

BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303
SCHOOL BOARD MEETING MINUTES

Date: February 12, 2015

Place: Board Room

Board of Directors Present

Board President – Mev Hoberg

Board Vice President – Sheila Jakubik

Directors – Mike Spence, Patty Fielding

Excused

Tim Kinkead

Call to Order

4:08 p.m. Board President Mev Hoberg called the study session to order and a quorum was recognized.

Study Session – Educational Trends for the Facility MasterPlan Development

The following study session focused on the educational trends for the Facility MasterPlan.

Director of Capital Projects Tamela VanWinkle opened the session reviewing the advisory committee. The committee will be comprised of board members, administrators, teachers, parents and community members. The committee thus far includes: Blakely Principal Reese Ande, BHS Associate Principal Kristen Haizlip, board members Mev Hoberg and Mike Spence, former board member Mary Curtis and 5-6 parents/community members. The committee meetings will begin at the end of February.

VanWinkle distributed a document stating the committee mission, guidelines, assumptions and conceptual framework to the board. The committee will gather for approximately 6 meetings and present a draft to the board no later than June.

Mahlum Architects Associate JoAnn Wilcox presented 21st Century Learning Environments for the MasterPlan and how they relate to educational design. The research and elements of design are based on the district mission that every student is future ready, prepared for the global workforce, prepared for college and prepared for personal success. The district vision also contributed: providing each student with an excellent academic program that fosters a passion for learning, instills a sense of civic and social responsibility, and develops the intellectual, physical, and social skills necessary for success in career, college and life in the 21st century. The US Department of Education Guidelines also were taken into account. Eight elements of a 21st century school are: Multiple Use Space, Learning Everywhere, Design Patterns, Partnerships/Sharing Facilities and Leveraging Resources, Adapt and Re-use Existing Facilities, Expand the Boundaries, Design Trends.

Multiple Use Space – Facilities have a lifespan of 50-70 years. A facility needs to be adaptable and designed for needs not foreseen in the future. Wilcox referenced the design of Century High School. Century is a traditional high school with double loaded corridors and the ability to change to an academic wing. The school was designed with flexibility structurally and systems wide. Very few modifications have been implemented yet at Century. Cleveland High School in Seattle was designed structurally for adaptability. Cleveland was initially designed as a small school and was able to transform into a specialized options STEM school. The design and structure of Wilkes took adaptability into account with the option to add and subtract walls.

Learning Everywhere - Learning Everywhere includes the following trend qualities: corridors, outdoor spaces, breakout spaces, presentation spaces, collaboration spaces, connected, transparent, scaled. The board questioned building safety with all of the transparency/glass windows. Wilcox responded that the facilities are designed with safe, enclosed options. The buildings have a balance of transparent and secluded/private spaces. The installation of etched glass and dividers can also create a more private space. The board questioned the maintenance and custodial

expense with the high volume of glass. VanWinkle responded that the windows require less maintenance than walls. The shared space at Wilkes is being fully utilized due to the single loaded corridor. Single loaded facilities do require more square footage but makes the open space less disruptive.

Design Patterns – Facilities need to respond to educational needs and accommodate teaching and learning styles. Learning modalities for the 21st century school: independent study, peer tutoring, team collaborative work, one-on-one with teacher, lecture format, project-based learning, technology-based learning, distance learning, research via internet, student presentations, performance, seminar style instruction, community service learning, naturalist learning, social/emotional learning, art-based learning, storytelling, learning by building.

Partnerships and Sharing Facilities – Research indicates a trend where schools are partnering with organizations outside of the district. Schools are being utilized as community centers and joint use facilities. The trend suggests building with changeable boundaries to make portions of the school available while keeping others off limits. This will be a key conversation when examining the central campus facilities.

Adapt and Re-use Existing Facilities – Another trend is to build additions and renovate existing buildings whether it originated as a school or an office building. This approach keeps school facilities in established neighborhoods as the cost of land goes up.

Expand the Boundaries – Driven by technology, learning can happen everywhere. Two good books available addressing technology in education are Rethinking Education in the Age of Technology and Disrupting Class. Education will continue to access information worldwide through Skype and other technology to foster connections locally and internationally. Wilcox referenced a Washington DC school, The School Without Walls, with a curriculum that leverages all of the local museums for course programming.

