

BAINBRIDGE ISLAND SCHOOL DISTRICT
SCHOOL BOARD MEETING AGENDA

Date: January 26, 2012
Time: 5:30 p.m.
Place: Board Room – Commodore Commons

Board of Directors

President – Patty Fielding

Vice President – Mary Curtis

Directors – Tim Kinkead, Mike Spence, John Tawresey

Call to Order (5)

Public Comment (5)

Superintendent's Report (10)

- Board Recognition Month

Board Reports (10)

Presentations:

- A. High School New Course Proposals (15)
Action: Board Approval of New Course Proposals
- B. Science, Technology, Engineering & Math (STEM) Update (15)
Action: No Action
- C. Options Program Update (15)
Action: No Action
- D. Professional Development Calendar: Proposal to Change Schedule & Format (30)
Action: No Action
- E. Monthly Capital Projects Report (10)
Action: No Action
- F. Monthly Financial Report (10)
Action: No Action
- G. Policy 2410: High School Graduation Requirements (First Reading) (10)
Action: Board Approval of First Reading
- H. Policy 3413: Student Immunization and Life Threatening Health Conditions (Second Reading) (5)
Action: Board Approval of Second Reading

Personnel Actions (5)

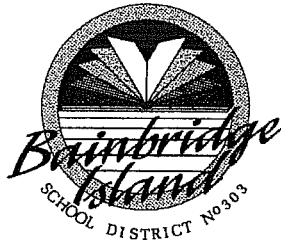
Consent Agenda (5)

Projected Adjournment

Possible Executive Session

BOARD OF DIRECTORS

Mary Curtis
 Patty Fielding
 Tim Kinkead
 Mike Spence
 John Tawressey



SUPERINTENDENT
 Faith Chapel

**ASSOCIATE
 SUPERINTENDENT**
 Julie Goldsmith

8489 Madison Avenue NE * Bainbridge Island, Washington 98110-2999 * (206) 842-4714 * Fax: (206) 842-2928

January 20, 2012

TO: Faith Chapel, Superintendent

FR: Julie Goldsmith, Associate Superintendent

RE: New Course Approvals: Advanced Placement Spanish; Advanced Placement Computer Science

Attached are proposals for two new courses at Bainbridge High School. These courses will further extend the range of course options available to high school students. Below is an overview of the courses:

| Course Overview | Grade Level | Department | School |
|---|-------------|------------------|--------|
| <i>Advanced Placement Spanish Language</i> This two-semester elective course will help prepare students to demonstrate their level of Spanish proficiency across the three communicative modes: Interpersonal, Interactive, and Presentational. It will also prepare students to meet the five goal areas outlined in the Standards for Foreign Language in the 21 st Century. This course will provide skills that prepare students for an AP test that might be accepted for college credit. | 11-12 | Foreign Language | BHS |
| <i>Advanced Placement Computer Science</i> This two-semester course will provide students an introduction to the world of computer programming, methodologies, problem solving techniques, software design, and debugging strategies using the Java language. This course is directly tied to the STEM initiative and will provide an option for students to meet the new 3 rd year of mathematics state graduation requirement. This course will provide skills that prepare students for an AP test that might be accepted for college credit. | 11-12 | Mathematics | BHS |

Recommended Action: Approve New Course Proposals for AP Spanish and AP Computer Science

BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303

Bainbridge Island, Washington

NEW COURSE/PROGRAM PROPOSAL

Please complete in duplicate

Submitted by: Jake Haley School: Bainbridge High School Date 12/5/2011

Proposed Course/Program Title: Advanced Placement Computer Science

Grade Level: 11-12 Department: Math Length of Course/Program: 2-semesters

Course Objectives:

Introduce students to the world of computer programming, methodologies, problem-solving techniques, software design, and debugging strategies using the Java language.

