

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

Date: May 8, 2014

Place: Board Room – Commodore Campus

Board of Directors Present

Board President – Mike Spence

Board Vice-President – Mev Hoberg

Directors – Tim Kinkead, Sheila Jakubik

Excused

Patty Fielding

Call to Order

5:32 p.m. – Board President Mike Spence called the meeting to order and a quorum was recognized.

Public Comment

Citizen Warren Read spoke on behalf of the Bainbridge Island Education Association Executive Board (letter submitted is available upon request) regarding the recent board decision to move forward with Option 2, adding new content in order to provide the recently negotiated ten minute per day increase to elementary planning time. Responding to a school board member quote in a recent issue of the Bainbridge Islander, the BIEA Executive Board stated unequivocally that its decision to poll members, share that information, along with letters, was an effort to give that input, specifically “fears and concerns” as well as guidance from professional educators, directly to the board. At the conclusion of the reading of the letter, the BIEA Executive Board stated “Let us move forward from here, as there is much work to do.”

Superintendent’s Report

Superintendent Faith Chapel announced the week of May 5 – 9, 2014 was Teacher Appreciation Week. Schools throughout the district are celebrating the teachers with a variety of treats and recognitions. Ms. Chapel and board members thanked teachers for their dedication and service to students.

Ms. Chapel announced Wilkes Elementary School received a 2014 Design Excellence Award from the American Institute of Architects (AIA) Committee on Architecture for Education (CAE). The Design Awards is an internationally recognized marketplace of ideas. The award will be presented at the CAE reception in June at the AIA 2014 National Convention and Design Exposition in Chicago.

Board Reports

No board reports.

Consent Agenda - Revised

Donations

1. Donation to Bainbridge High School of a Kawai Professional upright Piano valued at \$4,250.00 for use in the Band program from Kay and Karl Jensen.
2. Donation to Bainbridge High School in the amount of \$8,175.52 from the Rotary Club of Bainbridge Island to purchase a down-draft sanding table for the Voc Trades Program.
3. Donation to Bainbridge School District in the amount of \$7,895.76 from Bainbridge Schools Foundations as support for classroom grants awarded for 2013-2014 school year. Math supplies, robotics supplies and technology supplies.

prescribe a single method. Instead, the legislature intends to allocate funding based on two and three hundred fourteen on-thousandths percent (2.314%) of each school district's population, and authorize school districts to identify through the use of multiple, objective criteria those students most highly capable and eligible to receive accelerated learning and enhanced instruction in the program offered by the district.

The new WACs contain procedural changes that require each district complete and submit to the Office of the Superintendent of Public Instruction an annual plan, which must be approved by the district's board of directors by formal action. The district's annual plan must contain the following elements: 1) A report of the number of K-12 students who are highly capable that the district expects to service by grade level; 2) A description of the district's plan to identify students; 3) A description of the Highly Capable Program goals; 4) A description of the services the Highly Capable Program will offer; 5) A description of the instructional program the Highly Capable Program will provide; 6) A description of ongoing professional development for educators of student who are highly capable and general education staff; 7) A description of how the Highly Capable Program will be evaluated that includes information on how the district's Highly Capable Program goals and student achievement outcomes will be measured; 8) A fiscal report; and 9) Assurances signed by the school district's authorized representative that the district will comply with all applicable statutes and regulations.

It was recommended the revised policy include minor changes that align to the new State RCW and WAC language, that it includes services for K-12 that accelerated learning and enhanced instruction, describes reporting requirements, and is aligned to the Washington State School Directors Association recommendations. In addition, the major revisions to the procedures were recommended to include: a) Definition of highly capable students revised to student who perform or show potential for performing at significantly advanced academic levels when compared to others of the same age, experiences, or environments; b) Eligibility of current District students or residents of Bainbridge Island; c) A more succinct nomination and screening process; d) Revised assessment criteria; e) A multi-disciplinary committee comprised of a highly capable teacher/TOSA, psychologist, program administrator, grade/school level representatives will oversee the selection process; and f) A revision to the notification process. The revised procedures will also include revisions to the appeals and exit process, program design, ongoing participation, reference to military children, and a new reporting process. It was recommended the board approve the first reading of Policy 2166 – Highly Capable Students.

