

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

**Date:** April 10, 2014

**Place:** Board Room – Commodore Campus

**Board of Directors Present**

Board President – Mike Spence

Board Vice-President – Mev Hoberg

Directors – Patty Fielding, Tim Kinhead, Sheila Jakubik

**Call to Order**

5:33 p.m. – Board President Mike Spence called the meeting to order and a quorum was recognized.

**Public Comment**

Citizen Sarah Bullock read into record a letter written by Tim Harris, a teacher at Sakai Intermediate School who participated as a member of the interview committee for the Associate Principal position. (Letter submitted available upon request. Text will be summarized.) The letter expressed several concerns and questions regarding the process related to filling the open position, and requested additional information to set the stage for future success.

**Superintendent’s Report**

Superintendent Faith Chapel announced April was National Volunteer Recognition Month and each year at this time the district highlights the volunteer contributions made by one of the groups that support schools. In addition, Ms. Chapel distributed “I Volunteer” lapel buttons provided by the City of Bainbridge Island, which is conducting a month-long celebration of volunteers.

Ms. Chapel noted the volunteer organization being recognized this year was Raising Resilience, a group dedicated to supporting Bainbridge Island families with programs designed to build the connection between youth and adults. In addition, they encourage healthy and informed choices for all children, and provide relevant youth and parent education through workshops, conversation and collaboration. This year, the group partnered to present the Healthy Youth Summits, offered *Wise-Minded Parenting* led by Dr. Laura Kastner, and held monthly *Community Conversations* around relevant topics. Ms. Chapel introduced Raising Resilience Board Chair Cezanne Allen and board member Julie Miller, and thanked members of their organization for the hundreds of hours they volunteer to support the community and its families.

**Board Reports**

No board reports.

**Consent Agenda**

**Student Field Trips: Overnight/Out-of-State**

1. Request for Board approval from Bainbridge High School Physics teacher/Robotics coach Enrique Chee for member of the BHS Robotics Team (pending qualification) to participate in the World First Competition to be held April 22 – 26, 2014 in St. Louis, Missouri.

**Staff Travel: Out-of-State**

1. Request for Board approval from Commodore Options Mathematics & Technology teacher Paul Sullivan to attend the CMP Teacher Leaders and Coaches Workshop to be held June 22-27, 2014 in Lansing, Michigan.

2. Request for Board approval from Bainbridge High School Mathematics teacher Brad Lewis to serve as a test reader for Advanced Placement Statistics examination evaluations at the National Advanced Placement assessment event in Kansas City, Missouri June 10 - 17, 2014.

Minutes from the March 27, 2014 School Board Meeting

**Motion 77-13-14:** That the Board approves the revised Consent Agenda as presented. (Kinhead) 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 **2009943** through **2010003** totaling \$ **255,326.87** .

(AP ACH Fund Voucher)

Voucher numbers **131400177** through **131400203** totaling \$ **7,940.98** .

(Capital Projects Fund Voucher)

Voucher numbers **4828** through **4831** totaling \$ **9,756.59** .

**Presentations**

*A. Elementary Planning Time*

Assistant Superintendent Dr. Peter Bang-Knudsen and Bainbridge Island Education Association (BIEA) President David Layton presented information regarding an increase in elementary teacher planning time, and related increase in instruction for students. Dr. Bang-Knudsen stated the purpose of the presentation was to review the decision to be made by the school board, and to attempt to answer questions raised by the school board during the previous meeting. Folks were reminded that the District and BIEA agreed that teachers in grades K-6 should be provided planning time that is equitable to that of teachers in grades 7-12. The related essential questions were noted as follows: 1) How can students benefit from a change in the 30 hours (K-4) or 15 hours (5-6) per year of instructional time that will be provided in an alternative model to the existing format? and; 2) What content and curriculum should fill this time? It was underscored that students will not lose 30 hours of instructional time; they will just receive 30 hours of instruction from a teacher other than the general education teacher.

