student Field Trip: Overnight

1. Request for Board approval from Spanish Immersion teacher Denis Melton-Todd to have the Spanish Immersion Class students participate in in the 1st annual outdoor educational learning experience at Camp Indianola May 28 – 29, 2013.
2.

Minutes from the _March 14, 2013_ School Board

PAYROLL February 2013 Warrant Numbers:
     (Payroll Warrants) 1001310 through 1001346
     (Payroll AP Warrants) 171999 through 172030
     Total: $2,014,938.75

PAYROLL March 2013 Warrant Numbers:
     (Payroll Warrants) 1001347through 1001380
     (Payroll AP Warrants) 172031 through 172060
     Total: $2,725,022.51

  Motion 89-12-13:   That the Board approves the Consent Agenda as presented. (Curtis) The affirmative vote was unanimous.

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

(General Fund Voucher)
Voucher numbers **2007656** through **2007763** totaling $ **197,555.18** .

(Associated Student Body Fund Voucher)
Voucher numbers **4000904** through **4000925** totaling $ **14,684.69** .

(Capital Projects Fund Voucher)
Voucher numbers **4628** through **4634** totaling $ **163,641.81** .

(DOR COMP TAX)
Voucher numbers **121300019** through **121300021** totaling $ **875.59** .

(General Fund Voucher)
Voucher numbers **2007764** through **2007803** totaling $ **31,645.75** .

7:36 p.m. – President Mike Spence announced the board would move into an executive session for 20 minutes regarding a personnel evaluation.

Adjournment
7:56 p.m. – President Spence reconvened the meeting to a public session and immediately adjourned.

_____

_____

_____

_____

_____
SCHOOL BOARD OF DIRECTORS

ATTEST: _____, Secretary to the Board of Directors

BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303
GENERAL FUND

MONTH OF ___ May 2013 ___

BOARD DATE ___June 13, 2013___

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

Pamela Sloan
PAYROLL OFFICER

APPROVED GROSS IN THE AMOUNT OF: 1,987,138.86

PLUS BENEFITS IN THE AMOUNT OF: 656,738.96

ADJUSTMENTS IN THE AMOUNT OF: 10,789.13
   (COBRA, Manual Warrants, Vender Adj)
TOTAL PAYROLL DISTRIBUTION: 2,654,666.95

WARRANT NUMBERS: (Payroll Warrants)   1001416   through   1001451
             (Payroll AP Warrants)   172093   through   172121

DIRECTORS

_____ _____

_____ _____

_____

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

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

_____
Signature

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

As of June 13, 2013, the board, by a _____ vote, approves payments, totaling $201,103.26. The payments are further identified on this document.

Total by Payment Type for Cash Account, GF A/P Warrants:
Warrant Numbers 2008025 through 2008136, totaling $201,103.26

Secretary   _____   Board Member   _____

Board Member _____   Board Member   _____

Board Member _____   Board Member   _____

Check Nbr	Vendor Name	Check Date	Check Amount
2008025	3WIRE RESTURANT APPLIANCE	06/14/2013	390.24
2008026	ACE HARDWARE	06/14/2013	77.92
2008027	AIR SYSTEMS ENGINEERING INC	06/14/2013	1,071.04
2008028	AP EXAMS	06/14/2013	995.00
2008029	APP ASSOCIATED PETROLEUM PROD	06/14/2013	10,803.22
2008030	APPLE COMPUTER INC	06/14/2013	5,201.94
2008031	ARAMARK UNIFORM SERVICES	06/14/2013	67.40
2008032	AVANT ASSESSMENT	06/14/2013	297.50
2008033	BAINBRIDGE DISPOSAL INC	06/14/2013	5,694.77
2008034	BAINBRIDGE ISLAND HISTORICAL M	06/14/2013	464.00
2008035	Ball, Teresa Lynn Campbell	06/14/2013	23.88
2008036	BILL SPEIDEL ENTERPRISES INC	06/14/2013	1,686.00
2008037	BOUND TO STAY BOUND BOOKS	06/14/2013	619.53
2008038	BRODART CO	06/14/2013	21.72
2008039	BROWN INDUSTRIES INC	06/14/2013	374.70
2008040	BUILDERS HARDWARE & SUPPLY	06/14/2013	1,586.61
2008041	CAMERA TECHS INC	06/14/2013	972.54

