

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

Date: May 29, 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 I*

Director of Facilities and Capital Projects Tamela Van Winkle provided an introduction to the presentation regarding the 2014 District Facilities Study and Survey. She noted this first conversation would include an overview of the study and survey process, and a review of facility conditions related to Blakely Elementary School, and student program implications. Following the review of the first school, Ms. Van Winkle will seek board member comments, observations, and suggestions so as the study and survey review process continues, those ideas can be incorporated into the work. It was noted that this initial report was in draft form.

Ms. Van Winkle introduced Kevin Oremus of Huttle and Oremus Architecture who worked with the district, along with consulting structural, electrical and technology engineers, to assess facility conditions district-wide. Mr. Oremus explained all districts anticipating receipt of state financial assistance for construction or modernization of school facilities are required to prepare and adopt a Study and Survey Report in accordance with WAC 392-341-02. This study and survey is to be reviewed/updated every six years. The key elements of a study and survey include: a) district enrollment and enrollment projections; b) evaluation of the condition of the facilities; and c) establishment of a facilities master plan to achieve identified goals.

The most recent district enrollment projections were provided by consultant Les Kendrick – Educational Data Solutions, LLC. The enrollment projections provided by Mr. Kendrick were briefly reviewed, which indicated district enrollment has been declining in recent years but is forecasted to stabilize over the next six years. Related to enrollment, the sales of new and existing homes have slowed since 2006 and county birth rates are expected to remain relatively stable over the next ten years. The difference between school enrollment and the functional capacity of a school was explained. Functional capacity was defined as the student capacity of a school, based on an analysis which includes: a) characteristics of the instructional program and student grouping techniques (purpose-built spaces for specialty subjects); b) maximum class size policies of the district; and c) scheduling modes of each school. The functional capacity for each district school facility was reviewed.

The next area of review was Facility Condition Assessment, which is based on the current condition of each facility in consultation with a structural engineer, mechanical engineer and electrical engineer. Mr. Oremus also consulted with the Capital Facilities/Maintenance staff regarding current facility conditions. The review began with a review of the summary of findings regarding the current facility conditions of Blakely Elementary School. Areas considered deficient or in need of attention included bus and auto loading/unloading, covered play shed, storm water management, ADA accessibility, asphalt play areas/walks, orientation of facility, parking, security, structural improvements (walls, roof, foundation) related to earthquake forces, fire sprinklers, electrical/technology/telephone/HVAC inadequacies, classroom configuration, restrooms, and plumbing issues. The more detailed draft condition assessment for Blakely was provided to board members and included information about the facility's construction history, general building observations, and a summary of findings. As this first study session regarding the draft district facilities study and survey came to conclusion, it was suggested that the next study session allow for approximately 20 minutes covering the remaining district facilities findings. Time should also be allowed for questions and answers, and it was suggested that a set of clarifying assumptions be included for the next session. Board members were encouraged to review the detailed reports provided for each school facility for the next study session.

Call to Order

5:36 p.m. – Board President Mike Spence called the regular business meeting to order and a quorum was recognized.

Public Comment

No public comment.

Superintendent's Report

Superintendent Faith Chapel announced Wilkes Elementary School received an American Institute of Architects Washington Civic Design Merit Award in recognition of the facility's design quality, functional utility, integration of materials in a cost-effective manner, and community relationship. Ms. Chapel offered congratulations to all those involved with the new Wilkes Elementary School Project.

Ms. Chapel noted several end-of-the-school-year activities including the annual Honoring Ceremony for the Native-American graduating students to be held Sunday, June 1st at 4:00 PM at Bainbridge High School, the annual Baccalaureate to be held Sunday, June 8th at Grace Episcopal Church at 3:00 PM (organized by students and the Inter-Faith Council), and High School Graduation to be held Saturday, June 14th at 4:00 PM in the high school stadium. Finally, the last day of the 2013/2014 school year is scheduled for Tuesday, June 17.

Board Reports

Mev Hoberg attended a couple of Board Capital Facility Committee meetings at which the draft District Facilities Study and Survey Report was discussed.