Brief description of how this course/program will meet current needs not being met by other courses/programs (needs Assessment):

Currently, BHS does not offer any computer programming and AP Computer Science will allow students more flexibility in selecting appropriate math requirements. Furthermore, the current job market projections and colleges are seeking students with Computer Science backgrounds.

Relationship of this course/program to school and/or district goals:

AP Computer Science will meet the 3rd year of math state requirement for BHS students, is directly tied to STEM, and continues to excite students in the world of mathematics.

Brief description of parent/community input:

In the Spring of 2011 we had several students and parents show interest and offered a "pilot" program with consultant, Sam Weiss. This course is under Paul Sullivan at EHHS and the feedback has been positive.

Prerequisite(s) for this course:

Successful completion of Algebra II, fluent use of computers and software applications, strong reading comprehension and writing skills, Junior or Senior status.

Statement on impact:

1. Personnel: Jason Sovick, current math teacher at BHS & STEM Advisor, Dr. Greg Moncada
2. Inservice: Attend the APCS workshop in Spring
3. Facilities: Access to one of two computer labs
4. Other requirements (special transportation, scheduling, etc.):

Text and supplementary materials to be used (include publisher and copyright):
TBD

Approximate cost of materials:
TBD

Attach a course/program description and outline of the content to be taught.

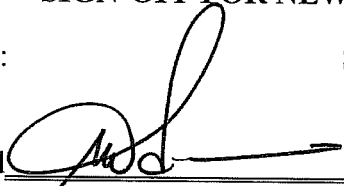
SIGN-OFF FOR NEW COURSE/PROGRAM APPROVAL

APPROVED BY:

SIGNATURE

DATE

Department Head

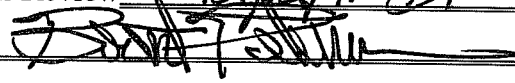


12/13/2011

Site Council Review

12/12/11 JP

Principal



Assistant Superintendent/Curric & Instruction

Assistant Superintendent/Business Svcs.

Superintendent/Board

(Copies to Principal & Assistant Superintendent/Curriculum & Instruction)



COMPUTER SCIENCE A

Course Description

EFFECTIVE FALL 2010

AP Course Descriptions are updated regularly. Please visit AP Central® (apcentral.collegeboard.com) to determine whether a more recent Course Description PDF is available.

The College Board

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,600 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information visit www.collegeboard.com.

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

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Welcome to the AP[®] Program

For over 50 years, the College Board's Advanced Placement Program (AP) has partnered with colleges, universities, and high schools to provide students with the opportunity to take college-level course work and exams while still in high school. Offering more than 30 different subjects, each culminating in a rigorous exam, AP provides motivated and academically prepared students with the opportunity to earn college credit or placement and helps them stand out in the college admissions process. Taught by dedicated, passionate AP teachers who bring cutting-edge content knowledge and expert teaching skills to the classroom, AP courses help students develop the study skills, habits of mind, and critical thinking skills that they will need in college.

AP is accepted by more than 3,600 colleges and universities worldwide for college credit, advanced placement, or both on the basis of successful AP Exam grades. This includes over 90 percent of four-year institutions in the United States.

More information about the AP Program is available at the back of this Course Description and at AP Central[®], the College Board's online home for AP teachers (apcentral.collegeboard.com). Students can find more information at the AP student site (www.collegeboard.com/apstudents).

AP Courses

More than 30 AP courses in a wide variety of subject areas are now available. A committee of college faculty and master AP teachers designs each AP course to cover the information, skills, and assignments found in the corresponding college course.

AP Exams

Each AP course has a corresponding exam that participating schools worldwide administer in May. Except for AP Studio Art, which is a portfolio assessment, each AP Exam contains a free-response section (essays, problem solving, oral responses, etc.) as well as multiple-choice questions.

Written by a committee of college and university faculty and experienced AP teachers, the AP Exam is the culmination of the AP course and provides students with the opportunity to earn credit and/or placement in college. Exams are scored by college professors and experienced AP teachers using scoring standards developed by the committee.

