

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

Date: June 12, 2014

Place: Board Room – Commodore Campus

Board of Directors Present

Board President – Mike Spence

Board Vice-President – Mev Hoberg

Directors – Patty Fielding, Tim Kinkead, Sheila Jakubik

Study Session: *District Facilities Study & Survey Report – Part II (4:30 p.m.)*

Director of Facilities and Capital Projects Tamela Van Winkle opened the presentation by explaining the draft District Facilities Study and Survey conducted by Kevin Oremus of Huttleball and Oremus Architecture had been completed in consultation with professionals in the areas of structural, electrical, and technology, as well as with Capital Projects and Maintenance staff. In order to meet the Board’s needs, a “blush” of information would be provided for each facility, allowing board members to note immediate needs that come to the forefront to be addressed. To assist with clarifying board questions that may arise, Maintenance Lead Bernie Mejia was in attendance, as was Blakely Elementary Principal Reese Ande to speak from the educators perspective about his building. Ms. Van Winkle also emphasized the study and survey was specifically focused on the facilities themselves, with the idea of how facilities support the educational program to be addressed in future work.

Following Ms. Van Winkle’s opening comments, consultant Kevin Oremus reviewed the purpose of the state-required study and survey. Mr. Oremus noted the current work will assist with updating the 2006 Facilities Master Plan. Moving to the facilities findings of the study and survey, it was noted that Blakely Elementary, Bainbridge High School – 100 Building, and Commodore were in the poorest condition and in need of replacement. Ordway Elementary is in poor condition, but may be a candidate for a full modernization in lieu of replacement. In addition, district-wide infrastructure improvements such as security, seismic, roofing, fire sprinklers, mechanical HVAC, electrical service, etc. should be considered as critical needs. Board members asked if cost estimates related to building replacements and/or modernization had been completed, with the answer being not as yet. It was suggested that a set of working assumptions and a timeline were needed before moving forward. Ms. Van Winkle clarified the facilities condition study and survey work just completed was required by the state of Washington in order for any future capital projects to qualify for state match funds. In addition, she explained that differentiating between potential building replacement or modernization comes from an understanding by the experts of the general concept of the cost to bring the buildings up to standard. Board members indicated the information they need to move forward with any capital plan would include cost estimates, not only for building replacement or modernization, but for costs for those repairs necessary to keep using the buildings. It was noted that work was still needed in the related area of educational program, with both building condition and educational program having a great impact on future decision making by the board.

Mr. Oremus continued presenting the facility assessment of Ordway Elementary School, which included issues with bus/auto loading/unloading areas, stormwater management, lighting, security, fire sprinkler systems, seismic upgrades, windows, insulation, electrical, HVAC systems, technology infrastructure, and food serving areas. Ordway has very limited opportunities for alternative education delivery models, educational program collaboration, flexibility, or adaptability to accommodate diverse teaching models. In addition, there are no flexible shared learning spaces for small group activities or personalized learning.

At this point of the presentation, Ms. Van Winkle asked Blakely Principal Reese Ande to provide his thoughts regarding the building and educational needs of the school. He spoke to issues related to building safety concerns and working in a school facility built during a time when a different educational model was used – a

teacher centered model. Mr. Reese noted today's educational model is more student-centered, with expectations for instruction requiring a different classroom design. The question under consideration is, does the current building limiting the educational program at Blakely or does it provide the flexibility needed for the current student-centered educational model, as well as future instructional models. It was noted Blakely staff will begin conversations around building needs, educational program needs, and the flexibility of meeting those needs. It was suggested that Blakely staff meet with Wilkes staff to discuss how the new building functions with their educational program.

Mr. Oremus continued with the summary of findings related to the Bainbridge High School (BHS) – 100 Building as the oldest structure on the BHS campus. He noted the systems and finishes were in poor condition and the design and layout of the facility didn't meet educational standards. The facility is outdated, very worn, and aesthetically unappealing. It needs substantial updating or replacement to create a better learning environment, expressing the values of the District and the community it serves. Mechanical, electrical, and plumbing systems need very significant upgrades or total replacement. Electrical panels, circuitry, wiring and equipment are worn out, past their rated service life and don't meet present needs or building codes. HVAC piping, ducting equipment and controls are near the end of their rated life. Plumbing fixtures are original, faucets and toilets need to be replaced to reduce water consumption. Restrooms are in poor condition, inadequate, often partially functional and toilets overflow occasionally forcing students to other buildings. The small restroom near the LGI is inadequate for persons with disabilities. Structural issues, lateral instability, overstressed floor and roof diaphragms seismic design issues, rot, deterioration and code issues are significant. The roof needs replacement. The building layout and design doesn't meet the present educational program including Technical career and Engineering, Woodshop, Composites, Arts Curriculum, Special Education, Theatre/Drama, and Music/Choir.

