

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

Date: September 29, 2011

Place: Board Room – Commodore Campus

Board of Directors Present

President – Patty Fielding

Vice-President – Mary Curtis

Directors – John Tawressey, Mike Spence, Tim Kinhead

Call to Order

5:34 p.m. – Board President Patty Fielding called the meeting to order and a quorum was recognized.

Public Comment

No public comment.

Superintendent’s Report

Superintendent Faith Chapel reported district principals and certificated administrators have been participating in the Washington State Leadership Academy over the past year to focus on instructional leadership. The group recently attended the first workshop for year two of the program that included a discussion on central office transformation. Central office transformation involves all central office administrators and departments and how they can better support teaching and learning in the schools. Ms. Chapel also noted the month of October will bring a “Bite of Bainbridge” to the food services in the schools. The Food and Nutrition Department has been working with local farms to provide locally grown products for the food menus.

Board Reports

Mary Curtis reported on the Board Retreat held Saturday, September 17th at Yonder. The retreat focused on strategic planning for the district, including a focus on the district’s mission and student learning strategies. Ms. Curtis noted the discussions were stimulating and the board will continue work in this area throughout the year.

Mike Spence, the board’s legislative representative, reported Governor Gregoire has called a Legislative Special Session to begin November 28th. The special session was called to address an anticipated budget shortfall of approximately \$1.4B for the 2011-2013 biennium.

Presentations

A. Alternative Learning Experience Report

Associate Superintendent Julie Goldsmith and Commodore Options Principal Catherine Camp provided the Alternative Learning Annual Report. Ms. Camp explained Alternative Learning Experience (ALE) is primarily distinguished by off-campus instruction. The intent of this type of program is to give schools the flexibility to serve a diverse student population. The specific requirements and expectations of these learning activities are detailed in a written student learning plan developed and supervised by a public school teacher. The Bainbridge Island School District provides an array of ALE experiences through the Mosaic Home Education Partnership Program, Eagle Harbor High School (Contracted Study Courses), and Bainbridge High School (Independent Study Courses). Ms. Camp also gave a brief background and history related to the implementation of ALE in the district. It was noted that the 2011 Legislature cut \$45 million from the ALE program to help address the state budget shortfall, which resulted in a 20% cut for districts across the state. It was explained that OSPI permanently adopted amendments to WAC 392-121-182 that were required as a result of passage of ESHB 2065 by the 2011 Legislature. Mr. Camp shared information on these new regulations implemented for the 2011-2012 school year, which will impact service delivery and funding for the ALE program. The substantive changes related to HB 2065 include: (1) For the purposes of Chapter 28A.150, alternative learning experience program means a course or set of courses that is: (a) Provided in whole or in part independently from a regular classroom setting or schedule, but may include some components of direct instruction; (b) Supervised, monitored, assessed, evaluated, and documented by a certificated teacher employed by the school district or under contract as permitted by applicable rules; and (c) Provided in

accordance with a written student learning plan that is implemented pursuant to the school district's policy and rules adopted by the superintendent of public instruction for alternative learning experiences. (2) The broad categories of alternative learning experience programs include, but are not limited to: (a) Online programs as defined in RCW 28A.150.262; (b) Parent partnership programs that include significant participation and partnership by parents and families in the design and implementation of a student's learning experience; and (c) Contract-based learning programs.

(3) School districts that offer alternative learning experience programs may not provide any compensation, reimbursement, gift, reward, or gratuity to any parents, guardians, or students for participation. School district employees are prohibited from receiving any compensation or payment as an incentive to increase student enrollment of out-of-district students in an alternative learning experience program. This prohibition includes, but is not limited to, providing funds to parents, guardians, or students for the purchase of educational materials, supplies, experiences, services, or technological equipment. A district may purchase educational materials, equipment, or other non-consumable supplies for students' use in alternative learning experience programs if the purchase is consistent with the district's approved curriculum, conforms to applicable laws and rules, and is made in the same manner as such purchases are made for students in the district's regular instructional program. Items so purchased remain the property of the school district upon program completion. School districts may not purchase or contract for instructional or co-curricular experiences and services that are included in an alternative learning experience written student learning plan, including but not limited to lessons, trips, and other activities unless substantially similar experiences and service are available to students enrolled in the district's regular instructional program. School districts that purchase or contract for such experiences and service for student enrolled in an alternative learning experience program must submit an annual report to OSPI detailing the costs and purposes of the expenditures. These requirements extend to contracted providers of alternative learning experience programs, and each district shall be responsible for monitoring the compliance of its providers with these requirements. However, nothing in this section shall prohibit school districts from contracting with other providers approved by OSPI pursuant to Chapter 28A.250. (4) Part-time enrollment in alternative learning experiences is subject to the provisions of RCW 28A.150.350. (5) The superintendent of public instruction shall adopt rules defining minimum requirements and accountability for alternative learning experience programs.