AP Course Audit

The intent of the AP Course Audit is to provide secondary and higher education constituents with the assurance that an "AP" designation on a student's transcript is credible, meaning the AP Program has authorized a course that has met or exceeded the curricular requirements and classroom resources that demonstrate the academic rigor of a comparable college course. To receive authorization from the College Board to label a course "AP," teachers must participate in the AP Course Audit. Courses authorized to use the "AP" designation are listed in the AP Course Ledger made available to colleges and universities each fall. It is the school's responsibility to ensure that its AP Course Ledger entry accurately reflects the AP courses offered within each academic year.

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

Complete information about the AP Course Audit is available at www.collegeboard.com/apcourseaudit.

AP Reading

AP Exams—with the exception of AP Studio Art, which is a portfolio assessment—consist of dozens of multiple-choice questions scored by machine, and free-response questions scored at the annual AP Reading by thousands of college faculty and expert AP teachers. AP Readers use scoring standards developed by college and university faculty who teach the corresponding college course. The AP Reading offers educators both significant professional development and the opportunity to network with colleagues. For more information about the AP Reading, or to apply to serve as a Reader, visit apcentral.collegeboard.com/readers.

AP Exam Grades

The Readers’ scores on the free-response questions are combined with the results of the computer-scored multiple-choice questions; the weighted raw scores are summed to give a composite score. The composite score is then converted to a grade on AP’s 5-point scale:

| AP GRADE | QUALIFICATION |
|-----------------|--------------------------|
| 5 | Extremely well qualified |
| 4 | Well qualified |
| 3 | Qualified |
| 2 | Possibly qualified |
| 1 | No recommendation |

AP Exam grades of 5 are equivalent to A grades in the corresponding college course. AP Exam grades of 4 are equivalent to grades of A–, B+, and B in college. AP Exam grades of 3 are equivalent to grades of B–, C+, and C in college.

Credit and Placement for AP Grades

Thousands of four-year colleges grant credit, placement, or both for qualifying AP Exam grades because these grades represent a level of achievement equivalent to that of students who have taken the corresponding college course. This college-level equivalency is ensured through several AP Program processes:

- College faculty are involved in course and exam development and other AP activities. Currently, college faculty:
 - Serve as chairs and members of the committees that develop the Course Descriptions and exams in each AP course.
 - Are responsible for standard setting and are involved in the evaluation of student responses at the AP Reading. The Chief Reader for each AP subject is a college faculty member.
 - Lead professional development seminars for new and experienced AP teachers.
 - Serve as the senior reviewers in the annual AP Course Audit, ensuring AP teachers' syllabi meet the curriculum guidelines of college-level courses.
- AP courses and exams are reviewed and updated regularly based on the results of curriculum surveys at up to 200 colleges and universities, collaborations among the College Board and key educational and disciplinary organizations, and the interactions of committee members with professional organizations in their discipline.
- Periodic college comparability studies are undertaken in which the performance of college students on AP Exams is compared with that of AP students to confirm that the AP grade scale of 1 to 5 is properly aligned with current college standards.

For more information about the role of colleges and universities in the AP Program, visit the Higher Ed Services section of the College Board Web site at professionals.collegeboard.com/higher-ed.

Setting Credit and Placement Policies for AP Grades

The College Board Web site for education professionals has a section specifically for colleges and universities that provides guidance in setting AP credit and placement policies. Additional resources, including links to AP research studies, released exam questions, and sample student responses at varying levels of achievement for each AP Exam are also available. Visit professionals.collegeboard.com/higher-ed/placement/ap.

The "AP Credit Policy Info" online search tool provides links to credit and placement policies at more than 1,000 colleges and universities. This tool helps students find the credit hours and/or advanced placement they may receive for qualifying exam grades within each AP subject at a specified institution. AP Credit Policy Info is available at www.collegeboard.com/ap/creditpolicy.