Consent Agenda

Donations

1. Donation to Bainbridge High School in the amount of \$2,000.00 from the Bainbridge Island Garden Club as the annual donation to the scholarship fund for graduating seniors.
2. Donation to Bainbridge High School in the amount of 2,112.50 from the Spartan Booster Alumni Club to support scholarships for athletic participation fees.
3. Donation to Bainbridge High School in the amount of \$1,000.00 from Virginia Mason as their annual donation to the scholarship fund.
4. Donation to Bainbridge High School in the amount of \$2,000.00 from the Bainbridge Island Education Association (BIEA) as their annual donation to the BIEA Scholarship fund for graduating seniors.
5. Donation to Bainbridge High School in the amount of \$1,000.00 from Robert Waller as the annual donation to the Herren/Waller Scholarship Fund for graduating seniors.
6. Donation to Bainbridge High School in the amount of \$1,910.00 from Janet Herren as the annual donation to the Herren/Waller Scholarship for graduating seniors.
7. Donation to Bainbridge High School in the amount of \$2,078.22 from the BHS Band Boosters to support the Color Guard including travel costs for Winterguard.
8. Donation to Sakai Intermediate School in the amount of \$1,000.00 from Patrick Batson & Lynn Muggi to support the Sakai Band Program.
9. Donation to Blakely Elementary School in the amount of \$13,400.00 from the Blakely PTO to help offset outdoor education costs and scholarships.
10. Donation to Ordway Elementary School in the amount of \$1,764.71 from the Ordway PTO to support bus transportation to Camp Seymour and outdoor education.
11. Donation to Ordway Elementary School in the amount of \$2,019.18 from the Ordway PTO to support Zeno Math Club, Super Match Club, before school PE, after school Beading Class, Basketball Club and student council.
12. Donation to Wilkes Elementary School in the amount of \$4,000.00 from the Wilkes PTO to support teacher professional development activities and resources.

Student Field Trips: Overnight/Out-of-State

1. Request for Board approval from Bainbridge High School Future Business Leaders of America Advisor Kim Rose and one student to attend the National Future Business Leadership Conference in Nashville, Tennessee on June 29 – July 3, 2014.

Staff Travel: Out-of-State

1. Request for Board approval from Odyssey Multiage Program teachers Paul Sullivan and Liz Finin to attend Google's Ed Tech California Summit at Gunn High School in Palo Alto, California on July 19 – 20, 2014.

Bainbridge High School Annual & Woodward Middle School Yearbook

1. Request for Board acceptance of the yearbook RFP submitted by Walsworth Publishing Company for the Bainbridge High School Annual and Woodward Middle School Yearbook. Mary Rowland (BHS Yearbook Advisor) and Lisa Draper (Woodward Yearbook Advisor) reviewed the proposal and agree the contract should be awarded to Walsworth Publishing Company.

Minutes from the April 24, 2014 School Board Meeting

PAYROLL May 2014 Warrant Numbers:

(Payroll Warrants) 1001823 through 1001852
(Payroll AP Warrants) 172461 through 172494
Total: \$2,813,668.05

Motion 96-13-14:

That the Board approves the revised Consent Agenda as presented.
(Jakubik) 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 2010150 through 2010241 totaling \$ 298,152.83 .

(Capital Projects Fund Voucher)

Voucher numbers 4845 through 4857 totaling \$ 66,737.69 .

(Associated Student Body Fund Voucher)

Voucher numbers 4001177 through 4001193 totaling \$ 21,705.33 .

Presentations

A. STEM: First Robotics Team Report

Superintendent Faith Chapel introduced members of the Bainbridge High School Spartronics Team, as well as the adult mentors that provide their time, advice, and countless volunteer hours in support of team activities. Members of Team Spartronics include: Albert Ragsdale, Andre Sachs, Anika Vroom, Austen Gray, Ben Cowan, Ben DeVries, Ben Warkentin, Clio Batali, David Faust, Destry Soule, Geoff Brelsford, Grant Dalton, Holt Ogden, Jacob Reiter, Joe Bartsch, Keet Curtis, Kevin VanderMeer, Kirsten Loechl, Kolin Hawkins, Korey Hawkins, Leo Zhu, Leon Johansen, Mathias Van Patten, Michell Sachs, Nick Entress Noah Hellriegel, Robby Davis, Ronnie Nigash, Ryan Holt, Tarkan Al-Kazily, Tessa Vroom, Timo Lahtinen. Team Spartronics community mentors include: Binnur Al-Kazily, Riyadth Al-Kazily, Lyndsay M. Beaulieu, James Carr, Kevin Hawkins, Steve Hellriegel, John Sachs, Don Warkentin. Team Spartronic sponsors include: Bainbridge Island School District, Bainbridge Schools Foundation, Office of the Superintendent of Public Instruction, Boeing, Bon Bon, Inside Bainbridge, Safeway, Sears & Co., Town & Country, Westside Pizza, Windemere Real Estate. Superintendent Chapel also expressed the District's deepest thanks to outstanding teacher and Team Spartronics Coach Enrique Chee.