Ms. Camp provided a copy of the new ALE Enrollment Reporting Flow Chart that determines how students are counted on the monthly P-223 report to the state. She went on to explain the elements of the district ALE program that includes Mosaic Home Education Partnership (K-8), Eagle Harbor High School (Contract Studies), and Bainbridge High School (Contract Studies), and how the state reductions are calculated and impact enrollment in the program. In addition, elements of the ALE programs were reviewed including the description of program management, instructional responsibilities of staff, development of the written student learning plan, supervision and evaluation of student performance, alignment of ALE courses with state graduation requirements, and participation in state required assessments.

B. Science, Technology, Engineering, Math (STEM) Report

STEM Coordinator Greg Moncada presented an overview of the STEM initiative underway in the district. This initiative has been supported through a generous grant from the Bainbridge Schools Foundation. Mr. Moncada explained STEM is an educational response to provide the Nation with globally competitive graduates in Science, Technology, Engineering and Math. This initiative started in 2001 when the National Science Foundation (NSF) noted a decline in the trend of science degrees awarded to U.S. college graduates. By 2006, comprehensive research defined the magnitude and extent of the concern. Articles such as *Rising Above the Gathering Storm* (NRC – 2007), and *Tough Choices or Tough Times* (NCEE – 2006) echoed the NSF national imperative and offered concrete national strategies for remaining competitive. Further research has now identified national, state, district and school programs that encourage STEM careers. Indeed, the phrase 'STEM Education' is shorthand for an enterprise that is as complicated as it is import. In general, it is: *What students learn about the science disciplines, technology, engineering, and mathematics during their K-12 schooling that shapes their intellectual development, opportunities for future study and work, and choices of career, as well as their capacity to make informed decisions about their own lives.* (NSB – 2010).

Mr. Moncada spoke about STEM programs that work noting research data related to elements that support STEM programs. Those elements included summer STEM institutes, like-minded peers interested in STEM, opportunities for independent/original research, summer internships with local businesses, mentors, STEM connections across the

curriculum, AP STEM courses, and expert teachers. At the middle school level, again implementation of summer institutes were key, all grade 8 students taking algebra, career awareness and industry visits, and avid technology application use (microscopes, probes, video documentary, etc.). At the elementary level, reading competency is key, along with learning and innovation skills, information, media and technology skills, and life and career skills. For the district's STEM initiative, Mr. Moncada stated this is a planning year with a clear purpose. The purpose is to increase the percentage of graduating seniors interested and prepared to pursue careers in science, technology, engineering and mathematics. The STEM initiative mission is: 1) Enhance student exposure to, interest and performance in science, technology, engineering, and mathematics. 2) Increase student engagement and subsequent success in STEM schoolwork and/or careers. 3) Encourage STEM enrollment, retention and success in STEM courses. 4) Foster the development of local and global citizenship skills that demonstrate civic responsibility, as they maintain local and global perspectives.

Mr. Moncada shared the measurable outcomes to be realized through the STEM initiative in the district. They include: a) increase the number of STEM courses; b) increase enrollment in AP courses for non-white/non-Asian, economically disadvantaged and male students; c) establish a course pathway and increase enrollment in mathematics courses; d) create a STEM course plan for all 7th graders; e) increase student graduation survey data that indicates an interest in pursuing STEM-related degrees or career; and f) increase partnerships with Puget Sound businesses supporting STEM courses. Strategies to accomplish these outcomes include professional development, research and development time for district STEM teachers, outreach activities with local Puget Sound businesses, creation of a STEM Advisory Board, search for grant funding, develop baseline data, and communication with the community. Mr. Moncada stated that working with district teachers first was critical. Together they can elaborate on the STEM Mission and the work to be done at each grade level, and refine the related strategies. Mr. Moncada will work with the STEM Advisory Board and develop a website and baseline data 'dashboard.'