AP Computer Science A

Important Revisions to This Course Description

- Addition of two-dimensional arrays to list of standard data structures (see Topic Outline, page 8)
- Addition of `java.util.List` interface to Java A subset (see Java subset, Appendix A)
- Addition of Java constants `Integer.MIN_VALUE` and `Integer.MAX_VALUE` (see Java subset, Appendix A)
- Addition of static variables (also known as class variables) (see Java subset, Appendix A)

INTRODUCTION

The Advanced Placement Program offers a course and exam in introductory computer science. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first-semester college-level course in computer science. It also includes the study of data structures, design, and abstraction. For a listing of the topics addressed, see the AP Computer Science A topic outline on pages 8–10.

The nature of the AP course is suggested by the words “computer science” in the title. Their presence indicates a disciplined approach to a more broadly conceived subject than would a descriptor such as “computer programming.” There are no computing prerequisites for the AP course. It is designed to serve as a first course in computer science for students with no prior computing experience.

Because of the diversity of introductory computer science courses currently offered by colleges and universities, the outline of topics described here may not match any course exactly. The Association for Computing Machinery (ACM) and the Institute of Electrical and Electronics Engineers (IEEE) Computer Society have published standards for the content of a college-level program in computer science that include recommendations for topics to be taught in the first two years of college. The AP Computer Science A course is compatible with those topics that are taught in a typical CS1 course as described in the example curricula in the ACM/IEEE guidelines. Some colleges and universities may organize their curricula in alternative ways so that the topics of the AP Computer Science A course are spread over the first one or two college courses, with other topics from computer science interspersed.

The AP Computer Science A course can be offered by any secondary school that has faculty who possess the necessary expertise and have access to appropriate computing facilities. The course represents college-level achievement for which most colleges and universities can be expected to grant advanced placement and credit. Placement and credit are granted by institutions in accordance with their own policies, not by the College Board or the AP Program.

THE COURSE

The AP Computer Science A course is an introductory course in computer science. Because the design and implementation of computer programs to solve problems involve skills that are fundamental to the study of computer science, a large part of the course is built around the development of computer programs that correctly solve a given problem. These programs should be understandable, adaptable, and, when appropriate, reusable. At the same time, the design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. In addition, the responsible use of these systems is an integral part of the course. The topic outline on pages 8–10 summarizes the content typically taught in the AP Computer Science A course.

Goals

The goals of the AP Computer Science A course are comparable to those in the introductory course for computer science majors offered in college and university computer science departments. It is not expected, however, that all students in the AP Computer Science A course will major in computer science at the university level. The AP Computer Science A course is intended to serve both as an introductory course for computer science majors and as a course for people who will major in other disciplines that require significant involvement with technology. It is not a substitute for the usual college-preparatory mathematics courses.

The following goals apply to the AP Computer Science A course when interpreted within the context of the course. Students should be able to:

- design and implement solutions to problems by writing, running, and debugging computer programs.
- use and implement commonly used algorithms and data structures.
- develop and select appropriate algorithms and data structures to solve problems.
- code fluently in an object-oriented paradigm using the programming language Java. Students are expected to be familiar with and be able to use standard Java library classes from the AP Java subset.
- read and understand a large program consisting of several classes and interacting objects. Students should be able to read and understand a description of the design and development process leading to such a program. (An example of such a program is the *AP Computer Science Case Study*.)
- recognize the ethical and social implications of computer use.

Computer Language

The content of the college-level introductory programming course has evolved significantly over the years. Starting as a treatment merely of language features, it eventually incorporated first the notions of procedures and procedural abstraction, then the use of modules and data abstraction. At most institutions, the current introductory programming course takes an object-oriented approach to programming that is based on encapsulating procedures and data and creating programs with interacting objects. The AP Computer Science A course has evolved to incorporate this approach.

