

BAINBRIDGE ISLAND SCHOOL DISTRICT
SCHOOL BOARD MEETING AGENDA

Date: January 31, 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)
• School Board Recognition

Board Reports (10)

Presentations

A. "Homeroom" and Data Dashboard (20)
Action: Information Only

B. Athletic Programs Report (10)
Action: Information Only

C. New Course Proposal – Bainbridge High School (10)
Action: Board Approval

D. 2013/2014 Budget Development Timeline (10)
Action: Information Only

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

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

G. New Wilkes Elementary School Project – Change Order No. 13 (10)
Action: Board Approval

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

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

J. 2012-2013 Calendar – Board Meeting Date Changes (10)
Action: Board Approval

K. Policy 2420: Grade Organization - Elimination (5)
Action: Board Approval - Elimination

L. Policy 6500: Risk Management – Second Reading (5)
Action: Board Approval – Second Reading

Personnel Actions (5)

Consent Agenda (5)

Projected Adjournment 8:00 PM

Possible Executive Session

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

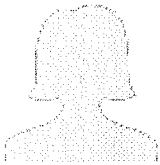
To: Faith Chapel, Superintendent
From: Randi Ivancich, Director of Instructional Technology & Assessment
Date: January 31, 2013
Re: Assessment: Homeroom for Educators Data Dashboard

Data Dashboard for Improving Student Learning and Instruction

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

Bainbridge Island School District is part of a 17-district collaborative group that meets monthly to recommend enhancements and revisions to the Homeroom application. The group sets priorities for new features and decides upon the way in which the data should display or be accessed within the application. School Data Solutions continues to be highly responsive to the requests and new features are added throughout each school year. This application is continuously evolving to meet the needs of teachers and administrators as they respond to federal and state requirements, and meet individual student learning needs.

The Homeroom application allows for a demonstration mode for certain features within the application. I've attached some information based on a non-existent student as examples of the information Homeroom provides. While we are in the early stages of use and staff training, two teachers will demonstrate their use of Homeroom at the January 31 School Board meeting and share their perspectives for the use of this resource to inform instructional and administrative decisions that directly impact student learning.



Mark A. Cole

ROLES	STUDENT	Active 11th Grader at SDS	OTHER INFORMATION	CUM GPA	2.8409
PERSONAL INFO	BIRTHDATE	January 1		CREDITS EARNED	11.5000
	GENDER	F		CREDITS FAILED	0.0000
CONTACT INFO	EMAIL	someone@somewhere.net		ETHNICITY	White
	other			NATIVE LANGUAGE	English
				HOME LANGUAGE	English

Assessments

2011 / 2012

Science

	< 375	< 400	< 423	525
EOC Biology			433	
- EOC Biology Application		✓		
- EOC Biology Evolution		✓		
- EOC Biology Inquiry		✓		
- EOC Biology Populations		✓		
- EOC Biology Processes in Cells		✓		
- EOC Biology Systems		✓		

Reading

	< 375	< 400	< 427	525
HSPE Reading			445	
- HSPE Read Analysis		✓		
- HSPE Read Comprehension		✓		
- HSPE Read Critical Thinking		✓		
- HSPE Read Info Text		✓		
- HSPE Read Lit Text		✓		

Writing

	< 13	< 17	< 21	24
HSPE Writing			20	
- HSPE Write CON		✓		
- HSPE Write COS		✓		

- HSPE Write Expository ✓
- HSPE Write Persuasive ✓

2010 / 2011**Math**

	< 375	< 400	< 443	675
EOC Algebra				
		417		

- EOC Algebra Char-Behav Linear Non-Linear Func X

- EOC Algebra Content Specific ✓
- EOC Algebra Data-Stats ✓
- EOC Algebra Linear Equ-Inequ ✓
- EOC Algebra Num-Oper-Exp-Var ✓

2009 / 2010**Math**

	< 375	< 400	< 437	575
MSP Math Gr8				
		388		

- MSP Math Gr8-Measure/Geometry X

- MSP Math Gr8-Number/Alg Sense X
- MSP Math Gr8-Prob Solve/Reason X

- MSP Math Gr8-Probability/Statistics ✓

- MSP Math Gr8-Procedure/Concept X

Reading

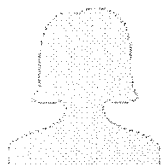
	< 375	< 400	< 419	500
MSP Reading Gr8				
			412	

- MSP Read Gr8-Analysis ✓
- MSP Read Gr8-Comprehension ✓
- MSP Read Gr8-Critical Thinking ✓
- MSP Read Gr8-Info Text ✓
- MSP Read Gr8-Lit Text ✓

Science

	< 375	< 400	< 424	550
MSP Science Gr8				
			402	

- MSP Science Gr8-Application ✓
- MSP Science Gr8-Inquiry X



Mark A. Cole

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				CREDITS EARNED	11.5000
PERSONAL INFO	BIRTHDATE	January 1		CREDITS FAILED	0.0000
	GENDER	F		ETHNICITY	White
CONTACT INFO	EMAIL <i>other</i>	someone@somewhere.net		NATIVE LANGUAGE	English
				HOME LANGUAGE	English

Schedule

2012 / 2013

Semester 1			Semester 2		
Zero Period			CLASS 3413 (SDS001/01)		
1st Period	CLASS 595 (SDS001/01)		CLASS 3254 (SDS001/01)		
	Grade: A-				
2nd Period	CLASS 985 (SDS001/01)		CLASS 3625 (SDS001/01)		
	Grade: A				
3rd Period	CLASS 914 (SDS001/01)		CLASS 3561 (SDS001/01)		
	Grade: B+				
4th Period	CLASS 1003 (SDS001/01)		CLASS 3578 (SDS001/01)		
	Grade: B+				
5th Period	CLASS 933 (SDS001/01)		CLASS 3703 (SDS001/01)		
	Grade: A-				
6th Period	CLASS 673 (SDS001/01)		CLASS 3327 (SDS001/01)		
	Grade: B				

2011 / 2012

Semester 1			Semester 2		
1st Period	CLASS 5259 (SDS001/01)		CLASS 1787 (SDS001/01)		
	Grade: B-		Grade: C		
	Grade: B-	Grade: C+	Grade: C	Grade: C+	
2nd Period	CLASS 5454 (SDS001/01)		CLASS 1710 (SDS001/01)		
	Grade: B		Grade: B+		
	Grade: B	Grade: B	Grade: B	Grade: B+	

3rd Period	CLASS 5534 (SDS001/01) Grade: B+ Grade: B+ Grade: B+		CLASS 2059 (SDS001/01) Grade: B+ Grade: C+ Grade: A-	
4th Period	CLASS 5086 (SDS001/01) Grade: D+ Grade: D Grade: D+		CLASS 2220 (SDS001/01) Grade: P Grade: P Grade: P	
5th Period	CLASS 5167 (SDS001/01) Grade: B Grade: C- Grade: B		CLASS 1989 (SDS001/01) Grade: B Grade: D Grade: B	
6th Period	CLASS 4945 (SDS001/01) Grade: B Grade: B+ Grade: B+		CLASS 2033 (SDS001/01)	

2010 / 2011

	Semester 1	Semester 2
1st Period	CLASS 875 (SDS001/01) Grade: B Grade: B+ Grade: B	CLASS 2427 (SDS001/01) Grade: B+ Grade: B- Grade: A-
2nd Period	CLASS 1237 (SDS001/01) Grade: C+ Grade: B Grade: C	CLASS 2366 (SDS001/01) Grade: C Grade: C Grade: C
3rd Period	CLASS 1121 (SDS001/01) Grade: B Grade: A Grade: B	CLASS 2800 (SDS001/01) Grade: A Grade: A Grade: B+
4th Period	CLASS 1035 (SDS001/01) Grade: C Grade: A- Grade: D	CLASS 2519 (SDS001/01) Grade: C Grade: C Grade: C+
5th Period	CLASS 943 (SDS001/01) Grade: B Grade: B+ Grade: B	CLASS 2907 (SDS001/01) Grade: B Grade: A- Grade: B-
6th Period	CLASS 753 (SDS001/01) Grade: B Grade: B Grade: B	CLASS 2728 (SDS001/01) Grade: A Grade: B+ Grade: A

2009 / 2010

	Semester 1	Semester 2
Zero Period	CLASS 29 (SDS001/01)	
1st Period	CLASS 3794 (SDS001/01) Grade: P	CLASS 1707 (SDS001/01) Grade: A



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	GENDER	F	CREDITS FAILED		0.0000
CONTACT INFO	EMAIL	someone@somewhere.net	ETHNICITY		White
	other		NATIVE LANGUAGE		English
			HOME LANGUAGE		English

Attendance History

2012 / 2013

Date	Zero Period	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
2013-01-16	✓	✓	✓	✓	✓	✓	A
2013-01-14	✓	✓	✓	✓	A	✓	✓
2013-01-11	✓	✓	A	✓	A	✓	A
2013-01-10	✓	A	✓	A	✓	A	✓
2012-11-27	✓	✓	✓	✓	✓	A	✓
2012-11-21	✓	✓	A	✓	✓	✓	✓
2012-11-20	✓	A	✓	✓	✓	✓	✓
2012-11-02	✓	✓	✓	✓	✓	✓	A
2012-10-19	✓	✓	✓	✓	✓	✓	A
2012-10-18	✓	✓	✓	✓	✓	A	✓
2012-10-10	✓	✓	✓	✓	✓	✓	A
2012-10-01	✓	✓	✓	✓	✓	A	A
2012-09-17	✓	✓	✓	✓	✓	A	A
2012-09-14	✓	✓	A	✓	A	✓	A
2012-09-12	✓	✓	✓	✓	✓	✓	A

2011 / 2012

Date	Zero Period	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
2012-06-12	✓	✓	A	✓	A	✓	A



Bainbridge High School

2012-2013 Policy 2151 Update

8489 Madison Avenue NE Bainbridge Island, Washington 98110-2999 (206) 780-1067

TO: Julie Goldsmith, Associate Superintendent

FM: Jake Haley, Associate Principal BHS

Re: Policy 2151 Update

Date: January 17, 2013

- Julie, per board policy 2151, I would like to update you on our interscholastic activities & club sports offerings at BHS.
 - **Fall:**

○ Football	○ Cross Country
○ Volleyball	○ Girls Soccer
○ Girls Golf	○ Boys Golf
○ Girls Swim/Dive	○ Boys Water Polo
○ Cheerleading	○ Dance
○ Marching Band	○ Color-Guard
○ Theater	○ Debate
○ FBLA	
 - **Winter:**

○ Boys Basketball	○ Girls Basketball
○ Gymnastics	○ Wrestling
○ Boys Swim/Dive	○ Cheerleading
○ Dance	○ Winter-Guard
○ Pep-Band	○ Theater
○ Debate	○ FBLA
 - **Spring:**

○ Softball	○ Baseball
○ Boys Soccer	○ Track
○ Girls Water Polo	○ Tennis
○ Crew	○ Boys Lacrosse
○ Girls Lacrosse	○ Sailing
○ FBLA	○ Debate
○ Ultimate Frisbee	
- Attached is our interscholastic activities code of conduct
 - This code is discussed at our coaches meetings

- Coaches discuss the code of conduct with their players and parents
- In order to be eligible for participation, all athletes and parents sign the code of conduct & forms are kept on file in the BHS office
- Attached is an update from WIAA indicating an update in their policy regarding Marijuana use for athletes as it pertains to Initiative 502 & WIAA Rule 18.26.1

Attachments (2)

BAINBRIDGE ISLAND SCHOOL DISTRICT STUDENT ACTIVITIES AND INTERSCHOLASTIC ACTIVITIES CODE OF CONDUCT

The Bainbridge Island School District Board of Directors have approved specific policies and procedures that establish standards and expectations for student behavior for all participants involved with any part of the Bainbridge Island School District Student Activities and Interscholastic Activities Programs (Policies and Procedures #2150 & #2151). Copies of the Student Activities and Interscholastic Activities Policies and Procedures are posted on the Bainbridge High School and Woodward Middle School websites and are available in hard copy form upon request at the school offices.

The signing of this cover sheet by all participants in Bainbridge Island School District activities programs and their parent/guardian is required prior to student participation in the desired activity/sport.

Note: We realize that not all students and parents will take the time to read the full text of the Activities Code related policies and procedures. If you decide to not read the full text of the policies and procedures noted above, it is strongly recommended that, at a minimum, this cover sheet and the attached "frequently asked questions" document are reviewed carefully and become a topic of discussion between parent and student prior to signing and returning this document to the school office.

PARTICIPANTS:

I acknowledge that I am aware of the Bainbridge Island School District Student Activities and Interscholastic Activities Code, that I have access to the Code via electronic and hard copy formats and understand that I am expected to honor and abide by this code as a condition of my involvement in any BHS student co-curricular activity or sport. As part of my responsibilities to the code of conduct, I agree to not use or possess alcohol, other illegal drugs, or tobacco products. I also agree to attend all classes (except when excused) and to display good citizenship at all times at school and in my activity/sport.

Participant Signature: _____ Date: _____

PARENTS/GUARDIANS:

I acknowledge that I am aware of the Bainbridge Island School District Student Activities and Interscholastic Activities Code, that I have access to the Code via electronic and hard copy formats and understand that my son/daughter is expected to honor and abide by this code as a condition of their involvement in any BHS student co-curricular activity or sport. I agree to review the importance and significance of the activities code of conduct with my son/daughter. I also agree to actively support and encourage my son/daughter's commitment to abide by the standards outlined in this code of conduct. As part of my daughter's/son's responsibilities to the code of conduct, s/he agrees to not use or possess alcohol, other illegal drugs, or tobacco products. S/he also agrees to attend all classes (except when excused) and to display good citizenship at all times at school and in their activity/sport.

Parent/Guardian
Signature _____ Date: _____

Parent/Guardian
Signature _____ Date: _____

BAINBRIDGE ISLAND SCHOOL DISTRICT STUDENT ACTIVITIES AND INTERSCHOLASTIC ACTIVITIES CODE OF CONDUCT – Frequently Asked Questions

All BHS interscholastic and activities participants are encouraged to review the full text of the school district student activities and interscholastic activities policies and procedures as referenced in this document. The following “Q & A” format provides summary highlights and key issues associated with the policies and procedures that govern student participation in our activities programs.

1. *What is the purpose for the Student Activities and Interscholastic Activities Code of Conduct?*
Because co-curricular and interscholastic activities participants are representatives of our school and school district when they perform in public, it is reasonable to establish a high level of expectations regarding the behaviors exhibited by these participants. The Code of Conduct is the vehicle used to communicate these expectations and consequences to all participants. In addition, the Washington Interscholastic Activities Association (WIAA) requires all member schools to implement a student activities code that establishes clear standard for participant behavior.
2. Does each sport and activity group (football, drama, debate, etc.) have separate Code of Conduct standards/rules?
No, the same Code of Conduct applies to all school-sponsored activities, groups and sports teams that represent our school. All “teams/group rules” must include and be consistent with the Code of Conduct.
3. When does the Code of Conduct apply to me as a participant in a school-sponsored group/activity?
All participants are expected to honor the Code of Conduct expectations 24 hours a day, 7 days per week, 365 days per year, in and out of any specific activity or sports season. Confirmed violations of the Code that occur “out of season” will result in the appropriate consequence beginning at the start of the next activity season.
4. What are the consequences associated with possession and/or use of alcohol, tobacco and/or other illegal drugs by a student who is a member of a school group/team?
Confirmed violation of the Code involving the use or possession of alcohol, tobacco and/or any illegal drug will result in the removal of the participant from their activity/team. The duration of the removal is summarized in the following table:

Possession/Use of:	1 st Offense*	2 nd Offense*	3 rd Offense*
Alcohol	15 school day suspension from activities program (reduced to 10 days if alcohol assessment is completed & recommendations are followed)	Removal from activities program for remainder of season	Removal from activities program for remainder of high school career
Tobacco	15 school day suspension from activities program (reduced to 10 days if drug assessment is completed & recommendations followed)	Removal from activities program for remainder of season	Removal from activities program for remainder of high school career
Illegal drug/substance	Minimum 15 school day suspension from activities program	Removal from activities program for one (1) calendar year	Removal from activities program for remainder of high school career

*Offenses are cumulative during the participant's high school experience

5. Is it a violation of the Code of Conduct if I attend a gathering where other students are using/possessing alcohol or drugs but I do not use alcohol or drugs at the event?
Yes, students are expected to avoid situations or functions at which alcohol, other illegal drugs, or tobacco are being used. Student attendance at such events will be considered “undesirable conduct” as stated in the Code of Conduct and result in consequences. The typical consequence for a first violation of the “undesirable conduct” code standard is suspension from the next scheduled competition/performance opportunity. Plagiarism and unexcused absences are two additional examples of code of conduct violations that are treated as “undesirable conduct”.

6. How is the Code of Conduct enforced and how are alleged violations of the Code of Conduct investigated?

The Code of Conduct is best viewed as an “Honor Code”. As such, the individual participant is challenged to embrace the standards established in the code. In addition, parents are strongly encouraged to actively participate by expecting their son/daughter to live up to the standards articulated in the code and incorporate the code of conduct standards into their behavior expectations within the family setting. School officials (coaches, activity leaders, administrators, etc.) are also expected to communicate clear support and commitment to the Code of Conduct. Achieving maximum participant compliance is a shared responsibility for all members of the school community.

The athletic director and school administrators investigate all allegations/reports of Code of Conduct violations. Standard investigative practices (i.e. collection of direct evidence, interview of witnesses, etc.) will be employed in response to violation allegations. Any student who is accused of a violation will be given the opportunity to communicate their response to the allegation. A reasonable preponderance of evidence must be identified prior to a final determination that a code infraction has occurred.

7. Is there a process in place that allows for the appeal of a Code of Conduct penalty/consequence?
Yes, all participants have access to an appeal process that involves review by a school hearing committee, the Superintendent of School and, ultimately, the School Board of Directors. The appeal process is described in District Policy & Procedures #2150 and #2151.

8. Besides drug, alcohol and/or tobacco use prohibitions, does the Code of Conduct address other issues?

Yes, in addition to prohibitions regarding substance use, the Code of Conduct addresses issues such as school attendance, scholastic/academic eligibility, unsportsmanlike conduct, absence from practice, violation of school/community laws, etc.

9. Who should I contact if I have questions or concerns regarding the Code of Conduct?

There are a number of resources available to learn more about the BHS Code of Conduct. All activity/team leaders/coaches are expected to review the Code of Conduct at the beginning of each activity season. In addition, the athletic director, associate principals and the school principal are all available to review the Code of Conduct with participants and parents.



Washington Interscholastic Activities Association

Washington Initiative 502

January 4, 2013

To: WIAA Member Schools
From: WIAA
Re: Washington Initiative 502 "Marijuana Reform"

With the passing of Washington Initiative 502 "Marijuana Reform" and its implementation on December 6, 2012, marijuana was removed from the list of "Controlled Substances" in the State of Washington.

As a result, marijuana is no longer covered by WIAA Rule 18.26.2 (Legend Drugs and Controlled Substances). Because marijuana is now regulated by the Washington State Liquor Control Board, it should be added to the school's alcohol and tobacco policy as covered by WIAA Rule 18.26.1.

Please contact us if you have questions.



Curriculum & Instruction

8489 Madison Avenue NE

Bainbridge Island, Washington 98110-2999

(206) 780-1067

Fax (206) 780-1089

TO: Faith Chapel, Superintendent

FR: Julie Goldsmith, Associate Superintendent

Date: January 24, 2013

RE: New Course Approvals: Introduction to Sports Medicine and AP Physics C (Mechanics, Electricity and Magnetism)

Attached are proposals for two new courses at Bainbridge High School. These courses will further extend the range of course options available to high school students. Below is an overview of the courses:

Course Overview	Grade Level	Department	School
<i>Introduction to Sports Medicine:</i> This one semester course will introduce students to Sports Medicine through human anatomy, physiology, science/medical vocabulary and terminology, prevention and care of athletic injuries, nutrition, strength and conditioning, basic concepts of injury evaluation and rehabilitation.	10-12	Career and Technical Education	BHS
<i>Advanced Placement Physics C (Mechanics, Electricity, and Magnetism):</i> This two-semester course will provide students with a college level physics course. This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The class is taught parallel to or preceded by mathematics courses that include calculus. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The sequence is more intensive and analytic than that in the B course. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter of the C course is principally mechanics and electricity and magnetism, with approximately equal emphasis on these two areas.	10-12	Science	BHS

Recommended Action: Approve *Introduction to Sports Medicine and AP Physics C* as new courses at Bainbridge High School for the 2013-14 school year.

BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303

Bainbridge Island, Washington

NEW COURSE/PROGRAM PROPOSAL

Please complete in duplicate

Submitted by: Jake Haley School: Bainbridge High School Date 1/31/2013

Proposed Course/Program Title: AP Physics C: (Mechanics, Electricity, and Magnetism)

Grade Level: 10-12 Department: SCI Length of Course/Program: Two-Semesters

Course Objectives:

AP Physics C is equivalent to one year of college physics. This course utilizes guided inquiry and student-centered learning to foster the development of critical thinking skills. Introductory differential and integral Calculus will be used throughout the course to meet the needs of the 14-topics covered in this course.

Brief description of how this course/program will meet current needs not being met by other courses/programs (needs Assessment):

Currently, BHS does not offer a Calculus based AP Physics class. The College Board is in the process of changing their AP Physics offerings from AP Physics B and AP Physics C to AP Physics I, AP Physics II, and AP Physics C. Most Universities prefer and accept AP Physics C as the equivalent to one year of college Physics.

Relationship of this course/program to school and/or district goals:

AP Physics C allows students a more relevant and applicable AP Physics course that continues to grow our commitment to cross-curriculum courses in Math and Science, project based learning, and STEM focused careers.

Brief description of parent/community input:

Continued discussion at the STEM advisory board as well as in Early Release days at BHS continue to produce the need for a Calculus based Physics class covering Mechanics, Electricity, and Magnetism. Students who take this course advance in their path to a physical science or engineering major at the college level.

Prerequisite(s) for this course:

Pre-Calculus or (H) Pre-Calculus, Physics or Chemistry

Statement on impact:

1. Personnel: Enrique Chee, current science teacher at BHS

2. Inservice: Attend AP workshop

3. Facilities: Current classroom

4. Other requirements (special transportation, scheduling, etc.):

N/A

Text and supplementary materials to be used (include publisher and copyright):

TBD

Approximate cost of materials:

\$12,000. We are in the process of applying for an AP STEM Grant that can award up to \$12,200 to help fund this course.

Attach a course/program description and outline of the content to be taught.

SIGN-OFF FOR NEW COURSE/PROGRAM APPROVAL

APPROVED BY:

SIGNATURE

DATE

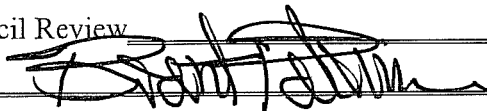
Department Head



1/16/2013

Site Council Review

Principal



Assistant Superintendent/Curric & Instruction

Assistant Superintendent/Business Svcs.

Superintendent/Board

(Copies to Principal & Assistant Superintendent/Curriculum & Instruction)

PHYSICS

PHYSICS B

PHYSICS C: MECHANICS

**PHYSICS C: ELECTRICITY AND
MAGNETISM**

Course Description

Effective Fall 2012

AP Course Descriptions are updated regularly. Please visit AP Central® (apcentral.collegeboard.org) to determine whether a more recent Course Description PDF is available.

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About the AP[®] Program

AP[®] enables students to pursue college-level studies while still in high school. Through more than 30 courses, each culminating in a rigorous exam, AP provides willing and academically prepared students with the opportunity to earn college credit, advanced placement, or both. Taking AP courses also demonstrates to college admission officers that students have sought out the most rigorous course work available to them.

Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. Talented and dedicated AP teachers help AP students in classrooms around the world develop and apply the content knowledge and skills they will need in college.

Each AP course concludes with a college-level assessment developed and scored by college and university faculty as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. More than 90 percent of four-year colleges and universities in the United States grant students credit, placement, or both on the basis of successful AP Exam scores. Universities in more than 60 countries recognize AP Exam scores in the admission process and/or award credit and placement for qualifying scores. Visit www.collegeboard.org/ap/creditpolicy to view AP credit and placement policies at more than 1,000 colleges and universities.

Performing well on an AP Exam means more than just the successful completion of a course; it is a pathway to success in college. Research consistently shows that students who score a 3 or higher on AP Exams typically experience greater academic success in college and are more likely to graduate on time than otherwise comparable non-AP peers. Additional AP studies are available at www.collegeboard.org/apresearchsummaries.

Offering AP Courses and Enrolling Students

This course description details the essential information required to understand the objectives and expectations of an AP course. The AP Program unequivocally supports the principle that each school develops and implements its own curriculum that will enable students to develop the content knowledge and skills described here.

Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' syllabi are reviewed by college faculty. The AP Course Audit was created at the request of College Board members who sought a means for the College Board to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' syllabi meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses. For more information on the AP Course Audit, visit www.collegeboard.org/apcourseaudit.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP Exam score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A–, B+, and B. AP Exam scores of 3 are equivalent to college grades of B–, C+, and C.

AP Score	Qualification
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

Additional Resources

Visit apcentral.collegeboard.org for more information about the AP Program.

secondary school course in physics should be to develop the students' abilities to do the following:

1. Read, understand, and interpret physical information — verbal, mathematical, and graphical
2. Describe and explain the sequence of steps in the analysis of a particular physical phenomenon or problem; that is,
 - a. describe the idealized model to be used in the analysis, including simplifying assumptions where necessary;
 - b. state the concepts or definitions that are applicable;
 - c. specify relevant limitations on applications of these principles;
 - d. carry out and describe the steps of the analysis, verbally, or mathematically; and
 - e. interpret the results or conclusions, including discussion of particular cases of special interest
3. Use basic mathematical reasoning — arithmetic, algebraic, geometric, trigonometric, or calculus, where appropriate — in a physical situation or problem
4. Perform experiments and interpret the results of observations, including making an assessment of experimental uncertainties

In the achievement of these goals, concentration on basic principles of physics and their applications through careful and selective treatment of well-chosen areas is more important than superficial and encyclopedic coverage of many detailed topics. Within the general framework outlined on pages 13–15, teachers may exercise some freedom in the choice of topics.

In the AP Physics Exams, an attempt is made through the use of multiple-choice and free-response questions to determine how well these goals have been achieved by the student either in a conventional course or through independent study. The level of the student's achievement is assigned an AP Exam score of 1 to 5, and many colleges use this score alone as the basis for placement and credit decisions.

Introductory college physics courses typically fall into one of three categories, designated as A, B, and C in the following discussion.

Category A includes courses in which major concepts of physics are covered without as much mathematical rigor as in more formal courses, such as *Category B* and *Category C*, which are described below. The emphasis in *Category A* courses is on developing a qualitative conceptual understanding of general principles and models and on the nature of scientific inquiry. Some courses may also view physics primarily from a cultural or historical perspective. *Category A* courses are generally intended for students not majoring in a science-related field. The level of mathematical sophistication usually includes some algebra and may extend to simple trigonometry, but rarely beyond. These courses vary widely in content and approach, and at present there is no AP course or exam in this category. A high school version of a *Category A* course that concentrates on conceptual development and that provides an enriching laboratory experience may be taken by students in the ninth or tenth grade and should provide the first course in physics that prepares them for a more mathematically rigorous AP Physics B or C course.

either Physics C exam should attempt an AP course in calculus as well; otherwise, placement in the next-in-sequence physics course may be delayed or even denied. Either of the AP Calculus courses, Calculus AB or Calculus BC, should provide an acceptable basis for students preparing to major in the physical sciences or engineering, but Calculus BC is recommended. Therefore, if such students must choose between AP Physics or AP Calculus while in high school, they should probably choose AP Calculus.

There are three separate AP Physics Exams, Physics B, Physics C: Mechanics and Physics C: Electricity and Magnetism. Each exam contains multiple-choice and free-response questions. The Physics B Exam is for students who have taken a Physics B course or who have mastered the material of this course through independent study. The Physics B Exam covers topics in mechanics, electricity and magnetism, fluid mechanics and thermal physics, waves and optics, and atomic and nuclear physics; a single exam score is reported. Similarly, the two Physics C Exams correspond to the Physics C course sequence. One exam covers mechanics; the other covers electricity and magnetism. Students may take either or both exams, and separate scores are reported.

Further descriptions of the AP Physics courses and their corresponding exams in terms of topics, level, mathematical rigor, and typical textbooks are presented in the pages that follow. Information about organizing and conducting AP Physics courses, of interest to both beginning and experienced AP teachers, may be found on the AP Physics home pages on AP Central (apcentral.collegeboard.org). These pages include practical advice from successful AP teachers. The 2009 *AP Physics B and Physics C Released Exams* book contains the complete exams, with solutions and grading standards for the free-response sections and sample student responses, as well as statistical data on student performance. For information about ordering these publications and others, see page 81.

Instructional Approaches

It is strongly recommended that both Physics B and Physics C be taught as second-year physics courses. A first-year physics course aimed at developing a thorough understanding of important physical principles and that permits students to explore concepts in the laboratory provides a richer experience in the process of science and better prepares them for the more analytical approaches taken in AP courses.