The summary of findings related to the Commodore Options School facility addressed inadequate bus and parent vehicular load/unload areas. The main school office is not easily identifiable for visitors, and its location and configuration does not allow for visible monitoring of campus visitors. Separate buildings, numerous access points and complex circulation patterns present significant security challenges. It was noted that any significant upgrade to this facility would likely trigger extensive stormwater management improvement requirements. Parking lot, older sections of concrete sidewalks and the paved play area need work. The building sewer lines experience continual problems with tree root invasion, require extensive maintenance, and are at the end of their life needing complete replacement in the near future. Most of the building is reaching the end of its serviceable life with existing systems requiring extensive effort and cost for maintenance and custodial staff. The facility needs substantial updated or replacement in order to provide a better learning environment. Telephone, technology infrastructure, and data closets need upgrading. Major/significant structural improvements are required at walls, roof, and foundation to resist earthquake lateral forces. Restrooms, window systems, exterior doors, building siding, metal roof downspouts, and interior finishings require upgrading. All mechanical equipment needs to be replaced with more energy-efficient equipment. All electrical systems including wiring devices, outlets, circuitry, and lighting controls are past their rated life or do not meet current energy code requirements. The building offers very limited opportunities for educational program collaboration, flexibility, or adaptability to accommodate diverse teaching models.

At the conclusion of the presentation, board members discussed all the elements of a capital plan including the trade-offs, timing of bonds, difference in costs for keeping facilities operational versus replacement or modernization, safety issues, and program compatibility. It was suggested that information regarding the immediate, critical facility needs costs be provided and include the comparison between building repairs, modernization and/or replacement. Board members added that it would be important to hear from principals, teachers and other educators regarding the impact facility conditions have on the educational program.

Call to Order

6:32 p.m. – Board President Mike Spence called the regular meeting to order and a quorum was recognized.

Consent Agenda

Donations

1. Donation to Odyssey Multiage Program (Commodore Options) in the amount of \$2,084.80 from the Odyssey PTO to support staff time to prepare & attend monthly evening parent meetings through March 2014.
2. Donation to Blakely Elementary School in the amount of \$1,139.79 from the Blakely PTO to support Blakely's library including an emerging reader database and books.
3. Donation to Bainbridge High School in the amount of \$1,000.00 from the Bainbridge Schools Foundation as the annual donation to the Liz Orr Scholarship Fund.
4. Donation to Woodward Middle School in the amount of \$17,853.98 from the Woodward PTO to support ½ of the total cost of the gym floor mat cover installed by Floor Guardian.
5. Donation to Sakai Intermediate School in the amount of \$2,164.00 from the Sakai PTO to support March lunch recess staff hours, and purchases including library materials and student outdoor tables.
6. Donation to Blakely Elementary School in the amount of \$2,458.80 from the Blakely PTO to support January – March staff hours for Zeno Math and music performances.

Minutes from the May 8, 2014 School Board Meeting

Motion 102-13-14:

That the Board approves the revised Consent Agenda as presented.
(Hoberg) 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 **2010242** through **2010315** totaling \$ **178,362.79** .

(Capital Projects Fund Voucher)

Voucher numbers **4858** through **4865** totaling \$ **80,241/28** .

(AP ACH Fund Voucher)

Voucher numbers **131400241** through **131400269** totaling \$ **5,848.96** .

Public Comment

AFS Intercultural Programs USA representative *Linda Sohlberg* presented the Board with a Certificate of Appreciation for Bainbridge High School from the United State Department of State for the school's participation in the U.S. Department of State's Youth Exchange Programs to promote mutual understanding, respect and tolerance for future generations of global leaders.

Blakely Elementary School Art Specialist Robin Hruska presented the Board with her letter of resignation and retirement from the Bainbridge Island School District effective the end of the 2013/2014 school year. (The content of the letter has been summarized – full text available upon request.) She stated the decision had been a wrenching and painful one, which had been facilitated by the Board's decision to add "innovative curriculum" instead of giving the time to the elementary specialists. Ms. Hruska expressed her fondness for the Blakely staff and noted they were an intelligent, hard-working and child-centered group of educators.