Environmental Responsibility – The next generation design will create a building that teaches by providing a comfortable, clean environment that embraces a sustainable design.

VanWinkle opened for discussion. Director Patty Fielding commented on the park district purchase of land across Madison. The district and the parks district need to communicate and collaborate on the future direction. VanWinkle responded that IGWIG is the perfect place to begin conversation. Fielding visualizes the central campus becoming a center for the community and performing arts.

VanWinkle hopes to see collaboration between IslandWood and Blakely as construction improvements become defined in the future. VanWinkle also mentioned that administrators are energized about new facilities and what they can do for the educational programs. A discussion will be occurring with each building about facilities and technology. Fielding suggested incorporating student input into the collection of data on facilities and technology through focus groups.

Director Sheila Jakubik stated that a building with an innovative design towards education is a gift to the community. VanWinkle will bring the committee list and report to the March 12th board meeting.

Adjournment

5:12 p.m. President Mev Hoberg adjourned the study session.

Call to Order

5:29 p.m. Board President Mev Hoberg called the meeting to order and a quorum was recognized.

Public Comment

Parent Jennifer Olsen expressed thanks for the innovative and forward thinking of the board and educational programming of the Bainbridge Island School District.

Community Member John Rossi referenced two bills that have moved into the legislature. The goal of the two bills is create a workgroup around social and emotional learning. Rossi asked the board to consider supporting the bills and will provide more information at the next board meeting.

Superintendent's Report

Superintendent Faith Chapel attended the Bainbridge Schools Foundation annual auction. The event was well attended and reached a new record for a single event of approximately \$520,000.

Chapel referenced a document in the supplemental folders listing the immunization rates by school. The current exemptions are approximately 7% districtwide. The fire district and park district ran successful bond measures. Approximately 50% of the bonds are passing in the state. Bonds require a super majority of 60%. One piece of legislation being proposed is requesting a simple majority for bond measures. The district is undergoing a state special education review and site visit from the Office of Superintendent of Public Instruction (OSPI). A written report will follow.

Board Reports

Director Mike Spence reported that he is the IGWIG representative for the board. There has been a great deal of confusion over the Suzuki property within the community. The board wrote a position paper stating that the district is open to accepting the Suzuki property but not interested in making a purchase. Fielding suggested posting the Suzuki position paper on the district website

Vice President Sheila Jakubik shared that the Bainbridge Schools Foundation is in the middle of selecting a new executive director.

Consent Agenda

Student Field Trips: Overnight/Out-of-State

1. Request from Bainbridge High School Debate Team for two students to travel to U.C. Berkeley February 14 – 16, 2015 accompanied by Debate Coach Jordan Hudgens and a parent chaperone for participation in a debate tournament.

Donations

1. Donation to Sakai Intermediate School for a board game, clocks and OT/PT equipment for classroom enrichment in the amount of \$1,209.73 from Sakai PTO.

2. Donation to Wilkes Elementary School for display hardware for student art in the amount of \$1,019.39 from the Wilkes PTO.

3. Donation to Bainbridge High School Robotics Club in the amount of \$6,700 from the Bainbridge Schools Foundation.

4. Donation to Blakely Elementary School to support field trips to the Seattle Children's Theater, bus transportation and iPads for classroom/student use in the amount of \$8,816.59 from Blakely PTO.

5. Donation to Ordway Elementary School for Type to Learn, Phonics Kits and display case hours in the amount of \$2,048.79 from Ordway PTO.

Minutes from the January 29, 2015 School Board Meeting

Motion 49-14-15: That the board approves the Revised Consent Agenda as presented. (Spence) The affirmative vote was unanimous. (Hoberg, Jakubik, Spence, Fielding)

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.

AP ACH

Voucher numbers **141500243** through **141500269** totaling **\$4,591.04**

General Fund Voucher
Voucher numbers **2011563** through **2011629** totaling **\$103,415.53**

Capital Projects Voucher
Voucher numbers **5044** through **5057** totaling **\$22,965.76**

Presentations

A. K-4 Science Curriculum Planning Update

Associate Superintendent of Curriculum and Instruction Julie Goldsmith introduced Science Specialist Laurie Spickard and Diane Fielding Bedell. In June 2014, the school board voted to implement a science enrichment program for the K-4. The science program complements the science being taught in the classroom.