However, secondary school programs for the achievement of AP course goals can take other forms as well, and the imaginative teacher can design approaches that best fit the needs of his or her students. In some schools, AP Physics has been taught successfully as a very intensive first-year course; but in this case there may not be enough time to cover the material in sufficient depth to reinforce the students' conceptual understanding or to provide adequate laboratory experiences. This approach can work for highly motivated, able students but is not generally recommended. Independent study or other first-year physics courses supplemented with extra work for individual motivated students are also possibilities that have been successfully implemented.

Some questions or parts of questions on each AP Physics Exam deal with lab-related skills, such as design of experiments, data analysis, and error analysis, and may distinguish between students who have had laboratory experience and those who have not. In addition, understanding gained in the laboratory may improve students' test performance overall.

Implementation and Recommendations

Laboratory programs in both college courses and AP courses differ widely, and there is no clear evidence that any one approach is necessarily best. This diversity of approaches should be encouraging to the high school teacher of an AP course. The success of a given program depends strongly on the interests and enthusiasm of the teacher and on the general ability and motivation of the students involved.

Although programs differ, the AP Physics Development Committee has made some recommendations in regard to school resources and scheduling. **Since an AP course is a college course, the equipment and time allotted to laboratories should be similar to that in a college course. Therefore, school administrators should realize the implications, in both cost and time, of incorporating serious laboratories into their program. Schools must ensure that students have access to scientific equipment and all materials necessary to conduct hands-on, college-level physics laboratory investigations as outlined in the teacher's course syllabus.**

In addition to equipment commonly included in college labs, students in AP Physics should have adequate and timely access to computers that are connected to the Internet and its many online resources. Students should also have access to computers with appropriate sensing devices and software for use in gathering, graphing, and analyzing laboratory data and writing reports. Although using computers in this way is a useful activity and is encouraged, some initial experience with gathering, graphing, and manipulating data by hand is also important so that students attain a better feel for the physical realities involved in the experiments. And it should be emphasized that simulating an experiment on a computer cannot adequately replace the actual, hands-on experience of doing an experiment.

Flexible or modular scheduling is best in order to meet the time requirements identified in the course outline. Some schools are able to assign daily double periods so that laboratory and quantitative problem-solving skills may be fully developed. A weekly extended or double laboratory period is recommended for labs. It is not advisable to attempt to complete high-quality AP laboratory work entirely within standard 45- to 50-minute periods.

If AP Physics is taught as a second-year physics course, the AP labs should build on and extend the lab experiences of the first-year course. The important criterion is that students completing an AP Physics course must have had laboratory experiences that are roughly equivalent to those in a comparable introductory college course.

Past surveys of introductory college physics courses, both noncalculus and calculus-based, have revealed that on average about 20 percent of the total course credit awarded can be attributed to lab performance; from two to three hours per week are typically devoted to laboratory activities. Secondary schools may have

Physics B Course

The Physics B course includes topics in both classical and modern physics. A knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems should be the major goals of the course. Consequently, the course should utilize guided inquiry and student-centered learning to foster the development of critical thinking skills.

Physics B should provide instruction in each of the following five content areas: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. A content outline and percentage goals for covering each major topic in the exam are on pages 13–15. A more detailed topic outline is contained in the “Learning Objectives for AP Physics,” which starts on page 17.

Many colleges and universities include additional topics in their survey courses. Some AP teachers may wish to add supplementary material to a Physics B course. Many teachers have found that a good time to do this is late in the year, after the AP Exams have been given.

The Physics B course should also include a hands-on laboratory component comparable to introductory college-level physics laboratories, with a minimum of 12 student-conducted laboratory investigations representing a variety of topics covered in the course. Each student should complete a lab notebook or portfolio of lab reports.

The school should ensure that each student has a copy of a college-level textbook (supplemented when necessary to meet the curricular requirements) for individual use inside and outside of the classroom. A link to a list of examples of acceptable textbooks can be found on the Physics B course home page on the AP Central Web site.

Physics C Courses

There are two AP Physics C courses — Physics C: Mechanics and Physics C: Electricity and Magnetism, each corresponding to approximately a semester of college work. Mechanics is typically taught first, and some AP teachers may choose to teach this course only. If both courses are taught over the course of a year, approximately equal time should be given to each. Both courses should utilize guided inquiry and student-centered learning to foster the development of critical thinking skills and should use introductory differential and integral calculus throughout the course.

Physics C: Mechanics should provide instruction in each of the following six content areas: kinematics; Newton’s laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation.

Physics C: Electricity and Magnetism should provide instruction in each of the following five content areas: electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism.

Content Outline for Physics B and Physics C

A more detailed topic outline is contained in the “Learning Objectives for AP Physics,” which follow this outline.

<i>Content Area</i>	<i>Percentage Goals for Exams</i>	
	<i>Physics B</i>	<i>Physics C: Mechanics</i>
I. Newtonian Mechanics	35%	100%
A. Kinematics (including vectors, vector algebra, components of vectors, coordinate systems, displacement, velocity, and acceleration)	7%	18%
1. Motion in one dimension	√	√
2. Motion in two dimensions, including projectile motion	√	√
B. Newton’s laws of motion	9%	20%
1. Static equilibrium (first law)	√	√
2. Dynamics of a single particle (second law)	√	√
3. Systems of two or more objects (third law)	√	√
C. Work, energy, power	5%	14%
1. Work and work–energy theorem	√	√
2. Forces and potential energy	√	√
3. Conservation of energy	√	√
4. Power	√	√
D. Systems of particles, linear momentum	4%	12%
1. Center of mass		√
2. Impulse and momentum	√	√
3. Conservation of linear momentum, collisions	√	√
E. Circular motion and rotation	4%	18%
1. Uniform circular motion	√	√
2. Torque and rotational statics	√	√
3. Rotational kinematics and dynamics		√
4. Angular momentum and its conservation		√
F. Oscillations and gravitation	6%	18%
1. Simple harmonic motion (dynamics and energy relationships)	√	√
2. Mass on a spring	√	√
3. Pendulum and other oscillations	√	√
4. Newton’s law of gravity	√	√
5. Orbits of planets and satellites		
a. Circular	√	√
b. General		√

<i>Content Area</i>	<i>Percentage Goals for Exams</i>	
	<i>Physics B</i>	<i>Physics C: Electricity and Magnetism</i>
D. Magnetic Fields	4%	20%
1. Forces on moving charges in magnetic fields	√	√
2. Forces on current-carrying wires in magnetic fields	√	√
3. Fields of long current-carrying wires	√	√
4. Biot–Savart law and Ampere’s law		√
E. Electromagnetism	5%	16%
1. Electromagnetic induction (including Faraday’s law and Lenz’s law)	√	√
2. Inductance (including LR and LC circuits)		√
3. Maxwell’s equations		√
IV. Waves and Optics	15%	
A. Wave motion (including sound)	5%	
1. Traveling waves	√	
2. Wave propagation	√	
3. Standing waves	√	
4. Superposition	√	
B. Physical optics	5%	
1. Interference and diffraction	√	
2. Dispersion of light and the electromagnetic spectrum	√	
C. Geometric optics	5%	
1. Reflection and refraction	√	
2. Mirrors	√	
3. Lenses	√	
V. Atomic and Nuclear Physics	10%	
A. Atomic physics and quantum effects	7%	
1. Photons, the photoelectric effect, Compton scattering, x-rays	√	
2. Atomic energy levels	√	
3. Wave-particle duality	√	
B. Nuclear physics	3%	
1. Nuclear reactions (including conservation of mass number and charge)	√	
2. Mass–energy equivalence	√	

Learning Objectives for AP Physics

These course objectives are intended to elaborate on the content outline for Physics B and Physics C. In addition to the five major content areas of physics, objectives are included now for laboratory skills, which have become an important part of the AP Physics Exams.

The objectives listed below are generally representative of the cumulative content of recently administered exams, although no single exam can cover them all. The checkmarks indicate the objectives that may be covered in either the Physics B or Physics C Exams.

It is reasonable to expect that future exams will continue to sample primarily from among these objectives. However, there may be an occasional question that is within the scope of the included topics but is not specifically covered by one of the listed objectives. Questions may also be based on variations or combinations of these objectives, rephrasing them but still assessing the essential concepts.

The objectives listed below are continually revised to keep them as current as possible with the content outline and the coverage of the exams.

Objectives for the AP [®] Physics Courses	AP Course	
	B	C
I. NEWTONIAN MECHANICS		
A. Kinematics (including vectors, vector algebra, components of vectors, coordinate systems, displacement, velocity, and acceleration)		
1. Motion in one dimension		
a) Students should understand the general relationships among position, velocity, and acceleration for the motion of a particle along a straight line, so that:		
(1) Given a graph of one of the kinematic quantities, position, velocity, or acceleration, as a function of time, they can recognize in what time intervals the other two are positive, negative, or zero and can identify or sketch a graph of each as a function of time.	✓	✓
(2) Given an expression for one of the kinematic quantities, position, velocity or acceleration, as a function of time, they can determine the other two as a function of time, and find when these quantities are zero or achieve their maximum and minimum values.		✓
b) Students should understand the special case of motion with constant acceleration, so they can:		
(1) Write down expressions for velocity and position as functions of time, and identify or sketch graphs of these quantities.	✓	✓
(2) Use the equations $v = v_0 + at$, $x = x_0 + v_0t + \frac{1}{2}at^2$, and $v^2 = v_0^2 + 2a(x - x_0)$ to solve problems involving one-dimensional motion with constant acceleration.	✓	✓
c) Students should know how to deal with situations in which acceleration is a specified function of velocity and time so they can write an appropriate differential equation and solve it for $v(t)$ by separation of variables, incorporating correctly a given initial value of v .		✓

Objectives for the AP [®] Physics Courses	AP Course	
	B	C
d) Students should understand the significance of the coefficient of friction, so they can:		
(1) Write down the relationship between the normal and frictional forces on a surface.	✓	✓
(2) Analyze situations in which an object moves along a rough inclined plane or horizontal surface.	✓	✓
(3) Analyze under what circumstances an object will start to slip, or to calculate the magnitude of the force of static friction.	✓	✓
e) Students should understand the effect of drag forces on the motion of an object, so they can:		
(1) Find the terminal velocity of an object moving vertically under the influence of a retarding force dependent on velocity.	✓	✓
(2) Describe qualitatively, with the aid of graphs, the acceleration, velocity, and displacement of such a particle when it is released from rest or is projected vertically with specified initial velocity.		✓
(3) Use Newton's Second Law to write a differential equation for the velocity of the object as a function of time.		✓
(4) Use the method of separation of variables to derive the equation for the velocity as a function of time from the differential equation that follows from Newton's Second Law.		✓
(5) Derive an expression for the acceleration as a function of time for an object falling under the influence of drag forces.		✓
3. Systems of two or more objects (third law)		
a) Students should understand Newton's Third Law so that, for a given system, they can identify the force pairs and the objects on which they act, and state the magnitude and direction of each force.	✓	✓
b) Students should be able to apply Newton's Third Law in analyzing the force of contact between two objects that accelerate together along a horizontal or vertical line, or between two surfaces that slide across one another.	✓	✓
c) Students should know that the tension is constant in a light string that passes over a massless pulley and should be able to use this fact in analyzing the motion of a system of two objects joined by a string.	✓	✓
d) Students should be able to solve problems in which application of Newton's laws leads to two or three simultaneous linear equations involving unknown forces or accelerations.	✓	✓
C. Work, energy, power		
1. Work and the work-energy theorem		
a) Students should understand the definition of work, including when it is positive, negative, or zero, so they can:		
(1) Calculate the work done by a specified constant force on an object that undergoes a specified displacement.	✓	✓
(2) Relate the work done by a force to the area under a graph of force as a function of position, and calculate this work in the case where the force is a linear function of position.	✓	✓
(3) Use integration to calculate the work performed by a force $F(x)$ on an object that undergoes a specified displacement in one dimension.		✓
(4) Use the scalar product operation to calculate the work performed by a specified constant force F on an object that undergoes a displacement in a plane.	✓	✓

Objectives for the AP [®] Physics Courses	AP Course	
	B	C
4. Power Students should understand the definition of power, so they can:		
a) Calculate the power required to maintain the motion of an object with constant acceleration (e.g., to move an object along a level surface, to raise an object at a constant rate, or to overcome friction for an object that is moving at a constant speed).	✓	✓
b) Calculate the work performed by a force that supplies constant power, or the average power supplied by a force that performs a specified amount of work.	✓	✓
D. Systems of particles, linear momentum		
1. Center of mass		
a) Students should understand the technique for finding center of mass, so they can:		
(1) Identify by inspection the center of mass of a symmetrical object.		✓
(2) Locate the center of mass of a system consisting of two such objects.		✓
(3) Use integration to find the center of mass of a thin rod of non-uniform density.		✓
b) Students should be able to understand and apply the relation between center-of-mass velocity and linear momentum, and between center-of-mass acceleration and net external force for a system of particles.		✓
c) Students should be able to define center of gravity and to use this concept to express the gravitational potential energy of a rigid object in terms of the position of its center of mass.		✓
2. Impulse and momentum Students should understand impulse and linear momentum, so they can:		
a) Relate mass, velocity, and linear momentum for a moving object, and calculate the total linear momentum of a system of objects.	✓	✓
b) Relate impulse to the change in linear momentum and the average force acting on an object.	✓	✓
c) State and apply the relations between linear momentum and center-of-mass motion for a system of particles.		✓
d) Calculate the area under a force versus time graph and relate it to the change in momentum of an object.	✓	✓
e) Calculate the change in momentum of an object given a function $F(t)$ for the net force acting on the object.		✓
3. Conservation of linear momentum, collisions		
a) Students should understand linear momentum conservation, so they can:		
(1) Explain how linear momentum conservation follows as a consequence of Newton's Third Law for an isolated system.		✓
(2) Identify situations in which linear momentum, or a component of the linear momentum vector, is conserved.	✓	✓
(3) Apply linear momentum conservation to one-dimensional elastic and inelastic collisions and two-dimensional completely inelastic collisions.	✓	✓
(4) Apply linear momentum conservation to two-dimensional elastic and inelastic collisions.		✓
(5) Analyze situations in which two or more objects are pushed apart by a spring or other agency, and calculate how much energy is released in such a process.	✓	✓

Objectives for the AP [®] Physics Courses	AP Course	
	B	C
3. Rotational kinematics and dynamics		
a) Students should understand the analogy between translational and rotational kinematics so they can write and apply relations among the angular acceleration, angular velocity, and angular displacement of an object that rotates about a fixed axis with constant angular acceleration.		✓
b) Students should be able to use the right-hand rule to associate an angular velocity vector with a rotating object.		✓
c) Students should understand the dynamics of fixed-axis rotation, so they can:		
(1) Describe in detail the analogy between fixed-axis rotation and straight-line translation.		✓
(2) Determine the angular acceleration with which a rigid object is accelerated about a fixed axis when subjected to a specified external torque or force.		✓
(3) Determine the radial and tangential acceleration of a point on a rigid object.		✓
(4) Apply conservation of energy to problems of fixed-axis rotation.		✓
(5) Analyze problems involving strings and massive pulleys.		✓
d) Students should understand the motion of a rigid object along a surface, so they can:		
(1) Write down, justify, and apply the relation between linear and angular velocity, or between linear and angular acceleration, for an object of circular cross-section that rolls without slipping along a fixed plane, and determine the velocity and acceleration of an arbitrary point on such an object.		✓
(2) Apply the equations of translational and rotational motion simultaneously in analyzing rolling with slipping.		✓
(3) Calculate the total kinetic energy of an object that is undergoing both translational and rotational motion, and apply energy conservation in analyzing such motion.		✓
4. Angular momentum and its conservation		
a) Students should be able to use the vector product and the right-hand rule, so they can:		
(1) Calculate the torque of a specified force about an arbitrary origin.		✓
(2) Calculate the angular momentum vector for a moving particle.		✓
(3) Calculate the angular momentum vector for a rotating rigid object in simple cases where this vector lies parallel to the angular velocity vector.		✓
b) Students should understand angular momentum conservation, so they can:		
(1) Recognize the conditions under which the law of conservation is applicable and relate this law to one- and two-particle systems such as satellite orbits.		✓
(2) State the relation between net external torque and angular momentum, and identify situations in which angular momentum is conserved.		✓
(3) Analyze problems in which the moment of inertia of an object is changed as it rotates freely about a fixed axis.		✓
(4) Analyze a collision between a moving particle and a rigid object that can rotate about a fixed axis or about its center of mass.		✓
F. Oscillations and Gravitation		
1. Simple harmonic motion (dynamics and energy relationships)		
Students should understand simple harmonic motion, so they can:		
a) Sketch or identify a graph of displacement as a function of time, and determine from such a graph the amplitude, period and frequency of the motion.	✓	✓

Objectives for the AP [®] Physics Courses	AP Course	
	B	C
5. Orbits of planets and satellites Students should understand the motion of an object in orbit under the influence of gravitational forces, so they can:		
a) For a circular orbit:		
(1) Recognize that the motion does not depend on the object's mass; describe qualitatively how the velocity, period of revolution, and centripetal acceleration depend upon the radius of the orbit; and derive expressions for the velocity and period of revolution in such an orbit.	✓	✓
(2) Derive Kepler's Third Law for the case of circular orbits.	✓	✓
(3) Derive and apply the relations among kinetic energy, potential energy, and total energy for such an orbit.		✓
b) For a general orbit:		
(1) State Kepler's three laws of planetary motion and use them to describe in qualitative terms the motion of an object in an elliptical orbit.		✓
(2) Apply conservation of angular momentum to determine the velocity and radial distance at any point in the orbit.		✓
(3) Apply angular momentum conservation and energy conservation to relate the speeds of an object at the two extremes of an elliptical orbit.		✓
(4) Apply energy conservation in analyzing the motion of an object that is projected straight up from a planet's surface or that is projected directly toward the planet from far above the surface.		✓
II. FLUID MECHANICS AND THERMAL PHYSICS		
A. Fluid Mechanics		
1. Hydrostatic pressure Students should understand the concept of pressure as it applies to fluids, so they can:		
a) Apply the relationship between pressure, force, and area.	✓	
b) Apply the principle that a fluid exerts pressure in all directions.	✓	
c) Apply the principle that a fluid at rest exerts pressure perpendicular to any surface that it contacts.	✓	
d) Determine locations of equal pressure in a fluid.	✓	
e) Determine the values of absolute and gauge pressure for a particular situation.	✓	
f) Apply the relationship between pressure and depth in a liquid, $\Delta P = \rho g \Delta h$.	✓	
2. Buoyancy Students should understand the concept of buoyancy, so they can:		
a) Determine the forces on an object immersed partly or completely in a liquid.	✓	
b) Apply Archimedes' principle to determine buoyant forces and densities of solids and liquids.	✓	
3. Fluid flow continuity Students should understand the equation of continuity so that they can apply it to fluids in motion.	✓	
4. Bernoulli's equation Students should understand Bernoulli's equation so that they can apply it to fluids in motion.	✓	

Objectives for the AP [®] Physics Courses	AP Course	
	B	C
(2) Compute the maximum possible efficiency of a heat engine operating between two given temperatures.	✓	
(3) Compute the actual efficiency of a heat engine.	✓	
(4) Relate the heats exchanged at each thermal reservoir in a Carnot cycle to the temperatures of the reservoirs.	✓	
III. ELECTRICITY AND MAGNETISM		
A. Electrostatics		
1. Charge and Coulomb's Law		
a) Students should understand the concept of electric charge, so they can:		
(1) Describe the types of charge and the attraction and repulsion of charges.	✓	✓
(2) Describe polarization and induced charges.	✓	✓
b) Students should understand Coulomb's Law and the principle of superposition, so they can:		
(1) Calculate the magnitude and direction of the force on a positive or negative charge due to other specified point charges.	✓	✓
(2) Analyze the motion of a particle of specified charge and mass under the influence of an electrostatic force.	✓	✓
2. Electric field and electric potential (including point charges)		
a) Students should understand the concept of electric field, so they can:		
(1) Define it in terms of the force on a test charge.	✓	✓
(2) Describe and calculate the electric field of a single point charge.	✓	✓
(3) Calculate the magnitude and direction of the electric field produced by two or more point charges.	✓	✓
(4) Calculate the magnitude and direction of the force on a positive or negative charge placed in a specified field.	✓	✓
(5) Interpret an electric field diagram.	✓	✓
(6) Analyze the motion of a particle of specified charge and mass in a uniform electric field.	✓	✓
b) Students should understand the concept of electric potential, so they can:		
(1) Determine the electric potential in the vicinity of one or more point charges.	✓	✓
(2) Calculate the electrical work done on a charge or use conservation of energy to determine the speed of a charge that moves through a specified potential difference.	✓	✓
(3) Determine the direction and approximate magnitude of the electric field at various positions given a sketch of equipotentials.	✓	✓
(4) Calculate the potential difference between two points in a uniform electric field, and state which point is at the higher potential.	✓	✓
(5) Calculate how much work is required to move a test charge from one location to another in the field of fixed point charges.	✓	✓
(6) Calculate the electrostatic potential energy of a system of two or more point charges, and calculate how much work is required to establish the charge system.	✓	✓
(7) Use integration to determine electric potential difference between two points on a line, given electric field strength as a function of position along that line.		✓
(8) State the general relationship between field and potential, and define and apply the concept of a conservative electric field.		✓

Objectives for the AP [®] Physics Courses	AP Course	
	B	C
c) Students should understand induced charge and electrostatic shielding, so they can:		
(1) Describe the process of charging by induction.	✓	✓
(2) Explain why a neutral conductor is attracted to a charged object.	✓	✓
(3) Explain why there can be no electric field in a charge-free region completely surrounded by a single conductor, and recognize consequences of this result.		✓
(4) Explain why the electric field outside a closed conducting surface cannot depend on the precise location of charge in the space enclosed by the conductor, and identify consequences of this result.		✓
2. Capacitors		
a) Students should understand the definition and function of capacitance, so they can:		
(1) Relate stored charge and voltage for a capacitor.	✓	✓
(2) Relate voltage, charge, and stored energy for a capacitor.	✓	✓
(3) Recognize situations in which energy stored in a capacitor is converted to other forms.	✓	✓
b) Students should understand the physics of the parallel-plate capacitor, so they can:		
(1) Describe the electric field inside the capacitor, and relate the strength of this field to the potential difference between the plates and the plate separation.	✓	✓
(2) Relate the electric field to the density of the charge on the plates.		✓
(3) Derive an expression for the capacitance of a parallel-plate capacitor.		✓
(4) Determine how changes in dimension will affect the value of the capacitance.	✓	✓
(5) Derive and apply expressions for the energy stored in a parallel-plate capacitor and for the energy density in the field between the plates.		✓
(6) Analyze situations in which capacitor plates are moved apart or moved closer together, or in which a conducting slab is inserted between capacitor plates, either with a battery connected between the plates or with the charge on the plates held fixed.		✓
c) Students should understand cylindrical and spherical capacitors, so they can:		
(1) Describe the electric field inside each.		✓
(2) Derive an expression for the capacitance of each.		✓
3. Dielectrics		
Students should understand the behavior of dielectrics, so they can:		
a) Describe how the insertion of a dielectric between the plates of a charged parallel-plate capacitor affects its capacitance and the field strength and voltage between the plates.		✓
b) Analyze situations in which a dielectric slab is inserted between the plates of a capacitor.		✓
C. Electric circuits		
1. Current, resistance, power		
a) Students should understand the definition of electric current, so they can relate the magnitude and direction of the current to the rate of flow of positive and negative charge.	✓	✓
b) Students should understand conductivity, resistivity and resistance, so they can:		
(1) Relate current and voltage for a resistor.	✓	✓
(2) Write the relationship between electric field strength and current density in a conductor, and describe, in terms of the drift velocity of electrons, why such a relationship is plausible.		✓

Objectives for the AP [®] Physics Courses	AP Course	
	B	C
b) Students should understand the discharging or charging of a capacitor through a resistor, so they can:		
(1) Calculate and interpret the time constant of the circuit.		✓
(2) Sketch or identify graphs of stored charge or voltage for the capacitor, or of current or voltage for the resistor, and indicate on the graph the significance of the time constant.		✓
(3) Write expressions to describe the time dependence of the stored charge or voltage for the capacitor, or of the current or voltage for the resistor.		✓
(4) Analyze the behavior of circuits containing several capacitors and resistors, including analyzing or sketching graphs that correctly indicate how voltages and currents vary with time.		✓
D. Magnetic Fields		
1. Forces on moving charges in magnetic fields		
Students should understand the force experienced by a charged particle in a magnetic field, so they can:		
a) Calculate the magnitude and direction of the force in terms of q , \mathbf{v} , and \mathbf{B} , and explain why the magnetic force can perform no work.	✓	✓
b) Deduce the direction of a magnetic field from information about the forces experienced by charged particles moving through that field.	✓	✓
c) Describe the paths of charged particles moving in uniform magnetic fields.	✓	✓
d) Derive and apply the formula for the radius of the circular path of a charge that moves perpendicular to a uniform magnetic field.	✓	✓
e) Describe under what conditions particles will move with constant velocity through crossed electric and magnetic fields.	✓	✓
2. Forces on current-carrying wires in magnetic fields		
Students should understand the force exerted on a current-carrying wire in a magnetic field, so they can:		
a) Calculate the magnitude and direction of the force on a straight segment of current-carrying wire in a uniform magnetic field.	✓	✓
b) Indicate the direction of magnetic forces on a current-carrying loop of wire in a magnetic field, and determine how the loop will tend to rotate as a consequence of these forces.	✓	✓
c) Calculate the magnitude and direction of the torque experienced by a rectangular loop of wire carrying a current in a magnetic field.		✓
3. Fields of long current-carrying wires		
Students should understand the magnetic field produced by a long straight current-carrying wire, so they can:		
a) Calculate the magnitude and direction of the field at a point in the vicinity of such a wire.	✓	✓
b) Use superposition to determine the magnetic field produced by two long wires.	✓	✓
c) Calculate the force of attraction or repulsion between two long current-carrying wires.	✓	✓
4. Biot-Savart law and Ampere's law		
a) Students should understand the Biot-Savart Law, so they can:		
(1) Deduce the magnitude and direction of the contribution to the magnetic field made by a short straight segment of current-carrying wire.		✓
(2) Derive and apply the expression for the magnitude of \mathbf{B} on the axis of a circular loop of current.		✓

Objectives for the AP [®] Physics Courses	AP Course	
	B	C
IV. WAVES AND OPTICS		
A. Wave motion (including sound)		
1. Traveling waves Students should understand the description of traveling waves, so they can:		
a) Sketch or identify graphs that represent traveling waves and determine the amplitude, wavelength, and frequency of a wave from such a graph.	✓	
b) Apply the relation among wavelength, frequency, and velocity for a wave.	✓	
c) Understand qualitatively the Doppler effect for sound in order to explain why there is a frequency shift in both the moving-source and moving-observer case.	✓	
d) Describe reflection of a wave from the fixed or free end of a string.	✓	
e) Describe qualitatively what factors determine the speed of waves on a string and the speed of sound.	✓	
2. Wave propagation		
a) Students should understand the difference between transverse and longitudinal waves, and be able to explain qualitatively why transverse waves can exhibit polarization.	✓	
b) Students should understand the inverse-square law, so they can calculate the intensity of waves at a given distance from a source of specified power and compare the intensities at different distances from the source.	✓	
3. Standing waves Students should understand the physics of standing waves, so they can:		
a) Sketch possible standing wave modes for a stretched string that is fixed at both ends, and determine the amplitude, wavelength, and frequency of such standing waves.	✓	
b) Describe possible standing sound waves in a pipe that has either open or closed ends, and determine the wavelength and frequency of such standing waves.	✓	
4. Superposition Students should understand the principle of superposition, so they can apply it to traveling waves moving in opposite directions, and describe how a standing wave may be formed by superposition.	✓	
B. Physical optics		
1. Interference and diffraction Students should understand the interference and diffraction of waves, so they can:		
a) Apply the principles of interference to coherent sources in order to:		
(1) Describe the conditions under which the waves reaching an observation point from two or more sources will all interfere constructively, or under which the waves from two sources will interfere destructively.	✓	
(2) Determine locations of interference maxima or minima for two sources or determine the frequencies or wavelengths that can lead to constructive or destructive interference at a certain point.	✓	
(3) Relate the amplitude produced by two or more sources that interfere constructively to the amplitude and intensity produced by a single source.	✓	
b) Apply the principles of interference and diffraction to waves that pass through a single or double slit or through a diffraction grating, so they can:		
(1) Sketch or identify the intensity pattern that results when monochromatic waves pass through a single slit and fall on a distant screen, and describe how this pattern will change if the slit width or the wavelength of the waves is changed.	✓	

Objectives for the AP [®] Physics Courses	AP Course	
	B	C
3. Lenses Students should understand image formation by converging or diverging lenses, so they can:		
a) Determine whether the focal length of a lens is increased or decreased as a result of a change in the curvature of its surfaces, or in the index of refraction of the material of which the lens is made, or the medium in which it is immersed.	✓	
b) Determine by ray tracing the location of the image of a real object located inside or outside the focal point of the lens, and state whether the resulting image is upright or inverted, real or virtual.	✓	
c) Use the thin lens equation to relate the object distance, image distance and focal length for a lens, and determine the image size in terms of the object size.	✓	
d) Analyze simple situations in which the image formed by one lens serves as the object for another lens.	✓	
V. ATOMIC AND NUCLEAR PHYSICS		
A. Atomic physics and quantum effects		
1. Photons, the photoelectric effect, Compton scattering, x-rays		
a) Students should know the properties of photons, so they can:		
(1) Relate the energy of a photon in joules or electron-volts to its wavelength or frequency.	✓	
(2) Relate the linear momentum of a photon to its energy or wavelength, and apply linear momentum conservation to simple processes involving the emission, absorption, or reflection of photons.	✓	
(3) Calculate the number of photons per second emitted by a monochromatic source of specific wavelength and power.	✓	
b) Students should understand the photoelectric effect, so they can:		
(1) Describe a typical photoelectric-effect experiment, and explain what experimental observations provide evidence for the photon nature of light.	✓	
(2) Describe qualitatively how the number of photoelectrons and their maximum kinetic energy depend on the wavelength and intensity of the light striking the surface, and account for this dependence in terms of a photon model of light.	✓	
(3) Determine the maximum kinetic energy of photoelectrons ejected by photons of one energy or wavelength, when given the maximum kinetic energy of photoelectrons for a different photon energy or wavelength.	✓	
(4) Sketch or identify a graph of stopping potential versus frequency for a photoelectric-effect experiment, determine from such a graph the threshold frequency and work function, and calculate an approximate value of h/e .	✓	
c) Students should understand Compton scattering, so they can:		
(1) Describe Compton's experiment, and state what results were observed and by what sort of analysis these results may be explained.	✓	
(2) Account qualitatively for the increase of photon wavelength that is observed, and explain the significance of the Compton wavelength.	✓	
d) Students should understand the nature and production of x-rays, so they can calculate the shortest wavelength of x-rays that may be produced by electrons accelerated through a specified voltage.	✓	

Objectives for the AP [®] Physics Courses	AP Course	
	B	C
3. Analyze data Students should understand how to analyze data, so they can:		
a) Display data in graphical or tabular form.	✓	✓
b) Fit lines and curves to data points in graphs.	✓	✓
c) Perform calculations with data.	✓	✓
d) Make extrapolations and interpolations from data.	✓	✓
4. Analyze errors Students should understand measurement and experimental error, so they can:		
a) Identify sources of error and how they propagate.	✓	✓
b) Estimate magnitude and direction of errors.	✓	✓
c) Determine significant digits.	✓	✓
d) Identify ways to reduce error.	✓	✓
5. Communicate results Students should understand how to summarize and communicate results, so they can:		
a) Draw inferences and conclusions from experimental data.	✓	✓
b) Suggest ways to improve experiment.	✓	✓
c) Propose questions for further study.	✓	✓

- solve problems that require the determination of physical quantities in either numerical or symbolic form and that may require the application of single or multiple physical concepts.