C. Puget Sound Energy (PSE) Project

Director of Facilities and Capital Projects Tamela Van Winkle provided an overview of the proposed Puget Sound Energy (PSE) Project to upgrade and relocate a portion of its underground electrical system. The project will bring customers in the Winslow area more reliable power service. As the project was developed, PSE reviewed several different location options along Sportsman Club Road. In response to input from the City of Bainbridge Island and community members, the project design has been revised to an east-west route along Sportsman Club Road, New Brooklyn Avenue, and Madison Avenue. The project will be completed in two phases. The Sportsman Club Road work will begin October 3, 2011, and the Madison Avenue work will be performed during Phase II.

Operating standards and utility regulations require PSE to obtain an easement whenever they install an electrical facility on private property when it is not the sole benefit of the property owner. The project noted above will require two easements on district property – along Sportsman Club Road and Madison Avenue – both of which will be submitted for board approval.

D. PSE Madison Avenue Easement Agreement

Director Van Winkle provided a copy of the easement agreement between the District and Puget Sound Energy for board review. Operating standards and utility regulations require PSE to obtain an easement whenever they install an electrical facility on private property when it is not for the sole benefit of the property owner. PSE offered \$1,250.00 as compensation for the easement area. Ms. Van Winkle recommended Board approval of the easement agreement.

Motion 07-11-12:

That the Board approves the Puget Sound Energy Madison Avenue easement agreement dated September 29, 2011. (Spence) The affirmative vote was unanimous.

E. PSE Sportsman Club Road Easement Agreement

Director Van Winkle provided a copy of the easement agreement between the District and Puget Sound Energy for board review. Operating standards and utility regulations require PSE to obtain an easement whenever they install an electrical facility on private property when it is not for the sole benefit of the property owner. PSE offered \$500.00 as compensation for the easement area. Ms. Van Winkle recommended Board approval of the easement agreement.

Motion 08-11-12:

That the Board approves the Puget Sound Energy Sportsman Club Road easement agreement dated September 29, 2011. (Spence) The affirmative vote was unanimous.

F. Monthly Capital Projects Report

Director Van Winkle introduced Wilkes Elementary School Principal Sheryl Belt who offered a brief review of the construction project activities to date. Ms. Belt shared things were going very well since the beginning of school. The construction activities, and the accompanying noise, have not impacted students’ academic day. Staff has been working through challenges such as coordination of recess time, parent drop-off traffic, and class transitions. The school will practice for off-site fire drills as the usual evacuation location has been displaced by the project. Ms. Belt did note students have been fascinated by the construction machinery, and playground balls have made their way over the chain link fences. It was suggested that the Board start their next meeting with a site visit to Wilkes.

Ms. Van Winkle reported there had been a water main break at Bainbridge High School that required immediate attention. The repair was completed by the district Maintenance staff.

G. Monthly Financial Report

Director of Business Services Peggy Paige provided a summary of the financial reports ending August 31, 2011, with a focus on analysis of the General Fund revenues and expenses. Total General Fund revenues at the end of August were over budget estimates by \$300K. Ms. Paige explained these estimates will change as more accruals are processed. General Fund expenditures for the year are at 98% of budget. Total Special Education costs were up 3.3% compared to last year and are at 99% of budget. However, it should be noted that Safety Net awards exceeded budget estimates by nearly \$200K to help offset this budget area. The area of Support Services is at 99.4% of budget, with Transportation/Motor Pool currently over estimates due to extended school year transportation. There will be a transfer in the area of “community services” for transportation provided to outside groups for which the district receives payment for those services and this should offset the expense. Operation, Buildings is above budget but overages are offset by rental revenues. Utilities costs are up over last year, and propane, water and sewer expenses are currently above prior year while electric expense is down. Food Service expense is well below budget but sales were in line with budget estimates. Maintenance/Grounds is expected to be under budget, even with accrued expenses for supplies and purchased services. Annual contracts for IT services and license renewals have pushed Information Services over budget but the transfer of Tech Levy funds to the General Fund will offset the overage. Central Office expense is below budget estimates.