Motion 90-13-14:

That the Board approves the first reading of Policy 2166 Highly Capable Students. (Hoberg) The affirmative vote was unanimous. (Hoberg, Spence, Kinkead, Jakubik)

B. Highly Capable Program Review Recommendations

Executive Director Bill Mosiman opened the presentation by thanking members of the Highly Capable Program Review Committee for their many hours of hard work during the review process. The goal of the committee is to develop a Highly Capable Program that meets the unique needs of the highly capable students, comply with state law, and establish a vision for the future. The review process to date has included the formation of the Highly Capable Program Review Committee, reviewing the new requirements with staff, conducting a survey of parents, holding parent meetings, identifying the strengths of the current program and identifying areas for improvement, developing the policy and procedures language, and developing a phase-in plan for the 2014/15 school year.

Mr. Mosiman introduced Jayasri Ghosh, an educational consultant engaged to provide expertise and research regarding the learning styles of gifted children. Dr. Ghosh presented information regarding the work of the committee, and reminded those present who the highly capable student is and what their needs

include. She stated that not all high achieving students are gifted, and not all gifted students are high achievers. In addition, some students may be twice exceptional (ADHD, Autism Spectrum Disorder, EBS, etc.). The differences between a high achiever and a gifted learner were presented. Some of those differences included the following: *A High Achiever* – knows the answers; is interested; is attentive; has good ideas; is a technician; listens with interest. *A Gifted Learner* – asks the questions; is highly curious; is intellectually engaged; manipulated information; is an innovator; shows strong feelings, opinions, and perspectives.

Dr. Ghosh spoke about the parent meetings that gave local parents a forum for expressing their thoughts and suggestions for the highly capable students program. Themes emerging from those parent meetings included the following: a) The majority of respondents were from the district's elementary schools; b) Most parents were aware of the Highly Capable Program and its methods of identification. There were those who wished they knew more and thought the criteria seemed arbitrary; c) Clear communication and coordination seemed to be important; d) Highly capable services should be offered for earlier grades; e) High achieving students who do not meet the highly capable cut-off criteria need challenging work as well. Serving these students well will create a great deal of good will as the district has a higher average number of high achieving students. f) There is need for district-wide leadership and coordination with the highly capable program and a need for clarity, communication and transparency. g) General satisfaction with the overall teaching in the District; h) Enrichment opportunities offered by the district and some parent support groups are a great source of satisfaction – math clubs, Jiffy Math, Math Olympiad, engineering, Robotics, Rocket Club. Parents appreciate it when teachers take the time to offer extended learning opportunities; i) ILP program needs improvement (meaningful differentiation for students in math, language arts and social studies; j) While some math acceleration opportunities exist at Sakai and Woodward, there is a need for better differentiation in Math for students who are truly exceling and need a more personalized plan.

Differentiation TOSA Glen Robbins and Ordway Elementary teacher Cathy Lolley presented information regarding the results of a parent survey about the highly capable program. Responding to a question whether parents were aware of the highly capable program, 61% said “yes” and 39% said “no.” Regarding whether parents were aware of the highly capable identification process, 46% said “yes” and 54% said “no.” The survey included an inquiry as to the satisfaction level of parents with the math and language arts instruction in the district. In the area of math, all parents responses ranged from *not at all satisfied* (14%) to *very satisfied* (12%), with parents of highly capable students responding *not at all satisfied* (5%) to *very satisfied* (11%). In the area of language arts, all parents responses ranged from *not at all satisfied* (4%) to *very satisfied* (13%), with parents of highly capable students ranging from *not at all satisfied* (5%) to *very satisfied* (11%). Other survey questions highlighted were: *If you child is in the Highly Capable Program, what is your level of satisfaction?* – Respondents indicated 9% *very satisfied* to 60.5% *not satisfied*. *How satisfied are you with the Individual Learning Plan (ILP)?* – Respondents indicated 8% *very satisfied* to 59% *not satisfied*.

Associate Superintendent Julie Goldsmith presented the recommendations from the Highly Capable Program Review Committee. Highlights from those recommendations include the following: a) The 2014/15 school year will be a phased-in development year. b) “Phased-in” means some initial revisions will be implemented in the next year to meet the newly adopted Washington State requirements. c) The district will continue over the next 2 to 3 years to refine the continuum of service options for K-12 students. d) The grade level of students being serviced will be expanded. Services are currently provided to students in grades 4-8, and beginning in 2014/15 students will be identified in grades K-12 and provided services. e) Students who are currently identified as Highly Capable do not need to be reassessed. f) A new learning plan will be created for support at the beginning of the 2014/15 school year. g) The nomination, screening and assessment of highly capable K-12 students will be based on multiple

measures. Continuing with the highlights from the committee recommendations, Ms. Goldsmith noted the addition of 2.0 staffing (1 staff member to support grades K-6, 1 staff member to support grades 7-12) was requested. These staff members will provide support and training to teachers, some direct services to students, support the nomination, screening and identification process and support the development, implementation, and monitoring of learning plans and collect data to monitor the overall effectiveness of the program. As reflected in the parent survey, the district needs to improve the consistency of support of the highly capable program for services offered during the school day in grades 4-8, and develop strategies for supporting students in grades K-3 and 9-12.