Current offerings of the AP Computer Science A Exam require the use of Java. Those sections of the exam that require the reading or writing of actual programs will use Java. The exam will not include all the features of Java; it will be consistent with the AP Java subset (see Appendix A). The AP Java subset can be found in the Computer Science section of AP Central (apcentral.collegeboard.com). **Students who study a language other than Java during an AP Computer Science A course will need to be prepared to use standard Java, as specified in the AP Java subset, on the AP Computer Science A Exam.**

Equipment

Students should have access to a computer system that represents relatively recent technology. The system must be able to compile in seconds programs comparable in size to the current *AP Computer Science Case Study*, and response time should be reasonably rapid. This will require large hard disk drives either on individual machines or shared via a network.

Each student in the course should have a minimum of three hours per week alone on a computer throughout the academic year; additional time is desirable. This access can be made available at any time during the school day or after school and need not be made available to all students in the AP course simultaneously. It should be stressed that (1) this requirement represents a bare minimum of access; and (2) this time is not instructional time at a computer with the teacher or a tutor but is time that the student spends alone at a computer in addition to the instructional time. Schools that do not allow their facilities to be used after school hours may wish to reevaluate such a policy in light of the needs of their students who take the AP Computer Science A course.

Schools offering AP Computer Science A will need to have Java software and enough memory in their lab machines so that students will be able to compile and run Java programs efficiently. Both free and commercial Java systems are available from a variety of sources. At a minimum, the hardware configuration will need large hard drives and sufficient memory to support current operating systems and compilers.

Prerequisites

The necessary prerequisites for entering the AP Computer Science A course include knowledge of basic algebra and experience in problem solving. A student in the AP Computer Science A course should be comfortable with functions and the concepts found in the uses of functional notation, such as $f(x) = x + 2$ and $f(x) = g(h(x))$. It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course.

One prerequisite for the AP Computer Science A course, competence in written communication, deserves special attention. Documentation plays a central role in the programming methodology that forms the heart of the AP Computer Science A course. Students should have already acquired facility in written communication before entering the course.

Teaching the Course

The teacher should be prepared to present a college-level first course in computer science. The AP Computer Science A course is more than a course on programming. The emphasis in the course is on procedural and data abstraction, object-oriented programming and design methodology, algorithms, and data structures.

Because of the dynamic nature of the computer science field, AP Computer Science teachers will continually need to update their skills. Some resources that may assist teachers in professional development are AP Computer Science workshops and summer institutes, and Web sites such as AP Central. For information on workshops, teachers should contact their College Board regional office or go to AP Central.

One particular area of change is the evolution of programming languages and programming paradigms. Teachers should endeavor to keep current in this area by investigating different programming languages.

TOPIC OUTLINE

Following is an outline of the major topics considered for the AP Computer Science A Exam. This outline is intended to define the scope of the course but not necessarily the sequence.

I. Object-Oriented Program Design

The overall goal for designing a piece of software (a computer program) is to correctly solve the given problem. At the same time, this goal should encompass specifying and designing a program that is understandable, can be adapted to changing circumstances, and has the potential to be reused in whole or in part. The design process needs to be based on a thorough understanding of the problem to be solved.

A. Program design

1. Read and understand a problem description, purpose, and goals.
2. Apply data abstraction and encapsulation.
3. Read and understand class specifications and relationships among the classes (“is-a,” “has-a” relationships).
4. Understand and implement a given class hierarchy.
5. Identify reusable components from existing code using classes and class libraries.

B. Class design

1. Design and implement a class.
2. Choose appropriate data representation and algorithms.
3. Apply functional decomposition.
4. Extend a given class using inheritance.

II. Program Implementation

The overall goals of program implementation parallel those of program design. Classes that fill common needs should be built so that they can be reused easily in other programs. Object-oriented design is an important part of program implementation.