Mr. Layton provided information about the two options being considered to accommodate the increase in elementary planning time. The two options being considered are: *Option 1* – Increase current specialist time providing an additional 10 minutes of current curriculum in Art, Library, Music, and PE; *Option 2* – Create a new curriculum for students, and hire a new specialist position that could provide two 25 minute sessions per week, or one 50 minute session, depending on content. He stated that decision regarding which option is implemented to accommodate the increase in planning time was completely up to the Board.

Dr. Bang-Knudsen presented the questions that had been raised by the Board at the previous meeting and provided information to answer those questions. *Question:* Why is the current model based on a twelve day rotation? *Answer:* The model is based on having four different content area specialists (PE, Music, Art, Library) and the requirements of providing more instructional time in PE. *Question:* How much additional instructional time will students receive in Option 1 and Option 2? *Answer:* For both options, students will receive a total of 30 hours of additional instructional time. For Option 1 it will be as follows: PE – 10 hours; Music – 7.5 hours; Art – 7.5 hours; Library – 5 hours. For Option 2 it will be 30 hours of a new content area. *Question:* Why do the two options cost different amounts? *Answer:* Option 1 will cost

approximately \$120K - \$152K for increased staffing. The range considers whether staffing is added at just K-4, or K-6. This option would add time to existing staff members with part-time contracts. Existing staff members could have fractional increases to their contracts. Option 2 will cost approximately \$190K - \$227K for increased staffing. The range considers whether staffing is added at just K-4, or K-6. This option would mostly be creating new positions and hiring new staff. New hires would need new contracts including supplemental days. *Question:* Why not pay elementary teachers an additional 50 minutes per week for planning time? *Answer:* The intent of the increased planning time was to assure equitable planning time across grade levels. If the district pays one group more, then another inequity is created.

Summarizing the presentation, Dr. Bang-Knudsen explained the decision before the Board was to provide guidance regarding which of the two recommended options to provide additional elementary teacher planning time to implement: *Option 1* – To increase the current specialist time by ten minutes in art, library, music, and PE. *Option 2* – To create a new curriculum for students, and bring in another “specialist” to teach that additional content area to students. Following the summarization, Board President Mike Spence called for public comment on the topic. He also noted board members received numerous emails regarding elementary planning time, and the record would remain open prior to the next school board meeting.

### Public Comment

*(Note: Comments have been summarized. Any written comments are available upon request.)*

*Jill Phillips* (1<sup>st</sup> Grade Teacher) spoke about the impact of transitions on elementary schedules, and noted that “pull-out” times (current specialists instruction) also impacts student learning. *Victoria Chavez* (4<sup>th</sup> Grade Teacher) also spoke about the impact on students when there are multiple transitions throughout the school day. She noted those impacts are reflected in the student data and in parent feedback. *Jeremy Rothbaum* (Music Specialist) expressed his support for Option 1 – increasing current specialists’ time by 10 minutes. He emphasized if that option is implemented, schedules be created that will improve specialists’ ability to implement their curriculum rather than impact the curriculum. *Chris Thomas* (Band Teacher) advocated for Option 1 – increasing the current specialists’ time. This option would allow the areas of art, music, etc. to flourish, and another content area would just add another slice of pie to the elementary teacher. *Susie Gleason* (parent) spoke in favor of Option 2 noting she participated on the FLES Committee and would like to see foreign language instruction for all students. She emphasized the importance of foreign language for students entering college, and noted the benefits of foreign language instruction for elementary age students. *Peter Murchie* (parent) noted the unique opportunity being presented with the 50 minutes of additional instruction, particularly in the area of foreign language. He stated the two decisions before the board are the value philosophy of the district, and making sure there is enough data to make an informed decision. In addition, more families would be interested in having their children attend school in the district with a foreign language option. *Robin Hruska* (Art Specialist) noted art, music, library, and PE have been left behind in the area of professional development as the district moves toward Common Core. She spoke about incorporating elements of the Common Core into the instructional areas of the specialists’ time. *Robyn Stahl* (Title 1 Teacher) talked about the stress felt by students as they navigate the elementary school schedule and all the transitions through the day. *Karla Wyman* (Speech Language Pathologist) stating that music was also a language, and her children learned to read music during their elementary school careers. She noted all the specialist areas will become even better with an additional instruction time. *Ingrid Ryan* (4<sup>th</sup> Grade Teacher) talked about the difficulty involved with scheduling the planning time within the school day. She also spoke about student stress and how students enjoy the time spent participating in instruction from the art, music, library, and PE specialists.