Spickard thanked the Bainbridge Schools Foundation for the support of the new science materials and funding the pilot.

Spickard and Bedell collected the following input from teachers: separate classroom, scheduling of 50 minutes, no Monday classes, hands-on, help with the district curriculum, teach the missing next generation science standards, coordinated not collaborative curriculum, report card expectations (participation comment), integrate with the school garden.

The science committee selected engineering as the focus of the pilot. Each school is receiving a primary and intermediate lesson sequence between October and April.

The pilot utilizes three major engineering curricula that complement the Foss Kits in the classroom: EiE – Engineering is Elementary, Project Lead the Way: Launch, Maker Spaces

Pilot Implementation Plan

January	Blakely 2 nd Grade – 4 lessons	EiE Designing Walls Foss Pebbles, Sand and Silt
February	Wilkes 4 th Grade – 4 lessons	MakerSpace Design Challenge, Magnetism & Electricity
March	Wilkes 1 st Grade – 4 lessons	Project Lead the Way or MakerSpace

Spickard and Bedell will continue to address holes in the curriculum: Waves, Ecosystems, Heredity, Force & Motion, Natural Resources.

Spence asked about the set up time for each class. Spickard responded that having the materials in a separate STEM classroom allows for the many pieces, parts and messy experiments to be used in the lesson. The projects take more than 50 minutes and need to be stored in project work bins. The gap of a week does not appear to be a problem with the kids.

Fielding suggested having the district cover the staffing component of the science curriculum and work with BSF for future training, innovation and materials. Spickard and Bedell will present to BSF in March. Board members are invited and encouraged to attend one of the classroom lessons.

VanWinkle has met with Spickard and understands the needs of the new classroom facilities.

The board thanked the Spickard and Bedell for the design and implementation of the pilot.

B. 2015-2016 Budget Development Timeline

Superintendent Chapel presented the budget development timeline draft for the 2015-2016 budget. The document is an internal document to set deadlines for staffing, materials, supplies and operating costs. The state budget may not

be released until the end of June (special session). Budget discussions will begin after mid-winter break. The district will make a prioritization list of what to add.

The class size initiative is under debate. One bill proposed is to require a funding source when submitting an initiative. Compensation and the cost of living adjustments (COLA) need to be addressed.

The district will present a formal preliminary budget to the board by July 10 and the final budget by the end of August.

C. K-4 Comprehensive Early Literacy Plan

Director of Assessment Jeff McCormick presented the new requirements under Engrossed Substitute Senate Bill 5946. Districts are required to provide a comprehensive system of instruction in reading to kindergarten through 4th grade students. The district has used a universal screener in reading for grades 1 through 4 and will add kindergarten. The reports cards need to indicate if the student is at grade level reading. Students not at grade level need to be addressed with conferences speaking to intervention and strategies. The 3rd grade students need to take the SmarterBalanced test in early spring to allow for a meeting with parents before the end of year.

Districts are required to report the number of K-4 students who are reading below grade-level to OSPI. The LAP program shall focus first on addressing the needs of students in kindergarten through grade 4. Students with an IEP are exempt. The district is forecasting approximately 3 students reading below grade level per class.

Community member Charlotte Rovelstad asked McCormick if the district received a report from the OSPI literacy plan. The district has received the report which states that districts must choose things that are in best practices: highly trained teachers, curriculum of fidelity, screening tools, tutors.

Policy 2107 will be introduced at the February 26th board meeting.

Personnel Actions

Spence commented that a new baseball coach has been discussed in the press. The personnel action needs to be presented to the board.

Motion 50-14-15: That the board approves Personnel Actions dated February 5, 2015 and February 12, 2015 as presented (Jakubik) The affirmative vote was unanimous. (Hoberg, Jakubik, Spence, Fielding)

Adjournment

6:52 p.m. President Mev Hoberg adjourned the meeting.