As of August 31, the closing cash balance in the general account was \$3,317,571. The cash balance is unusually high this year due to the early start of the school year (revenues collected at registration were deposited in August), receipt of additional Safety Net funds, and reimbursement of salaries and technology purchases by the Capital Fund in August. After final year-end adjustments for accruals, the estimated fund balance will include approximately 4% reserved for carryovers, the minimum fund balance by policy (3%) and 2% committed to funding Fiscal Year 2011/12. Any remaining fund balance in excess of these commitments would provide a cushion as the district anticipates possible mid-year reductions in state funding, and reductions in 2012/13.

H. Monthly Technology Report

Director of Instructional Technology and Assessment Randi Ivancich presented a summary of technology related activities through September. Two items from the summary were highlighted during the presentation as follows: Technology Levy Budget Summary – The 2006 Technology Levy budget summary for the 2010-2011 fiscal school year provides information on expenditures that have cleared the levy account through the end of August.

2010-2011 Technology Levy Budget:	\$1,205,750.00
Expenditures to Date:	\$1,177,106.57
2010-2011 Technology Levy Budget Balance:	\$ 25,439.73

Technology Acceptable Use Policies and Procedures - A new FCC order (FCC 11-125) issued in August 2011 changed language related to the Children’s Internet Protection Act (CIPA). This new order will give the district an opportunity to update the technology use policies and procedures, which is required before July 1, 2012. National and state technology organizations are working to interpret what these changes mean to school districts and especially district and school use of evolving technologies such as social networks. The changes to CIPA introduce a significant shift in thinking about the role and use of social networking sites within a school district. The FCC order notes social networking sites are not inherently harmful to minors, while acknowledging that individual postings or pages may be deemed harmful to minors. This presents a challenge for applying filters to network sites that are required under CIPA. The Office of the Superintendent of Public Instruction (OSPI) and the Washington State

School Directors Association (WSSDA) intend to update their recommendations for policies and procedures but do not have a timeline for their work. The FCC order stopped short of addressing the use of personally owned devices used within school districts but indicated information would be forthcoming. District staff will work with technology and communications advisory groups to develop ways to work with new technologies, such as social network sites, to advance the educational mission of the district.

Ms. Ivancich noted that Bainbridge High School has proposed a pilot project with the school's athletic department for posting sport activity information on Facebook. The pilot would improve the communication capabilities and meet the needs of the students, their parents and the community at large.

I. Policy/Procedure 1105: Director Districts (Revision – Second Reading)

Superintendent Faith Chapel noted the Board of Directors approved the first reading of revised Policy 1105 Director Districts at their September 8, 2011 meeting. The proposed policy and procedures reflect changes in state statutes. Unlike the current policy, the new documents describe the circumstances that would prompt the redistricting and the steps that would be followed to reconfigure director districts. Ms. Chapel recommended approval of the second reading of the revised policy/procedure.

Motion 09-11-12: That the Board approves the second reading of Policy 1105 Director Districts with suggested edits. (Curtis) The affirmative vote was unanimous.

J. Procedure P5253 Maintaining Professional Staff/Student Boundaries

Assistant Superintendent Dr. Peter Bang-Knudsen presented Procedure 5253P Maintaining Professional Staff/Student Boundaries as an information item, and for board review. Dr. Bang-Knudsen noted the procedures had been vetted by school principals, administrative staff, and the district's attorney. After a brief discussion, board members made suggested edits to the text of the procedure. It was suggested that further comments be sent to Dr. Bang-Kudson prior to the final document being completed.

K. Collective Bargaining Agreement between Bainbridge Island School District and Bainbridge Island Education Association.

Dr. Bang-Knudsen reported the collective bargaining with the Bainbridge Island Education Association (BIEA) was completed on June 29, 2011, with the BIEA membership recently voting to approve the agreement. The board reviewed some of the changes made to the previous agreement, which included among those changes a letter of agreement to form a committee to research and make recommendations for a teacher reevaluation system aligned with Senate Bill 6696.