Following public comment, board members engaged in discussion regarding the decision before them. Several clarifying questions were asked, including that the board is deciding the “what” (Option 1 or 2) and not the “how” the option chosen would be implemented. In addition, it was confirmed that if Option 2 was chosen, the two twenty-five minute or one fifty minute blocks of time could be used for instruction by

a specialist in content areas such as science/STEM or world language. During the discussion, it was noted that Option 2 would be difficult to implement for next fall, and the District and BIEA will work together to determine the best way to provide elementary planning time. They would then work together to consider possible models that could include pilot programs. Whereas, implementation of Option 1 (extending current specialists' time) would be more straightforward and could be implemented next fall. There was brief discussion regarding the current specialists' program, including the impact of reduced enrollment that has some specialists connected to more than one school. District priorities that have focused on area such as science and mathematics over the past few years were also referenced. Again, the impact of "pull-outs" for such things as Title 1 or other student support services was noted. As board conversation waned, the decision before the board was restated as follows: The district has agreed to provide elementary teachers with thirty hours of additional planning time at K-4, and fifteen hours of additional planning time at grades 5-6 for the school year beginning in 2014/15. The Elementary Planning Time Task Force worked to develop two viable options to address the additional planning time. Option 1 distributes the additional planning time to the instructional time of the current specialists – art, music, library and PE – increasing that instructional time from 40 minutes to 50 minutes. Option 2 provides the additional planning time in either two 25 minute or one 50 minute instructional periods, with a new specialist implementing a new content area (i.e., world language, science, mathematics, etc.). At the conclusion of the discussion, members of the board noted the difficulty of their decision, but underscored they were being as thoughtful as possible to make the best choice.

7:08 p.m. - Board President Mike Spence adjourned the meeting for a ten minute recess.

7:17 p.m. – President Mike Spence reconvened the meeting.

#### *B. Instructional Support Services Review – Overview*

Assistant Superintendent Dr. Peter Bang-Knudsen opened the presentation by explaining that as a result of the Collective Bargaining Agreement between Bainbridge Island School District and Bainbridge Island Education Association, a review of the Instructional Support Services (ISS) Department is to take place during the 2014/15 and 2015/16 school years. The review process, which is similar to other program/curricular reviews conducted in the district, will examine two major questions: 1) How can the District provide a coherent and effective model of services for students requiring additional support to participate in and benefits from the general education curriculum? and; 2) How can the District provide a coherent and effective special education model of services for students with disabilities who require additional support to participate in and benefit from the general education curriculum and special education? After the brief opening statement, Dr. Bang-Knudsen turned the presentation over to Executive Director of ISS Bill Mosiman.

Mr. Mosiman provided an overview of the various services of the department including special education, Section 504, Title 1/LAP, English Language Learners, Highly Capable, nurses, counselors, and interdistrict transfers. The last ISS program review was implemented in 2005/2006 and included the areas of special education, Section 504, Title 1/LAP, transitional bilingual, and Title X – Homeless. Since that review, there have been incremental changes in the district's population, laws and changes in practices. It was noted that the review that has begun is internal and is not a Consolidated Program Review conducted by OSPI.