Superintendent's Report

Superintendent Faith Chapel announced The Bainbridge Island Kiwanis Club selected Maureen Wilson as its 2014 "Educator of the Year." Ms. Wilson is a fourth-grade teacher at Captain Johnston Blakely Elementary School. The Kiwanis Club's annual award honors an educator who has made extraordinary efforts toward

improving the education of Bainbridge Island children. In addition to the recognition, the award includes a \$500 check to the honoree *and* to the winner's school.

Ms. Chapel introduced Sakai Intermediate School teacher Margot Amestoy and noted Ms. Amestoy was retiring this year after a long career in education. Ms. Amestoy explained working at Sakai had been the highlight of her career, adding that she has observed the benefits of the developmentally appropriate educational model and the unique opportunities it presents. Sakai students Emma Brundige and Maile Danichik were introduced and presented a booklet they authored entitled Sakai Memories.

Ms. Chapel introduced Bainbridge High School (BHS) Art/Career & Technical Education teacher Linda Holsman and BHS student Laurel Heater who was awarded 1st Place in the Portrait competition category at the Washington State High School Photography Contest. The 2014 Photography Exhibit will travel the state and includes the 1st, 2nd, and 3rd Place photos from each of the 12 categories in the competition. Bainbridge students included in the exhibit are: Portrait – 1st Place: Laurel Heater; 2nd Place – Animal: Alyssa Holzer; and 3rd Place – Camera Phone: Ben Cowan.

Board Reports

No board reports.

Presentations

A. Multicultural Advisory Council Report

Associate Superintendent Julie Goldsmith explained one of the Multicultural Advisory Committee's responsibilities was to prepare an annual report for the Board of Directors. Ms. Goldsmith introduced those members of MAC who were in attendance: Katy Curtis (Committee Chair), Joyce Nishimura (Community/former BISD staff), and Victoria Chavez (Teacher – Blakely). Ms. Curtis presented an overview of the committee's work including its mission statement. A picture of long-time MAC member Frank Kitamoto was shared with the Board and Ms. Curtis noted Frank helped create the committee's mission (Frank recently passed away and is greatly missed). It was noted that the goals of the multicultural education program was to have each student feel valued and respected, be successful, both academically and socially, recognize and understand diverse perspectives, and make meaningful contributions in a democratic society. The MAC responsibilities were briefly reviewed and accomplishments to date were shared. Accomplishments included: a) A renewed focus on MAC membership recruitment; b) Maintaining a strong partnership with the BISD Board of Directors; c) Support the MAC lead teachers and schools; and d) Steady focus on the achievement and opportunity gaps. Some of the activities related to the focus on the achievement/opportunity gaps include: 1) A "listening tour" of schools that included guiding questions for principals and Multicultural Lead Teachers; 2) Submitted a proposal to the Board of Directors for the District Improvement Plan; 3) Examination of the depth and scope of the gap in relationship to gender, ethnicity and socio-economic status; and 4) Develop a plan to address the principals' request for cultural sensitivity training.

Other MAC accomplishments include: a) \$1500 Teacher Grants to support Multicultural Education; b) Continued support of established programs such as Martin Luther King, Jr. assembly at BHS, student transport to Kitsap Human Rights Conference & Spring Youth Rally, and Culture Fair for 8th grade students at Woodward Middle School. c) Outreach to community and schools, and d) Revision of MAC Bylaws. Finally, the focus of the Multicultural Advisory Committee for the 2014-2015 school year will be as follows: 1) MAC Annual Retreat – August 15; 2) MAC membership recruitment; 3) Poll principals & lead teachers about cultural sensitivity training; 4) Multicultural/cultural training for data lead teachers; 5) Fundraising to support training initiatives; 6) Continued outreach to community; 7) Continued outreach to School Board; 8) Continuation of Homework Club; and 9) Restitution of MAC Lead Teacher Stipends. At the conclusion of her presentation, Ms. Curtis stated MAC will be looking at ways to bring the spirit of social-justice activist Dr. Frank Kitamoto to the community and the district schools.

B. Content Areas for Elementary Planning Time

Assistant Superintendent Peter Bang-Knudsen presented a brief review of the presentation given at the May 29th school board meeting regarding the elementary planning task force. The task force developed an analytical framework to examine which content area – Spanish or science – should fill the approximately 50 minutes per week of student instruction time. Board members were provided with copies of the framework, which is also found on the district’s website. A range of staff input was solicited and incorporated into the framework document. The board members now have the opportunity to make the decision regarding which content area to pursue via a pilot program in the 2014-15 school year.