Laboratory-related questions may ask students to:

- design experiments, including identifying equipment needed and describing how it is to be used, drawing diagrams or providing descriptions of experimental setups, or describing procedures to be used, including controls and measurements to be taken;
- analyze data, including displaying data in graphical or tabular form, fitting lines and curves to data points in graphs, performing calculations with data or making extrapolations and interpolations from data;
- analyze errors, including identifying sources of errors and how they propagate, estimating magnitude and direction of errors, determining significant digits or identifying ways to reduce errors; or
- communicate results, including drawing inferences and conclusions from experimental data, suggesting ways to improve experiments or proposing questions for further study.

The free-response section of each exam is printed in a separate booklet in which each part of a question is followed by a blank space for the student's solution. The free-response section also contains a Table of Information and tables of commonly used equations. The Table of Information, which is also printed near the front of each multiple-choice section, includes numerical values of some physical constants and conversion factors and states some conventions used in the exams. The equation tables are described in greater detail in a later section.

The International System of Units (SI) is used predominantly in both exams. The use of rulers or straightedges is permitted on the free-response sections to facilitate the sketching of graphs or diagrams that might be required in these sections.

Since the complete exams are intended to provide the maximum information about differences in students' achievement in physics, students may find them more difficult than many classroom exams. The best way for teachers to familiarize their students with the level of difficulty is to give them actual released exams (both multiple-choice and free-response sections) from past administrations. Information about ordering publications is on page 81. Recent free-response sections can also be found on AP Central, along with scoring guidelines and some sample student responses.

The Free-Response Sections — Student Presentation

Students are expected to show their work in the spaces provided for the solution for each part of a free-response question. If they need more space, they should clearly indicate where the work is continued or they may lose credit for it. If students make a mistake, they may cross it out or erase it. Crossed-out work will not be scored, and credit may be lost for incorrect work that is not crossed out.

working diagram showing any components that are appropriate to the solution of the problem. This second diagram will not be scored.

Strict rules regarding significant digits are usually not applied to the scoring of numerical answers. However, in some cases answers containing too many digits may be penalized. In general, two to four significant digits are acceptable. Exceptions to these guidelines usually occur when rounding makes a difference in obtaining a reasonable answer. For example, suppose a solution requires subtracting two numbers that should have five significant digits and that differ starting with the fourth digit (e.g., 20.295 and 20.278). Rounding to three digits will lose the accuracy required to determine the difference in the numbers, and some credit may be lost.

Simplification of algebraic and numerical answers is encouraged, though it should always be balanced with students' efficient use of exam time. Simplifying an answer will often reveal a characteristic of the underlying physics that may be useful in a subsequent part of the exam question. A simplified answer is the clearest way to communicate with the professors and AP teachers who score the exams. Equivalent answers are entitled to full credit, and the Exam Readers always evaluate unsimplified answers for correctness. Yet, however careful the Readers are, there is always the chance for error in their evaluations, and thus simplification may be in the students' best interest.

Additional information about study skills and test-taking strategies can be found at AP Central.

Calculators and Equation Tables

Policies regarding the use of calculators on the exams take into account the expansion of the capabilities of scientific calculators, which now include not only programming and graphing functions but also the availability of stored equations and other data. For taking the sections of the exams in which calculators are permitted, students should be allowed to use the calculators to which they are accustomed, except as noted below.* On the other hand, they should not have access to information in their calculators that is not available to other students, if that information is needed to answer the questions.

Calculators are NOT permitted on the multiple-choice sections of the Physics B and Physics C exams. The purpose of the multiple-choice sections is to assess the breadth of students' knowledge and understanding of the basic concepts of physics. The multiple-choice questions emphasize conceptual understanding and qualitative applications. However, many physical definitions and principles are quantitative by nature and can therefore be expressed as equations. The knowledge of these basic definitions and principles, expressed as equations, is a part of the content of physics that should be learned by physics students and will continue to be assessed in the multiple-choice sections. However, any numeric calculations using these equations required in the multiple-choice sections will be kept simple. Also, in some questions,

***Exceptions to calculator use.** Calculators that are not permitted are PowerBooks and portable/handheld computers; electronic writing pads or pen-input/stylus-driven devices (e.g., Palm, PDAs, Casio ClassPad 300); pocket organizers; models with QWERTY (i.e., typewriter) keypads (e.g., TI-92 Plus, Voyage 200); models with paper tapes; models that make noise or "talk"; models that require an electrical outlet; cell phone calculators. Students may not share calculators.

In summary, the purpose of minimizing numerical calculations in both sections of the exams and providing equations with the free-response sections is to place greater emphasis on the understanding and application of fundamental physical principles and concepts. For solving problems, a sophisticated programmable or graphing calculator, or the availability of stored equations, is no substitute for a thorough grasp of the physics involved.

BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303

Bainbridge Island, Washington

NEW COURSE/PROGRAM PROPOSAL

Please complete in duplicate

Submitted by: Jake Haley School: BHS Date 1/31/2013

Proposed Course/Program Title: Introduction to Sports Medicine

Grade Level: 10-12 Department: CTE Length of Course/Program: One-Semester

Course Objectives:

Introduce students to Sports Medicine through human anatomy, physiology, science/medical vocabulary and terminology, prevention and care of athletic injuries, nutrition, strength and conditioning, basic concepts of injury evaluation and rehabilitation.

Brief description of how this course/program will meet current needs not being met by other courses/programs (needs Assessment):

Currently our only medical related studies are in AP Chemistry and AP Biology. This course provides students an opportunity to apply knowledge learned in AP Chem/AP Bio, be introduced to sports medicine, and gain some hands-on experience in injury prevention and injury care.

Relationship of this course/program to school and/or district goals:

BHS School Improvement Plan emphasized a commitment to looking into and offering a more diversified menu of CTE options for students at BHS.

Brief description of parent/community input:

2011-2012 Parent/Teacher/Administrator year-long committee to review the need for Athletic trainer at BHS. A byproduct of this process was the recommendation to offer students an introductory course in the 2013-2014 School year.

Prerequisite(s) for this course:

Sophomore standing.

Statement on impact:

1. Personnel: TBD

2. Inservice: TBD

3. Facilities: Room 409 BHS

4. Other requirements (special transportation, scheduling, etc.):

Potential community partnership to allow mini-internships with local medical professionals

Text and supplementary materials to be used (include publisher and copyright):

TBD

Approximate cost of materials:

TBD

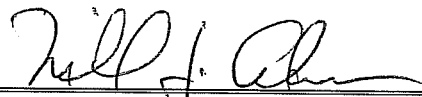
Attach a course/program description and outline of the content to be taught.

SIGN-OFF FOR NEW COURSE/PROGRAM APPROVAL


APPROVED BY:

SIGNATURE

DATE

Department Head  1/16/2013

Site Council Review _____

Principal  _____

Assistant Superintendent/Curric & Instruction _____

Assistant Superintendent/Business Svcs. _____

Superintendent/Board _____

(Copies to Principal & Assistant Superintendent/Curriculum & Instruction)

Bainbridge Island School District

Sports Medicine 1 Curriculum Framework

CIP Code: 510913	Total Framework Hours: 180/360
Course: Sports Medicine 1	Exploratory: X Preparatory:
Career Cluster: Health Science	Cluster Pathway: Sports Medicine Date Last Modified: 1/2012
COMPONENTS AND COMPETENCIES	

Performance Assessment:
 After successfully demonstrating competence in a classroom laboratory setting, it is suggested that students participate in practicum experiences where they will analyze and synthesize information to solve problems, make decisions and record information in the form of charts, graphs and reports. Using the academic foundations of correct medical terminology, accurate mathematical operations and computations, and knowledge of the life sciences they will demonstrate technical skill competency in both leader and follower roles in real life health care situations.

STANDARDS AND COMPETENCIES

Health Sciences Careers Foundation Standards: a set of broad standards that serve as a foundation for occupations and functions across the health services industry. These standards represent the skill and knowledge, both academic and technical, necessary to pursue a full range of career opportunities within this field.	180 hours is the estimated total time needed to teach and assess the Sports Medicine I Standards. These include Academic Foundations, Therapeutic Services and Career Specialty Strands. Teachers can integrate an instructional work-based learning component up to an additional 180 hours (i.e. Athletic Medicine Practicum, athletic training rooms, clinics, etc.)
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Standard 1: Academic Foundation Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.		Total Learning Hours for Standard: 35/70
Competency	Competency Description	
1.1	Read and write, including charts, reports, graphs and manuals.	
1.2	Perform basic mathematical operations and computations.	
1.3	Use medical terminology.	
1.4	Apply knowledge of life sciences, such as biology, chemistry, physics, and human growth and development.	
1.5	Use knowledge of human structure and function.	
1.6	Use knowledge of diseases and disorders.	
1.7	Be aware of the history of health care.	

EALRs, GLEs, and Math Standards (Taught & Assessed in Standards)		
	Reading	Science
1.2.2	Apply strategies to comprehend words and ideas.	Systems can be changing or in equilibrium.
2.1.3	Apply comprehension monitoring strategies during and after reading: determine importance using	Scientists carefully evaluate sources of information for reliability before using that information. When referring to the ideas or findings of others,

<p>2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.</p> <p>3.3 The student will understand their role, participate in and evaluate community service and service learning activities.</p> <p>Suggested Performance Activity: Assist school medical personnel with set-up of health screenings; record and graph the information. Demonstrate the above leadership skills in clinical settings and WCTSMA skill competitions.</p>	
<p>Employability: <u>Resources</u></p> <ul style="list-style-type: none"> • Time – selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules. • Money – uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives. • Material and Facilities – acquires stores, allocates, and uses materials or space efficiently. • Human Resources – assesses skills and distributes work accordingly, evaluates performance and provides feedback. 	
<p>Analytical, Logical & Creative Thinking: <u>Critical Thinking</u></p> <ul style="list-style-type: none"> • Observe • Sequence • Classify • Compare/Contrast • Cause/Effect • Analysis • Finding Evidence • Conclusion • Synthesis <p><u>Metacognition</u></p> <ul style="list-style-type: none"> • Reasoning <p><u>Applied Thinking Skills</u></p> <ul style="list-style-type: none"> • Problem Solving <p><u>Creative Thinking</u></p> <ul style="list-style-type: none"> • Fluency • Originality 	
<p>Relevance to Work: Health Care Professionals:</p> <ul style="list-style-type: none"> • Interact with clients of various ages. • Use medical terminology to communicate information, data and observations. • Provide appropriate service, based on knowledge of disease and body function. • Read, write, speak, and understand English at the level necessary for performing duties. • Participate in delivering appropriate care, based on client's needs and knowledge. • Communicate with clients while honoring cultural and social diversity. • Modify behavior in order to meet needs of clients. 	

Suggested Performance Activity:

Students will role-play situations in which individuals have simulated communication barriers (language, learning/hearing/visual disabilities, stroke victim or cultural) and will determine and practice appropriate communication techniques.

Interpersonal

- ## Information

- Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):**

☐ Patterns

- Relevance to Work:

Performance Assessments:

- ## STANDARDS AND COMPETENCIES

Health care workers will use information technology applications required within all career specialties. They will demonstrate use as appropriate to health care applications.

3.1	Utilize communication technology.
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2.1.1	Applies understanding of multiple and varied audiences to write
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2.1.1	Applies understanding of multiple and varied audiences to write	9-12 INQA	Scientists generate and evaluate questions to investigate the
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STANDARDS AND COMPETENCIES			
Standard 4: Systems		Total Learning Hours for Standard: 4/8	
Health care workers will understand how their role fits an organization's philosophy, and the overall health care environment. They will identify how key systems affect services they perform and quality of care.			
Competency		Competency Description	
S4.1	Understand systems theory.		
S4.2	Understand the traditional Health Care Delivery System and complementary/alternative practices.		
S4.3	Understand System Change.		
EALRs or GLEs (Taught & Assessed in Standards)			
Reading		Science	
3.1.1	Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.	9-12 SYSB	Systems thinking can be especially useful in analyzing complex situations. Systems need to be specified as clearly as possible.
3.2.2	Apply understanding of complex information, including functional documents, to perform a task.	9-12 SYSD	Systems can be changing or in equilibrium.
3.3.1	Apply appropriate reading strategies for interpreting technical and non-technical documents used in job-related settings.		
Communications		Health	
2.2.1	Uses communication skills that demonstrate respect.	2.1.1	Analyzes the physiological and psychological changes throughout the lifetime.
2.2.2	Applies skills and strategies to contribute responsibly in a group setting.		
OTHER SKILLS			
Leadership:			
2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in variety of settings.			
3.1 The student will analyze the roles and responsibilities of citizenship.			
Suggested Performance Activity:			
Students, by themselves or within groups, provide information to other high school students regarding the responsibilities of a teen using the local health care system.			
Employability:			
Systems			
<ul style="list-style-type: none">Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them.Monitors and Corrects Performance – distinguishes trends, predicts impacts on system operations, diagnose deviations in systems' performance and corrects malfunctions.Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance.			
Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):			
<input type="checkbox"/> Observe	<input type="checkbox"/> Cause/Effect	<input type="checkbox"/> Finding Evidence	<input type="checkbox"/> Reasoning
<input type="checkbox"/> Patterns	<input type="checkbox"/> Fact/Opinion	<input type="checkbox"/> Evaluation	<input type="checkbox"/> Problem Solving
<input type="checkbox"/> Sequence	<input type="checkbox"/> Main Idea	<input type="checkbox"/> Detect Bias	<input checked="" type="checkbox"/> Goal Setting
<input type="checkbox"/> Classify	<input type="checkbox"/> Summary	<input type="checkbox"/> Inference	<input type="checkbox"/> Fluency
<input checked="" type="checkbox"/> Compare/Contrast	<input checked="" type="checkbox"/> Point of View	<input type="checkbox"/> Conclusion	<input type="checkbox"/> Elaboration
<input type="checkbox"/> Predict	<input type="checkbox"/> Analysis	<input type="checkbox"/> Metacognition	<input type="checkbox"/> Flexibility
			<input type="checkbox"/> Originality
			<input type="checkbox"/> Risking
			<input type="checkbox"/> Inquisitiveness
			<input type="checkbox"/> Attending
			<input type="checkbox"/> Persistence
			<input type="checkbox"/> Precision

- 3.6 The student will understand the importance and utilize the components and structure of community-based organizations.
- 3.7 The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals.

Suggested Performance Activity:

Triage or Disaster Drill – Students will practice activation of emergency plans with correct emergency blood-borne pathogen techniques.

Employability:

Resources

- Time – selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- Material and Facilities – acquires, stores, allocates, and uses materials or space efficiently.

Interpersonal

- Participates as a member of a team – contributes to group effort.
- Teaches Others New Skills
- Works with Diversity – works will with men and women of diverse backgrounds.

Information

- Acquires and Evaluates information
- Organizes and Maintains information
- Interprets and Communicates information

Systems

- Understands Systems – knows how social, organizational, and technological systems work and operates effectively with them.
- Improves or Designs Systems – suggests modifications to existing systems and develops new or alternative systems to improve performance.

Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):

X Observe	X Cause/Effect	X Finding Evidence	X Reasoning	<input type="checkbox"/> Originality
X Patterns	X Fact/Opinion	X Evaluation	X Problem Solving	<input type="checkbox"/> Risking
X Sequence	<input type="checkbox"/> Main Idea	<input type="checkbox"/> Detect Bias	X Goal Setting	<input type="checkbox"/> Inquisitiveness
<input type="checkbox"/> Classify	<input type="checkbox"/> Summary	<input type="checkbox"/> Inference	<input type="checkbox"/> Fluency	<input type="checkbox"/> Attending
X Compare/Contrast	<input type="checkbox"/> Point of View	X Conclusion	<input type="checkbox"/> Elaboration	<input type="checkbox"/> Persistence
X Predict	X Analysis	<input type="checkbox"/> Metacognition	<input type="checkbox"/> Flexibility	<input type="checkbox"/> Precision

Relevance to Work:

Health Care Professionals: Adhere to standard precautions in workplace according to OSHA, WISHA and CDC guidelines.

Performance Assessments:

Students will demonstrate knowledge and awareness of preventive health behaviors specific to a group other than their peers, by leading a wellness project to be presented to that specific group, through a community organization. The project will include prevention of illness, reduction of health risk factors, alternative health practices and strategies for individuals to manage their own health status.

STANDARDS AND COMPETENCIES

Standard 6: Health Maintenance Practices

Health care workers will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors with and among their clients.

Total Learning Hours for Standard: 6/12

Competency

Competency Description

- | | |
|-----|--|
| 6.1 | Be knowledgeable of available preventive health screenings and examinations. |
| 6.2 | Be aware of alternative health practices, such as massage therapy and herbal remedies. |
| 6.3 | Explain preventive health practices, such as good nutrition and stress management. |
| 6.4 | Encourage clients to manage and reduce health risk factors. |
| 6.5 | Show knowledge of illness prevention. |

Performance Assessments:

Working in simulated health care teams, students will accomplish tasks meeting leadership requirements, while recognizing the diversity of team members and respecting interdisciplinary differences in various allied health professions. Students will collaborate, using conflict management skills as needed to accomplish their common goals while also following the proper line of authority, as needed in the classroom and in clinical settings.

STANDARDS AND COMPETENCIES

Standard 7: Leadership and Teamwork

Health care workers will understand the role and responsibilities of individual members as part of the health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team.

Total Learning Hours for Standard: 4/8

Competency	Competency Description
7.1	Practice team membership skills, such as cooperation, leadership, and anticipation of the needs of coworkers.
7.2	Respect cultural and religious differences of team members.
7.3	Interact with others consistent with the health care team structure and lines of authority.
7.4	Manage conflict within the workplace through consideration of others.
7.5	Respect interdisciplinary differences among team members.

EALRs or GLEs (Taught & Assessed in Standards)

Communications		Health
1.1.1	Applies a variety of listening strategies to accommodate the listening situation.	2.4.2 Evaluates emergency situation, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.
2.1.1	Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies.	
2.2.1	Uses communication skills that demonstrate respect.	
2.2.2	Applies skills and strategies to contribute responsibly in a group setting.	
3.3.1	Applies skills and strategies for the delivery of effective oral communication and presentations.	

OTHER SKILLS

Leadership:

- 1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences.
- 1.2 The student will identify and analyze the characteristics of family, community, business, and industry leaders.
- 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.

Suggested Performance Activity:

Working in simulated health care teams or at the clinical site, students will take the leader and follower roles, seeking feedback for improvement in both roles. Demonstration of leadership skills and industry standards while participating in community based services (i.e., Blood Drives, Vision Checks, Blood Pressure Clinics)

Employability:

Resources

- Time-selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- Materials and Facilities-acquires, stores, allocates and uses materials or space efficiently.

Interpersonal

- Participates as a Member of a Team-contributes to group effort.
- Teaches Others New Skills

8.2	Maintain client confidentiality.			
8.3	Operate within scope of practice.			
8.4	Comply with legal requirements for documentation.			
8.5	Respect client rights and self-determination.			
8.6	Promote justice and equal treatment of all persons.			
8.7	Recognize the importance of client need over other considerations.			
8.8	Exhibit loyalty to fellow workers and the organization.			
8.9	Report any activity that adversely affects the health, safety, or welfare of clients or fellow workers.			
8.10	Comply with pertinent regulatory guidelines, including OSHA standards.			
8.11	Respect interdisciplinary differences among team members.			
EALRs or GLEs (Taught & Assessed in Standards)				
Reading		Reading		
1.2.2	Apply strategies to comprehend words and ideas.		1.3.2	Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.
2.1.3	Apply comprehension-monitoring strategies during and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text.		2.1.4	Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: use prior knowledge.
2.1.5	Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences.		2.1.6	Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: monitor for meaning, create mental images, and generate and answer questions.
2.1.7	Apply comprehension-monitoring strategies for informational and technical materials, complex narratives, and expositions: determine importance and summarize the text.		2.3.1	Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationship.
2.3.2	Evaluate informational materials, including electronic sources, for effectiveness.		2.3.3	Evaluate the use of literary devices to enhance comprehension.
3.1.1	Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.		3.3.1	Apply appropriate reading strategies for interpreting technical and non-technical documents used in job related settings.
Writing		Science		
1.1.1	Analyzes and selects effective strategies for generating ideas and planning writing.		9-12 SYSB	Systems thinking can be especially useful in analyzing complex situations. A system needs to be specified as clearly as possible.
1.5.1	Publishes in formats that are appropriate for specific audiences and purposes.			
2.2.1	Demonstrates understanding of different purposes for writing.			
2.3.1	Uses a variety of forms/genres.			
OTHER SKILLS				
Leadership:				
2.1	The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.			

Performance Assessments:		
<ul style="list-style-type: none">- In lab/clinical settings students will demonstrate, in writing and orally, professionalism, flexibility, problem solving, critical thinking and job related skills, as evaluated by the instructor in accordance with industry standards.		
Possible scoring guides:		
<ol style="list-style-type: none">1. The same tool used for professionals in this lab/clinical setting adapted appropriately for use with students.2. A scoring guide based on the employability skills in the employability skill sin the employability skills column of this framework.		
<ul style="list-style-type: none">- Using current technology applications, students will create a career plan reflecting research of the preparation required for a variety of healthcare career options.- Students will utilize and practice upgraded technology skills.		
This demonstration could be part of the student's High School and Beyond Plan and/or their culminating project.		
STANDARDS AND COMPETENCIES		
Standard 9: Employability and Career Development		Total Learning Hours for Standard: 3/6
Health care workers will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate skills that support and maintain job functions and will upgrade these skills, as needed.		
Competency	Competency Description	
9.1	Demonstrate professionalism and key employability skills.	
9.2	Maintain professional conduct and appearance.	
9.3	Use analytical skills to solve problems and make decisions.	
9.4	Adapt to changing situations.	
9.5	Upgrade technology skills.	
9.6	Understand various career options and the preparation required for them.	
EALRs or GLEs (Taught & Assessed in Standards)		
Writing		Writing
1.1.1	Analyzes and selects effective strategies for generating ideas and planning writing.	1.6.3 Uses knowledge of time constraints to adjust writing process.
2.1.1	Applies understanding of multiple and varied audiences to write effectively.	2.4.1 Produces a document used in a career setting.
3.2.1	Analyzes audience and purposes and uses appropriate voice.	
Communications		Health
1.1.1	Applies a variety of listening strategies to accommodate the listening situation.	2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.
2.2.1	Uses communication skills that demonstrate respect.	2.4.3 Analyzes stress and how it relates to personal stress-management.
OTHER SKILLS		
Leadership:		
1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.		
1.4 The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding outcomes of related decisions.		
1.5 The student will demonstrate self-advocacy skills by achieving planned, individual goals.		
1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.		

<ul style="list-style-type: none">• Maintain client confidentiality in workplace.• Comply with accepted professional ethical standards.			
Performance Assessments: After completing units of study in communication, confidentiality, and legal documentation, students, within their scope of practice, will role-play various scenarios in which they will demonstrate their ability to listen, adjust to a variety of client situations, check for understanding, respond appropriately to clients with empathy, and maintain privacy. Students will accurately document relevant information and write a set of instructions to use in a home setting.			
STANDARDS AND COMPETENCIES			
Standard 10: Client Interaction Therapeutic services professionals will understand how to explain planned procedures to clients and health professionals including goals, side effects and coping strategies. They will use various strategies to respond to clients' questions and concerns.		Total Learning Hours for Standard: 5/10	
Competency	Competency Description		
10.1	Assess clients' understanding of the information provided.		
10.2	Demonstrate empathy for clients.		
10.3	Modify communication to the needs of clients and appropriate to the situation.		
10.4	Develop clear and concise written client information and instructions.		
10.5	Keep written records as appropriate within facility policies and protocols.		
10.6	Maintain confidentiality.		
EALRs or GLEs (Taught & Assessed in Standards)			
Communications		Communications	
1.1.1	Applies a variety of listening strategies to focus attention and interpret information.	1.2.1	Evaluates effectiveness of and creates a personal response to visual and auditory information.
2.1.1.	Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies	2.2.1	Uses communication skills that demonstrate respect.
2.2.2	Applies skills and strategies to contribute responsibly in a group setting.	2.3.1	Analyzes the influence of cultural principles, beliefs, and world views on intercultural communication.
3.1.1	Applies skills to plan and organize effective oral communication and presentation.		
OTHER SKILLS			
Leadership:			
2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.			
2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.			
Suggested Performance Activity: Students, with peers, will practice in large and small groups delivering a variety of information to patients (i.e., grief, minor VS major injury scenarios, status reports, injury information, treatment options, etc.).			
Employability: <i>Interpersonal</i>			
<ul style="list-style-type: none">• Participates as a member of a team - contributes to group effort• Teaches others new skills• Serves Clients/Customers - works to satisfy customers' expectations			

	attention and interpret information.		interpret information.
1.2.1	Evaluates effectiveness of and creates a personal response to visual and auditory information.	2.1.1.	Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies
2.2.1	Uses communication skills that demonstrate respect.	2.2.2	Applies skills and strategies to contribute responsibly in a group setting.
3.1.1	Applies skills to plan and organize effective oral communication and presentation.		
	Writing		Health
2.2.1	Demonstrates understanding of different purposes for writing.	3.1.3	Evaluates environmental risks associated with certain occupational, residential and recreational choices.
2.3.1	Uses a variety of forms/genres.		
OTHER SKILLS			
Leadership:			
1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.			
1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.			
2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.			
Suggested Performance Activity:			
Students will individually role play to produce illness or injury reports to the appropriate medical authority in written and verbal form.			
Students will role play presenting a variety of medical information at a medical team meeting.			
Students will participate appropriately in the intra-team communication systems at the clinical sites.			
Employability:			
<i>Interpersonal</i>			
<ul style="list-style-type: none"> • Participates as a member of a team – contributes to group effort • Exercises leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies. • Works with diversity – works well with men or women of diverse backgrounds. 			
<i>Information</i>			
<ul style="list-style-type: none"> • Acquires and evaluates information • Organizes and maintains information • Interprets and communicates information 			
<i>Systems</i>			
<ul style="list-style-type: none"> • Understand Systems – knows how social, organizational, and technological systems work and operates effectively with them. 			
Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):			
<input type="checkbox"/> Observe <input type="checkbox"/> Patterns <input checked="" type="checkbox"/> Sequence <input type="checkbox"/> Classify <input type="checkbox"/> Compare/Contrast <input type="checkbox"/> Predict	<input checked="" type="checkbox"/> Cause/Effect <input type="checkbox"/> Fact/Opinion <input type="checkbox"/> Main Idea <input checked="" type="checkbox"/> Summary <input type="checkbox"/> Point of View <input checked="" type="checkbox"/> Analysis	<input checked="" type="checkbox"/> Finding Evidence <input checked="" type="checkbox"/> Evaluation <input type="checkbox"/> Detect Bias <input type="checkbox"/> Inference <input type="checkbox"/> Conclusion <input type="checkbox"/> Metacognition	<input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Goal Setting <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Elaboration <input checked="" type="checkbox"/> Flexibility
<input type="checkbox"/> Originality <input type="checkbox"/> Risking <input type="checkbox"/> Inquisitiveness <input type="checkbox"/> Attending <input type="checkbox"/> Persistence <input type="checkbox"/> Precision			
Relevance to Work:			
Health Care Professionals:			
<ul style="list-style-type: none"> • Demonstrate positive and appropriate interaction with other health care providers. 			