Several members of Team Spartronics provided the board with a demonstration of their competition robot – Atlas – and explained how an intense six weeks of “build time” prepared the robot for competition. Success in the Washington regional competitions paved the way to qualify for the District Championship in Portland, Oregon in early April. At that competition, the team was awarded the District Championship Rookie Inspiration Award, giving them enough points to qualify for a competition slot in the World Championships held in St. Louis, Missouri where over 400 of the best high school teams in the world battled for the top slot. Team Spartronics finished in the top 5% of First teams worldwide and had the “hardest fun” they’ll ever experience.

B. Policy 2166: Highly Capable Students (Second Reading)

Executive Director of Instructional Support Services Bill Mosiman presented for a second reading Board Policy/Procedure 2166 Highly Capable Students. It was noted that the Washington State Legislature made major changes to the Washington Administrative Code (WAC) governing highly capable services. A detailed analysis of the changes had been presented to the Board at the May 8, 2014 meeting. It was recommended the board approve the second reading of Policy 2166 Highly Capable Students.

Public Comment

Public comments have been summarized and any written comments will be available upon request. *Citizen David Cosman* stated he sent board members a letter signed by over 60 parents. The letter's basic point was that a student determined to be highly capable is defined as two standard deviations from the norm and in the top two percent nationally, as these things are defined on a national level. He noted that a much higher percentage of Bainbridge students score in that top two percent. Mr. Cosman's question to the board: What is the justification for a two or three percent cutoff for the district's definition of highly capable? He also advocated for having highly capable students in one classroom rather than dispersing them throughout other classrooms. He underscored the benefit of highly capable students interacting with their peers. (Director Bill Mosiman responded by noting each district gets to define the highly capable program, with only a broad definition of a highly capable student coming from the state. Bainbridge Island School District based the two to three percent on local norms.) *Citizen Rod Stevens* noted the state now requires the district to submit a report to the state by July 1st. He asked board members the date of the meeting at which they would approve the report. (A response was provided noting the report would be submitted through the iGrants process, and most program grants will be brought to the board at the June 12 or June 26 meeting.) Mr. Stevens also commented on the bell curve and its use in the highly capable qualification process. *Citizen Carolyn Westhaul* commented on the potential difficulties with the shifting bell curve in the district as it relates to qualification for the highly capable program. She suggested the district use TOSAs for a pull out program to assist highly capable students in areas such as math so they aren't bored in school. *Citizen Lisa Camacho* wondered what the qualifications for entry into the highly capable program will be so parents have a true idea of the level of qualifications. *Citizen Judy Levine* asked if the highly capable program consultant would be a member of the multidisciplinary team reviewing the data of students to qualify for the program, and will the names of the members of the multidisciplinary team be published. (Response was the consultant will inform the multidisciplinary team and the team member list will be published.) Ms. Levine commented on the district curriculum that is aligned to the state requirements, but noted district students are not aligned to the state and therefore need the availability of accelerated curriculum. *Citizen Alex Burton* shared a vision of AP classes implemented in elementary classrooms, Sakai, and Woodward. He encouraged the district to create a culture of excellence.

Following public comment, Board President Mike Spence called for a motion on the second reading of Policy 2166: Highly Capable Students.

Motion 97-13-14:

That the Board approves the second reading of Policy 2166: Highly Capable Students. (Kinhead) The affirmative vote was unanimous.

C. Content Areas for Elementary Planning Time – Committee Report

Assistant Superintendent Dr. Peter Bang-Knudsen and Bainbridge Island Education Association Co-President Heidi Langendorff presented information regarding considerations related to elementary planning time and instruction for students. At the May 8 school board meeting, board members encouraged the district to analyze two content areas – Spanish language or science - to fill the approximately 50 minutes per week of student instruction time. It was noted one of the frameworks for making all such challenging decisions includes the question: How can the decision potentially support the district's mission?

The criteria utilized for analysis of the two content areas included guiding questions around schedules, location/space needs, curriculum alignment, time for development, and the requirement of additional materials or equipment. The Elementary Planning Time Task Force met three times to develop the analytical framework and synthesize teacher feedback. The results of those meetings and the development of the analytical framework for FLES (Foreign Language in Elementary Schools) and Science were as follows:

Curriculum Alignment & Impact

Integration of new curriculum with other content taught by general education teachers.