The service options under consideration for most highly capable students were as follows: a) Pull-out program (one day a week, partial day); b) Inclusion model within a homeroom classroom (cluster grouping and differentiation); c) Ability grouping for instruction in one content area (Walk-to-Math/Walk-to-Read); d) Acceleration or compacting of curriculum; e) Specialized classes (AP, Honors); f) Pull-out self-contained program; g) Talent development (Math Olympiad, Engineering/Robotics Clubs, Destination Imagination, Math Counts, Internships, Service Learning). Another recommendation includes the development of Learning Enhancement and Acceleration Program (LEAP) Plans. The plans would redesign the current Instructional Learning Plan (ILP), include a statement of the student's present educational performance, annual student learning goals, and a description of what needs to happen during the school day to reach these annual goals.

Ms. Goldsmith highlighted the next steps in the review process, which includes hiring the 2 Highly Capable TOSAs, finalizing the LEAP template, creation of the staff development plan for 2014/15, communication to parents and staff, implementation of the recommendations for the 2014/15 school year, and present a progress report on the program improvements to the school board in winter of 2014/15.

Public Comment

Citizen Rod Stevens spoke about the projected enrollment of highly capable students for the 2014/15 school year and posed the question whether including the top 2% of those qualified would cut the program to a compliance level or was the purpose of the program to meet highly capable students' needs. *Citizen David Cosman* talked about what goes on in the classroom and expressed disappointment in the committee work to date. He did not see any significant changes coming forward. *Citizen Paul Rickart* noted the anomalies in the enrollment data presented and the contention only the top 2% of students would be included in the program next year. Mr. Rickart also took issue with the hiring of the 2.0 staff to support the program. *Citizen Amy Burton* expressed concern the qualifiers for inclusion in the highly capable program was by percentage, that the curriculum offered to students who don't qualify is geared toward national norms rather than those of Bainbridge Island, and the lack of clarity related to the dollars involved. *Citizen Dan Block* asked if the highly capable assessments would become a permanent part of the student's record, and will there be provisions established to meet the needs of those students who don't qualify into the highly capable program. (It was confirmed that assessments are included in the student's records, and work continues on support strategies for students who are high achieving.) Several citizens provided comments but their identification was unclear. They expressed concern over the level of dissatisfaction with the current highly capable program, and for the support provided for those students that don't qualify but are high achieving students and the support they need. *Citizen Stephanie Stephens* expressed her dissatisfaction with the current program but expressed hope for the future of the program with the committee work that is underway. *Citizen Tom Allen* spoke about teachers who had the ability to instruct students at all levels, and suggested those students identified as highly capable be grouped into clusters to allow them to interact with their peers as this is so important to their learning processes. *Citizen Sara McCulloch* expressed concern about the testing methods and the committee model for qualification. *Citizen Mike Lundsberg* talked about the low enrollment for the proposed program, that the program should be designed as something the students would love to participate in, and not just something that

allows the district to “check the box.” *Citizen Trisha Kurtzman* spoke of concerns about the differentiated services that students need as part of their education, and is concerned about the purposed percentage of enrollment in the highly capable program. *Citizen Rick Besser* suggested the ILP plan keep that identification to avoid confusion, underscored highly capable students, much like special needs students, need specific support, and asked for clarification regarding highly capable and high achieving students. *Citizen Sheila Meidell* spoke in support of educating the whole child and providing services (by the district and not by parents) for students with both IEPs and ILPs. *Citizen Molly O’Hara* stated her frustration with the services provided for her student and suggested the skewed “bell curve” for Bainbridge Island be addressed. *Citizen Judy Levine* stated her support of the two highly capable support staff that they needs to be a program for highly capable students, and believes the program will be realized through the work of the committee if they are empowered to move forward.

Following public comment regarding the Highly Capable Program Review Committee recommendations, Board President Mike Spence called for a motion.

Motion 91-13-14:

That the Board approves the Highly Capable Program Review Committee recommendations. (Hoberg) The affirmative vote was unanimous. (Hoberg, Spence, Kinkead, Jakubik)

7:55 p.m. - Board President Mike Spence adjourned the meeting for a short recess.

8:06 p.m. – President Mike Spence reconvened the meeting.