Check Nbr	Vendor Name	Check Date	Check Amount
2008042	CDW-G	06/14/2013	1,410.71
2008043	CENTURYLINK	06/14/2013	3,207.18
2008044	CENTURYLINK	06/14/2013	2,618.17
2008045	Chapel, Faith Aiko	06/14/2013	27.69
2008046	Claesson, Susan L	06/14/2013	186.44
2008047	CMI EDUCATION INSTITUTE	06/14/2013	379.98
2008048	COURT ENGRAVERS	06/14/2013	2,826.96
2008049	DAILY JOURNAL OF COMMERCE	06/14/2013	110.00
2008050	DAIRY FRESH FARMS	06/14/2013	4,387.78
2008051	Druker, Scott K	06/14/2013	373.73
2008052	DSC INC	06/14/2013	160.43
2008053	Dwyer, Robert Mark	06/14/2013	74.94
2008054	EARTH NETWORKS INC	06/14/2013	7,819.21
2008055	EXOTIC AQUATICS	06/14/2013	296.00
2008056	EXTERMINATION SERVICES	06/14/2013	232.40
2008057	FERRELLGAS	06/14/2013	12,536.99
2008058	FLAMINGO AUDIO	06/14/2013	1,948.01
2008059	FLINN SCIENTIFIC INC	06/14/2013	115.11
2008060	FOLLETT LIBRARY RESOURCES CO	06/14/2013	7,117.77
2008061	FOLLETT SOFTWARE COMPANY	06/14/2013	84.30
2008062	FOOD SERVICES OF AMERICA	06/14/2013	7,728.99
2008063	Garfunkel, Elizabeth C	06/14/2013	100.00
2008064	GE CAPITAL	06/14/2013	171.14
2008065	GLAZER'S CAMERA SUPPLY	06/14/2013	1,870.31
2008066	GRAINGER	06/14/2013	190.71

Check Nbr	Vendor Name	Check Date	Check Amount
2008067	Grimm, Andrew Philip	06/14/2013	218.40
2008068	Haley, Jacob Glenn	06/14/2013	211.87
2008069	Hauge, Tamra Jay	06/14/2013	25.30
2008070	HODGES BADGE COMPANY INC	06/14/2013	100.50
2008071	Holsman, Linda S	06/14/2013	56.00
2008072	IBM CORPORATION	06/14/2013	388.25
2008073	INLAND TECHNOLOGY INCORPORATED	06/14/2013	271.78
2008074	INSTITUTE FOR EDUCATIONAL DEV	06/14/2013	657.00
2008075	Jefferies, Nicholas G	06/14/2013	59.33
2008076	JW PEPPER & SON INC	06/14/2013	2.12
2008077	Kazmierczak, Katie Ann	06/14/2013	1,800.00
2008078	KCDA	06/14/2013	1,368.19
2008079	Kimball, Jill A	06/14/2013	133.70
2008080	KITSAP TRACTOR & EQUIPMENT	06/14/2013	255.62
2008081	Knottnerus, Susan E	06/14/2013	70.93
2008082	Kundtz, Anne E L	06/14/2013	216.20
2008083	Laiche, Carol Elaine	06/14/2013	31.08
2008084	LAKESHORE	06/14/2013	611.83
2008085	LAY & CUYKENDALL	06/14/2013	1,887.00
2008086	LEMAY MOBILE SHREDDING	06/14/2013	77.40
2008087	LEXJET	06/14/2013	106.44
2008088	LIVING VOICES	06/14/2013	582.00
2008089	Mar, Stephani Gail	06/14/2013	21.47
2008090	Marquez, Anita C	06/14/2013	32.88
2008091	Matheson, Colin Lane	06/14/2013	18.98