2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.

Suggested Performance Activities:

Students will collect and document information according to clinical facility policy and be evaluated according to facility policy.

Students will, following their evaluation, produce an action plan to correct any deficiencies and/or ideas on items to improve on before the next evaluation period.

Employability:

Interpersonal

- Participates as a member of a team – contributes to group effort
- Serves clients/customers – works to satisfy customers' expectations
- Exercises leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies

Information

- Acquires and Evaluates information
- Organizes and Maintains information
- Interprets and Communicates information

Technology

- Applies Technology to task – understands overall intent and proper procedures for setup and operation of equipment.

Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):

<input type="checkbox"/> Observe <input type="checkbox"/> Patterns <input type="checkbox"/> Sequence <input type="checkbox"/> Classify <input type="checkbox"/> Compare/Contrast <input checked="" type="checkbox"/> Predict	<input checked="" type="checkbox"/> Cause/Effect <input type="checkbox"/> Fact/Opinion <input type="checkbox"/> Main Idea <input checked="" type="checkbox"/> Summary <input type="checkbox"/> Point of View <input checked="" type="checkbox"/> Analysis	<input checked="" type="checkbox"/> Finding Evidence <input type="checkbox"/> Evaluation <input type="checkbox"/> Detect Bias <input type="checkbox"/> Inference <input checked="" type="checkbox"/> Conclusion <input type="checkbox"/> Metacognition	<input checked="" type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Problem Solving <input type="checkbox"/> Goal Setting <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Elaboration <input type="checkbox"/> Flexibility	<input type="checkbox"/> Originality <input type="checkbox"/> Risking <input type="checkbox"/> Inquisitiveness <input type="checkbox"/> Attending <input type="checkbox"/> Persistence <input type="checkbox"/> Precision
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Relevance to Work:

Health Care Professionals:

- Follow facility protocol for collecting an documenting client information
- Chart treatments, hours or medical updates at the end of the day

Performance Assessments:

The student will develop a treatment plan based on research of a specific disease or abnormality and client input. The student will identify needed resources, evaluate the outcome, and organize priorities needed to carry out the plan. The safe use of any equipment needed and the appropriate documentation process will be included in this treatment plan.

The plan will be evaluated by class members and industry representatives.

STANDARDS AND COMPETENCIES

Standard 13: Treatment Planning and Implementation		Total Learning Hours for Standard: 5/10
Therapeutic services professionals will understand the purpose of the treatment plan and collaborate in planning procedures that support the goals for the client according to facility protocol, regulatory guidelines and within their scope of practice.		
Competency	Competency Description	
13.1	Create a treatment plan using a problem-solving model, incorporating client input.	
13.2	Select appropriate resources to implement treatment plan.	
13.3	Evaluate the plan and clients for appropriate outcomes.	
13.4	Evaluate priorities in order to organize work.	
13.5	Use equipment and instruments according to the manufacturer's guidelines and accepted safety practice.	

X Classify <input type="checkbox"/> Compare/Contrast <input type="checkbox"/> Predict		X Summary <input type="checkbox"/> Point of View X Analysis	<input type="checkbox"/> Inference X Conclusion <input type="checkbox"/> Metacognition	X Fluency <input type="checkbox"/> Elaboration <input type="checkbox"/> Flexibility	<input type="checkbox"/> Attending <input type="checkbox"/> Persistence <input type="checkbox"/> Precision
Relevance to Work: Health Care Professionals: Design and implement proficient treatment plans					
Performance Assessments: Under the supervision of a healthcare professional, the student will assess the client's health in accordance with the student's career specialty procedure. The student will report information and collaborate with the healthcare team to evaluate client response, use of equipment and any need for further revisions of the treatment plan.					
STANDARDS AND COMPETENCIES					
Standard 14: Monitor and Evaluate Client Status Therapeutic services professionals will monitor assess and evaluate clients' health status, needs, strengths, and problems. They will develop appropriate therapeutic response based on facility protocol and determine if treatment goals are being reached.			Total Learning Hours for Standard: 8/16		
Competency		Competency Description			
14.1		Analyze and assess client response.			
14.2		Assess need for follow up and changes to treatment plan.			
14.3		Respond to client health changes as prescribed by facility protocol.			
14.4		Evaluate client response to administered treatments and procedures.			
EALRs or GLEs (Taught & Assessed in Standards)					
		Writing		Health	
1.1.1	Analyzes and selects effective strategies for generating ideas and planning writing.		2.4.2	Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.	
2.3.1	Uses a variety of forms/genres.		3.1.2	Analyzes how environmental factors impact health.	
2.4.1	Produces a document used in a career setting.				
		Reading		Science	
3.1.1	Analyze web-based and other source materials (including primary sources and secondary sources) for relevance in answering questions.		9-12 SYSB	Systems thinking can be especially useful in analyzing complex situations. A system needs to be specified as clearly as possible.	
		Communications		Communications	
1.1.1	Applies a variety of listening strategies to accommodate the listening situation		2.1.1	Analyzes needs of the audience, situation, and setting to adjust language and other communication strategies.	
2.2.1	Uses communication skills that demonstrate respect.		2.2.2	Applies skills and strategies to contribute responsibly in a group setting.	
OTHER SKILLS					
Leadership:					
1.1	The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.				
1.3	The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.				
1.6	The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies.				

EALRs or GLEs (Taught & Assessed in Standards)

Communications		Health	
1.1.1	Applies a variety of listening strategies to accommodate the listening situation.	2.2.1	Analyzes the physiological changes throughout the lifetime.
2.2.1	Uses communication skills that demonstrate respect.	3.1.3	Evaluates environmental risks associated with certain occupational, residential and recreational choices.

OTHER SKILLS

Leadership:

- 2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.
 2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.

Suggested Performance Activity:

Within student groups, the students will practice transferring patients from different levels and surfaces (e.g., ambulatory aids, transfer boards, beds). Students will teach, evaluate, and correct body mechanics of their peers during group practice sessions.

Employability:

Resources

- Material and Facilities – acquires, stores, allocates, and uses materials or space efficiently
- Human Resources – assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Interpersonal

- Participates as a member of a team – contributes to group effort.
- Teaches others new skills
- Serves clients/customers – works to satisfy customers' expectations.
- Exercises leadership – communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- Negotiates – works toward agreements involving exchange of resources, resolves divergent interests.
- Works with diversity – works well with men and women of diverse backgrounds.

Information

- Interprets and Communicates information

Analytical, Logical & Creative Thinking (check those that students will demonstrate in this lesson):

<input checked="" type="checkbox"/> Observe <input type="checkbox"/> Patterns <input checked="" type="checkbox"/> Sequence <input type="checkbox"/> Classify <input type="checkbox"/> Compare/Contrast <input checked="" type="checkbox"/> Predict	<input checked="" type="checkbox"/> Cause/Effect <input type="checkbox"/> Fact/Opinion <input type="checkbox"/> Main Idea <input checked="" type="checkbox"/> Summary <input type="checkbox"/> Point of View <input checked="" type="checkbox"/> Analysis	<input type="checkbox"/> Finding Evidence <input checked="" type="checkbox"/> Evaluation <input type="checkbox"/> Detect Bias <input type="checkbox"/> Inference <input checked="" type="checkbox"/> Conclusion <input checked="" type="checkbox"/> Metacognition	<input type="checkbox"/> Reasoning <input checked="" type="checkbox"/> Problem Solving <input type="checkbox"/> Goal Setting <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Elaboration <input checked="" type="checkbox"/> Flexibility	<input type="checkbox"/> Originality <input type="checkbox"/> Risking <input type="checkbox"/> Inquisitiveness <input type="checkbox"/> Attending <input type="checkbox"/> Persistence <input type="checkbox"/> Precision
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Relevance to Work:

Health Care Professionals:

Apply principles of body mechanics to safely position, transfer and transport clients to provide the best service to clients and maintain a productive life by preventing personal injury.

Performance Assessments:

- The student will perform a basic ankle and hand/wrist/thumb tape job
- The student will perform a variety of ace wraps for injury prevention and treatment options
- The student will perform helmet and shoulder pad fitting to a variety of individuals
- The student will instruct others on the proper fitting and care for protective equipment for a variety of sports
- The student will design a physical conditioning program and instruct others on the programs implementation

2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and follow the rules and expectations.		
Suggested Performance Activities: Students can perform basic taping applications and apply these during job shadows, instructional work-experience and/or role playing scenarios WCT SMA state skill competitions		
Employability: 1.1 The student will demonstrate the ability to identify, organize, plan, and allocate resources . This means that the student is able to demonstrate allocating time, money, materials, space, and staff. 1.2 The student will demonstrate the ability to acquire and use information in a family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information. 1.4 The student will demonstrate an ability to work with a variety of technologies, identify or solve problems with equipment, including computers and other technologies . This means that the student can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment. 1.5 The student will use interpersonal skills to communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. This means that the student can effectively work on teams, teach others, serve customers, lead, negotiate, and work effectively with people from culturally diverse backgrounds.		
Relevance to Work: Athletic Training In a work setting, the student will: <ul style="list-style-type: none">• understand and be able to perform basic ace wraps for prevention and treatment techniques.• understand and be able to perform basic tape jobs to prevent injuries.• be able to explain protective equipment to a variety of individuals and sport applications.• understand and communicate a proper strength and conditioning program that encompasses a variety of individuals.		
Performance Assessments: The student will write medical reports in a Subjective, Objective, Assessment, and Plan (SOAP) and/or History, Observation, Palpation, Special Tests (HOPS) format. The student will utilize basic medical terminology, anatomical terms, tissue terminology and ranges of motion in written and oral documentation linked to their clinical/lab experience. The student will use palpation techniques to assess injuries of individuals		
STANDARDS AND COMPETENCIES		
Standard 17: Recognition, Evaluation and Assessment of Injuries and Illnesses		Total Learning Hours for Standard: 27/54
Competency	Competency Description	
17.1	Using medical terminology write medical notes in Subjective, Objective, Assessment, and Plan (SOAP) and/or History, Observation, Palpation, Special Tests (HOPS) format.	
17.2	Perform injury assessments on body parts and use medical terminology to describe findings.	
17.3	Recognize and understand how anatomical parts function in the body.	
17.4	Demonstrate range of motion tests on extremities using medical terminology to describe.	
17.5	Assess pathology, and/or injuries by palpating major points of anatomy.	
17.6	Educate the appropriate individual(s) about the assessment by communicating information about the injury to encourage compliance with care.	
EALRs or GLEs (Taught & Assessed in Standards)		
Writing		Science

The student will remove special equipment from athletes in order to perform CPR/rescue breathing				
STANDARDS AND COMPETENCIES				
Standard 18: Immediate Care of Injuries			Total Learning Hours for Standard: 21/42	
Competency		Competency Description		
18.1	Know and understand the role of first-aid/CPR in athletic training			
18.2	Perform basic first-aid techniques needed in athletic training			
EALRs or GLEs (Taught & Assessed in Standards)				
	Writing		Health	
2.2.1	Demonstrates understanding of different purposes for writing.		2.4.2	Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.
2.3.1	Uses a variety of forms.			
	Reading		Communications	
3.2.2	Apply understanding of complex information to perform a task.		2.2.2	Applies skills and strategies to contribute responsibly in a group setting.
OTHER SKILLS				
Leadership:				
1.2	The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences.			
1.9	The student will be involved in activities that require applying theory, problem-solving, and using critical and creative thinking skills while understanding out comes of related decisions.			
1.8	The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies			
2.1	The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.			
2.2	The student will demonstrate knowledge of conflict resolution and challenge management.			
2.3	The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.			
2.7	The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.			
2.8	The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.			
3.1	The student will analyze the roles and responsibilities of citizenship.			
Suggested Performance Activities:				
Students will learn and use CPR/First-Aid skills in role playing and work based learning activities				
WCTSMA skill and leadership symposium/competition				
Employability:				
1.1	The student will demonstrate the ability to identify, organize, plan, and allocate resources. This means that the student is able to demonstrate allocating time, money, materials, space, and staff.			
1.2	The student will demonstrate the ability to acquire and use information in a family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.			
1.3	The student will demonstrate an understanding of complex inter-relationships (systems). This means that the student understands social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.			

2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.

Suggested Performance Activities:

Students identify the appropriate health care professionals for injury treatment and rehabilitation processes
In groups within class or during work-based learning students discuss injury treatment and rehabilitation programs
WCTSMA skill and leadership symposium/competition

Employability:

- 1.1 The student will demonstrate the ability to identify, organize, plan, and allocate **resources**. This means that the student is able to demonstrate allocating time, money, materials, space, and staff.
- 1.2 The student will demonstrate the ability to acquire and use **information** in a family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.
- 1.3 The student will demonstrate an understanding of complex inter-relationships (**systems**). This means that the student understands social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.
- 1.4 The student will demonstrate an ability to work with a variety of technologies, identify or solve problems with equipment, including **computers and other technologies**. This means that the student can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.
- 1.5 The student will use **interpersonal skills** to communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. This means that the student can effectively work on teams, teach others, serve customers, lead, negotiate, and work effectively with people from culturally diverse backgrounds.

Relevance to Work:

Athletic Training

In a work setting, the student will be able to:

- treat, rehabilitate and condition injured people in an athletic training environment
- apply the correct therapeutic exercises to rehabilitate the injured patient
- understand non-penetrating modalities and how to apply them so the injured person can heal

Performance Assessments:

Upon completion of instruction of medical legal issues the student will sign and abide by mandated state and federal laws regarding patient privacy, release of records and recording of treatments.

STANDARDS AND COMPETENCIES

Standard 20: Health Care Organization and Administration		Total Learning Hours for Standard: 4/8	
Competency		Competency Description	
20.1	Use facility guidelines to write emergency action plans		
20.2	Demonstrate knowledge of legal issues surrounding the release of medical information		
20.3	Comply with Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) laws as they apply to athletic training		
EALRs or GLEs (Taught & Assessed in Standards)			
Writing		Writing	
2.2.1	Demonstrates understanding for different purposes in writing.	2.4.1	Produces a document used in a career setting.
Reading		Communications	
3.3.1	Apply appropriate reading strategies for interpreting technical documents in job related settings.	2.2.2	Applies skills and strategies to contribute responsibly in a group setting.

21.2	Using facility guidelines outline the scope of practice in athletic training		
21.3	Facilitate discussions on athletic training with others to educate them about athletic trainers and athletic training.		
21.4	Know the role of licensed and student athletic trainers within the health care industry and how each plays a role in the care of the patient.		
EALRs or GLEs (Taught & Assessed in Standards)			
Reading		Reading	
1.3.2	Understand and apply content vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts and communities.	3.3.1	Apply appropriate reading strategies for interpreting technical documents used in a job setting
Communications		Communications	
2.2.1	Uses communication skills that demonstrate respect.	2.2.2	Applies skills and strategies to contribute responsibly in a group setting.
OTHER SKILLS			
Leadership:			
1.1 The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work related) experiences.			
1.3 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.			
1.4 The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.			
1.6 The student will conduct self in a professional manner in practical career applications, organizational forums, and decision-making bodies			
2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.			
2.2 The student will demonstrate knowledge of conflict resolution and challenge management.			
2.3 The student will analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow.			
2.7 The student will demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences and to follow those rules and expectations.			
2.8 The student will demonstrate the ability to incorporate and utilize the principles of group dynamics in a variety of settings.			
3.2 The student will demonstrate social responsibility in family, community, and business and industry.			
3.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practices those skills in real-life.			
3.5 The student will understand and utilize organizational systems to advocate for issues on the local, state, and international level.			
Suggested Performance Activities:			
Within groups students choose historical events within medicine and investigate what had happened			
Investigate the roles between students and licensed athletic trainers and be able to discuss these different roles within peer groups			
WCTsMA skill and leadership symposium/competition			
Employability:			
1.1 The student will demonstrate the ability to identify, organize, plan, and allocate resources. This means that the student is able to demonstrate allocating time, money, materials, space, and staff.			
1.2 The student will demonstrate the ability to acquire and use information in a family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.			
1.4 The student will demonstrate an ability to work with a variety of technologies, identify or solve problems with equipment, including computers and other technologies. This means that the student can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.			
1.5 The student will use interpersonal skills to communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals. This means that the student can effectively work on teams, teach others, serve customers, lead, negotiate, and work effectively with people from culturally diverse backgrounds.			
Relevance to Work:			
Athletic Training			
In a work setting, the student will be able to:			
• discuss the history of athletic training and its impact on the medical profession			

**Bainbridge Island School District
2013/14 Budget
Development Timeline**

<u>Date</u>	<u>Activity</u>	<u>Group</u>
1/22/13	State/Federal Budget - Status Review District Financial Reports	District Budget Advisory Committee (DBAC)
2/14/13	Budget Process & Budget Development Guidelines	Board of Directors
2/26/13	Review legislative updates, prior year adjustments	DBAC
3/14/13	Review budget progress and legislative updates. Discuss implications	Board of Directors
3/26/13	Review legislative budget/revenue estimates/Align district priorities with funding	DBAC
4/11/13	Review budget considerations and DBAC information	Board of Directors
4/19/13	Departmental personnel budgets due to HR	Departmental Directors
4/23/13	Review budget priorities and budget balancing strategies	DBAC
4/25/13	Present certificated staffing projections	Board of Directors
5/9/13	Review budget balancing strategies & align with district goals/priorities	Board of Directors
5/17/13	Departmental NERC (MSOC) budgets due to Peggy	Departmental Directors
5/21/13	Review budget priorities and recommended adjustments for preliminary budget preparation	DBAC
5/30/13	Review DBAC recommendations	Board of Directors
6/27/13	Review information to be included in preliminary budget	Board of Directors
7/25/13	Public presentation of preliminary budget	Board of Directors
8/29/13	Review final budget in study session	Board of Directors
8/29/13	Final budget adoption (public hearing)	Board of Directors

BOARD OF DIRECTORS

Mary Curtis
Mike Spence
Tim Kinkead
Patty Fielding
Mev Hoberg



SUPERINTENDENT

Faith A. Chapel

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

MEMORANDUM

To: Faith Chapel, Superintendent Date: January 24, 2013
From: Peggy Paige, Director of Business Services
RE: Monthly Financial Reports – December

Attached are the financial reports for the month ending December 31, 2012

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

Analysis of General Fund

Revenue

Total General Fund revenues to December were \$12.8 million, below prior year but at the expected average. As a percentage of total budget, tax collections are above the average. This would indicate that it is likely we will hit our budget estimate of \$8.7 million. The decrease in local revenues is primarily related to the timing of the donation from Bainbridge Schools Foundation. Last year we received a \$500,000 donation in November. State revenues are consistent with state funding based on *budgeted* enrollment. Transportation revenues are also based on budget estimates until data is submitted later in the year to determine actual funding. Several federal grant reimbursement claims have been filed earlier than in prior year so the year-to-date percentage is above the expected average. However, this does not necessarily indicate that we will receive more than budget estimates by year end.

Expenditure

Expenditures for the year to December 31 total \$12.1 million, 2% above last year. Year-to-date expenditures are below the average.

Total expense for Regular (Basic) Education increased 1.5% and is slightly below the average. Learning Resources and Extracurricular are currently above the expected averages. Some budget capacity for tech levy related expense was shifted from activity 22 to activity 27 and to program 97 to align with expected purchases. Some of these purchases have been expensed to activity 22 and need to be transferred to activity 27. Some budget capacity was transferred to activity 27 (from 28) but our current rate of expenditure indicates that we will exceed the budget remaining in activity 28.

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

Vocational expense is up from last year but in line with the average.

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

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

Total Support Services is currently below the expected average. Transportation/Motor Pool and Operation, Buildings are being impacted by a decrease in budget allocations for substitute expense. In addition, Operation Buildings is reflecting the decision to move to a centralized purchasing system with increased spending on custodial supplies to begin the year. It is expected that both of these areas will exceed budget estimates by year end. Utility expenditures are currently below prior year, which *may* indicate savings again in this area. Food Service expense is up from prior year, primarily due to cost increases for supplies. Maintenance and Information Services are up from prior year. Both areas had increases in supplies and purchased services (contract renewals). Some of these expenditures were reimbursed with Tech Levy funds this month but this is reflected as revenue rather than a reversal of expenditures. Central Office expenditures are currently running below the average.

Cash Flow

Net cash outflow during December was \$395,595. As of December 31, 2012, the closing cash balance in the general fund was \$3,620,397.

GENERAL FUND
Summary of Revenues & Expenses
December 31, 2012

	Dec-12 Actual YTD \$	% Incr/Decr prior year	Dec-11 Actual YTD \$	Annual Budget Budget	% YTD	Avg %
Revenues - By Revenue Source						
Local Taxes	4,033,648	-1.3%	4,086,514	8,700,000	46.4%	44.6%
Local Nontax	1,147,319	-27.9%	1,590,461	3,085,400	37.2%	41.5%
State, General Purpose						
Basic Education	6,010,284	0.3%	6,121,132	18,485,000	32.5%	33.1%
Special Education	129,024	-8.7%	141,244	400,000	32.3%	33.8%
State, Special Purpose						
Special Education	745,385	-12.9%	855,317	2,700,000	27.6%	31.3%
Transportation	272,201	2.0%	266,755	830,000	32.8%	33.6%
Other	184,969	62.1%	114,099	541,655	34.1%	38.8%
Federal, Special Purpose	337,815	16.1%	290,974	1,296,000	26.1%	23.3%
TOTAL	12,860,645	-4.5%	13,466,494	36,038,055	35.7%	35.8%

	Actual YTD \$	% Incr/Decr prior year	Actual YTD \$	Budget	% YTD	Avg %
Expenses - By program code						
Regular Instruction*						
Teaching	5,253,577	1.8%	5,159,894	16,347,611	32.1%	32.6%
Principal	720,385	4.9%	686,584	2,208,640	32.6%	32.5%
Guidance/Counseling	315,944	-5.4%	334,115	1,017,360	31.1%	31.6%
Learning Resources	256,946	4.9%	244,986	614,274	41.8%	34.2%
Extracurricular	266,453	-14.3%	311,015	648,860	41.1%	38.8%
Other	321,874	8.7%	296,057	1,187,696	27.1%	34.2%
Total Regular (Basic) Ed.	7,135,180	1.5%	7,032,651	22,024,441	32.4%	32.8%
Special Education						
Teaching	1,240,266	0.1%	1,239,398	3,511,131	35.3%	32.6%
Other	483,142	2.3%	472,147	1,614,592	29.9%	33.2%
Total Special Ed.	1,723,409	0.7%	1,711,545	5,125,723	33.6%	32.7%
Vocational Education	299,426	3.4%	289,549	909,713	32.9%	33.2%
Compensatory Education	153,206	60.5%	95,483	638,581	24.0%	37.4%
Other Instruction	18,937	78.2%	10,627	89,359	21.2%	27.2%
Support Services						
Transportation/Motor Pool	502,251	0.9%	497,994	1,402,018	35.8%	34.8%
Operation Buildings	499,713	7.7%	463,824	1,314,784	38.0%	32.8%
Utilities	270,709	-14.8%	317,802	1,550,000	17.5%	27.7%
Food Services*	357,513	4.4%	342,606	1,003,503	35.6%	35.3%
Maint/Grounds*	306,468	12.6%	272,135	829,037	37.0%	34.5%
Information Services	251,435	28.5%	195,728	639,278	39.3%	36.8%
Central Office	376,907	-3.3%	389,741	1,372,758	27.5%	32.8%
Other	259,836	-12.3%	296,139	300,371	86.5%	83.8%
Total Support Services	2,824,833	1.8%	2,775,969	8,411,749	33.6%	35.3%
TOTAL	12,154,990	2.0%	11,915,826	37,199,566	32.7%	33.4%

Excess (Deficiency) of Revenues over Expenditures	705,654	1,550,669	(1,161,511)
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GENERAL FUND CASH FLOW FORECAST 2012-13

December 2012

	Projected March	Projected April	Projected May	Projected June	Projected July	Projected August	Budget 2012-13
OPENING CASH BALANCE							
Imprest							
Cash on hand							
Cash on deposit							
Warrants outstanding							
Investments							
<i>Total opening cash balance</i>	2,673,790.04	2,559,824.05	4,576,913.80	4,250,827.88	3,028,486.77	2,447,812.46	
Cash Inflows							
Local taxes	304,098.24	2,806,711.28	1,208,123.63	63,794.51	35,619.79	45,733.16	8,700,000.00
Local Support nontax	425,791.62	219,215.92	251,093.19	227,895.87	107,591.11	141,016.57	3,085,400.00
State, general purpose	1,720,238.11	1,708,501.56	917,395.07	1,030,451.68	1,955,150.68	1,943,362.53	18,885,000.00
State, special purpose	347,077.80	334,224.83	208,407.74	258,921.96	373,775.77	397,360.79	3,796,655.00
Federal, general purpose	-	-	-	-	-	-	
Federal, special purpose	114,061.40	96,342.56	153,967.93	139,336.81	122,454.02	166,526.09	1,296,000.00
Other Financing Sources	25,000.00	-	-	20,000.00	-	80,000.00	275,000.00
Adjustments (accruals, receivables due)		20,000.00	15,000.00	10,000.00		95,000.00	
<i>Total cash inflows</i>	2,936,267.17	5,184,996.15	2,753,987.56	1,750,400.82	2,594,591.36	2,868,999.14	36,038,055.00
Cash Outflows							
Regular Instruction	(1,807,867.30)	(1,885,343.19)	(1,802,557.03)	(1,925,501.51)	(1,773,588.19)	(1,910,334.64)	22,024,437.00
Special Education Instruction	(435,549.83)	(434,029.62)	(445,250.80)	(438,054.09)	(425,921.86)	(430,823.33)	5,125,723.00
Vocational Education Instruction	(74,861.63)	(76,330.68)	(71,380.16)	(73,116.90)	(88,566.79)	(67,597.89)	909,715.00
Compensatory Education Instruction	(31,023.49)	(32,223.73)	(30,512.52)	(48,854.49)	(100,435.02)	(145,832.04)	638,581.00
Other Instructional Programs	(4,585.18)	(4,803.24)	(6,201.31)	(3,221.80)	(18,265.72)	(15,029.83)	89,359.00
Support services	(696,345.72)	(735,175.95)	(724,171.66)	(483,993.13)	(768,488.10)	(556,337.59)	8,411,751.00
Adjustments (accruals, payables due)	-	-	-	-	-	125,000.00	
<i>Total cash outflows</i>	(3,050,233.16)	(3,167,906.41)	(3,080,073.48)	(2,972,741.93)	(3,175,265.68)	(3,000,955.33)	37,199,566.00
Net change in cash balance	(113,965.99)	2,017,089.75	(326,085.92)	(1,222,341.10)	(580,674.31)	(131,956.19)	(1,161,511.00)
CLOSING CASH BALANCE	2,559,824.05	4,576,913.80	4,250,827.88	3,028,486.77	2,447,812.46	2,315,856.27	
Composition of closing cash balance							
Imprest							
Cash on hand							
Cash on deposit							
Warrants outstanding							
Investments							
<i>Total closing cash balance</i>	-	-	-	-	-	-	