FLES

Science

- FLES would reinforce or supplement current curriculum; it would not replace content.
- 50 minutes per week would not cover all science content that is needed to be taught, but could be used to partially replace or enhance current science instruction sharing the teaching of science standards between classroom teacher and specialist.
- From our current scope and sequence, a determination would be needed for what content would be taught in the pull-out program and what is taught at each grade level by the classroom teacher.

Integration of new curriculum continued.

FLES

- Coordination with the classroom teacher may be minimal dependent on how much synchronization is needed between the curriculum in the homeroom and world language.
- Reporting on student progress to parents can be done independently from the regular report card.
- Needs to be articulated with grades 5-12. Continued development would need to be completed to ensure smooth articulation. Having more interest and competence in language could have a major impact on the number of students interested in taking language.
- Scope and Sequence for Spanish would need to be developed.

Curriculum and instruction (rationale for teaching content)

FLES

- FLES programs are becoming more prevalent across the United States (especially on the East Coast). Two previous World Language Curriculum Review Committees (1990s and 2009) recommended that world language instruction begin in elementary grades. (In late 90s, “Española Para Ti” video-based program was purchased for use in Gr. 1-3 classes but was abandoned because it was not very effective)
- Student accomplishment in world language is not a current state requirement. New graduation requirements require students to take 2 years of a world language (or make a formal request for a waiver). World language is an entrance requirement for four-year colleges across the United States.
- New graduation requirements for Core 24 include 2 years of world language
- Second language at an early age ([American Council on the Teaching of Foreign Languages](#) research in support of elementary school foreign language learning.)
- FLES committee found research that supported the concept that learning a second language can support

Science

- Coordination would be required between classroom teachers and a science specialist. The amount of coordination is dependent on how the curriculum is divided.
- Reporting on student progress to parents would need to be determined and coordinated with teachers or reported separately.
- Articulation with grades 5-12 will be completed through the Science Program Review process.

Science

- Student accomplishment in science is a state requirement and is currently assessed at grades 5, 8 and with an end-of course Biology test. These assessments will be changing with the [Next Generation Science Standards](#).
- Two years of science is a current graduation requirement. It is changing to a 3-year requirement with the new graduation requirements described in Core 24. Science is an entrance requirement for four-year colleges across the United States.
- Recent survey of elementary teachers said that on average, teachers are providing 40 minutes per week of science instruction.
- New graduation requirements for core 24 will increase science requirements from 2 years to 3 years
- Research demonstrates that most young adults, who choose a STEM field, became interested in STEM by middle school.
- Puget Sound has a demand for [STEM related fields](#). Focus on science could help to generate interest and prepare students for post-secondary studies in STEM areas.

struggling learners to acquire reading/writing skills. <http://nysaft.org/advocacy/pdf/nearesearchdocument.pdf>

- Demographic and language changes in U.S. are significant. Currently the United States is the 5th largest Spanish-speaking country in the world. <http://nbclatino.com/2013/08/07/us-is-5th-largest-spanish-speaking-country-new-census-interactive-map/>

Development

How would these programs be developed?

FLES

- The district does not currently have adopted curriculum for elementary World Language; curriculum and instructional materials would need to be adopted or developed.
- FLES would require review of the curriculum and language options at intermediate, middle school and high school. More impact to elective teachers unless there is an addition of a 7th period.

Location and Space Needs

FLES

- Spanish Specialist would complete the lesson in the general education teacher's classroom. No new classroom space is needed.
- Need to identify a space for general education teacher to make private phone calls, meet with other staff.
- Materials for the class would be transported on a rolling cart or basket.
- FLES teachers would need an office space with access to computer, phone, files etc.
- Teachers have significant concerns that they will not have usable time added if they have to either remain in the classroom w/ students engaged in lively activity or leave and then do not have access to materials and learning stations.

Equipment

FLES

- No specialized equipment, would need access to computer and whiteboard – would need curriculum resource materials. Most current adopted BISD materials are written in Spanish with resources available (My Math, FOSS, Good Habits/Great Readers) – would need to develop and/or purchase curriculum.

Ability to attract and retain quality staff

FLES

- Identifying a World Language Specialists may be more challenging.

- An intentional strand for the science specialist, (e.g. [engineering](#)), could help address Next Generation Science requirements.