Mr. Mosiman explained the District has contracted with Puget Sound Educational Service District (PSESD) to conduct the review and analyze how it meets the needs of all struggling learners, many of whom are not in special education. This comprehensive approach is taken in order to understand how well interventions for these students are integrated and addressed in all buildings and at every grade level. PSESD will interview building leadership teams and focus groups, review program files, and prepare a report that will include findings and recommendations. In addition, a representative group has been brought together as a committee to review the PSESD recommendations, prioritize those

recommendations, determine other recommendations that are needed, and develop the next steps for implementation. Timeline for completion of the review process was noted as follows: September 2013 – January 2014: Refinement of the scope of the review; March – May 2014: PSESD review and report; May 2014: PSESD report presented to the School Board; May 2014: ISSRC reviews the PSESD report and develops the related priorities and action items; 2014/2015: ISSRC continues to review report, prioritize and develop action items; May 2015 ISSRC reports findings to School Board.

### *C. Annual Volunteer Report*

Community Relations Coordinator Pam Keyes presented the annual Volunteer Program Report and noted this was the 45<sup>th</sup> year of the program. The volunteer program gives parents and community members the opportunity to support and expand student learning and enriches their own lives. One of the changes made in the tracking of volunteer tasks and hours is the implementation of an online reporting system that shifts accountability of reporting to the volunteers. In the past, PTO Volunteer Coordinators collected, recorded and summarized the statistics.

Ms. Keyes highlighted the volunteer activities that support the Bainbridge Island School District Guiding Principles. They include: a) Preparing and challenging strong minds – Math clubs; Destination Imagination; writing support; Spartronic Robotics; after school support in content areas; Art Docent; Read Naturally; science fairs. b) Building strong hearts through connections – Rock-N-Rollin’ Readers; PTO supported socials, carnivals, auctions; Earth Day activities; yearbooks; staff appreciation; field trips. c) Engaging leadership in a strong community – assisting students in local and global service; community clean-up projects; school grounds projects; field trips. Board members suggested that as the district moves toward the use of digital volunteer screening tools, the categories in which volunteers service be analyzed.

### *D. Resolution 07-13-14: Support of NEWS*

Superintendent Faith Chapel noted Bainbridge Island was one of the founding members of the Network for Excellence in Washington Schools (NEWS), which now has 485 members including 201 school districts. All of the member organizations provided financial assistance to support the work of NEWS, which joined the McCleary and Venema families in filing suit against Washington State for underfunding K-12 education. In January 2012, the Washington Supreme Court ruled in favor of the McCleary/Venema families and NEWS. The Court decided to retain jurisdiction, and appointed NEWS to monitor and enforce compliance with the Court’s ruling. The members of the NEWS organization have discussed the need for additional funds to support continuation of its enforcement efforts, and several districts have renewed their commitment to the organization. Board approval of Resolution 07-13-14 would affirm Bainbridge Island’s continuing support for NEWS’ efforts to ensure ample funding for K-12 education.

**Motion 78-13-14:** That the Board approves Resolution 07-13-14: Support of NEWS. (Hoberg) The affirmative vote was unanimous.

### *E. Policy 1420: Proposed Agenda and Consent Agenda (first reading)*

Superintendent Faith Chapel explained the Washington State School Directors’ Association (WSSDA) recommended revision of Policy 1420 – Proposed Agenda and Consent Agenda based on revisions in Washington State law. The revised policy includes new language related to special meetings and changes to the consent agenda.

**Motion 79-13-14:** That the Board approves the first reading of Policy 1420 – Proposed Agenda and Consent Agenda. (Jakubik) The affirmative vote was unanimous.

### *F. Policy 1450: Absence of a Board Member (first reading)*

Superintendent Faith Chapel explained the Washington State School Directors’ Association (WSSDA) recommended revision of Policy 1450 – Absence of a Board Member based on revisions to Washington

State law. The revised policy includes new language related to board member absences due to illness or military service.

**Motion 80-13-14:**

That the Board approves the first reading of Policy 1450 – Absence of a Board Member. (Hoberg) The affirmative vote was unanimous.

**Personnel Actions**

**Motion 81-13-14:**

That the Board approves the Personnel Actions dated April 10, 2014 as presented. (Kinhead) The affirmative vote was unanimous.

**Adjournment**

7:57 p.m. – Board President Mike Spence adjourned the meeting.