GENERAL FUND CASH FLOW FORECAST 2012-13

December 2012

	Actual August	Actual September	Actual October	Actual November	Actual December	Projected January	Projected February
OPENING CASH BALANCE							
Imprest	6,800.00	6,800.00	6,800.00	6,800.00	6,800.00		
Cash on hand	12,748.09	31,751.12	29,574.76	139,188.78	96,249.84		
Cash on deposit	1,112,672.01	1,497,329.18	975,267.29	3,386,148.35	1,256,659.19		
Warrants outstanding	(978,091.76)	(1,272,878.30)	(1,227,905.41)	(1,133,907.83)	(1,205,566.45)		
Investments	3,279,967.25	2,982,226.61	2,983,734.88	2,210,072.43	3,861,849.77		
<i>Total opening cash balance</i>	<i>3,434,095.59</i>	<i>3,245,228.61</i>	<i>2,767,471.52</i>	<i>4,608,301.73</i>	<i>4,015,992.35</i>	<i>3,620,397.11</i>	<i>2,982,735.89</i>
Cash Inflows							
Local taxes	52,920.53	164,426.88	2,830,687.16	957,368.19	81,165.32	68,030.23	168,504.39
Local Support nontax	59,811.75	459,914.62	277,283.31	209,897.36	200,224.12	232,402.36	438,624.65
State, general purpose	1,920,409.15	1,703,440.69	1,698,842.78	1,038,181.70	1,698,842.79	1,723,429.34	1,730,364.61
State, special purpose	481,433.92	292,486.23	296,664.50	180,129.52	298,047.75	297,669.76	343,489.72
Federal, general purpose	-	-	-	-	-	-	-
Federal, special purpose	411,575.94	(10,974.77)	111,873.70	119,751.66	117,164.48	119,778.84	63,826.48
Other Financing Sources	51,789.15	-	-	117.89	135,226.62	-	-
Adjustments (accruals, receivables due)	98,252.98	(339,048.58)	(117.89)	117.89	-	-	-
<i>Total cash inflows</i>	<i>3,076,193.42</i>	<i>2,270,245.07</i>	<i>5,215,233.56</i>	<i>2,505,446.32</i>	<i>2,530,671.08</i>	<i>2,441,310.53</i>	<i>2,744,809.85</i>
Cash Outflows							
Regular Instruction	(2,167,142.88)	(1,747,359.27)	(1,790,191.81)	(1,776,768.01)	(1,820,639.18)	(1,836,123.67)	(1,816,155.39)
Special Education Instruction	(437,153.31)	(380,434.01)	(434,542.54)	(432,798.18)	(475,633.91)	(421,910.63)	(439,366.11)
Vocational Education Instruction	(73,940.38)	(61,687.55)	(90,476.48)	(72,002.79)	(75,258.85)	(98,744.25)	(56,127.28)
Compensatory Education Instruction	(67,713.73)	(35,742.09)	(38,174.39)	(41,062.00)	(38,449.11)	(13,382.92)	(34,874.12)
Other Instructional Programs	(23,806.30)	(1,953.48)	(3,993.66)	(10,623.74)	(2,366.51)	(6,017.84)	1,728.36
Support services	(664,646.23)	(537,264.12)	(1,008,773.22)	(764,420.78)	(514,374.54)	(702,792.45)	(708,961.16)
Adjustments (accruals, payables due)	169,342.43	16,438.36	(8,251.25)	(80.20)	455.78	-	-
<i>Total cash outflows</i>	<i>(3,265,060.40)</i>	<i>(2,748,002.16)</i>	<i>(3,374,403.35)</i>	<i>(3,097,755.70)</i>	<i>(2,926,266.32)</i>	<i>(3,078,971.75)</i>	<i>(3,053,755.70)</i>
Net change in cash balance	(188,866.98)	(477,757.09)	1,840,830.21	(592,309.38)	(395,595.24)	(637,661.22)	(308,945.84)
CLOSING CASH BALANCE	3,245,228.61	2,767,471.52	4,608,301.73	4,015,992.35	3,620,397.11	2,982,735.89	2,673,790.04
Composition of closing cash balance							
Imprest	6,800.00	6,800.00	6,800.00	6,800.00	6,800.00		
Cash on hand	31,751.12	29,574.76	139,188.78	96,249.84	88,291.20		
Cash on deposit	1,497,329.18	975,267.29	3,386,148.35	1,256,659.19	1,610,949.06		
Warrants outstanding	(1,272,878.30)	(1,227,905.41)	(1,133,907.83)	(1,205,566.45)	(1,149,336.98)		
Investments	2,982,226.61	2,983,734.88	2,210,072.43	3,861,849.77	3,063,693.83		
<i>Total closing cash balance</i>	<i>3,245,228.61</i>	<i>2,767,471.52</i>	<i>4,608,301.73</i>	<i>4,015,992.35</i>	<i>3,620,397.11</i>	<i>-</i>	<i>-</i>

SUMMARY OF FUND BALANCES

31-Dec-12

	Dec-12 YTD Actual	2012-13 Annual Budget
General Fund		
Opening fund balance		
Reserved for Inventory	191,500.00	200,000.00
Restricted for Carryover	18,400.00	-
Committed to Minimum Fund Balance	1,100,000.00	1,100,000.00
Assigned to Other Purposes	1,257,000.00	1,000,000.00
Unassigned	468,322.11	550,000.00
Total opening fund balance	3,035,222.11	2,850,000.00
Revenue	12,860,644.61	36,038,055.00
Expenditure	(12,154,990.22)	(37,199,566.00)
Excess (Deficiency) of Revenues over Expenditures	705,654.39	(1,161,511.00)
Reserved for Inventory	191,500.00	200,000.00
Restricted for Carryover	18,400.00	-
Committed to Minimum Fund Balance	1,100,000.00	1,100,000.00
Assigned to Other Purposes	1,257,000.00	
Unassigned	1,173,976.50	388,489.00
Total closing fund balance	3,740,876.50	1,688,489.00
Capital Projects Fund		
Opening fund balance	10,932,862.66	14,000,000.00
Revenue	637,770.23	8,581,000.00
Expenditure	(2,195,293.91)	(19,151,487.00)
Reserve of bond proceeds	7,251,766.45	2,154,119.00
Reserve of levy proceeds	1,355,197.68	504,155.00
Unreserved Fund Balance	768,374.85	771,239.00
Closing fund balance	9,375,338.98	3,429,513.00
Debt Service Fund		
Opening fund balance	2,890,986.35	2,120,000.00
Revenue	3,782,919.59	8,135,000.00
Expenditure		
Principal	(2,095,000.00)	(4,337,000.00)
Interest	(2,063,084.36)	(4,078,000.00)
Other	-	(5,000.00)
Closing fund balance	2,515,821.58	1,835,000.00
ASB Fund		
Opening fund balance	288,671.57	383,000.00
Revenue	285,392.29	654,700.00
Expenditure	(129,389.45)	(881,619.00)
Closing fund balance	444,674.41	156,081.00
Transportation Vehicle Fund		
Opening fund balance	174,033.89	175,000.00
Revenue		
Depreciation	-	200,000.00
Investment Earnings	363.96	3,400.00
Grant Revenue	-	-
Sale of Equipment	-	-
Expenditure	-	(150,000.00)
Closing fund balance	174,397.85	228,400.00

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

For the BAINBRIDGE ISLAND SD #303 School District for the Month of December, 2012

	ANNUAL	ACTUAL	ACTUAL			
REVENUES/OTHER FIN. SOURCES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
00 LOCAL TAXES	8,700,000	81,165.32	4,033,647.55		4,666,352.45	46.36
00 LOCAL SUPPORT NONTAX	3,085,400	200,224.12	1,147,319.41		1,938,080.59	37.19
00 STATE, GENERAL PURPOSE	18,885,000	1,698,842.79	6,139,307.96		12,745,692.04	32.51
00 State, Special Purpose	3,796,655	298,047.75	1,067,328.00		2,729,327.00	28.11
00 FEDERAL, GENERAL PURPOSE	0	.00	.00		.00	0.00
00 FEDERAL, SPECIAL PURPOSE	1,296,000	117,164.48	337,815.07		958,184.93	26.07
00 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
00 REV FR OTH AGENCY * ASSOC	0	.00	.00		.00	0.00
00 OTHER FINANCING SOURCES	275,000	135,226.62	135,226.62		139,773.38	49.17
Total REVENUES/OTHER FIN. SOURCES	36,038,055	2,530,671.08	12,860,644.61		23,177,410.39	35.69
EXPENDITURES						
Regular Instruction	22,022,082	1,820,639.18	7,135,179.63	12,831,434.11	2,055,468.26	90.67
Federal Stimulus	0	.00	.00	0.00	.00	0.00
Special Ed Instruction	5,125,693	475,633.91	1,723,408.64	3,241,854.12	160,430.24	96.87
Voc. Ed Instruction	909,715	75,258.85	299,425.67	560,124.92	50,164.41	94.49
Skills Center Instruction	0	.00	.00	0.00	.00	0.00
+60 Compensatory Ed Instruct.	638,581	38,449.11	153,206.23	288,917.98	196,456.79	69.24
Other Instructional Pgms	89,359	2,366.51	18,937.39	8,690.44	61,731.17	30.92
Community Services	30,000	.00	.00	0.00	30,000.00	0.00
Support Services	8,384,136	514,374.54	2,824,832.66	4,863,577.52	695,725.82	91.70
Total EXPENDITURES	37,199,566	2,926,722.10	12,154,990.22	21,794,599.09	3,249,976.69	91.26
OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
OTHER FINANCING USES (GL 535)	0	.00	.00			
EXCESS OF REVENUES/OTHER FIN.SOURCES						
OVER(UNDER)EXP/OTH FIN USES (A-B-C-D)	1,161,511-	396,051.02-	705,654.39		1,867,165.39	160.75-
TOTAL BEGINNING FUND BALANCE	2,850,000		3,035,222.11			
G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXXXX		.00			
TOTAL ENDING FUND BALANCE	1,688,489		3,740,876.50			
(E+F + OR - G)						

<u>ENDING FUND BALANCE ACCOUNTS:</u>		
L 810 Reserved For Other Items	0	.00
L 815 Resr Unequalized Dedu Rev	0	.00
L 821 Restricted for Carryover	0	18,400.00
L 825 Restricted for Skills Center	0	.00
L 828 Restricted for C/O of FS Rev	0	.00
L 830 Restricted for Debt Service	0	.00
L 835 Restricted for Arb Rebate	0	.00
L 840 RESERVE FOR INVENTORY	200,000	191,500.00
L 845 Restricted for Self Insur	0	.00
L 850 Restrict Uninsured Risks	0	.00
L 870 Committed to Oth Purposes	0	.00
L 872 Comm to Min Fnd Bal	1,100,000	1,100,000.00
L 875 Assigned to Contingenies	0	.00
L 884 Assign to Oth Cap Proj	0	.00
L 888 Assigned to Other Purpose	0	1,257,000.00
L 890 UNRESERVED FUND BALANCE	388,489	1,173,976.50
<u>TOTAL</u>	1,688,489	3,740,876.50

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

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

For the BAINBRIDGE ISLAND SD #303 School District for the Month of December, 2012

	ANNUAL	ACTUAL	ACTUAL			
<u>REVENUES/OTHER FIN. SOURCES</u>	<u>BUDGET</u>	<u>FOR MONTH</u>	<u>FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
00 Local Taxes	1,431,000	11,932.87	611,366.26		819,633.74	42.72
00 Local Support Nontax	150,000	8,173.73	26,403.97		123,596.03	17.60
00 State, General Purpose	0	.00	.00		.00	0.00
00 State, Special Purpose	0	.00	.00		.00	0.00
00 Federal, General Purpose	0	.00	.00		.00	0.00
00 Federal, Special Purpose	0	.00	.00		.00	0.00
00 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
00 Other Agencies & Assoc.	0	.00	.00		.00	0.00
00 Other Financing Sources	7,000,000	.00	.00		7,000,000.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	8,581,000	20,106.60	637,770.23		7,943,229.77	7.43
<u>EXPENDITURES</u>						
Sites	1,045,000	.00	6,999.27	0.00	1,038,000.73	0.67
Buildings	15,317,247	523,381.58	1,472,192.17	2,065,611.33	11,779,443.50	23.10
Equipment	2,214,240	123,783.10	580,875.85	84,151.71	1,549,212.44	30.03
Energy	300,000	.00	.00	0.00	300,000.00	0.00
Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	18,876,487	647,164.68	2,060,067.29	2,149,763.04	14,666,656.67	22.30
<u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	275,000	135,226.62	135,226.62			
<u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	10,570,487-	762,284.70-	1,557,523.68-		9,012,963.32	85.27-
<u>TOTAL BEGINNING FUND BALANCE</u>	14,000,000		10,932,862.66			
<u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
<u>TOTAL ENDING FUND BALANCE</u>	3,429,513		9,375,338.98			
<u>(E+F + OR - G)</u>						

ENDING FUND BALANCE ACCOUNTS:

L 810 Restricted For Other Item	0	.00
L 825 Restricted for Skills Center	0	.00
L 830 Restricted for Debt Service	0	.00
L 835 Restricted Arb Rebate	0	.00
L 850 Restrict Uninsured Risks	0	.00
L 861 Reserve Of Bond Proceeds	2,154,119	7,251,766.45
L 862 Reserve Of Levy Proceeds	504,155	1,355,197.68
L 863 Restrict fr State Proceed	0	.00
L 864 Restrict from Fed Proceed	0	.00
L 865 Restrict fr Oth Proceeds	0	.00
L 866 Restricted Impact Fees	0	.00
L 867 Restrictd Mitigation Fees	0	.00
L 869 Restrict UnDistib Proceed	0	.00
L 870 Restrict to Oth Purposes	0	.00
L 889 Assigned to Fund Purposes	771,239	768,374.85
L 890 Unrsrvd Undsgntd Fnd Bal	0	.00
<u>TOTAL</u>	3,429,513	9,375,338.98

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

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

For the

BAINBRIDGE ISLAND SD #303

School District for the Month of

December , 2012

	ANNUAL	ACTUAL	ACTUAL			
REVENUES/OTHER FIN. SOURCES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
000 Local Taxes	7,100,000	65,560.49	3,279,389.77		3,820,610.23	46.19
000 Local Support Nontax	35,000	426.28	4,362.89		30,637.11	12.47
000 State, General Purpose	0	.00	.00		.00	0.00
000 Federal, General Purpose	1,000,000	.00	499,166.93		500,833.07	49.92
000 Other Financing Sources	0	.00	.00		.00	0.00
Total REVENUES/OTHER FIN. SOURCES	8,135,000	65,986.77	3,782,919.59		4,352,080.41	46.50
EXPENDITURES						
Matured Bond Expenditures	4,337,000	2,095,000.00	2,095,000.00	0.00	2,242,000.00	48.31
Interest On Bonds	4,078,000	2,063,084.36	2,063,084.36	0.00	2,014,915.64	50.59
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	5,000	.00	.00	0.00	5,000.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
Total EXPENDITURES	8,420,000	4,158,084.36	4,158,084.36	0.00	4,261,915.64	49.38
OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
OTHER FINANCING USES (GL 535)	0	.00	.00			
EXCESS OF REVENUES/OTHER FIN.SOURCES						
OVER (UNDER) EXPENDITURES (A-B-C-D)	285,000-	4,092,097.59-	375,164.77-		90,164.77-	31.64
TOTAL BEGINNING FUND BALANCE	2,120,000		2,890,986.35			
G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXX		.00			
TOTAL ENDING FUND BALANCE	1,835,000		2,515,821.58			
(E+F + OR - G)						
ENDING FUND BALANCE ACCOUNTS:						
L 810 Restricted for Other Items	0		.00			
L 830 Restricted for Debt Service	1,835,000		2,515,821.58			
L 835 Restricted Arb Rebate	0		.00			
L 870 Committed to Oth Purposes	0		.00			
L 889 Assigned to Fund Purposes	0		.00			
L 890 UNRESERVED FUND BALANCE	0		.00			
TOTAL	1,835,000		2,515,821.58			

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

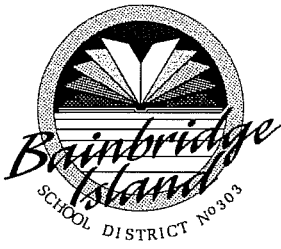
For the BAINBRIDGE ISLAND SD #303 School District for the Month of December, 2012

	ANNUAL	ACTUAL	ACTUAL			
REVENUES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
000 General Student Body	151,100	1,353.53	68,448.46		82,651.54	45.30
000 Athletics	96,500	7,682.67	71,888.97		24,611.03	74.50
000 Classes	31,300	.00	1,157.00		30,143.00	3.70
000 Clubs	313,000	2,535.30	125,242.67		187,757.33	40.01
000 Private Moneys	62,800	10,332.19	18,655.19		44,144.81	29.71
<u>Total REVENUES</u>	654,700	21,903.69	285,392.29		369,307.71	43.59
<u>EXPENDITURES</u>						
000 General Student Body	211,500	1,739.00	27,768.20	1,923.07	181,808.73	14.04
000 Athletics	148,800	6,952.99	34,289.30	25,551.34	88,959.36	40.22
000 Classes	32,800	.00	1,228.61	0.00	31,571.39	3.75
000 Clubs	354,700	7,852.51	58,950.39	76,854.70	218,894.91	38.29
000 Private Moneys	133,819	756.19	7,152.95	0.00	126,666.05	5.35
<u>Total EXPENDITURES</u>	881,619	17,300.69	129,389.45	104,329.11	647,900.44	26.51
<u>EXCESS OF REVENUES</u>						
<u>OVER (UNDER) EXPENDITURES (A-B)</u>	226,919-	4,603.00	156,002.84		382,921.84	168.75-
<u>TOTAL BEGINNING FUND BALANCE</u>	383,000		288,671.57			
<u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
<u>TOTAL ENDING FUND BALANCE</u>	156,081		444,674.41			
<u>C+D + OR - E)</u>						
<u>ENDING FUND BALANCE ACCOUNTS:</u>						
L 810 Restricted for Other Items	0		.00			
L 819 Restricted for Fund Purposes	156,081		444,674.41			
L 840 Nonspend Fnd Bal Invent	0		.00			
L 850 Restricted Uninsured Risk	0		.00			
L 870 Committed to Oth Purposes	0		.00			
L 889 Assigned to Fund Purposes	0		.00			
L 890 UNRESERVED FUND BALANCE	0		.00			
<u>TOTAL</u>	156,081		444,674.41			

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

For the
BAINBRIDGE ISLAND SD #303
School District for the Month of
December, 2012

<u>REVENUES/OTHER FIN. SOURCES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
000 Local Taxes	0	.00	.00		.00	0.00
000 Local Nontax	3,400	83.71	363.96		3,036.04	10.70
000 State, General Purpose	0	.00	.00		.00	0.00
000 State, Special Purpose	200,000	.00	.00		200,000.00	0.00
000 Federal, General Purpose	0	.00	.00		.00	0.00
000 Other Agencies & Assoc	0	.00	.00		.00	0.00
000 Other Financing Sources	0	.00	.00		.00	0.00
<u>TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</u>	203,400	83.71	363.96		203,036.04	0.18
<u>9900 TRANSFERS IN FROM GF</u>	0	.00	.00	0.00	.00	0.00
<u>Total REV./OTHER FIN. SOURCES</u>	203,400	83.71	363.96	0.00	203,036.04	0.18
<u>EXPENDITURES</u>						
ype 30 Equipment	150,000	.00	.00	0.00	150,000.00	0.00
ype 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
ype 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	150,000	.00	.00	0.00	150,000.00	0.00
<u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>EXCESS OF REVENUES/OTHER FIN SOURCES</u>						
<u>OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	53,400	83.71	363.96		53,036.04-	99.32-
<u>TOTAL BEGINNING FUND BALANCE</u>	175,000		174,033.89			
<u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
<u>TOTAL ENDING FUND BALANCE</u>	228,400		174,397.85			
<u>(G+H + OR - I)</u>						
<u>ENDING FUND BALANCE ACCOUNTS:</u>						
L 810 Restricted for Oth Items	0		.00			
L 830 Restricted for Debt Service	0		.00			
L 835 Restricted Arb Rebate	0		.00			
L 850 Restrict Uninsured Risks	0		.00			
L 870 Committed to Oth Purposes	0		.00			
L 889 Assigned to Fund Purposes	228,400		174,397.85			
L 890 UNRESERVED FUND BALANCE	0		.00			
<u>TOTAL</u>	228,400		174,397.85			



Bainbridge Island SD #303
Facilities/Capital Projects Office

Memo

To: Faith Chapel, Superintendent
From: Tamela Van Winkle, Director Facilities and Capital Projects
Date: 1/31/13
Re: Capital Projects and Facilities Report-January

Capital Projects Budget Summary:

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

Estimated Budget	\$42,561,137
Encumbered To Date	\$30,747,763
Expenditures To Date	\$28,675,898
Encumbered PO Balance	\$ <u>2,071,865</u>
Capital Project Budget Balance	\$11,813,374

Wilkes Replacement

- The holiday break was a very busy time at Wilkes. The contractor continues to work on punch list items. Capital Projects established a priority list for completion prior to the February 2nd Grand Opening. Some of the exceptional accomplishments include:
 - Happy kids –happy staff! The Big Toy is open for play!!
 - Completion of the sidewalk along Madison. Walkers from the south will continue northward all the way to the sidewalk at the southern edge of the parking lot and enter into the Gallery at Admin. Most of the landscaping alongside the new sidewalk has been placed. A construction entry to the field remains but is separated from the traffic entering or leaving the field by construction fencing.
 - Landscaping the north courtyard, beds south of the parking lot, along the west side of the gym, the north side of the utility drive, and along Madison.
 - Landscaping improvements continue along Madison. Installation of one-man rocks strategically placed in the Right-of-Way landscape beds will protect sprinkler heads and discourage parking.
 - Reinforcement of the flag pole foundation and placement of a concrete access pad.
 - Replacement of damaged pervious pavement has been completed at the north entry, ADA ramp, recess and gym areas. Plastic sheeting and construction fencing have protected the fresh concrete during its 5-day cure period – all of which will be removed very early Monday morning.
 - Installation of exterior lighting at the west end of the 4th grade wing and at the south end of the west and east hallways.
 - Agreement of a solution to light leakage from exterior bollard lamps at no-cost to Owner.
 - Installation of stainless steel handrails at the ramp outside of Music.

- Refinishing the Commons polished concrete floor.
- Installation of the wood ceiling panels in Wings E, D, and C. Work continues to move northward.
- Installation of most of the white ceiling tiles in the west hallway.
- Installation of blinds in the staff lunchroom and under most skylights in the classrooms.
- Installation of a third Smart Board and projector in Resource as well as the ceiling-mounted swing and new casework.
- Installation of privacy film on windows along the hall of the counseling offices has been installed.
- Installation of the remaining shades is in progress.
- Commissioning activities are 90% complete and have proceeded with very few challenges.
- Painting the access panels of the radiant floor manifolds sprinkled throughout the halls is underway. The new paint will match the adjacent cork tack wall. The half-height walls by the two stairwells to the playground will also be painted the cork color as these are line-up areas and areas that receive a lot of scuffs and footprints from kids going to and from the playground.
- Additional filing cabinets, bookshelves, and shelving has arrived to help teachers complete classroom organization.
- A view window into the access panel of the radiant floor piping in the wall of the library has been installed by Bernie Mejia, BISD Maintenance. The window complements the window in the floor that shows the piping under the floor and offers opportunities for use of the building as a teaching tool.
- Work that remains in progress due to unforeseen issues or extensive scope includes:
 - Operation of the card readers.
 - Reinforcement of hinges in the wood door and wood frame assemblies.
 - Retrofitting the large, round lights in the Shared Learning areas to hug the underside of the wood ceiling.
 - Constructing the lumber and steel structure for entry display shelving at the Library.

Critical Issues:

- Maintaining safe conditions for students, staff, and the community as construction continues, albeit at a lesser pace and with fewer different types of work.
- Introducing the new stretch of sidewalk along Madison to walkers from the south, and showing them the new route to school avoids the utility drive which will temporarily become part of the construction zone.
- Clarifying allowable play areas for children at recess by providing temporary, removable barriers along the north side of the play area where the fencing stops at the field per plan to the north side of the east opening in the covered play.
- Monitoring stormwater through correctly operating drainage channels and minimization of allowable stormwater overflow.
- Monitoring erosion control measures and preventing uncontrolled run-off.

Other

- New flooring in the Headstart portable at WMS was installed over winter break. The original carpet was removed and a new VCT material was installed. An excellent partnership with Headstart-Capital Projects managed the project and Headstart paid for the materials and labor.
- COBI has awarded the contract to install the crosswalk at Sakai to Lakeside Industries. Work started on January 15 and is expected to take a week to complete. A significant improvement to the shoulder of the interior road at Coppertop is included in the project.
- Stair noses for the stairs in the BHS LGI have been ordered and will be installed within the next 4-6 weeks.
- Cameras have been installed in the Sakai Gym, Maintenance, Woodward commons, gym, front and rear entrances and are in the process of installation at BHS. Cameras will also be installed in the gym at Wilkes. The cameras should be fully operational by the end of January.
- A new card entry system will be installed at Maintenance by the end of January as part of the security camera project.
- Roof leaks at Woodward have been assessed and repaired. Roofing replacement is now scheduled for 2014.

Critical Issues:

- CP is working with BIFD and BIPD to conduct a security assessment of each of the BISD facilities.

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

	ESTIMATED BUDGET	ENCUMBERED TO DATE	EXPENDITURES TO DATE	ENCUMBERED PO BALANCE	CP BUDGET BALANCE
Bond Costs					
Bond Costs - 9000	\$ 500,000	\$ 286,010	\$ 286,010	\$ 0	\$ 213,990
<i>Sub-total Bond Cost</i>	500,000	286,010	286,010	0	213,990
Wilkes					
Wilkes Core - 9001	29,760,611	28,378,644	26,360,781	2,017,863	1,381,968
<i>Sub-total Wilkes</i>	29,760,611	28,378,644	26,360,781	2,017,863	1,381,968
Blakely Elementary School					
Blakely Essential Renovations - 9010	514,498	27,840	27,840	0	486,658
Blakely Roof Replacement - 9015	358,752	668	668	0	358,084
<i>Sub-total Blakely</i>	873,250	28,508	28,508	0	844,742
Ordway Elementary School					
Ordway Essential Renovations - 9020	1,048,258	50	50	0	1,048,209
Ordway Portables Roof Replacement - 9025	122,313	48,776	48,776	0	73,537
<i>Sub-total Ordway</i>	1,170,571	48,825	48,825	0	1,121,746
Sakai Intermediate School					
Sakai Essential Renovations - 9030	242,250	68,205	68,205	0	174,044
<i>Sub-total Sakai</i>	242,250	68,205	68,205	0	174,044
Woodward Middle School					
Woodward Essential Renovations - 9040	331,787	21,366	21,366	0	310,421
Woodward Roof Replacement - 9045	252,792	17,421	17,421	0	235,371
Woodward Site Improvements - 9046	1,003,187	0	0	0	1,003,187
<i>Sub-total Woodward</i>	1,587,766	38,787	38,787	0	1,548,979
Bainbridge High School					
Bainbridge HS Essential Renovations - 9050	2,095,170	154,877	152,757	2,120	1,940,293
Bainbridge HS Roof Replacement - 9055	443,817	2,263	2,263	0	441,554
<i>Sub-total Bainbridge HS</i>	2,538,987	157,140	155,020	2,120	2,381,848
Commodore Options School					
Commodore Essential Renovations - 9060	993,599	235,628	235,628	0	757,971
Commodore Roof Replacement - 9065	56,664	39,409	39,409	0	17,255
<i>Sub-total Commodore</i>	1,050,263	275,037	275,037	0	775,226
Transportation					
Transportation Essential Renovations - 9070	713,945	46,260	46,260	0	667,686
Transportation Roof - 9075	35,559	293	293	0	35,267
<i>Sub-total Transportation</i>	749,504	46,552	46,552	(0)	702,952
District Office					
District Office Essential Renovations - 9080	118,378	115,163	115,163	0	3,215
<i>Sub-total District Office</i>	118,378	115,163	115,163	0	3,215
Districtwide Security					
Districtwide Security - 9090	473,533	81,899	31,128	50,772	391,634
<i>Sub-total Districtwide Security</i>	473,533	81,899	31,128	50,772	391,634
Energy Conservation					
Energy Conservation - 9095	947,026	31,934	31,934	0	915,092
<i>Sub-total Energy Conservation</i>	947,026	31,934	31,934	0	915,092
Capital Projects Administration - 9100					
Capital Projects Administration - 9100	2,098,997	741,059	739,948	1,111	1,357,938
<i>Sub-total Capital Projects Administration</i>	2,098,997	741,059	739,948	1,111	1,357,938
<hr/>					
= Total of Projects and Fees	\$ 42,111,137	\$ 30,297,763	\$ 28,225,898	\$ 2,071,865	\$ 11,813,374
South Island Sewer (paid May 2012)	450,000	450,000	450,000		0
= Total Expected Expenditures	\$ 42,561,137	\$ 30,747,763	\$ 28,675,898	\$ 2,071,865	\$ 11,813,374



Bainbridge Island SD #303

Facilities/Capital Projects Office

To: Faith Chapel, Superintendent
From: Tamela Van Winkle, Director Facilities and Capital Projects
Date: 1/31/2013
Re: Wilkes Elementary Replacement
Change Order No. 13

The following Change Order No. 13 is proposed for Board Approval:

CCD 046A Rev	<u>Add Coiling Door Electrical Pricing</u> The cost to provide wiring & circuits to the coiling door between the gym vestibule and the Commons was omitted in CCD046A and is added here.	\$1,798.00
CCD 047	<u>Window Details & Curtainwall Sealant Change</u> Window details call out a silicone sheet sealant that was not specified; the sealant change resulted in typical flashing, backer rod & caulk.	\$889.00
CCD 088	<u>Bridge Floor Finish</u> Capital Projects and Maintenance provided material and labor to finish the wood flooring in the bridges omitted from contract documents.	\$0.00
CCD 100	<u>Landscape Chips at Kindergarten Play</u> Replacement of "hogs fuel" wood chip with wood chip "safety surfacing".	\$4,154.00
CCD 108	<u>Stair Curb Grading Conflict</u> Cross-slope at sidewalk between parking lot & stairs to the field exceeded ADA; new grading, an additional concrete step & extension of the stainless steel handrails were required.	\$1,137.00
CCD 113	<u>Tackable Wall Surface at Commons</u> To improve cleanability of the wall between the kitchen and serving line, cork tack wall was replaced with paint & wall base.	\$868.00