Science

- Current standards and curriculum materials are developed for grades K-4.
- Specific Kits/Units could be identified and taught by a science specialist.
- BISD is currently in the middle of a science program review and this would be a good time to add a science specialist.

Science

- The Science Specialist will usually need a dedicated space to allow for set up of labs and equipment. May be possible to have (all or some) primary science completed in general education classroom to reduce transitions. This would create the need to potentially identify a space for primary general education teacher to make private phone calls, meet with other staff.
- What is the actual room availability? Wilkes and Blakely have potential space for next year. Space for future years is difficult to predict with accuracy. If we decrease class size we would possibly need 2-3 more classrooms

Science

- Additional specialized equipment and instructional materials would need to be purchased to support the science specialist.

Science

- There is current staff that would be qualified to teach this content. Attracting new staff would not

- Need endorsement in K-12 World Language or K-8 Teaching.
- Staffing needs (about .6 to .7 at each elementary school).
- be as challenging.
- Need endorsement in K-8 Teaching, no specialized science endorsement is needed.
- Staffing needs (about .6 to .7 at each elementary school)

It was noted that the members of the task force had expressed some concern around the scheduling aspect of the 50 minutes of planning time. Task force members used the following assumptions during their discussions: a) A science program would be best taught in one 50 minute block each week; b) A FLES program would be best taught in two 25 minute blocks each week; c) All members are in agreement the district needs to look at all schedules to maximize instruction blocks of times for each teacher; d) All 3 schools could make 2x25 minute or 1x50 minute schedule work. Teachers would continue to have instructional blocks that work w/ the recommended time allocation for each core content area; e) Scheduling for any pull-out service (Title/LAP, Special education, ELL) will be more challenging with either model. The effect of added content on struggling learners must be considered. Learning must be multisensory and highly engaging to be successful. An analysis of the K-4 weekly instructional minutes was provided for review. At the conclusion of the presentation, board members were encouraged to forward any additional questions they may have to Dr. Peter Bang-Knudsen.

D. High School Class Rank Recommendations

Bainbridge High School Principal Jake Haley provided an overview of a proposal to elimination of class rank information. It was noted that for the past four years, the Bainbridge High School (BHS) administrative team and counselors have been debating the practice of reporting class rank as it pertains to District students applying for colleges. This year the debate was brought to the site council in October and after months of research, discussion, development of a “fact sheet,” and analyzing survey results, the site council strongly recommended the elimination of the practice of reporting class rank to colleges and universities. This decision parallels the recommendation of the BHS administrative team, counselors, and departments heads. It was noted that BHS staff had the same dialogue with staff at Eagle Harbor High School and they agree with the recommendations. Mr. Haley provided the class rank fact sheet survey, and survey results for board review.

E. Monthly Capital Projects Report

Director of Facilities and Capital Projects Tamela Van Winkle provided a summary of the budget for the 2009 Bond Projects as well as a summary of the capital and facilities projects through May 2014. Ms. Van Winkle noted security cameras will be installed at Ordway to allow office staff to observe people entering and leaving the school. Also noted were meetings held with principals to discuss work that happens with technology and how that impacts facilities. These meetings will foster collaboration, and allow for the work to move forward in a cohesive and efficient way. Other highlights from the capital projects and facilities report included the following: Woodward – Athletic Track and Field Renovations: a) Identified warranty items are now scheduled. The corrections will address minor breaks in the irrigation line and a depression in the asphalt surface adjacent to the track. b) The field grass is now established and ready for public use beginning June 27, 2014. Ordway: a) Plans and specifications are underway to install hearing and cooling system improvements in the Ordway Office and the technology lab over the summer. Facilities Maintenance – Security Door Bolts: The district-wide installation of door locks is ongoing. Security bolts have been mounted on all classroom doors at Blakely, Ordway, and Commodore. Bainbridge High School is currently in progress.

F. Award of Bid – Woodward Middle School Roof Replacement Project

Director of Facilities and Capital Projects Tamela Van Winkle presented the results of the bid opening for the Woodward Middle School Roof Replacement Project. The bids were opened on May 28, 2014, with three general contractors submitting bids. The apparent low bidder is Meyer Brothers Roofing and Sheet Metal, Inc., with a base bid of \$1,010,941.00. Ms. Van Winkle explained Meyer Brothers Roofing and Sheet Metal, Inc. is based in Kent, Washington. They have been in business for almost 30 years. They have successfully completed a number of projects for the District including the Bainbridge High School 500 Building, Ordway Fascia Replacement, various portables and, most recently, the Stadium Roof Replacement. They have been found to be professional, informative, responsive and considerate, and they have a good reputation in the industry.