Check Nbr	Vendor Name	Check Date	Check Amount
2008092	McCloud, Michael A	06/14/2013	32.88
2008093	MECHANICAL SALES INC	06/14/2013	2,464.14
2008094	MICRO COMPUTER SYSTEMS	06/14/2013	2,901.79
2008095	Milander, Vicki Lynn	06/14/2013	284.44
2008096	Moler, Vicki Lee	06/14/2013	85.00
2008097	MOUNTAIN HOME BIOLOGICAL	06/14/2013	72.33
2008098	NATUREBRIDGE	06/14/2013	12,524.25
2008099	NEXTEL COMMUNICATIONS	06/14/2013	398.55
2008100	OESD 114 OLYMPIC ESD 114	06/14/2013	12,946.48
2008101	OFFICE DEPOT	06/14/2013	29.15
2008102	OLYMPIC SPRINGS INC	06/14/2013	395.63
2008103	OLYMPIC PRINTER RESOURCES INC	06/14/2013	304.08
2008104	OSPI OFFICE OF SUPERINTENDENT	06/14/2013	2,821.14
2008105	PAPER PRODUCTS ETC	06/14/2013	1,955.98
2008106	PERMA BOUND	06/14/2013	2,105.67
2008107	PETTY CASH/BLAKELY/K HAWKINS	06/14/2013	11.00
2008108	PITSCO	06/14/2013	28,029.11
2008109	PLATT ELECTRIC	06/14/2013	109.86
2008110	POSITIVE PROMOTIONS	06/14/2013	85.50
2008111	PROBUILD COMPANY LLC	06/14/2013	4.97
2008112	PSESD PUGET SOUND ESD	06/14/2013	99.00
2008113	QUICKSTART INTELLIGENCE CORP	06/14/2013	1,182.23
2008114	QUILL	06/14/2013	70.47
2008115	RINGS & THINGS	06/14/2013	49.96
2008116	Rothbaum, Jeremy A	06/14/2013	38.99

heck Nbr	Vendor Name	Check Date	Check Amount
2008117	SAFEWAY	06/14/2013	95.64
2008118	Silcott, Alan W	06/14/2013	106.24
2008119	Silver, Mary S	06/14/2013	167.72
2008120	Sperrazza, Mark	06/14/2013	143.23
2008121	Stahl, Robyn M	06/14/2013	137.31
2008122	SUBSTITUTE ONLINE INC	06/14/2013	3,993.00
2008123	SUNBELT STAFFING LLC	06/14/2013	1,152.00
2008124	SWAN CLAN PRODUCTIONS	06/14/2013	633.00
2008125	Tarbill JR., Joe Dean	06/14/2013	251.68
2008126	TED BROWN MUSIC CO	06/14/2013	106.11
2008127	TOWN & COUNTRY MARKET	06/14/2013	2,451.74
2008128	Ukich, Lynne Kathryn	06/14/2013	32.80
2008129	WALTER E NELSON CO	06/14/2013	7,968.46
2008130	WAPITI AERIAL SERVICES INC	06/14/2013	275.00
2008131	Weldy, Theresa Share	06/14/2013	48.87
2008132	WITT COMPANY INC	06/14/2013	7,904.28
2008133	WOODWIND & BRASSWIND	06/14/2013	197.97
2008134	WSDOT MARINE DIVISION/FERRIES	06/14/2013	5,581.70
2008135	XEROX CORP	06/14/2013	1,580.18
2008136	YMCA-CAMP SEYMOUR	06/14/2013	3,746.50

          112   Computer   Check(s) For a Total of   201,103.26

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    0    Manual        Checks For a Total of                        0.00

    0    Wire Transfer Checks For a Total of                        0.00

    0    ACH           Checks For a Total of                        0.00

  112    Computer      Checks For a Total of                  201,103.26

otal For 112  Manual, Wire Tran, ACH & Computer Checks       201,103.26

ess    0    Voided        Checks For a Total of                     0.00

                         Net Amount                          201,103.26
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F U N D   S U M M A R Y

und	Description	Balance Sheet	Revenue	Expense	Total
0	General Fund	-2,858.51	0.00	203,961.77	201,103.26