CCD 115	<u>Exterior Egress Light Fixtures</u> Reinstates lighting that was removed from the contract when the covered walk which supported light fixtures was deleted.	\$3,446.00
CCD 117	<u>Century Link Access to Vault at Day & Madison</u> For Century Link to service a major underground phone and fiber vault an access pathway was added to the Right-of-Way improvements.	\$2,059.00
CCD 130	<u>Substantial Completion Date Phase 1B and 2B</u> Change in Substantial Completion date to allow completion of work and appropriate dates for commencement of warranties associated with the building.	\$0.00
COP 008Rev	<u>Added Steel for Operable Partition</u> Additional wide-flange beams and tubesteel frames were added to support the operable partition between the Gym and Commons as well as provide a chase for ductwork.	\$5,756.00
COP 049	<u>Contaminated Soil Removal at Fuel Tank</u> 303 tons, or 187 cubic yards, of petroleum contaminated soil were removed; 87 cy exceeded the Unit Prices included in the Base Bid.	\$8,489.00
COP 052	<u>Louver at Kindergarten</u> Adding the cost to install a 7' x 5' louver noted on mechanical plans but not shown on architectural elevations.	\$1,459.00
COP 055	<u>Pump at Water Meter Vault</u> Adds power & pump to remove water from vault serviced by KPUD.	\$3,710.00
COP 065	<u>Extra Fencing September and October</u> Costs to provide pedestrian paths framed with two-sided construction fencing, in several configurations, plus separation of the school from unfinished areas were shared equally with the contractor.	\$6,265.00
COP 073	<u>Added Dry Wells at Three Tree Planters</u> Protecting tree roots against high water table and slow infiltration of native soil.	\$545.00
COP 074	<u>Cubicle Curtain Material Change</u> Change of flooring material prompted change to more compatible color and playfulness of curtain.	\$625.00
COP 075	<u>Credit for CCD 050 (Change Can Fixture Type)</u> Clarification of quantity of fixtures needed.	(\$186.00)

COP 076	<u>Kiln Exhaust Controls</u> Coordination of kiln operation to automatically operate the kiln exhaust.	\$1,558.00
PR 013	<u>Extended Handrail at Music Ramp</u> Added handrail for safety and convenience although not required by code.	\$4,053.00
PR 016	<u>Motion Detectors in Halls</u> For energy efficiencies additional motion detectors were installed to allow east and west halls to separately light rather than light all halls regardless of where light is needed.	\$2,758.00
PR 018	<u>Seal Kitchen Tile</u> Correction of missing specification for sealant enabling easier custodial care.	\$1,535.00

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

Original Contract Sum	\$21,359,000.00
Change Order No. 1-12	\$213,088.00
Change Order No. 13	\$50,918.00
Revised Contract Amount (excluding WSST)	\$21,623,006.00
WSST @ 8.6%	\$1,859,578.52
Revised Contract Amount (including WSST)	\$23,482,584.52



CHANGE ORDER 013

PROJECT NAME: Wilkes Elementary School
Bainbridge Island School District
DATE: 2013 01 31
CONTRACT DATE: 2011 05 26
OWNER: Bainbridge Island School District
OWNER'S REP: Nancy Josephson

PROJECT NO: 2010603.00
FILE NAME: CO 013

The Owner and the Contractor agree to the following change(s):

ATTACHMENTS:	days	
CCD 046aRev Add Coiling Door Electrical Pricing	0	\$1,798.00
CCD 047 Window Details and Curtainwall Sealant Change	0	\$889.00
CCD 088 Bridge Flooring Finish	0	\$0.00
CCD 100 Landscape Chips at Kindergarten Play	0	\$4,154.00
CCD 108 Stair Curb Grading Conflict	0	\$1,137.00
CCD 113 Tackable Wall Surface at Commons	0	\$868.00
CCD 115 Exterior Egress Light Fixtures	0	\$3,446.00
CCD 117 Century Link Access to Vault at Day & Madison	0	\$2,059.00
CCD 130 Substantial Completion Date Phase 1B	182	\$0.00
Substantial Completion Date Phase 2B	120	\$0.00
COP 008Rev Added Steel for Operable Partition	0	\$5,756.00
COP 049 Contaminated Soil Removal at Fuel Tank	0	\$8,489.00
COP 052 Louver at Kindergarten	0	\$1,459.00
COP 055 Pump at Water Meter Vault	0	\$3,710.00
COP 065 Extra Fencing September and October	0	\$6,265.00
COP 073 Added Dry Wells at Three Tree Planters	0	\$545.00
COP 074 Cubicle Curtain Material Change	0	\$625.00
COP 075 Credit for CCD 050	0	(\$186.00)
COP 076 Kiln Exhaust Controls	0	\$1,558.00
PR 013 Extended Handrail at Music Ramp	0	\$4,053.00
PR 016 Motion Detectors in Halls	0	\$2,758.00
PR 018 Seal Kitchen Tile	0	\$1,535.00
Total	0	\$50,918.00

CONTRACT TIME:

Before this Change Order, the date of Substantial Completion for Phase 1B was: 2012 06 29
The Contract Time change because of this Change Order is: 182 days
With this Change Order, the new date of Phase 1B Substantial Completion will be: 2012 12 28
Before this Change Order, the date of Substantial Completion for Phase 2B was: 2012 11 15
The Contract Time change because of this Change Order is: 120 days
With this Change Order, the new date of Phase 2B Substantial Completion will be: 2013 03 15

CONTRACT SUM:

The original contract sum was: \$21,359,000.00
Net change by previously authorized Change Orders is: \$213,088.00
Contract Sum prior to this Change Orders was: \$21,572,088.00

The Contract Sum will be increased or reduced by this Change Order in the amount of: \$50,918.00
The new Contract Sum including this Change Order therefore is: Total \$21,623,006.00

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

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

CONFIRMED BY: Contractor: Spee West

DATE:

Ben Henderson

ISSUED BY: Architect: Mahlum

DATE: 2013 01 24

Jesse Walton

AUTHORIZED BY: Owner: Bainbridge Island School District

DATE:

Tamela Van Winkle



Bainbridge Island SD #303
Facilities/Capital Projects Office

Memo

To: Faith Chapel, Superintendent
From: Tamela Van Winkle, Director Facilities and Capital Projects
Date: 01/31/13
Re: Wilkes Elementary – Substantial Completion Phase IB

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 December 28, 2012. This action establishes the date for commencement of all warranties associated with Phase 1A and 1B (Building) exclusive of the Commons and Gym AV Systems. The date for Phase 2B (Field) Substantial Completion is currently planned for March 15, 2013.

In accordance with the contract documents, the contractor is required to complete or correct all work identified as incomplete or defective within 60 days from the date of Substantial Completion.

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 1A, Phase 1B, Phase 2A 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 for Phases 1A, 1B and 2A List of Major Items to be Completed and/or Corrected Memo dated December 28, 2012.

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

Commons and Gym AV Systems

Date of Commencement

Date of issuance of the Final Certificate of Payment

Mahlum

ARCHITECT

BY

December 28, 2012

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: \$1,624,748.00 Balance of Contract including Phase 2B; plus amount to be determined for Change Orders.

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 December 28, 2012 (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.



MEMORANDUM

December 28, 2012

To: Ben Henderson
Spee West Construction

From: Jesse Walton, Mahlum

CC: David Mount, Mahlum
Tamela Van Winkle, BISD
Nancy Josephson, BISD

Subject: **Certificate of Substantial Completion for Phases 1A, 1B and 2A List of Major Items to be Completed and/or Corrected**

Project: **Wilkes Elementary School**

The following list of major items is to be completed and/or corrected by Final Completion, 60 calendar days from the date of this document.

1. Provide Operation and Maintenance Data (O&M) submittals per 017800.
2. Provide Warranties submittals per 017800.
3. Provide Project Record Document submittals per 017800.
4. Provide Training submittals per 017900.
5. Provide Insurance Change-Over Requirements.
6. Complete Commissioning.
7. Obtain all applicable occupancy permits.
8. Complete AV systems in Commons and Gym.
9. Install missing Structural pieces at Gym Truss and Nuts on Slip Connection at bridge.
10. Completed punchlist Items.
11. Complete Grand Opening Priority Activities_122612 prior to February 2, 2013.
12. Complete all scopes of work not yet inspected at the date of Substantial Completion.

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



SUPERINTENDENT
Faith A. Chapel

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: January 31, 2013
Re: Technology Report

Technology Levy Budget Summary

This summary provides information on the encumbrances to date applied to the 2010 Technology Levy budget for the 2012/2013 school year.

FY 2012/2013 Technology Levy Budget		\$1,940,044
Encumbered Purchase Orders	\$ 272,741	
Expenditures to Date	\$ 197,840	
Total Encumbrances to Date		<u>\$ 470,581</u>
FY 2012/2013 Technology Levy Budget Balance		\$1,469,463

Learning and Teaching

The Technology Department has placed our order for the replacement of student laptops to be used in the science programs in grades 6-8. Most of these original student laptops are 5 years old and have had heavy use by our science students. The laptops are allotted on a 2:1 student to computer ratio, with 15 laptops per classroom with a charging/storage cart as the standard. These laptops will be imaged and placed in classrooms during late February/March with assistance from the building support specialists. The "old" laptops will be evaluated and those with some remaining life will be used to meet computer needs for online state testing and MAP testing. Those that are end of life will be dismantled for parts or eventually surplused according to district policy.

Building principals are continuing to offer school-based technology professional development for certificated staff. The elementary schools have placed an emphasis on ST Math training to use the program to its fullest potential. Each elementary school has also offered training in the use of iPads for the elementary setting. Training at the middle and high school levels has been organized by departments to meet technology needs specific to their programs and students.

Assessment

The Data Lead Teachers are working on identifying building specific data analysis needs as well as considering how this information and process relates to the newly established Teacher Principal Evaluation Program (TPEP). One of the tools they are exploring is our data dashboard, Homeroom. Two of our Data Lead Teachers will give a demonstration at the January 31 School Board meeting of their use of Homeroom as they learn to use this tool and help us to develop its use among all certificated staff and administrators.

Infrastructure and Staffing

With the hiring of 2 new staff members to replace 2 who resigned, we are getting back on track with some of our initiatives, especially Bring Your Own Device. We are developing the infrastructure and network systems to successfully support a BYOD initiative. Additionally, we will bring revised policies to support the use of our electronic systems and BYOD at a future board meeting for approval. The policies will include information about our procedures and staff and student user agreements.

Communications & Productivity

Classified staff have the opportunity to participate in two series of workshops on Microsoft Excel 2010 and the use of spreadsheets. One of our employees, Rebecca Sonsalla, has extensive experience in spreadsheets and MS Excel. She is providing a series of seven, 90-minute sessions for basic – intermediate skill levels, and a second 7-session series for intermediate – advanced skills.

Technology Department staff are also holding monthly, 90-minute meetings with the six building support specialists. The agendas are mutually developed and provide training and forums for the hardware and software that the building support specialists manage in their schools. Their role has become increasingly important as technology use has increased at each school by staff and students, and when immediate assistance is needed to provide a solution for a technology issue. The building support specialists time has especially been impacted by the increase online assessments for state testing and MAP testing.

2010 TECHNOLOGY LEVY
2012-13 District Fiscal Year Summary

	ESTIMATED BUDGET	ENCUMBERED TO DATE (TOTAL AMT)	EXPENDITURES TO DATE	ENCUMBERED PO BALANCE	LEVY BUDGET BALANCE
LEARNING:					
Engage and Empower	746,500				547,231
Hardware	676,500	150,528	3,270	147,258	525,972
Software	70,000	48,742	44,968	3,774	21,258
Professional Development	0	0	0	0	0
<i>Sub-total LEARNING</i>		199,269	48,237	151,032	
TEACHING:					
Prepare and Connect	265,311				232,265
Hardware	139,950	239	238	2	139,711
Software	0	0	0	0	0
Professional Development	125,361	32,807	11,903	20,904	92,554
<i>Sub-total TEACHING</i>		33,046	12,141	20,905	
ASSESSMENT:					
Measure What Matters	67,500				12,479
Hardware	0	0	0	0	0
Software	48,500	51,810	51,810	0	(3,310)
Professional Development	19,000	3,211	1,246	1,965	15,789
<i>Sub-total ASSESSMENT</i>		55,021	53,056	1,965	
INFRASTRUCTURE:					
Access and Enable	359,400				350,729
Hardware	317,500	4,478	3,457	1,021	313,022
Software	33,100	3,010	653	2,357	30,090
Professional Development	8,800	1,183	0	1,183	7,617
<i>Sub-total INFRASTRUCTURE</i>		8,671	4,110	4,562	
COMMUNICATIONS + PRODUCTIVITY	247,880				97,620
Hardware	101,250	79,626	26,606	53,020	21,624
Software	95,890	66,456	52,488	13,968	29,434
Professional Development	50,740	4,179	0	4,179	46,561
<i>Sub-total COMM. + PROD.</i>		150,260	79,094	71,167	
Technical Support	253,453	24,313	1,203	23,110	229,140
<i>Sub-total Technical Support</i>		24,313	1,203	23,110	
<hr/>					
= Total	\$ 1,940,044	\$470,581	\$197,840	\$272,741	\$1,469,463

BOARD OF DIRECTORS
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SUPERINTENDENT
Faith A. Chapel

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

January 24, 2013

TO: Board of Directors
FR: Faith A. Chapel, Superintendent
RE: Recommended Calendar Change

Due to numerous conflicts with events planned for Thursday, February 14, 2013, it is recommended that the Board of Directors meeting scheduled for that evening be canceled. The next regularly scheduled Board meeting will be held on Thursday, February 28, 2013. A revised annual list of Board meetings is attached.

**Bainbridge Island School District
Board of Directors Meeting Schedule
September 2012 – August 2013
*Revised – January 31, 2013***

September 13, 2012	Regular Meeting
September 27, 2012	Regular Meeting
October 11, 2012	Regular Meeting
October 25, 2012	Regular Meeting
November 8, 2012	Regular Meeting
November 29, 2012	Regular Meeting
December 13, 2012	Regular Meeting
January 10, 2013	Regular Meeting
January 31, 2013	Regular Meeting
February 14, 2013	Cancelled Regular Meeting
February 28, 2013	Regular Meeting
March 14, 2013	Regular Meeting
March 28, 2013	Regular Meeting
April 11, 2013	Regular Meeting
April 25, 2013	Regular Meeting
May 9, 2013	Regular Meeting
May 30, 2013	Regular Meeting
June 13, 2013	Regular Meeting
June 27, 2013	Regular Meeting
July 25, 2013	Regular Meeting
August 29, 2013	Regular Meeting

All regular business meetings will begin at 5:30 p.m. and will be held in the Board Room located next to the Commodore Commons (Commodore Campus) unless otherwise announced.



Curriculum & Instruction

8489 Madison Avenue NE . Bainbridge Island, Washington 98110-2999 . (206) 780-1067 . Fax (206) 780-1089

TO: Faith Chapel, Superintendent
FM: Julie Goldsmith, Associate Superintendent
RE: Policy 2420, Grading and Progress Reports
Date: January 24, 2013

Attached for approval by the Board of Directors is Policy 2420, Grading and Progress Reports. The Washington State School Directors Association (WSSDA) recommends the deletion of this policy. The requirement for this policy is sufficiently defined in law and contract or is otherwise considered unnecessary at the policy level.

Recommended Action: Approve deletion of Policy 2420, *Grading and Progress Reports*

POLICY 2420: GRADING AND PROGRESS REPORTS

~~Evaluation of student progress is based upon the district philosophy of education which recognizes that the student is the primary concern of the educational process and that individuals differ in abilities and patterns of growth and learning.~~

~~Evaluation procedures and instruments are designed to measure acquired skills and knowledge in terms of written learning objectives for all courses and programs. Teachers are responsible for thoroughly explaining to students the evaluation criteria and process with the goal of having students able to evaluate their own progress.~~

~~Evaluation procedures throughout the school district shall include a process for the evaluation of students with identified special needs.~~

~~No student is to be failed at any grading period unless parents re-informed either by conference or warning notice during the grading period.~~

~~Teachers at all grade levels are encouraged to hold personal conferences with parents to discuss student progress.~~

BOARD OF DIRECTORS
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SUPERINTENDENT
Faith A. Chapel

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

Date: December 20, 2012

To: Faith Chapel, Superintendent

From: Peggy Paige, Director of Business Services

RE: Policy 6500 – Risk Management

Washington State School Directors Association (WSSDA) routinely provides guidance and recommended updates for school board policy and procedures. Additionally our risk management pool (Washington Schools Risk Management Pool) reviews our policies as part of our risk assessment surveys.

Since July of 2009 it has been a requirement that every claim (for damages) filed against a school district be submitted on a standard Tort Claim Form. School districts are advised to have this form available and to include notice of this availability in a risk management policy.

Therefore, I recommend that Policy 6500 be revised to include the changes as submitted.

RISK MANAGEMENT

The board believes the district must identify and measure risks of loss due to the damage or destruction of district property or to claims against the district by others claiming to have been harmed by the action or inaction of the district, its officers or staff. A risk management program shall be implemented to reduce or eliminate risks where possible, to determine which risks the district can afford to assume and to transfer to an insurance company those risks which the district does not wish to assume or cannot economically afford to assume. Such a program shall consider the benefits, if any, of joining with other units of local government for joint purchasing of insurance, joint self-funding, joint self-insuring or joint employment of a risk manager. The superintendent shall assign the primary responsibility for the administration and supervision of the risk management program to a single person. The board shall review the status of the risk management program each year. *The district will make available to claimants its standard tort claim form.*

The district shall purchase and pay for surety bonds for the superintendent, business manager and such other staff and in such amounts as the board shall from time to time determine to be necessary for honest performance of the staff in the conduct of the district's financial operations. Such bonds may include a deductible proviso not to exceed two percent of the employee's annual salary.

Legal References:	RCW 4.96.020	<i>Tortious conduct of local governmental entities and their agents – Claims – Presentment and filing - Contents</i>
	28A.400.350	Liability, life, health, health care, accident, disability and salary insurance authorized—Premiums
	28A.400.360	Liability insurance for officials and employees authorized
	28A.400.370	Mandatory insurance protection for employees
	28A.320.100	Actions against officers, employees or agents of school districts and educational service districts—Defense, costs, fees—Payment of obligation
	28A.320.060	Officers, employees or agents of school districts or educational service districts, insurance to protect and hold personally harmless
	28A.330.100 (10)	Additional powers of board
	48.62	Local government insurance transactions

Date: January 24, 2013
To: Faith Chapel, Superintendent
From: Cami Dombkowski, Personnel Director *cd*
Subj: Personnel Actions

Personnel actions recommended for Board approval at the January 31, 2013 School Board meeting are as follows:

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

Milbrot, Russell	8.0 hrs/day Grounds Laborer at Maintenance effective 01/23/13
Sater, Megan	12.0 hrs/wk Special Education Paraeducator at the Adult Living Program effective 01/07/13

Changes in Assignment:

Smit, Katie	Add .5 FTE Non-Continuing Special Education Teacher at Ordway Elementary School effective 12/17/12 for the 2012-2013 school year only
Briggs-Potter, Denise	Add 6.0 hrs/wk Special Education Paraprofessional to existing hours at Commodore Options School effective 01/14/13 for the remainder of the 2012-2013 school year
Kelly, Tiffany	Extend 4.6 hrs/day Leave Replacement Bus Driver at Transportation through 03/15/13
Moore, Dixie	Add 3.0 hrs/wk Special Education Paraprofessional to existing hours at Commodore Options School effective 01/28/13 for the remainder of the 2012-2013 school year
Smith, Michelle	Add 6.0 hrs/wk Special Education Paraprofessional to existing hours at Commodore Options School effective 01/14/13 for the remainder of the 2012-2013 school year
Spade, James	Extend 6.5 hrs/day Leave Replacement Bus Driver at Transportation through 03/15/13
Gallagher, Kristopher	Add 7 th Grade Girls Basketball Coach at Woodward Middle School to existing assignments effective 01/22/13

Retirements:

Resignations:

Lindbloom, Carl	.9 FTE Science and Physical Education Teacher at Commodore Options School effective 01/31/13
Kelly, Leslie	1.25 hrs/day Supervision Paraeducator at Ordway Elementary School effective 01/25/13

Requests for Leave of Absence:

Bray, Charles	Extend 6.5 hrs/day Leave of Absence as Bus Driver in Transportation through 03/15/13 for suitable reasons
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BOARD OF DIRECTORS
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Mike Spence
Tim Kinhead
Mev Hoberg



SUPERINTENDENT
Faith A. Chapel

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

Board of Directors Meeting
January 31, 2013

CONSENT AGENDA

1. **Donation**
Donation to Blakely Elementary School in the amount of \$3,791.60 from the Blakely PTO to support Transportation costs (field trips), technology purchases, and Principal travel costs.
2. **Donation**
Donation to Wilkes Elementary School in the amount of \$20,000.00 from the Wilkes PTO to support the purchase of iPads for grade level/classroom use.
3. **Donation**
Donation to Woodward Middle School in the amount of \$1,888.00 from the Woodward PTO to support a variety of purchases.
4. **2013 Washington State School Directors' Association Annual Dues**
2013 Membership dues and subscription services for Washington State School Directors' Association in the amount of \$8,970.20 in accordance with Chapter 28A.345 RCW.
5. **Staff Travel: Out-of-State**
Request for Board approval from Bainbridge High School teacher Michael Holloway (Social Studies) to serve as a "test reader" for Advanced Placement Social Studies examination evaluations June 3 – 7, 2013 in Kansas City, Missouri.
6. **Staff Travel: Out-of-State**
Request for Board approval from Bainbridge High School teacher Janet Neuhauser (Digital Photography/CTE) to attend the National Society for Photographic Education Conference March 7 – 10, 2013 in Chicago, Illinois.
7. **Student Field Trip: Overnight**
Request for Board approval from Blakely Elementary School teachers Maureen Wilson, Carol Connelly, and Barbara McMahon and the entire 4th Grade student group to attend Olympic Park Institute for their Outdoor Education experience May 22 – 24, 2013.
8. **Student Field Trip: Overnight/Out-of-State**
Request for Board approval from Bainbridge High School (BHS) teacher Deborah Hill (Vocal Music) and BHS Vocal Music students to attend the Music in the Parks Festival May 10 – 12, 2013 in Coeur D'Alene, Idaho.

9. Minutes from the *December 13, 2012* School Board Meeting

10. Minutes from the *January 10, 2013* School Board Meeting

11. Vouchers

➤ Capital Projects Fund Voucher	\$ 31,658.95
➤ Associated Student Body Fund Voucher	\$ 62,323.64
➤ DOR – COMP TAX	\$ 1,352.29
➤ General Fund Voucher	\$ 333,302.84

SCHOOL BOARD OF DIRECTORS



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 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 Blakely PTO
Address 4704 Blakely Ave
BLI WA 98110
Phone _____

Donation Amount or Value of Donated Items: \$ 3791.⁶⁰ (check)

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

Transportation charges per invoice 2012007481
Apple Store purchases (apps), iPads (3), RealTime subscription,
Hotel travel for Renee Lindholm NTE conference (travel)

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 Jana Accounts Receivable invoice Date 1-23-13

Reviewed By: _____ Date _____



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 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) Wilkes PTO
School Wilkes Elementary School
Address 12781 Madison Ave NE
Bainbridge Island, WA 98110
Phone 206.842.4411 Email _____

Donation Amount or Value of Donated Items: \$ \$20,000-

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

-towards purchase of ipads for grade level/classroom use

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

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

Signature of Donor _____ Date: _____

Reviewed By: Sheryl Belt Sheryl Belt Date: 1-16-2013
(Printed Name) (Signature)

District Review: Jennifer M. Olson Date: 1-16-2013
(Printed Name) (Signature)



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

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 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

WMIS PTO

Address

9100 Sportman Club Rd
Bainbridge Island, WA

Phone

Donation Amount or Value of Donated Items: \$ 1888.00 check

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

Fall PTO Bill outs per BJSD Invoice 2012007529 (covers
dollar for band chairs) entry fee/admission to Book of the Theatre,
PTA on line math course.

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

received via mail J. H. H. H.

Date

1/16/13

Reviewed By:

Date

2013 WSSDA Annual Dues Billing

Invoice #: 44975

January 18, 2013

Superintendent
Bainbridge Island #303
8489 Madison Avenue N.E.
Bainbridge Island, WA 98110-2999

Please make warrants payable to:



Washington State
School Directors' Association
221 College St. N.E.
Olympia, WA 98516-5313

PLEASE READ CAREFULLY:

Listed below is the amount of your district's WSSDA membership dues for 2013, established in accordance with Chapter 28A.345 RCW. Also listed are WSSDA's subscription services and fees. A dollar amount in the right-hand column indicates your district subscribed to the listed service during the past year.

1. To continue your subscriptions, pay the amount indicated at the bottom of the right-hand column.
2. To add subscriptions, enter the cost of the service in the right-hand column and add the amount to the total at the bottom.
3. To discontinue subscriptions, cross out the amount in the right-hand column and subtract the amount from the total at the bottom.

Complete descriptions of WSSDA's subscription services are available at wssda.org.

Please mail this form, along with a warrant payable to WSSDA **by February 18, 2013 to:**

WSSDA
221 College St. NE
Olympia, WA 98516-5313

Questions? Contact Harry Frost, Director of Finance at 1-800-562-8927.

Thank you!

Washington State School Directors' Association Membership Dues for 2013

(Per Chapter 28A.345 RCW - schedule enclosed)

\$7,815.20

Policy and Legal News - \$615.00 (nontaxable)

\$615.00

School Law and Policy Online Service - \$540.00 (nontaxable)

\$540.00

On Call PR Service: Online - \$295.00 (nontaxable) -OR-

\$0.00

On Call PR Service: Online plus Hard Copy - \$347.84 (\$320.00 + sales tax)

\$0.00

Total of Dues and Other Services

PLEASE RETURN SECOND COPY WITH REMITTANCE

\$8,970.20



Washington State
School Directors' Association

PRESIDENT

Debbie Long, Central Valley
509.922.4442

PRESIDENT-ELECT

Mari Taylor, Lake Stevens
425.314.1131

VICE PRESIDENT

Chris Nieuwenhuis, Riverside
509.290.1824

PAST PRESIDENT

Mary Fertakis, Tukwila
206.767.6053

BOARD OF DIRECTORS

AREA I

David Iseminger, Lake Stevens
425.501.4993

AREA II

Nancy Merrill, Enumclaw
360.825.4476

AREA III

Carol Van Noy, Riverview
425.941.8855

AREA IIII

Rick Maloney, University Place
253.566.6918

AREA IV

Cindy Kelly, Port Angeles
360.460.9549

AREA V

Chuck Namit, North Thurston
360.790.9859

AREA VI

Patty Wood, Kelso
360.431.2524

AREA VII

Aurora Flores, Manson
509.679.0519

AREA VIII

Bruce Drollinger, Naches Valley
509.966.9639

AREA IX

Joanne Greer, Deer Park
509.991.5634

AREA X

Harmon Smith, LaCrosse
509.592.3504

AREA XI

Larry Ayre, Finley
509.551.5379

NSBA BOARD OF DIRECTORS

Anne Golden, Walla Walla
509.525.3067

EXECUTIVE DIRECTOR

Dr. Jonelle Adams

PHONE 360.493.9231

TOLL FREE 800.562.8927

FAX 360.493.9247

Date: January 8, 2012

To: Superintendents and Business Managers

From: Dr. Jonelle Adams, Executive Director

Re: WSSDA Annual Dues

On behalf of the WSSDA Board of Directors, staff, and myself, I want to take this opportunity to thank you for your continued support of WSSDA. It is through your membership support that WSSDA is able to advocate with the legislature, the Governor's Office, and the Superintendent of Public Instruction on your behalf. Your support also allows WSSDA to provide communication services; training for school directors; offer legal guidance to districts; provide publications; offer policy services to support school districts; and provide for various committees and task forces and other services that are beneficial to all education leaders in your district.

The individuals on the WSSDA Board of Directors sit on their own local boards and are keenly aware of the budget situations you are all facing in your local districts. With that in mind, the Board of Directors voted to keep the WSSDA overall dues the same as the previous year. However, your school districts dues may change from the previous year's dues amount dependent on the total of number of certificated personnel.

Please find attached the WSSDA invoice that includes the 2013 Membership Dues and the subscription services you have been getting this past year. There is one change in subscriptions for 2013 compared to the previous year. WSSDA is merging the "Policy News" and "School Law Digest" together into one publication. This will be published bi-monthly in February, April, June, August, October and December. The price of the subscription changed from \$565 for Policy News and \$125 for School Law digest, to a single price of \$615.00, and overall savings to the district of \$75.00.

We believe the services and advocacy provided by WSSDA is one of the most important things you can do for your district. If you have questions about these services, or about your dues, please call WSSDA at (360) 493-9231 or 1-800-562-8927.

We look forward to working with you in 2013, and wish you continued success in the improvement of student learning.

221 College Street NE
Olympia, Washington 98516
wssda.org

The following is the schedule of dues for 2013.

2013 WSSDA Dues

<u>Number of Certificated Personnel*</u>	<u>Dues</u>
1.00 – 7.00.....	\$ 635 or \$146.81 per Certificated Employee, whichever is greater
7.01 – 15.00	\$1,270 or \$130.66 per Certificated Employee, whichever is greater
15.01 – 25.00.....	\$1,905 or \$102.77 per Certificated Employee, whichever is greater
25.01 – 36.00.....	\$2,540 or \$89.55 per Certificated Employee, whichever is greater
36.01 – 54.00.....	\$3,175 or \$74.87 per Certificated Employee, whichever is greater
54.01 – 100.00.....	\$4,445 or \$60.19 per Certificated Employee, whichever is greater
100.01 – 175.00.....	\$6,350 or \$42.57 per Certificated Employee, whichever is greater
175.01 – 250.00.....	\$6,985 or \$32.30 per Certificated Employee, whichever is greater
250.01 – 500.00.....	\$8,255 or \$23.49 per Certificated Employee, whichever is greater
501.01 – 750.00.....	\$12,700 or \$19.09 per Certificated Employee, whichever is greater
750.01 – 1000.00.....	\$15,240 or \$17.62 per Certificated Employee, whichever is greater
1000.01 or more.....	\$19,050 or \$14.68 per Certificated Employee, whichever is greater

The maximum dues assessed to any single school district may not exceed the base salary of a teacher in that district.