Board members briefly discussed the two content areas and underscored it was important this additional instructional time be seen as an opportunity for effective learning for the students. Following up on a question from the board regarding the structure of the pilot to be implemented, Associate Superintendent Julie Goldsmith explained preliminary planning would institute pilot programs at each elementary school, but at different grade levels. This would allow for input from every elementary grade level regarding the impact of the new instruction would have on the classrooms. Group discussion focused on the elements of science that could be incorporated into the pilots, and it was underscored that the district was currently involved in a science curriculum review process that would allow for articulation across the K-12 program. At the conclusion of board discussion, Board President Mike Spence called for a roll-call vote from board members regarding which content area to implement for the additional elementary planning time instruction.

Motion 103-13-14:

Mev Hoberg: Voted for Science as the instructional content area.
Sheila Jakubik: Voted for Science as the instructional content area.
Patty Fielding: Voted for Science as the instructional content area.
Tim Kinkead: Voted for Science as the instructional content area.
Mike Spence: Voted for Science as the instructional content area.

C. Instructional Support Services Program Review Update

Executive Director of Instructional Support Services Bill Mosiman and Ordway Elementary School teacher Meg Evans presented an update related to the Instructional Support (ISS) Department Review process. Mr. Mosiman explained the purpose of the ISS review was to create a well-articulated, high quality, financially sustainable program of services that meets the needs of students in the Bainbridge Island School District. The goals for the program review were stated as follows: a) Identify strengths and areas of improvement of the current program; b) Review best practices and current research to establish a guiding vision to guide program development, and c) Design a continuum of service model to maximize student success.

Ms. Evans spoke about the ISSR Committee as a dedicated, hard-working group of people who needed some perspective and guidance moving forward. The committee members were interviewed by staff from the Puget Sound Educational Service District (PSESD) last winter. Those interviews, coupled with other research, generated a large draft report from PSESD, which was shared with the committee at a day-long meeting held June 11. Ms. Evans stated the PSESD staff were extremely well prepared for presenting the information contained in the report, noting the key points and providing a few “next steps” for staff to consider. It was underscored that the large report will take time to process and to identify priority areas. The overall PSESD recommendation is for the district to develop and implement a unified system or framework of instructional support and procedures designed to meet the academic, social, behavioral, and emotional needs of students who are struggling in the general education curriculum. It was noted that the Board of Directors has not reviewed the full report as yet.

Mr. Mosiman described the next steps in the review process will include the following: a) Committee will meet on June 19 to identify priority areas; b) September – April 2014/2015 will include monthly committee meetings to develop a multi-year plan to implement a multi-level prevention, instructional, and intervention system; c) Periodic update will be brought to the Board of Directors; d) May 2015 – The program plan will be presented to the Board of Directors for approval; e) 2015/2016 – Begin implementation of the plan.

D. Policy 2410: High School Graduation Requirements (First Reading)

Superintendent Faith Chapel provided information related to the revision of Policy 2310 High School Graduation Requirements (First Reading). She noted the Washington State Legislature took action during this year's legislative session to change high school graduation requirements, beginning with the Class of 2015. For students who will be seniors next year, the Legislature eliminated the state requirement for completion of a culminating project (frequently referred to as *The Senior Project*). This change precipitated discussions at the district's two high schools regarding the status of the culminating project as a district graduation requirement.

Following discussions with Site Councils, parent groups and school leadership teams, as well as receiving feedback from parents and students, Bainbridge High School and Eagle Harbor High School administrators recommended the Board of Directors eliminate the culminating project as a district requirement for graduation. Both Bainbridge and Eagle Harbor High Schools plan to offer interested students the opportunity to complete a culminating project as a part of a specific curriculum or as an independent study course through the Career Technical Education advisor. Elimination of the culminating project as a graduation requirement requires revision of Policy 2410. Ms. Chapel recommended board approval of the recommendations forwarded by Bainbridge and Eagle Harbor High Schools.

Motion 104-13-14:

That the Board approves the first reading of Policy 2410 High School Graduation Requirements. (Fielding) The affirmative vote was unanimous.

Personnel Actions

Motion 105-13-14:

That the Board approves the Personnel Actions dated June 5, 2014, and June 12, 2014 as presented. (Kinkead) The affirmative vote was unanimous.

Adjournment

8:39 p.m. – Board President Mike Spence adjourned the meeting.