A. Implementation techniques

1. Methodology
 - a. Object-oriented development
 - b. Top-down development
 - c. Encapsulation and information hiding
 - d. Procedural abstraction

B. Programming constructs

1. Primitive types vs. objects
2. Declaration
 - a. Constant declarations
 - b. Variable declarations
 - c. Class declarations
 - d. Interface declarations
 - e. Method declarations
 - f. Parameter declarations

- 3. Console output (System.out.print/println)
- 4. Control
 - a. Methods
 - b. Sequential
 - c. Conditional
 - d. Iteration
 - e. Understand and evaluate recursive methods
- C. Java library classes (included in the AP Java subset)

III. Program Analysis

The analysis of programs includes examining and testing programs to determine whether they correctly meet their specifications. It also includes the analysis of programs or algorithms in order to understand their time and space requirements when applied to different data sets.

- A. Testing
 - 1. Test classes and libraries in isolation.
 - 2. Identify boundary cases and generate appropriate test data.
 - 3. Perform integration testing.
- B. Debugging
 - 1. Categorize errors: compile-time, run-time, logic.
 - 2. Identify and correct errors.
 - 3. Employ techniques such as using a debugger, adding extra output statements, or hand-tracing code.
- C. Understand and modify existing code
- D. Extend existing code using inheritance
- E. Understand error handling
 - 1. Understand runtime exceptions.
- F. Reason about programs
 - 1. Pre- and post-conditions
 - 2. Assertions
- G. Analysis of algorithms
 - 1. Informal comparisons of running times
 - 2. Exact calculation of statement execution counts
- H. Numerical representations and limits
 - 1. Representations of numbers in different bases
 - 2. Limitations of finite representations (e.g., integer bounds, imprecision of floating-point representations, and round-off error)

IV. Standard Data Structures

Data structures are used to represent information within a program. Abstraction is an important theme in the development and application of data structures.

- A. Simple data types (int, boolean, double)
- B. Classes
- C. Lists
- D. Arrays

V. Standard Algorithms

Standard algorithms serve as examples of good solutions to standard problems. Many are intertwined with standard data structures. These algorithms provide examples for analysis of program efficiency.

- A. Operations on data structures previously listed
 - 1. Traversals
 - 2. Insertions
 - 3. Deletions
- B. Searching
 - 1. Sequential
 - 2. Binary
- C. Sorting
 - 1. Selection
 - 2. Insertion
 - 3. Mergesort

VI. Computing in Context

An awareness of the ethical and social implications of computing systems is necessary for the study of computer science. These topics need not be addressed in detail but should be considered throughout the course.

- A. System reliability
- B. Privacy
- C. Legal issues and intellectual property
- D. Social and ethical ramifications of computer use

COMMENTARY ON THE TOPIC OUTLINE

The topic outline below summarizes the content of the AP Computer Science A curriculum. In this section, we provide more details about the topics in the outline.

I. Object-Oriented Program Design

Computer science involves the study of complex systems. Computer software is part of a complex system. To understand the development of computer software, we need tools that can make sense of that complexity. Object-oriented design and programming form an approach that enables us to do that, based on the idea that a piece of software, just like a computer itself, is composed of many interacting parts.

The novice will start not by designing a whole program but rather by studying programs already developed, then writing or modifying parts of a program to add to or change its functionality. Only later in the first course will a student get to the point of working from a specification to develop a design for a program or part of a program.

In an object-oriented approach, the fundamental part of a program is an object, an entity that has state (stores some data) and operations that access or change its state and that may interact with other objects. Objects are defined by classes; a class specifies the components and operations of an object, and each object is an instance of a class.

A. Program Design

Students should be able to develop the parts of a program when given its design. This would include an understanding of how to apply the data abstractions included in the course (classes and arrays). Students are not expected to develop a full program design.

Students should be able to understand the inheritance and composition relationships among the different classes that comprise a program. They should also be able to implement a class inheritance hierarchy when given the specifications for the classes involved—which classes are subclasses of other classes.