C. Consideration of Content Areas for Elementary Planning Time

Associate Superintendent Julie Goldsmith explained the Board of directors had seen several presentations and received an abundance of public comment on the topic of how to best implement the 50 minutes per week of additional planning time provided to elementary teachers to support the needs of all students. The goals for this meeting’s board discussion is to identify the highest priority content areas to consider for the 50 minutes per week of additional instructional time, and provide direction regarding criteria that should be used to analyze each of those content area (e.g. structure of time, transitions, facility and equipment implications, etc.). Referring to the District Mission, it was noted that as a learning organization, the mission is to ensure that every student is future ready, prepared for the global workplace, prepared for college, and prepared for personal success. The additional planning time comes from the negotiated agreement between the District and the Bainbridge Island Education Association to provide K-6 teachers with planning time that is equitable to that of teachers in grades 7-12.

Under the current plan to address the planning time needs, a new curriculum for students would be created, and a new specialist position would be hired to provide two 25 minute or one 50 minutes session per week depending on the chosen content area. Some of the possible content areas include World Language, Science, Technology, Mathematics Lab, or other possibilities. It was noted that each possible content area has implications, with possible criteria to be considered including scheduling, location and space needs, curriculum alignment and impact, time for development of the curriculum, and additional materials or equipment. Board guidance will help to identify the highest priority content areas that will be considered for the 50 minutes per week of additional instructional time, and their guidance will provide direction regarding the criteria to be used to analyze each of those content areas.

Board members discussion underscored the importance that scheduling plays in determining which content area is incorporated into the school day. It was noted that several draft schedules had already been developed by the Planning Time Task Force, but it depends on the content area implemented whether it would be two twenty-five minutes segments or one 50 minute segment per week. Once board members determine the top priorities for content area, a more detailed analysis will be brought back for review by

the board. When the board determines their highest priority for content area, a plan will be developed to implement a pilot for the 2014/15 school year, with full implementation in the 2015/16 school year. Board members continued the discussion, noting the importance of world language in the development of neural pathways, and expressing support for the importance of a science content area. Board consensus determined further analysis of world language and science content areas should move forward.

D. 2014-2015 District Budget Planning Update

Superintendent Faith Chapel provided the 2014/15 district budget planning update that included preliminary estimates of revenues and expenditures, and the supporting detail for staffing changes. Regarding the State final supplemental budget, funding for transportation and materials, supplies and operating costs (MSOC) was increased, and an allocation was provided for phasing in staffing and programs to address new graduation and instructional hour requirements for high school students. Regarding federal funding, it was noted that the District receives only a small percentage of its revenues from the federal government, and most of those dollars are for special education. It was noted the District Budget Advisory Committee (DBAC) discussed at their recent meeting, the enrollment projections, staffing implications, and a preliminary estimate of budget components for 2014/15. Key elements of that discussion were highlighted as follows: Projected Enrollment: Early projections estimate enrollment would be 65 students higher than budgeted in 2013/14, with the current projection for K-12 at 3685 – 100 higher than budgeted for this year. It was noted that registration was significantly higher than forecast for Bainbridge High School, and Sakai is also adding an additional section of grade 6. Local levy – Updated calculations from the state indicate the local Program and Operations Levy will be \$350,000 higher than the current year. Staffing changes (reductions and increases) for 2014/15 – Staffing changes for 2014/15 are related to 3 variables: changes in enrollment, changes in programs or requirements, and changes recommended to address specific needs. The proposed changes were generated through discussions with school principals and department supervisors, and were discussed with classified and certificated associations and DBAC. Supporting detail for staffing changes was shared as follows: 1) Staffing adjustments related to enrollment include K-6 classroom teachers (2.0 FTE) and high school special education (1.0 FTE). Staffing increases will include Sakai counseling (0.4 FTE), Woodward special education (0.7 FTE), Eagle Harbor High School enrollment increase (0.3 FTE), Bainbridge High School enrollment increase (1.6 FTE), Commodore counseling (0.2 FTE). It was noted the net cost related to these staffing increases was \$20K. 2) Additional costs for staff include salary and experience steps, benefits, Labor & Industry, and pension costs; contractual agreements; secondary staffing to phase in to high school graduation and 1080 hours of instruction requirements; staffing for program changes or state requirements; and staffing changes to address classified workload, student support, and safety (Transportation Supervisor, custodian, student support & lunch, before/after school supervision). Following a brief discussion, board members were in consensus in their support of the district moving forward with the staffing changes for 2014/15.