Ms. Van Winkle recommended the Board award the bid for the Woodward Middle School Roof Replacement Project to Meyer Brothers Roofing and Sheet Metal, Inc. in the Base Bid amount of \$1,010,941.00 plus Washington State Sales Tax in the amount of \$87,951.87 for a total amount of \$1,098, 892.87.

Motion 98-13-14: That the Board approves the Award of Bid for the Woodward Middle School Roof Replacement Project to Meyer Brothers Roofing and Sheet Metal, Inc. (Kinkead) The affirmative vote was unanimous.

G. Monthly Technology Report

Director of Instructional Technology & Assessment Randi Ivancich provided an update related to the Technology Department's activities through May 2014. Ms. Ivancich noted student technology devices continue to be implemented in classrooms, with the installation being conducted during the various school breaks throughout the school year. This strategy will allow the technology staff to tackle bigger projects during the summer months such as reimaging computers. Ms. Ivancich expressed excitement to have technology staffer Alan Silcott as the new Network Supervisor, noting he has been conducted an analysis of the district's network and providing feedback regarding the future of the network systems, especially in the area of wireless services. During the presentation, there was a brief discussion of how devices such as Chromebooks are being implemented in the classroom as well as how they work for academic testing.

H. Monthly Financial Report

Director of Business Services Peggy Paige provided a summary of district financial reports through the month of April, with a focus on an analysis of the General Fund that included a summary of fund balances and budget status reports. She noted total General Fund revenues through April 30 were 5.5% more than for the same period last year. While tax collections were substantially higher than the expected average, it is not anticipated the district will collect more than budgeted. The district expects to exceed budget estimates for tuitions (All-Day Kindergarten enrollment increase) and donations. State revenues related to Basic Ed are beginning to move above the expected average since the district will receive more than budget estimates with the increase in enrollment. Special Ed is still below the average but enrollment (and funding) tends to increase as the district progresses through the year, with Safety Net revenues not received until year-end.

Expenditures for the year through April 30 were 8% higher than for the same period last year, with year-to-date expenditures above average. Ms. Paige noted a budget revision would be necessary to increase the district's expenditure capacity. She anticipated bringing the budget extension to the Board of Directors for the last meeting in June. Expenditures in the area of Support Services were above last year and the average. Maintenance expenditures were up from the prior year primarily due to some necessary (but unbudgeted) repairs. Central Office expenditures were up from prior year and are currently running above the average. There have been unbudgeted expenditures in this area including the review of all certificated personnel files, leasehold tax due on parking revenues, and atypical levels of expense in substitute costs, overtime and legal fees. At the conclusion of Ms. Paige's presentation, she noted the year-end cash balance was estimated to be \$2.2 million, with a total fund balance between 5.2% and 5.5%.

I. Final 2014/2015 Calendar

Associate Superintendent Julie Goldsmith presented the final calendar for 2014/2015 for Board consideration and approval. The final calendar reflects the State Board of Education requested waiver for five (5) days of grades K-4 conferences (October 16 -17 & March 18 – 20); four (4) days of grades 5 – 6 conferences (October 16-17 & January 22-23); and two (2) days of grades 7 -8 conferences (January 22-23). It was noted for the past several years, district schools have utilized full-day parent/guardian/teacher conference schedules. This structure allows programs to run without disruption and children's school-day routines are maintained. This conference configuration also gives families greater options for childcare, work release, and family time. At the conclusion of the presentation, Ms. Goldsmith recommended approval of the final 2014/15 District Calendar.

Motion 99-13-14: That the Board approves the final 2014/15 District Calendar. (Jakubik)
The affirmative vote was unanimous.

J. Resolution 09-13-14: VEBA Trust – Certificated

A resolution of the Board of Directors to authorize a sick leave conversion medical expense reimbursement plan (VEBA Service Group) for eligible retiring Bainbridge Island Education Association members.

Motion 100-13-14:

That the Board approves Resolution 09-13-14: VEBA Trust – Certificated. (Jakubik) The affirmative vote was unanimous.

Personnel Actions

Motion 101-13-14:

That the Board approves the Personnel Actions dated May 22, 2014 and May 29, 2014 as presented. (Hoberg) The affirmative vote was unanimous.

Adjournment

8:35 p.m. – Board President Mike Spence adjourned the meeting.