B. Class Design

A fundamental part of the development of an object-oriented program is the design of a class. Students should be able to design a class—write the class declaration including the instance variables and the method signatures (the method bodies would comprise the implementation of this design)—when they are given a description of the type of entity the class represents. Such a description would include the data that must be represented by the class and the operations that can be applied to that data. These operations range from simple access to the data or information that can be derived from the data, to operations that change the data (which stores the state) of an instance of the class. The design of a class includes decisions on appropriate data structures for storing data and algorithms for operations on that data. The decomposition of operations into subsidiary operations—functional decomposition—is part of the design process. An example of the process of designing a class is given in the sample free-response question, which documents the logical considerations for designing a savings account class.

Given a design for a class, either their own or one provided, students should then be able to implement the class. They should also be able to extend a given class using inheritance, thereby creating a subclass with modified or additional functionality.

An *interface* is a specification for a set of operations that a class must implement. In Java, there is a specific construct, the `interface`, that can be specified for this purpose, so that another class can be specified to *implement* that interface. Students should be able to write a class that implements an interface.

C. Java Library Classes

An important aspect of modern programming is the existence of extensive libraries that supply many common classes and methods. One part of learning the skill of programming is to learn about available libraries and their appropriate use. The AP CS A curriculum specifies the classes from the Java libraries with which students should be familiar, and students should be able to recognize the appropriate use of these classes.

In addition, students should recognize the possibilities of reusing components of their own code or other examples of code, such as the *AP Computer Science Case Study*, in different programs.

D. Design as an Exam Topic

As noted in the topic outline, the AP CS A Exam may include questions that ask about the design as well as the implementation of classes or a simple hierarchy of classes.

A design question would provide students with a description of the type of information and operations on that information that an object should encapsulate. Students would then be required to provide part or all of an interface or class declaration to define such objects. An example of this type of question appears as one of the sample free-response questions (see page 38).

A design question may require a student to develop a solution that includes the following:

- appropriate use of inheritance from another class using the keyword `extends`
- appropriate implementation of an interface using the keyword `implements`
- declaration of constructors and methods with
 - meaningful names
 - appropriate parameters
 - appropriate return types
- appropriate data representation
- appropriate designation of methods as `public` or `private`
- all data declared `private`
- all client accessible operations specified as `public` methods

A design question might only require that a student specify the appropriate constructor and method signatures (access specifier, return type, method identifier, parameter list) and not require that the body of the constructors or methods be implemented. A question focusing on a simple class hierarchy might also require implementation of the body of some or all methods for some of the classes.

BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303

Bainbridge Island, Washington

NEW COURSE/PROGRAM PROPOSAL

Please complete in duplicate

Submitted by: Jake Haley School: Bainbridge High School Date 12/9/2011

Proposed Course/Program Title: Advanced Placement Spanish Language

Grade Level: 11-12 Department: FLA Length of Course/Program: 2-Semesters

Course Objectives:

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes: Interpersonal, Interactive, and Presentational, and the five goal areas outlined in the Standards for Foreign Language Learning in the 21st Century.

Brief description of how this course/program will meet current needs not being met by other courses/programs (needs Assessment):

Currently, we only offer advanced Spanish literature classes. The addition of this course will continue to develop language proficiency skills in addition to allowing for college credit.

Relationship of this course/program to school and/or district goals:

Continuing to develop a master schedule and course offering that is student driven, we have had an increased number of students express interest in having an AP Spanish course option for their 4th/5th year of Spanish.

Brief description of parent/community input:

Open houses have had a discussion from parents about an AP Spanish Language course
- Continued excitement from Ometepe group and further development of language proficiency skills.
- Competing with schools who have 2-way immersion programs for Spanish

Prerequisite(s) for this course:

Spanish III with a C or higher.