Motion 10-11-12: That the Board approves the collective bargaining agreement between the Bainbridge Island School District and Bainbridge Island Education Association. (Curtis) The affirmative vote was unanimous.

L. Calendar – November Board Meeting

Superintendent Chapel noted it recently came to the district's attention that the date currently scheduled for the November school board meeting is November 10th – the evening preceding the Veteran's Day holiday and a 3-day weekend for staff and students. The November meeting is the time when school improvement plans are presented to the board, and there are typically school administrators and staff representatives in attendance. In order to avoid conflicts with personal schedules, the district is recommending changing the board meeting date to one to the following:

Thursday, November 17, Wednesday, November 16, or Wednesday, November 9. After a brief discussion, and a review of board member calendars, the group agreed on Thursday, November 17.

Motion 11-11-12: That the Board approves a meeting date change from November 10 to November 17, 2011. (Kinkead) The affirmative vote was unanimous.

Personnel Actions

Motion 12-11-12: That the Board approves the Personnel Actions dated September 23, 2011 and September 29, 2011 as presented. (Kinkead) The affirmative vote was unanimous.

Consent Agenda

Staff Travel – Out-of-State

1. Request for Board approval from Bainbridge High School English Teacher Kim Kooistra to attend the National Council of Teachers of English Convention November 17 – 20, 2011 in Chicago, Illinois.

Student Field Trip - Overnight

1. Request for Board approval from Woodward Middle School Teachers Laura Kornfeld and Wendy Kozina (and 20 – 30 students) to participate in the Natural Helpers Retreat October 6-8, 2011 at the Seabeck Conference Center, Seabeck, Washington.

Donations

1. Donation to Bainbridge High School in the amount of \$4,941.00 from The Seattle Foundation for the Betsy Hodges Memorial Scholarship Fund for graduating seniors.
2. Donation to Wilkes Elementary School in the amount of \$24,340.00 from the Wilkes PTO for staff development, printer cartridges, general teacher supplies, and other requests.
3. Donation to Sakai Intermediate School in the total amount of \$4,050.00 (\$500 for Allee/Lemieux classroom, \$800 for 5th Grade classrooms, 4 iPads valued at \$2,750) from Robert Nelsen to support student learning.
4. Donation to Odyssey Multiage Program in the amount of \$8,203.79 from the Odyssey PTO to support Outdoor Education, field trips and to purchase art supplies
5. Donation to Ordway Elementary School in the amount of \$2,470.81 from Ordway PTO to support Outdoor Education and the reading program.

Minutes from the September 8, 2011 School Board Meeting

Motion 13-11-12: That the Board approves the revised Consent Agenda as presented.
(Kinkead) 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 2003481 through 2003547 totaling \$ 114,964.37 .

(General Fund Voucher)

Voucher numbers 2003364 through 2003464 totaling \$ 105,451.65 .

(General Fund Voucher)

Voucher numbers 2003357 through 2003363 totaling \$ 3,552.79 .

(General Fund Voucher)

Voucher numbers 2003465 through 2003479 totaling \$ 17,854.21 .

(General Fund Voucher)

Voucher numbers 2003548 through 2003549 totaling \$ 88,292.70 .

(General Fund Voucher)

Voucher numbers 2003480 through 2003480 totaling \$ 200.00 .

(General Fund Voucher)

Voucher numbers 2003550 through 2003550 totaling \$ 2,610.00 .

(Capital Projects Fund Voucher)

Voucher numbers 4186 through 4207 totaling \$ 644,327.12 .

(Associated Student Body Fund Voucher)

Voucher numbers 4000415 through 4000437 totaling \$ 67,055.44 .

8:26 p.m. - Board President Patty Fielding announced the board would move into executive session regarding personnel evaluation for 30 minutes.

9:01 p.m. – President Fielding reconvened the meeting to a public session and suggested Resolution 01-11-12 be placed on the meeting agenda. Board members agreed this action item should be added to the agenda.

Resolution 01-11-12

A resolution of Board of Directors of the Bainbridge Island School District No. 303 terminating the employment of Stacy L. Stevens, classified employee.

Motion 14-11-12:

That the Board approves Resolution 01-11-12. (Tawresey) The affirmative vote was unanimous.

Adjournment

9:03 p.m. – President Fielding adjourned the meeting.