* 2011-2012 staffing as reported to the State Superintendent of Public Instruction.

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 Michael Holloway Building/Position BHS / Teacher
 Destination AP Exam Reading, Kansas City MO Proposed Date June 3-7, 2013
 Purpose of Travel AP European History Exam Reading. The College Board and ETS have invited me to score essays for the 2013 AP European History Exam.

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): As a teacher for AP European History, attending the reading and participating in the scoring are invaluable experience to share with future AP students and help

Will substitute coverage be required? ☒ Yes ☐ No If Yes: ☐ Full Day ☐ Half Day share my curriculum.

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	<u>0</u>
Purchase Order attached #	
Travel	
Mileage at IRS approved rate at time of travel	<u>0</u>
Airfare	<u>0</u>
Ferry	<u>0</u>
Lodging	<u>0</u>
Purchase Order attached #	
Substitute (approx. \$ ¹²⁰ /day)	<u>600.00</u>
Other (extra time, meals, etc.)	<u>0</u>
TOTAL REQUESTING	<u>600.00</u>

Employee's Signature Michael Holloway

INFORMATION BELOW TO BE COMPLETED BY THE SCHOOL ADMINISTRATION

Travel approved by: [Signature]
 Principal or Building Administrator

Amount Approved \$ \$600

Dist. carr.

Account Number(s)

(Charge code information must be identified)

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

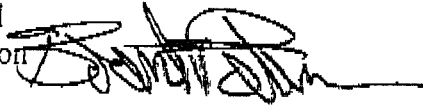
Associate Superintendent / Curriculum & Instruction

BAINBRIDGE HIGH SCHOOL

January 22, 2013

TO: Faith Chapel

FROM: Brent Peterson



RE: **Approval Request for Out of State Travel**

Michael Holloway, BHS Social Studies teacher, has submitted a staff travel request that involves out of state travel to serve as a "test reader" for Advanced Placement Social Studies examination evaluations in June of this school year.

Attendance at the National Advanced Placement assessment event presents a great opportunity for Michael to participate with Social Studies teachers from around the country in the assessment of AP exams. Participation at this event serves as a very useful professional development activity for one of our Advanced Placement instructors and a fantastic opportunity to network with other educators from across the country.

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

1/22/2013

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 Janet Neuhauser Building/Position BHS
 Destination Chicago Proposed Date March 7-10, 2013
 Purpose of Travel National Society for Photographic Education Conference
www.spenational.org/conference

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 attending 3 days of workshops including industry seminars, history of photography + curriculum workshops

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

Specify hours needing coverage if less than full day: I will be using my personal leave days for this

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 # 290 - CTE money will pay for this
 Purchase Order attached # 4021200225 has been submitted
 Travel
 Mileage at IRS approved rate at time of travel
 Airfare TBD 323.90
 Ferry
 Lodging 4 nights @ \$167 TBD 668.00
 Purchase Order attached #
 Substitute (approx. \$120/day) 0 (PERSONAL DAY)
 Other (extra time, meals, etc.) 0
TOTAL REQUESTING

Employee's Signature Janet Neuhauser

INFORMATION BELOW TO BE COMPLETED BY THE SCHOOL ADMINISTRATION

Travel approved by: [Signature]
 Principal or Building Administrator
[Signature]
 District/Building Administrator(s) providing all or partial funding for activity
 Associate Superintendent / Curriculum & Instruction

Amount Approved \$ 1,281.90
 Account Number(s) 3164-27-7570-402-1900
3164-27-8100-402-1900
 (Charge code information must be identified)
CTE PHOTOGRAPHY TRAVEL (\$991.90)
CTE PHOTOGRAPHY CONF REG (\$290.00)

www.spe-national.org/conference

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2013 Conference

purchase tickets | location | schedule | speakers | guests | sponsors | exhibit | attendee details

2013 National Conference • Celebrating 50 years of SPE

Centering significance • Celebrating Photography's Continuum

This conference will celebrate how photography has shaped the world we live in today, from its origins in painting and the way it has shaped the past, present and future of photography and SPE itself.

Many thanks to SPE's 2013 host institution, Columbia College Chicago, and its Department of Photography and Photojournalism.

Chicago, Illinois

March 7-10, 2013 @ Palmer House Hilton

Keynote Speaker: Richard D. Smith, Director of the American Revolution

Honored Educator: Elaine Flanagan

01/22/2013 10:30

spe membership
join +
leave
online
news + events

Ennie Powell
Columbia College Chicago


feedback
Kathy Richardson
Columbia College Chicago

Rhonda Benoit
Columbia College Chicago

BAINBRIDGE HIGH SCHOOL

January 16, 2013

TO: Faith Chapel
FROM: Brent Peterson



RE: **Approval Request for Out of State Travel**

The attached staff travel request outlines a proposed out of state professional development opportunity for Janet Neuhauser, BHS Digital Photography/CTE teacher.

Participation at the National Society for Photographic Education Annual Conference presents a very valuable and timely professional development opportunity for Ms. Neuhauser. This experience will enhance our Digital Photography curriculum resources, allow Janet to be exposed to emerging trends in her field of study and provide Ms. Neuhauser with a great opportunity to network with digital photography teachers from across the United States. Funding for this activity is supported by a combination of Career & Technical Education professional development funds and "out of pocket" funds provided by Ms. Neuhauser.

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

1/16/2013

Proposed Educational Field Trip

Teacher Maurice Cool Barbara Wilson, Connelly, McMahon School Blakely
Class Involved Entire 4th grade
Number of Students 76 Students Number of Chaperones 20 (15 Parent Chaperones 5 Staff members)
Destination NatureBridge / OPI
Date of Trip (Proposed) 5/22 - 5/24
Time of Departure from School 5/22 - Wednesday 9¹⁵ am - Depart 9³⁰ am Blakely
Time of Return to School 5/24 - Friday 12⁰⁰ pm - Depart OPI / Nature Bridge
Purpose of Field Trip (Curriculum area/objectives) Outdoor Education
See memo from Reese Ande

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

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

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

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

Transportation needs 2 Buses

Bus required? ☒ Yes ☐ No

Other vehicle required? ☐ Yes ☒ No

Involves watercraft? ☐ Yes ☒ No

Substitute required? ☒ Yes ☐ No

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

for Kris Tjensland PE

Date 1/22/2013 Teacher Maurice Oettinger Wilson

Estimated Cost _____ Actual Cost _____

Principal

Approved By

[Signature]
Principal

Submit request to principal seven days in advance of trip.

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

Captain Johnston Blakely Elementary School

To: Board of Directors

From: Reese Ande

Date: January 22, 2013

RE: Blakely Outdoor Education 2011 Overnight Experience

Blakely fourth graders will be attending Olympic Park Institute for their Outdoor Education experience again this year. Blakely has traveled to OPI, located on Lake Crescent, west of Port Angeles, for over ten years. This three day program from May 22-24, involves an overnight stay of two nights.

The program is supervised by administration, teaching staff, and approximately 15 parent chaperones.

We travel to OPI to study old growth forest ecology, stream and water shed studies and environment stewardship. It is an excellent program which has a lasting impact on our fourth grade students.

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

Proposed Educational Field Trip

Teacher Hill School BHS

Class Involved Choir

Number of Students 12 Number of Chaperones 2

Destination Coeur d'Alene - Silverwood Park, Coeur d'Alene H.S.

Date of Trip (Proposed) May 10-12, 2013

Time of Departure from School 8:00 AM 5/10/13

Time of Return to School 4:00 PM 5/12/13

Purpose of Field Trip (Curriculum area/objectives) Participate in Workshop @ Central Washington U., then to Music in the Parks Festival in Coeur d'Alene

☒ Regular Program ☐ ASB ☒ Other (Best, private, grant, etc.) Booster Club - registration fee Lodging, Transp.

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

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

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

Transportation needs

Bus required? ☐ Yes ☒ No

Other vehicle required? ☒ Yes ☐ No

Involves watercraft? ☐ Yes ☐ No

Substitute required? ☐ Yes ☐ No

Special Instructions (e.g., need bus to ferry only, etc.) parent driven cars

Date 1/15/13 Teacher Hill

Estimated Cost per student price Actual Cost _____

300.00 or 12.55 per student

Approved By [Signature] Principal [Signature]

Submit request to principal seven days in advance of trip.

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



ASSUMPTION OF RISK/ PERMISSION TO PARTICIPATE

As a parent or guardian of a student requesting to voluntarily participate in a field trip to Silverwood - Corner d'Alene
I hereby acknowledge that I have read, understood and agreed to the following:

I hereby give my permission for _____ who attends BHS
(Student's name) (School)
to participate in a field trip on 5/10-12 for the purpose of Festival/Clinic Departing at 8:00 A.M. 5/10
(Date) (Activity) Returning at 4:00 P.M. 5/12

Transportation for this activity will be provided by:

- ☐ District bus/vehicle by district staff
- ☐ Private vehicle by district staff
- ☒ Volunteer/parents transporting students (completed volunteer driver checklist on file)
- ☐ District not providing transportation. Parents make own transportation arrangements
- ☐ Other (e.g. - walk, metro bus) Description: _____

Student's address: _____ City: _____

Student's home phone # _____ Parents Work # _____ Child's Date of birth: _____

Family Physician _____ Phone #: _____

Medical conditions, medication information or allergies district should be made aware of:

In the event of an emergency, I wish the following person to be notified in case I cannot be contacted:

Phone #: _____

I acknowledge that this activity entails known and unanticipated risks which could result in physical or emotional injury, paralysis or death, as well as damage to property, or to third parties. I understand that such risks simply cannot be eliminated without jeopardizing the essential qualities of the activity

I certify that my child has no medical or physical conditions which could interfere with his/her safety in this activity

I authorize qualified emergency medical professionals to examine and in the event of injury or serious illness, administer emergency care to the above named student. I understand every effort will be made to contact me to explain the nature of the problem prior to any involved treatment.

In the event it becomes necessary for the school district staff-in-charge to obtain emergency care for my student, neither s/he nor the district assumes financial liability for expenses incurred because of the accident, injury, illness and/or unforeseen circumstances.

Signature of parent/guardian _____

Date _____

Work phone _____

Home phone _____

EXTENDED TRIP INFORMATION

I have read the attached itinerary (detailing dates, places of lodging, events, etc.) and understand that the school district will make every reasonable effort to provide a safe environment. I am fully aware of the special dangers and risks inherent in participating in these activities, including physical injury, or other consequences arising from these activities. Being fully informed as to these risks, I hereby consent to my child participating in the activities.

Signature of parent/guardian _____

Date _____



Silverwood - May 11, 2013

Express Schedule for Bainbridge High School

YOUR PERFORMANCES

Please arrive 30 minutes before your warm-up time.

Ensemble	Location	Warm-up	Performance
<u>Saturday, May 11, 2013</u>			
Bainbridge Concert Choir (MCI-HS-AA-C)	Coeur d'Alene Senior High School	9:00 AM	9:20 AM

Performance Locations

Coeur d'Alene Senior High School Host: Jim Phillips (jphillips@cdaschools.org)

5530 N 4th Street

Coeur d'Alene, ID 83815

Available Equipment: **Four-Step Choral Risers**

Four Timpani - 23", 26", 29", 32"

Bass Drum - 38"

Xylophone - 3 1/2 Octaves

Orchestra Bells

Chimes

Upright Piano

Grand Piano

One Microphone

Special Information:

Warmup Area: Classroom

Performance Area: Commons

YOUR PARK

[Click Here](#) for park information, hours, and attractions.

YOUR AWARDS

Silverwood

Saturday May 11, 2013 TBA

YOUR MEAL OPTIONS

You purchased a meal option with the following details:


Meal Time:

Meal Location: -

Meal Description: This all-you-can eat picnic meal consists of pulled pork, hot dogs, chili, potato salad, coleslaw, & cornbread. (Based on the 2012 Menu)

Teachers will please indicate whether or not he/she recommends that a student be absent from his/her class on the day and time indicated on the front page.

Period	Teacher	Class	Yes or No
1.			
2.			
3.			
4.	Choir	ABT	Yes
5.			
6.			


 (Teacher in charge of activity)

01/16/2013 14:16 2067801260 BAINBRIDGEHIGH SCHOOL PAGE 01/05

BAINBRIDGE HIGH SCHOOL

January 15, 2013

To: School Board

From: Brent Peterson



RE: **Approval of Overnight/Out of State Student Activity – BHS Vocal Music Program**

The attached Educational Field Trip request from Deborah Hill, BHS Vocal Music Teacher, provides details regarding a request for approval of an overnight/out of state student travel opportunity.

Attendance at the Music in the Parks Festival in Coeur D'Alene, Idaho on May 10th through May 12th, 2013 is an exciting educational opportunity for our music students.

All costs associated with this experience will be paid by the individual students and the Vocal Music Boosters organization. I recommend approval of this travel request.

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

Date: December 13, 2012

Place: Board Room – Commodore Campus

Board of Directors Present

Board President – Mike Spence

Board Vice-President – Mary Curtis

Directors – Patty Fielding, Tim Kinkead, Mev Hoberg

Call to Order

5:33 p.m. – Board President Mike Spence called the meeting to order and quorum was recognized. He announced a revised agenda had been distributed to board members that included *Resolution 03-12-13: Bond Guarantee*. In addition, Mr. Spence suggested item *K – Capital Projects Report* be moved forward on the agenda. There were no objections.

Public Comment

President Spence noted the Public Comment segment of the agenda was the opportunity for those citizens who would like to comment on topics that do not appear on the meeting agenda. Citizens who would like to comment on an agenda item can do so during that segment of the meeting.

Citizen Greg Krogh-Hartman spoke in support of the Spanish Immersion Pilot Program that is part of the Mosaic Homeschool Program. He stated the program had been a great experience for his child, and thanked the district for giving his children the tools they need to succeed. Citizen Tora Eerkos spoke about the Spanish Immersion Program being the draw that brought her child into the school district. She thanked the Commodore Options principal and the Mosaic teacher for their support during the year. Citizen Libby Fre spoke about the experience her daughter had within the Spanish Immersion Program, noting the positive impact of the program on her child's educational success. In addition, Ms. Fre requested the first day of school next year be scheduled after Labor Day. Board Director Mary Curtis encouraged Ms. Fre to contact Dr. Peter Bang-Knudsen regarding input on the school calendar.

Superintendent's Report

Superintendent Faith Chapel attended a presentation by former Bainbridge High School Math Teacher Rory Wilson about his epic 44-day journey from San Diego to Hawaii all alone in his 21-foot vessel, KROS. She noted students had assisted with the design of the vessel, which employed the use of kites and rowing as the means of propulsion.

Ms. Chapel reported on the K-6 Educational Programs & Innovation Committee meeting held just prior to the school board meeting. The committee was formed as part of the district's strategic planning initiative and is one of the two major committee projects this year. The goal of this committee is two-fold: 1) To look at current innovative and successful programs, and research trends in elementary education; and 2) To update the process and procedures for how innovation is encouraged and how programs are implemented. One of the first topics being reviewed is World Languages. The committee has reviewed research on the topic and started a rich conversation about the various aspects of World Language programs in schools. There will also be a survey sent out to parents to gather input about various language models including immersion, Foreign Language in the Elementary Schools (FLES), and language enrichment. Ms. Chapel noted this was an important topic both locally and nationally.

Board Reports

Mike Spence, as the Board's Legislative Representative, reported two Democratic legislators changed their affiliation to Republican. This creates a new dynamic in the Legislature that could impact education funding as it relates to the McCleary decision to fully fund education.

Presentations

K. Capital Projects Report

Ms. Chapel talked about the importance of partnerships between the district and local community groups and how they are mutually beneficial. She noted the district had been approached by the Bainbridge Artisan Resource

Network (BARN) about renting space in Commodore as temporary housing for their programs. Director of Facilities and Capital Projects Tamela Van Winkle provided additional background information about BARN, a new non-profit formed to operate an artisan center on Bainbridge. The center will have well-equipped community workshops for woodworking, metalworking, fiber arts, jewelry making and other crafts. There will be classes for all skill levels, as well as open studio time for people to work on their own projects. BARN has identified an ideal site on New Brooklyn Road near Madison Avenue for their permanent housing, and is working to raise funds, acquire the property, and build a permanent facility. The rental of four empty classrooms in Commodore is a temporary measure as they begin building programs, raising money, creating a building design, and constructing a permanent center. BARN Board President Jeanne Huber, along with several board members, spoke about the group's focus and goals. It was explained the four classrooms would be used as a woodshop, fiber arts room, a makers- space, and one would be used for multiple purposes. It was noted the lease agreement was in process.

Capital Projects Manager Nancy Josephson spoke about a change in project leadership at the Wilkes Elementary School site. It was noted the change has led to a new and more positive phase in the construction project. One of the latest accomplishments was the opening of a larger portion of the playground that includes the basketball court. The students were delighted with the new access to this area. In addition, the Kindergarten toy area will be opened at the end of the week, which is in addition to the sandbox area.

A. Resolution 03-12-13: Bond Guarantee

Superintendent Chapel explained the state requires a resolution related to the refunding of the 2004 Bonds and authorizing the Superintendent and/or Director of Business Services to submit a request for eligibility for the Washington State School District Credit Enhancement Program.

Motion 30-12-13:

That the Board approves Resolution 03-12-13: Bond Guarantee as presented. (Hoberg) The affirmative vote was unanimous.

B. TPEP – State Requirement for Student Growth Data

Assistant Superintendent Dr. Peter Bang-Knudsen provided an overview of the student growth data component of the new teacher/principal evaluation system. He explained that E2SSB 6696 requires student growth data to be relevant to the teacher and subject matter, and that it must be a substantial factor in the evaluation process. Further, student growth data elements may include the teacher's performance as a member of a grade-level, subject matter, or other instructional team within a school when the use of this data is relevant and appropriate. Key terms related to student growth have been defined as follows: *Student Achievement* – The status of subject matter knowledge, understanding, and skills at one point in time. *Student Growth (Learning)* – The growth in subject matter knowledge, understanding, and skill over time. It was noted while state assessments such as MSP/HSPE demonstrate student achievement relative to state standards, assessments such as MAP are growth measures that indicate change in an individual student's performance over time.

Growth is measured as a way to assess progress for students at all performance levels. The measurement of growth provides evidence of improvement even among those with low achievement, and gives high achieving students and schools something to strive for beyond proficiency. Dr. Bang-Knudsen noted the notion of performance had been reconceptualized as "performance" equals achievement and growth, and identifies strengths and weaknesses in student performance beyond traditional achievement data. Again, it is student growth, not just student achievement, that is relevant in demonstrating the impact teachers and principals have on students. Dr. Bang-Knudsen went on to talk about the framework for teaching and the components of professional practice including the Danielson domains and eight criterion. He explained the student growth rubrics, describing criterions 3, 6 and 8 that are centered on subgroups of students, student growth for the entire classroom, and collaborative and collegial practices focused on improving instruction and student learning.

Odyssey Multiage Program Teacher Barry Hoonan joined the presentation and provided a teacher's perspective on the element of student growth data in the evaluation process. He posed the questions *how is growth effectively measured*, and *what does student growth look like in practice*. It needs to be measurement overtime, and needs to be impactful data. As an example, Mr. Hoonan described a strategy he has put into practice - *Word Work*. Word Work is a research-based word study in which students study the way words fit together in a logical pattern. Mr. Hoonan did a pre-assessment at the beginning of the year, and did another assessment in November, which gave him a snap

shot of student growth for a shorter period of time. It was noted this would allow for a better understanding of student needs. Related to the new teacher evaluation system, both the teacher and the principal can look at student growth data with a better understanding, and make adjustments along the way. At the conclusion of his presentation, Mr. Hoonan read the poem – *Stopping by Woods on a Snowy Evening* by Robert Frost. This as a metaphor for the transition to the new teacher evaluation system and all that encompasses.

Associate Superintendent Julie Goldsmith referenced the board's commitment of additional professional development time this year in the form of the Monday early release time. Through that support, Data Lead Teachers at each school have been identified and their work has begun. Ms. Goldsmith noted elements of student growth had been incorporated into the principal evaluation system as well. The student growth principal rubrics includes: *Criterion 3* – Leading the development, implementation and evaluation of data-driven plan for increasing student achievement, including the use of multiple student data elements; *Criterion 5.2* – Assisting staff in developing required student growth plan and identifying valid, reliable sources of evidence of effectiveness; and *Criterion 8.3* – Provides evidence of growth in student learning. Principal achievement on the rubric ranges from unsatisfactory to distinguished, with the differences between *proficient* and *distinguished* being subtle but important. It was noted a lot of work still needs to be completed as the administrators “unpack” all the elements of the new evaluation system.

C. SAT/AP Results 2012

Director of Instructional Technology and Assessment Randi Ivancich gave an overview of the three programs – ACT, SAT & AP – in which the district participates that provides indicators for students, families, and staff of the college-readiness of high school students. The data used for the report involved student testing from the 2011/12 school year. Highlights of the results included: *ACT (American College Testing)* – Of the graduating class of 2012 who participated in ACT testing: a) 97% met or exceeded the English readiness benchmark; b) 91% met or exceeded the mathematics benchmark; c) 89% met or exceeded the reading benchmark; d) 63% met or exceeded the science benchmark; e) 62% met or exceeded all four subject benchmarks. *SAT (Scholastic Aptitude Test) Data & Trends* – a) Passing scores in reading have overall been stable; b) Passing rates in math have remained stable; c) Passing rates in writing were stable for the previous 4 years with a decrease in 2012 paralleling the national decrease; d) 84% of graduating seniors participated in SAT testing in 2012. *AP (Advanced Placement) Data & Trends* – Of the students in grades 11 and 12 in the 2011/12 school year: a) 54% participated in AP testing; b) More students enrolled in AP courses took the AP tests; c) 365 test takers took 705 AP tests; d) 540 tests, or 77% met or exceeded a passing score; e) increased participation rates each of the last 3 years. Ms. Ivancich also provided graphs of the data for the various testing areas over a three year period – 2010 through 2012.

D. School Configuration Committee Update

Superintendent Faith Chapel explained the School Configuration Committee (SCC) has been charged with the task of formulating recommendations for consideration by the Board of Directors regarding the number, size, location, and grade level composition of the district's schools. Minutes from the past meetings have been distributed and posted on the district's website. Ms. Chapel noted the committee's latest meeting took place on December 12 at which baseline demographic and staffing data was reviewed. Committee members asked for additional areas of information, and that information will be brought to the next meeting. Previous meetings have included study and research related to the history of the district, a variety of grade level configurations, a review of current district facilities, and school size and transitions. The committee will begin to look at possible scenarios during upcoming meetings.

Director of Human Resources Cami Dombkowski explained five policies and procedures had been forwarded to the district by the Risk Management Pool that are required in order to receive a reduction in insurance cost of approximately 3%. Most of the proposed policies come from the Washington State School Directors Association and have been reviewed and revised as appropriate to meet district criteria.

E. Policy 5010: Nondiscrimination and Affirmative Action – First Reading

Motion 31-12-13:

That the Board approves the first reading of Policy 5010: Nondiscrimination and Affirmative Action. (Kinhead) The affirmative vote was unanimous.

F. Policy 5270: Resolution of Staff Complaints (NEW) – First Reading

Following review of the procedures, it was suggested the timeline be changed to read “the next available school board meeting.”

Motion 32-12-13: That the Board approves the first reading of Policy 5270: Resolution of Staff Complaints. (Kinkead) The affirmative vote was unanimous.

G. Policy 5271: Reporting Improper Governmental Action (NEW) – First Reading

Motion 33-12-13: That the Board approves the first reading of Policy 5271: Reporting Improper Governmental Action. (Fielding) The affirmative vote was unanimous.

H. Policy 5280: Termination of Employment (NEW) – First Reading

Following review of the policy, it was suggested the language in section E be changed to read “per the negotiated agreement.”

Motion 34-12-13: That the Board approves the first reading of Policy 5280: Termination of Employment as amended. (Curtis) The affirmative vote was unanimous.

I. Policy 5281: Disciplinary Action and Discharge (NEW) – First Reading

Following review of the policy, language edits were suggested and will be incorporated into the second reading.

Motion 35-12-13: That the Board approves the first reading of Policy 5281: Disciplinary Action and Discharge. (Hoberg) The affirmative vote was unanimous.

J. New Wilkes Elementary School Project – Change Order No. 12

Director of Facilities and Capital Projects Tamela Van Winkle presented Wilkes Elementary Replacement Project Change Order No. 12 for Board consideration and approval. Items included in the change order were as follows:

CCD 022	<u>Add Security Grill Details</u> Additional installation details at head and jamb; includes costs for extending adjacent chase for electrical conduit from below and finishes.	\$ 7,555.00
CCD 033	<u>Fire Pull Station Change</u> Adding 2 additional pulls and one horn-strobe.	\$ 368.00
CCD 043a	<u>Resource Room OTPT Cove Changes</u> Added costs for program changes include revised framing, drywall, painting, and cabinetry with credit for removal of one door.	\$ 12,695.00
CCD 080b	<u>Kiln and Tack Change Part B</u> Re-cutting cork tack wall to fit relocated access panels in OTPT.	\$ 228.00
CCD 101	<u>Tackable Surface at Access Panels</u> Revisions to cork tack wall surrounding relocated access panels required additional cutting and trimming with metal bead at several locations.	\$ 3,138.00
CCD 114	<u>Light and Music at Curtain Room</u> Code required light and switch at junction box for high-bay acoustic curtain in music room.	\$ 1,610.00
COP 048	<u>ADA Shower</u> Bid Addendum added shower and manufacturer but no	\$ 3,605.00

	model; cost reflects difference between installed model and lowest cost model.	
COP 057	<u>Bollard Light Footings</u> Additional cost for missing footing details at 16 locations.	\$ 2,557.00
COP 059	<u>Wood Ceiling and Lighting Changes</u> Substitution of wood ceiling in halls east and west of Shared Learning areas excluded costs of wood and credited deletion of hard lid ceilings. Costs for additional labor by Spee West significantly minimized. Costs for electrical re-work and painting beneath wood ceiling where hard lid would have been added.	\$ 4,382.00
COP 063	<u>Missing Area Drains</u> Connection of area drains at base of some downspouts in courtyards to pit drains were not shown on civil or landscape drawings.	\$ 3,963.00

Motion 36-12-13:

That the Board approves the Wilkes Elementary Replacement Project Change Order No. 12 as presented. (Kinkead) The affirmative vote was unanimous.

L. New Wilkes Elementary School Project – Bill of Sale (Waterline)

Director Van Winkle presented the Kitsap Public Utility District (KPUD) Bill of Sale connected to the water system extension for Wilkes Elementary School for board consideration and approval. It was noted the final inspection of the water system extension was completed on May 17, 2012. KPUD will pay \$59,670 upon receipt of the signed Bill of Sale.

Motion 37-12-13:

That the Board approves the KPUD/Wilkes Elementary School Water System Extension Bill of Sale. (Hoberg) The affirmative vote was unanimous.

M. Elimination of Policy 2133: Lesson Plans & Policy 3121: Compulsory Attendance

It was noted the Washington State School Directors Association recommended elimination of these policies as they were out dated.

Motion 38-12-13:

That the Board approves the first and final reading for the elimination of Policy 2133: Lesson Plans, and Policy 2133: Compulsory Attendance. (Fielding) The affirmative vote was unanimous.

Personnel Actions

Motion 39-12-13:

That the Board approves the Personnel Actions dated December 13, 2012 as presented. (Curtis) The affirmative vote was unanimous.

Consent Agenda

Donations

1. Donation to Bainbridge High School in the amount of \$10,000.00 from Lois Brockway Paski as the annual donation to the Bainbridge High School Athletics Department.

Minutes from the November 8, 2012 School Board Meeting

Minutes from the November 29, 2012 School Board Meeting

PAYROLL October 2012 Warrant Numbers: (NEW)

(Payroll Warrants) 1001178 through 1001215
(Payroll AP Warrants) 171889 through 171915
Total: \$2,676,285.04

PAYROLL November 2012 Warrant Numbers: (New)

(Payroll Warrants) 1001216 through 1001252
(Payroll AP Warrants) 171916 through 171941
Total: \$2,699,508.16

Motion 40-12-13: That the Board approves the revised Consent Agenda as presented.
(Fielding) 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 **2006758** through **2006862** totaling \$ **158,712.08** .

(Capital Projects Fund Voucher)

Voucher numbers **4543** through **4548** totaling \$ **138,787.70** .

(DOR COMP TAX Fund)

Voucher numbers **121300007** through **121300009** totaling \$ **1,594.88** .

Adjournment

8:08 p.m. – Board President Mike Spence adjourned the meeting.

SCHOOL BOARD OF DIRECTORS

ATTEST: _____, Secretary to the Board of Directors

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

Date: January 10, 2013

Place: Board Room – Commodore Campus

Board of Directors Present

Board President – Mike Spence

Vice-President – Mary Curtis

Directors – Patty Fielding, Tim Kinkead, Mev Hoberg

Call to Order

5:35 p.m. – Board President Mike Spence called the meeting to order and a quorum was recognized.