E. Bainbridge Schools Foundation – District Priorities

Associate Superintendent Julie Goldsmith provided the overview of the proposed funding priorities for the use of funds donated by the Bainbridge Schools Foundation (BSF) to support innovations in the Bainbridge Island School District. It was noted the Foundation has scheduled a meeting on May 12 to discuss its 2014/15 pledge, and requested that the District develop three sets of prioritized requests – one for \$800K, another for \$900K, and a third for \$1 million. In order to obtain additional data related to the district priorities, a teacher survey was conducted in the spring of this school year. With 131 certificated staff responding to the survey, the majority were from the elementary, intermediate and middle school levels.

The 2014/15 District funding priorities were presented as follows: a) Continuation of school and teacher grants that promote and support individual and school plans; b) Continuation of Teachers on Special

Assignment (TOSA) to assist staff in meeting the needs within the focus of the district and school improvement plans. The TOSAs provide in-depth opportunities for staff to reflect about instruction that results in increased student academic performance. TOSAs will be in the areas of instruction, STEM, and Highly Capable. c) Prove district-wide support for staff in the new teacher evaluation system, developing strategies to address the needs of all learners, developing technology strategies to improve instructional practice, using and understanding student growth data, transitioning to the Common Core State Standards and Smarter Balanced assessments and the new requirements for highly capable learners. d) Continuation of support for traditionally underrepresented students – these programs are designed to support students in reaching and exceeding state standards; e) Continuation of innovative projects supporting Science, Technology, Engineering and Mathematics (STEM) through robotics, coding, summer camp, edible education as well as the development of an elementary world language program; f) Continuation of established programs of Circle of Friends (supporting special needs students), Spatial Temporal (ST or JiJi) Math for all kindergarten to 5th grade students, Preliminary Scholastic Aptitude Test (PSAT) for all 10th grade students, and the Education Program for Gifted Youth (EPGY) for high achieving K-8 students in mathematics. A spreadsheet with purposed funding for each district priority, under each funding scenario, was provided for board review. Following the presentation, Ms. Goldsmith recommended approval of the District Funding Priorities for the Bainbridge Schools Foundation.

Motion 92-13-14: That the Board approves the District Funding Priorities for the Bainbridge Schools Foundation. (Hoberg) The affirmative vote was unanimous. (Hoberg, Kinkead, Spence, Jakubik)

F. Resolution 08-13-14: Reduced Educational Program

Superintendent Faith Chapel explained the statutory requirements for notification of certificated staff if there was a possibility that staff positions may be reduced. It was noted that given the information currently available to the District regarding a projected decline in enrollment in specific programs, and changes in district roles, the District must move forward with processes for declaring the possibility of a “reduced educational program.” Ms. Chapel noted that Resolution 08-13-14 addressed the staff, program, and service adjustments necessary to ensure alignment of expenditures in 2014-2015 with forecasted enrollment, revenue and program needs.

Motion 93-13-14: That the Board approves Resolution 08-13-14 Reduced Educational Program. (Kinkead) The affirmative vote was unanimous. (Kinkead, Hoberg, Jakubik, Spence)

G. Instructional Materials Committee Report & Recommendations

Associate Superintendent Julie Goldsmith provided the minutes from the April 22, 2014 Instructional Materials Committee (IMC) meeting, the committee’s recommendations for instructional materials to be adopted. Instructional materials recommended for adoption included the following:

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| Spatial Temporal Math (ST Math - 2013) | MIND Research Institute (Publisher) | Grades K-5 |
| Campbell Biology in Focus Program (2014) | Pearson Education (Publisher) | Advanced Placement Biology |
| Chemistry, The Central Science (13 th AP Edition - 2015) | Pearson Education (Publisher) | Advanced Placement Chemistry |
| Foundations of Chemistry – Applying POGIL Principles (4 th Edition – 2010) | Pacific Crest (Publisher) | Advanced Placement Chemistry |

Environment: The Science Behind
the Stories
(4th Edition 2011)

Pearson Benjamin Cummings
(Publisher)

Advanced Placement
Environmental Science

Motion 94-13-14:

That the Board approves the Instructional Materials Committee recommendations. (Kinkead) The affirmative vote was unanimous. (Kinkead, Hoberg, Spence, Jakubik)

Personnel Actions

Motion 95-13-14:

That the Board approves the Personnel Actions dated May 2, 2014 and May 8, 2014 as presented. (Hoberg) The affirmative vote was unanimous. (Kinkead, Spence, Jakubik, Hoberg)

9:06 p.m. – Board President Mike Spence announced the Board would move into an executive session for 20 minutes regarding personnel evaluations.

Adjournment

9:30 p.m. – President Mike Spence reconvened the meeting to a public session and immediately adjourned.