Public Comment

No public comment.

Superintendent's Report

Superintendent Faith Chapel announced several students were being recognized for their recent accomplishments at the national level. She asked Liz Finin, Odyssey Multiage Program Teacher, to introduce Michaela Leung, a 7th grade student in the Odyssey Program. It was explained that Michaela was chosen as the 7-8 grade winner in the Cassini Science for a Day Essay Contest. Ms. Finin noted over 2000 students from across 36 states entered this year's contest. Michaela's essay focused on the planet Saturn and its rings. As a contest winner, she was invited to participate in a dedicated teleconference with Cassini scientists from NASA's Jet Propulsion Laboratory.

Superintendent Chapel reported a team of four students from Bainbridge High School (BHS) submitted a microgravity experiment to the Student Spaceflight Experiments Program (SSEP) Mission 3 to the International Space Station in April 2013. The BHS team included Ella Banyas, Mafalda Borges, Emma Gray, and Lydia Weyand. Their experiment – *The Effect of Microgravity on the Spontaneous Differentiation of Mouse Embryonic Stem Cells* – was designed to answer a variety of questions related to stem cell development in space. It was noted that of the 1,254 experiments proposed from Teachers in Space communities across the US and Canada, one experiment would be chosen from each of 17 diverse "communities" to be conducted aboard the space station. The BHS team was chosen as one of the finalists (top 3) from the field of submitters.

Board Reports

Mary Curtis reported a K-6 Educational Programs & Innovation Committee meeting was held earlier in the afternoon. In addition, she and Director Patty Fielding met with Superintendent Chapel and Assistant Principal Dr. Peter Bang-Knudsen regarding analysis of the information shared at the School Configuration Committee meeting, as well as possible strategies moving forward.

Tim Kinkead shared information from the K-6 Educational Programs and Innovation Committee held earlier in the afternoon. Committee members reviewed results from a recent survey regarding World Language, which generated rich conversation about levels of interest and the types of programs available.

Presentations

A. Wilkes Multiage Program Update

Associate Superintendent Julie provided an update regarding the Wilkes Multiage Program, currently serving 48 first and second grade students. Multiage Program teachers Amii Pratt and Rebecca Grue (Keach), along with Wilkes Principal Sheryl Belt, were also in attendance to answer any questions generated by the presentation.

Ms. Goldsmith explained the expansion of the multiage classroom concept was in response to a group of parents requesting the creation of an additional elementary options program to replicate the Odyssey 1-4 Program. The district conducted a feasibility study to determine a location (Wilkes), cost implications, and staffing implications. Following the 2-year feasibility study, it was decided that a pilot program of two first/second grade classrooms would provide the least impact to the district budget and staffing. A public process was used to create awareness and

open registration to all interested parents. It was noted the parent group associated with the Wilkes Multiage Program is included as part of the Wilkes PTO.

As part of the Wilkes Options Program, the district developed the following guidelines: a) Goals of the Options Program are congruent with District vision, mission, goals, and core curriculum; b) Options Programs are open to all students at the targeted grade levels(s), and will be promoted to a diverse demographic of students in terms of ethnicity, race, gender, ability, and socio-economic status; c) Options Programs are alternatives for students, subject to student and parent choice, from schools across the district; d) Options Programs are funded and staffed at comparable levels to other school programs at the same grade level(s); e) Options Programs are sited on a space available basis; f) Options Programs are evaluated against goals and objectives including enrollment targets and student achievement, as a basis for continuation; g) Options Programs fall under the leadership of a district administrator; h) Options Programs will be developed in cooperation with district and/or community stakeholders (teachers, administrators, Site Based Council, etc.) of the school in which they are sited; i) Assignment of staff members to an Options Program will be based on the Collective Bargaining Agreement; and j) Each Options Program will encourage innovation and allow for flexibility. These guidelines are currently being reviewed and updated by the K-6 Educational Programs and Innovation Committee.

Ms. Goldsmith explained the core difference of the Wilkes Multiage Program is the configuration of the classroom. Students in these classrooms are comprised of both first and second grade students, and are taught with a philosophy of multiage learning. It was noted that most multiage learning environments include the following aspects: a) students of multiple ages, abilities, and maturity; b) curriculum designed to be developmental and integrated; and c) evaluation of student progress is individual and progressive.

Currently there are twenty-four second grade students that will need to move to the third grade in 2013-14. It was recommended that for one year, these students be housed in their own classroom to ensure the least disruption to district-wide enrollment. The teacher identified for teaching this class would be part of the multiage teaching team and program. Then in the 2014-15 school year, the roll-up of all the current first/second grade students will provide adequate enrollment for two third/fourth grade multiage classrooms. That would mean there would be 24 first grade openings in the multiage program for the 2013-14 school year. It was noted an Open House was scheduled at Commodore Options on February 12th, and open enrollment for grades 1, 2 & 3 would be February 12 – March 22.

B. Spanish Immersion Pilot Project Update

Ms. Goldsmith provided an overview of the current Spanish Immersion Pilot Program, review the plan for gathering information to assist the Board in making a decision about the continuation or expansion of the pilot, gather input from the Board of Directors on additions or changes to the Feasibility Study, and Provide information gathered in the recent World Language Survey by the K-6 Educational Programs and Innovation.

Providing background information, Ms. Goldsmith noted the Mosaic Home Education Partnership Program has offered elementary Spanish classes since its inception, and has a tradition of parent-inspired program offerings. Last year, some parent approached the Commodore Principal Catherine Camp and the District regarding their interest in creating a program that would offer more in-depth instruction in Spanish. The principal was already working with the Mosaic Steering Committee to address two areas: 1) declining program enrollment, and 2) a change in Alternative Learning Education (ALE) funding. Through this process, the Spanish Immersion Pilot Project was developed and became a component of the Mosaic Home Education Partnership Program.

In February 2012, a two-day/week Mosaic program was created in which students were not just being taught Spanish, they were being taught in Spanish. Following the success of this pilot, subsequent discussions led to a proposal to pilot a small Spanish Immersion Program for students enrolled in the Mosaic K-4 program. The pilot provides students with Spanish language instruction five days per week. There are 29 students (K-2 – 18 students, Grades 3-4 – 11 students) in the class, with the primary level receiving 90% of instruction in Spanish and 10% in English. The intermediate class receives 50% of instruction in Spanish and 50% in English. The curriculum is aligned to the District's core curricula, and fundraised dollars are used to purchase core materials in Spanish (reading, math, and science). Ms. Goldsmith noted the instructional philosophy and goals for the program include: a) to produce student who are bilingual and biliterate; b) to create a keen awareness of different world cultures; c) to increase overall student academic achievement; and d) to produce students who can be competitive in the global

marketplace. Ms. Goldsmith also shared some of the research on immersion programs, noting bilingual students generally demonstrate academic gains, develop cultural literacy and enhanced cognitive skills.

Ms. Goldsmith gave an overview of the timeline, steps and key events for a feasibility study related to world language programs. Steps included gaging interest by gathering data through a survey, conducting an open house, determine site implications should the program potentially expand, determine adequate enrollment for the 2013-14 school year, and complete the feasibility study and present information at the April 25th school board meeting. Similar to the development of the Wilkes Multiage Program, information presented to the Board will include several scenarios that will take into consideration such things as enrollment, staffing, location, and funding.

Moving on to the results of the K-6 Educational Programs and Innovation Committee's World Language Survey, Ms. Goldsmith explained how the survey was conducted, with the greater portion of respondents having students in district schools. The survey included descriptions of three types of world language instruction models – Total Immersion, Foreign Language in Elementary School (FLES), and World Language Enrichment Programs. Results of the survey indicated most respondents felt having a world language available to children at an early age was very important. Folks also indicated a high level of interest in a FLES instruction model, followed by total immersion, and a world language enrichment program. Respondents' first language choice was Spanish followed by Chinese/Mandarin and French.

At the conclusion of the presentation, several parents spoke passionately about their students' positive experience in the Spanish Immersion Pilot Program. They talked about their children moving between Spanish and English easily, developing confidence, and the general benefits of learning a foreign language early in life. One parent also spoke about how to accommodate every student's needs (considering budget issues), and how to make this type of program work for everyone.

C. Monthly Financial Report – November

Director of Business Services Peggy Paige began her report by distributing copies of a letter from A. Dashen & Associates who was retained to serve as bond advisor to the District for a transaction involving the refinancing of a portion of the outstanding 2004 and 2006 Bonds for a debt service savings. Summarizing the letter contents, A. Dashen & Associates recommended approval of the sale and congratulates the District for taking advantage of the current low interest rates. It was noted the savings to taxpayers was approximately \$1.7 million dollars over the life of the bonds.

Ms. Paige provided a summary of the financial reports for the month ending November 30, 2012. She noted total General Fund revenues to November were below the prior year but near the expected average. As a percentage, total budgeted tax collections are above the average. This would indicate it is likely the District will meet its budget estimate of \$8.7 million. The decrease in local revenues is primarily related to the timing of the donation from Bainbridge Schools Foundation. Last year, the District received a \$500K donation in November. State revenues were consistent with state funding based on budgeted enrollment. In addition, several federal grant reimbursement claims have been filed earlier than in prior years so the year-to-date percentage is above the expected average. General Fund expenditures for the year to November 30 total about 1% above last year, with year-to-date expenditures were below the average. Total expense for *Basic Education* decreased .1% and is slightly below the average. Ms. Paige noted among the categories within this budgeted area, expenses have been shifted between activities. This area will be reviewed to insure actual payments are aligned with budgeted activity codes. Total *Special Education* costs were down 1.5% compared to last year and are equal to the 3-year average. This would indicate that the District is currently in line with budget estimates. *Support Services* is higher than last year at this time and above the average. *Utility* expenditures are currently about equal to prior year, which may indicate savings again in this area. However, the District is just beginning to pay invoices for the new Wilkes Elementary School and enter into the winter season. *Maintenance and Information Services* were both up from prior year. *Maintenance/Grounds* experienced increases in supplies expense while *Information Services* had increases related to supplies and contract renewals. *Central Office* expenditures are currently running below the average. Net cash outflow during November was \$592,309. As of November 30, 2012, the closing cash balance in the General Fund was \$4,015,992.

D. Policy 6500: Risk Management – First Reading

Director Peggy Paige explained that the Washington State School Directors Association (WSSDA) routinely provides guidance and recommendations for updates to school board policies and procedures. In addition, the

District's insurance carrier – Washington Schools Risk Management Pool – reviews the District's policies as part of its risk assessment surveys. Both organizations recommend Board Policy 6500: Risk Management is revised to include a statement that the district will make available to claimants its standard tort claim form.

Motion 41-12-13: That the Board approve the first reading of Policy 6500: Risk Management as revised. (Kinhead) The affirmative vote was unanimous. (Kinhead, Spence, Fielding, Hoberg – Director Curtis stepped out of the room and did not vote on this item.)

E. Policy 5010: Nondiscrimination and Affirmative Action – Second Reading

Motion 42-12-13: That item E. Policy 5010: Nondiscrimination and Affirmative Action be tabled until the next board meeting. (Curtis) There were no objections.

F. Policy 5270: Resolution of Staff Complaints – Second Reading

Director of Human Resources Cami Dombkowski noted the edits requested by the Board at the first reading had been incorporated into the policy for the second reading.

Motion 43-12-13: That the Board approves the second reading of Policy 5270: Resolution of Staff Complaints. (Hoberg) The affirmative vote was unanimous.

G. Policy 5271: Reporting Improper Governmental Action – Second Reading

Motion 44-12-13: That the Board approves the second reading of Policy 5271: Reporting Improper Governmental Action as amended. (Hoberg) The affirmative vote was unanimous.

H. Policy 5280: Termination of Employment – Second Reading

Motion 45-12-13: That the Board approves the second reading of Policy 5280: Termination of Employment. (Kinhead) The affirmative vote was unanimous.

I. Policy 5281: Disciplinary Action and Discharge – Second Reading

Motion 46-12-13: That the Board approves the second reading of Policy 5281: Disciplinary Action and Discharge. (Fielding) The affirmative vote was unanimous.

Personnel Actions

Motion 47-12-13: That the Board approves the Personnel Actions dated January 10, 2013 as presented. (Fielding) The affirmative vote was unanimous.

Consent Agenda

PAYROLL December 2012 Warrant Numbers:

(Payroll Warrants) 1001253 through 1001284
(Payroll AP Warrants) 171942 through 171966
Total: \$2,725,022.51

Motion 48-12-13: That the Board approves the Consent Agenda as presented. (Fielding) 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 2006978 through 2007032 totaling \$ 96,857.82 .

(General Fund Voucher)

Voucher numbers 2006863 through 2006977 totaling \$ 271,119.68 .

(Capital Projects Fund Voucher)
Voucher numbers 4557 through 4564 totaling \$ 68,668.81 .

(Capital Projects Fund Voucher)
Voucher numbers 4549 through 4556 totaling \$ 304,477.36 .

(Associated Student Body Fund Voucher)
Voucher numbers 4000815 through 4000836 totaling \$ 17,722.19 .

7:37 p.m. – Board President Mike Spence announced the Board would move into executive session for 15 minutes to discuss potential litigation.

Adjournment

7:52 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

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 January 31, 2013, the board, by a _____ vote, approves payments, totaling \$31,658.95. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP A/P Warrants:
Warrant Numbers 4565 through 4576, totaling \$31,658.95

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

Check Nbr	Vendor Name	Check Date	Check Amount
4565	ACTION SERVICES CORPORATION	01/31/2013	271.50
4566	NORTHWEST EDISON INC	01/31/2013	529.01
4567	NW PLAYGROUND EQUIPMENT INC	01/31/2013	22,769.22
4568	OLYMPIC SPRINGS INC	01/31/2013	10.81
4569	OLYMPIC PRESORT INC	01/31/2013	62.72
4570	PERKINS COIE	01/31/2013	352.50
4571	SCHOOL HEALTH CORPORATION	01/31/2013	78.32
4572	SOUND REPROGRAPHICS INC	01/31/2013	62.02
4573	THE BERESFORD COMPANY	01/31/2013	3,889.02
4574	TIGERDIRECT INC	01/31/2013	3,017.00
4575	Tyrrell, Glen D	01/31/2013	54.33
4576	WETHERHOLT AND ASSOCIATES INC	01/31/2013	562.50

12 Computer Check(s) For a Total of 31,658.95

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 January 31, 2013, the board, by a _____ vote, approves payments, totaling \$62,323.64. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB A/P Warrants:
Warrant Numbers 4000837 through 4000858, totaling \$62,323.64

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

Check Nbr	Vendor Name	Check Date	Check Amount
4000837	ALPHA FACTOR	01/31/2013	1,461.57
4000838	BAINBRIDGE ISLAND SD #303	01/31/2013	65.66
4000839	BAINBRIDGE ISLAND SWIM CLUB	01/31/2013	500.00
4000840	BAINBRIDGE HIGH SCHOOL (GF)	01/31/2013	1,088.00
4000841	CENTRAL MARKET	01/31/2013	305.60
4000842	EASTBAY INC	01/31/2013	85.99
4000843	KIMMEL ATHLETIC SUPPLY	01/31/2013	2,057.86
4000844	LIDS TEAM SPORTS	01/31/2013	1,576.43
4000845	MF ATHLETIC CO	01/31/2013	103.35
4000846	MUSIC THEATER INTERNATIONAL	01/31/2013	400.00
4000847	NEFF COMPANY	01/31/2013	532.84
4000848	NSPA NATIONAL SCHOLASTIC PRESS	01/31/2013	224.00
4000849	OESD 114 OLYMPIC ESD 114	01/31/2013	84.00
4000850	PENINSULA REGION FBLA	01/31/2013	1,950.00
4000851	PORT ANGELES HIGH SCHOOL	01/31/2013	135.00
4000852	PRO-BUILD	01/31/2013	483.10
4000853	RITE AID DRUG STORE	01/31/2013	49.50

Check Nbr	Vendor Name	Check Date	Check Amount
4000854	SAFEWAY	01/31/2013	60.08
4000855	SEATTLE CHILDRENS HOSPITAL	01/31/2013	2,986.11
4000856	SOUND PUBLISHING	01/31/2013	356.76
4000857	TROPHY DEPOT	01/31/2013	328.84
4000858	WALSWORTH PUBLISHING CO	01/31/2013	47,488.95
22	Computer	Check(s) For a Total of	62,323.64

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

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
22	Computer	Checks For a Total of	62,323.64
Total For 22	Manual, Wire Tran, ACH & Computer Checks		62,323.64
Less 0	Voided	Checks For a Total of	0.00
	Net Amount		62,323.64

he 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.

s of January 31, 2013, the board, by a _____ vote, approves payments, totaling \$1,352.29. The payments are further identified in this document.

total by Payment Type for Cash Account, AP ACH:
CH Numbers 121300010 through 121300012, totaling \$1,352.29

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

Check Nbr	Vendor Name	Check Date	Check Amount
21300010	DOR - COMP TAX	01/11/2013	1,129.75
21300011	DOR - COMP TAX	01/11/2013	111.20
21300012	DOR - COMP TAX	01/11/2013	111.34

3	ACH	Check(s) For a Total of	1,352.29
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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

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
3	ACH	Checks For a Total of	1,352.29
0	Computer	Checks For a Total of	0.00
total For 3	Manual, Wire Tran, ACH & Computer Checks		1,352.29
ess 0	Voided	Checks For a Total of	0.00
	Net Amount		1,352.29

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
0	General Fund	1,129.75	0.00	0.00	1,129.75
0	Capital Projects	111.20	0.00	0.00	111.20
0	Associated Stude	111.34	0.00	0.00	111.34

he 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.

s of January 31, 2013, the board, by a _____ vote, approves payments, totaling \$333,302.84. The payments are further identified in this document.

total by Payment Type for Cash Account, GF A/P Warrants:
Warrant Numbers 2007033 through 2007177, totaling \$333,302.84

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

Check Nbr	Vendor Name	Check Date	Check Amount
2007033	3WIRE RESTAURANT APPLIANCE	01/31/2013	3,229.87
2007034	ACADEMIC INNOVATIONS	01/31/2013	258.00
2007035	ACE HARDWARE	01/31/2013	1,033.10
2007036	ACT	01/31/2013	325.80
2007037	ADMIN REVOLVING FUND	01/31/2013	1,403.03
2007038	ALEKS ASSESSMENT AND LEARNING	01/31/2013	461.55
2007039	ALL TRADES MECHANICAL INC	01/31/2013	185.61
2007040	APP ASSOCIATED PETROLEUM PROD	01/31/2013	20,071.46
2007041	APPLE COMPUTER INC	01/31/2013	23,104.65
2007042	ARAMARK UNIFORM SERVICES	01/31/2013	99.93
2007043	ASCA American School Counselo	01/31/2013	43.89
2007044	B & H PHOTO - VIDEO	01/31/2013	149.89
2007045	BAINBRIDGE DISPOSAL INC	01/31/2013	5,596.26
2007046	BAINBRIDGE RENTALS	01/31/2013	177.48
2007047	BAINBRIDGE ISLAND ARTS & HUMAN	01/31/2013	700.00
2007048	BAINBRIDGE COMMUNITY DEVELOPME	01/31/2013	750.00
2007049	BANK OF AMERICA	01/31/2013	105.98

Check Nbr	Vendor Name	Check Date	Check Amount
2007050	BARGREEN ELLINGSON	01/31/2013	191.63
2007051	BARNETT IMPLEMENT CO INC	01/31/2013	579.62
2007052	BAY HAY & FEED INC	01/31/2013	217.15
2007053	BELLEVUE COMMUNITY COLLEGE	01/31/2013	307.62
2007054	BROFSKY DESIGN	01/31/2013	125.00
2007055	Bruns, Janet Lynn	01/31/2013	23.73
2007056	BUILDERS HARDWARE & SUPPLY	01/31/2013	432.90
2007057	CAMERA TECHS INC	01/31/2013	295.04
2007058	CED CONSOLIDATED ELETRICAL DI	01/31/2013	2,136.38
2007059	CENTURYLINK	01/31/2013	3,462.74
2007060	CENTURYLINK	01/31/2013	3,943.94
2007061	CENTURYLINK	01/31/2013	232.62
2007062	Chapel, Faith Aiko	01/31/2013	87.73
2007063	CITY OF BAINBRIDGE ISLAND	01/31/2013	15,279.77
2007064	Colby, Janice L	01/31/2013	80.11
2007065	COOPERS N W INC	01/31/2013	578.82
2007066	DAIRY FRESH FARMS	01/31/2013	2,700.01
2007067	DELTA EDUCATION	01/31/2013	423.36
2007068	DEPARTMENT OF ECOLOGY-WA STATE	01/31/2013	1,672.50
2007069	DRAFTING STEALS	01/31/2013	157.35
2007070	DRUG FREE BUSINESS	01/31/2013	46.00
2007071	DSC INC	01/31/2013	758.38
2007072	EAGLE HARBOR BOOK CO	01/31/2013	55.21
2007073	EASTSIDE SAW & SALES INC	01/31/2013	38.48
2007074	EMP EMERGENCY MEDICAL PRODUCTS	01/31/2013	279.95

Check Nbr	Vendor Name	Check Date	Check Amount
2007075	EMP EXPERIENCE MUSIC PROJECT	01/31/2013	700.00
2007076	ENCHANTED LEARNING	01/31/2013	135.75
2007077	FIT INC	01/31/2013	135.75
2007078	FOLLETT LIBRARY RESOURCES CO	01/31/2013	553.11
2007079	FOOD SERVICES OF AMERICA	01/31/2013	14,332.15
2007080	GE CAPITAL	01/31/2013	140.09
2007081	GLOBAL SOURCE EDUCATION	01/31/2013	1,350.00
2007082	Goldsmith, Julie Anne	01/31/2013	38.17
2007083	GRAINGER	01/31/2013	2,717.42
2007084	GUARDIAN SECURITY SYSTEMS INC	01/31/2013	1,863.58
2007085	Hagen, Barbara E	01/31/2013	83.00
2007086	Haley, Jacob Glenn	01/31/2013	232.78
2007087	HARVARD EDUCATION LETTER	01/31/2013	29.25
2007088	HEALTH ED	01/31/2013	358.00
2007089	Hill, Deborah Lynn	01/31/2013	129.00
2007090	KCDA	01/31/2013	5,976.16
2007091	KELVIN LP	01/31/2013	1,146.39
2007092	KITSAP SUN - ADVERTISING REMIT	01/31/2013	56.63
2007093	KITSAP TRACTOR & EQUIPMENT	01/31/2013	126.26
2007094	Kobs, Mary-Beth Hannon	01/31/2013	53.95
2007095	LAKESHORE	01/31/2013	490.78
2007096	LEADER SERVICES	01/31/2013	40.60
2007097	LEARNING SEED	01/31/2013	1,976.00
2007098	LEARNING ZONEXPRESS	01/31/2013	578.34
2007099	Ledbetter, Jennifer	01/31/2013	39.41

Check Nbr	Vendor Name	Check Date	Check Amount
2007100	LEMAY MOBILE SHREDDING	01/31/2013	11.75
2007101	LENOVO (UNITED STATES) INC	01/31/2013	22,718.03
2007102	LISTEN & TALK	01/31/2013	3,852.00
2007103	LIVING VOICES	01/31/2013	581.00
2007104	Loria, E Marvel	01/31/2013	11.20
2007105	LRP PUBLICATIONS INC	01/31/2013	2,858.00
2007106	MATH OLYMPIADS	01/31/2013	595.00
2007107	MAXIM HEALTH SYSTEMS LLC	01/31/2013	3,475.00
2007108	MCGRAW HILL BOOK CO	01/31/2013	294.83
2007109	McKay, Cathy A	01/31/2013	100.12
2007110	MICRO COMPUTER SYSTEMS	01/31/2013	427.75
2007111	MONARCH HOTEL AND CONFERENCE C	01/31/2013	190.46
2007112	NASCO MODESTO	01/31/2013	575.86
2007113	NATIONAL GEOGRAPHIC SOCIETY	01/31/2013	160.77
2007114	NATIONAL GEOGRAPHY BEE	01/31/2013	100.00
2007115	NCS PEARSON INC	01/31/2013	1,277.14
2007116	NEXTEL COMMUNICATIONS	01/31/2013	489.98
2007117	NSTA NATIONAL SCIENCE TEACHERS	01/31/2013	230.56
2007118	NW TEXTBOOK DEPOSITORY	01/31/2013	462.52
2007119	NW WEATHERNET INC	01/31/2013	180.00
2007120	OESD 114 OLYMPIC ESD 114	01/31/2013	24,348.40
2007121	OFFICE DEPOT	01/31/2013	292.63
2007122	OLYMPIC GLASS INC	01/31/2013	619.02
2007123	OLYMPIC SPRINGS INC	01/31/2013	298.62
2007124	OLYMPIC PRINTER RESOURCES INC	01/31/2013	531.05

Check Nbr	Vendor Name	Check Date	Check Amount
2007125	OSPI OFFICE OF SUPERINTENDENT	01/31/2013	231.51
2007126	PAPER PRODUCTS ETC	01/31/2013	2,827.17
2007127	Pearsall, Richard R	01/31/2013	52.92
2007128	PENINSULA BASKETBALL OFFICIALS	01/31/2013	4,789.63
2007129	Petaja, Janice Lee	01/31/2013	379.00
2007130	PHELPS TIRE CO	01/31/2013	5,925.00
2007131	PITSCO	01/31/2013	11,742.00
2007132	PLANNED PARENTHOOD OF GREAT NO	01/31/2013	360.00
2007133	PLATT ELECTRIC	01/31/2013	3,581.07
2007134	Potter, Elizabeth A	01/31/2013	116.01
2007135	Pratt, Sharon Crosby	01/31/2013	69.67
2007136	PRO ACOUSTICS, LLC	01/31/2013	2,464.73
2007137	PRO-BUILD	01/31/2013	571.77
2007138	PROVANTAGE CORPORATION	01/31/2013	80.44
2007139	PUGET SOUND ENERGY	01/31/2013	71,602.40
2007140	QUILL	01/31/2013	1,153.85
2007141	RAY PETERSON BULLDOZING	01/31/2013	21.72
2007142	RECOGNITION PLUS	01/31/2013	208.84
2007143	RICOH USA PROGRAM PROVIDED BY	01/31/2013	187.25
2007144	ROSETTA STONE LTD	01/31/2013	5,932.28
2007145	Rothbaum, Jeremy A	01/31/2013	26.64
2007146	SAFEWAY	01/31/2013	151.75
2007147	SALISH SEA EXPEDITIONS	01/31/2013	1,800.00
2007148	SBI SAXTON BRADLEY INC	01/31/2013	99.91
2007149	SCANTRON CORPORATION	01/31/2013	689.00

check Nbr	Vendor Name	Check Date	Check Amount
2007150	SCHMIDTS APPLIANCE	01/31/2013	108.60
2007151	SCT SEATTLE CHILDRENS THEATER	01/31/2013	2,219.50
2007152	SEQUIM VACUUM & SEWING CENTER	01/31/2013	810.80
2007153	Shockley, David R	01/31/2013	39.99
2007154	STEFFI PRODUCTS LLC	01/31/2013	160.65
2007155	Stephens, Mary Louise	01/31/2013	9.10
2007156	SWEETWATER SOUND INC	01/31/2013	1,198.00
2007157	TC SPAN AMERICA	01/31/2013	1,093.05
2007158	TED BROWN MUSIC CO	01/31/2013	3,838.23
2007159	Thorpe, Mary Michelle	01/31/2013	165.00
2007160	TIGERDIRECT INC	01/31/2013	157.75
2007161	UNITED LABS INC	01/31/2013	681.87
2007162	US BANCORP	01/31/2013	3,314.76
2007163	US BANK CORP PAYMENT SYSTEM	01/31/2013	6,244.19
2007164	US POSTMASTER C/O CMRS-PB	01/31/2013	1,429.00
2007165	VERIZON WIRELESS	01/31/2013	117.72
2007166	von Reis Crooks, Evelyn	01/31/2013	39.00
2007167	Walker, Sean	01/31/2013	68.50
2007168	WALTER E NELSON CO	01/31/2013	820.72
2007169	WARDS NATURAL SCI ESTAB INC	01/31/2013	174.09
2007170	WCHSCR THE WASHINGTON COUNCIL	01/31/2013	105.00
2007171	Weldy, Theresa Share	01/31/2013	32.30
2007172	WESTBAY AUTO PARTS	01/31/2013	1,075.45
2007173	WSDOT MARINE DIVISION/FERRIES	01/31/2013	2,475.65
2007174	WSIPC DBA WASWUG	01/31/2013	390.00

check Nbr	Vendor Name	Check Date	Check Amount
2007175	WURTH CALIFORNIA INC	01/31/2013	369.38
2007176	XEROX CORP	01/31/2013	1,325.48
2007177	Zelinski, Danielle	01/31/2013	7.70

145	Computer	Check(s) For a Total of	333,302.84
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I, the undersigned, do hereby certify under penalty of perjury that the materials have been installed, constructed, rendered, or the labor performed as described herein and that the claim is a just, due and unpaid obligation against the Bainbridge Island School District and that I am authorized to authenticate and certify to said claim.

Signature

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
145	Computer	Checks For a Total of	333,302.84
Total For 145 Manual, Wire Tran, ACH & Computer Checks			333,302.84
0	Voided	Checks For a Total of	0.00
Net Amount			333,302.84

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
0	General Fund	-2,207.08	958.10	334,551.82	333,302.84