Statement on impact:

1. Personnel: Dept. Head, Bea Pastor has expressed interest in teaching this course Zero Period.

2. Inservice: AP training in spring.

3. Facilities: N/A

4. Other requirements (special transportation, scheduling, etc.):
N/A

-
Text and supplementary materials to be used (include publisher and copyright):
TBD

-
Approximate cost of materials:
TBD
-

Attach a course/program description and outline of the content to be taught.

SIGN-OFF FOR NEW COURSE/PROGRAM APPROVAL

APPROVED BY:

SIGNATURE

DATE

Department Head Brenda Post

Site Council Review 12/12/11 JSP

Principal [Signature]

Assistant Superintendent/Curric & Instruction [Signature]

Assistant Superintendent/Business Svcs. [Signature]

Superintendent/Board _____

(Copies to Principal & Assistant Superintendent/Curriculum & Instruction)

SPANISH

**SPANISH LANGUAGE
SPANISH LITERATURE**

Course Description

Effective Fall 2011

AP Course Descriptions are updated regularly. Please visit AP Central® (apcentral.collegeboard.com) to determine whether a more recent Course Description PDF is available.

The College Board

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the College Board is composed of more than 5,700 schools, colleges, universities and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,800 colleges through major programs and services in college readiness, college admission, guidance, assessment, financial aid and enrollment. Among its widely recognized programs are the SAT®, the PSAT/NMSQT®, the Advanced Placement Program® (AP®), SpringBoard® and ACCUPLACER®. The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities and concerns.

For further information, visit www.collegeboard.org.

AP Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

AP Course and Exam Descriptions

AP Course and Exam Descriptions are updated regularly. Please visit AP Central® (apcentral.collegeboard.com) to determine whether a more recent Course and Exam Description PDF is available.

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Welcome to the AP[®] Program

AP[®] is a rigorous academic program built on the commitment, passion and hard work of students and educators from both secondary schools and higher education. With more than 30 courses in a wide variety of subject areas, AP provides willing and academically prepared high school students with the opportunity to study and learn at the college level.

Through AP courses, talented and dedicated AP teachers help students develop and apply the skills, abilities and content knowledge they will need later in college. Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. For example, through the AP Course Audit, AP teachers submit their syllabi for review and approval by college faculty. Only courses using syllabi that meet or exceed the college-level curricular and resource requirements for each AP course are authorized to carry the “AP” label.

AP courses culminate in a suite of college-level assessments developed and scored by college and university faculty members as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Strong performance on AP Exams is rewarded by colleges and universities worldwide. More than 90 percent of four-year colleges and universities in the United States grant students credit, placement or both on the basis of successful AP Exam scores. But performing well on an AP Exam means more than just the successful completion of a course; it is the gateway to success in college. Research consistently shows that students who score a 3 or higher typically experience greater academic success in college and improved graduation rates than their non-AP student peers.

AP Course Audit

The intent of the AP Course Audit is to provide secondary and higher education constituents with the assurance that an “AP” designation on a student’s transcript is credible, meaning the AP Program has authorized a course that has met or exceeded the curricular requirements and classroom resources that demonstrate the academic rigor of a comparable college course. To receive authorization from the College Board to label a course “AP,” teachers must participate in the AP Course Audit. Courses authorized to use the “AP” designation are listed in the AP Course Ledger made available to colleges and universities each fall. It is the school’s responsibility to ensure that its AP Course Ledger entry accurately reflects the AP courses offered within each academic year.

The AP Program unequivocally supports the principle that each individual school must develop its own curriculum for courses labeled “AP.” Rather than mandating any one curriculum for AP courses, the AP Course Audit instead provides each AP teacher with a set of expectations that college and secondary school faculty nationwide have established for college-level courses. AP teachers are encouraged to develop or maintain their own curriculum that either includes or exceeds each of these expectations; such courses will be authorized to use the “AP” designation. Credit for the success of AP courses belongs to the individual schools and teachers that create powerful, locally designed AP curricula.

Complete information about the AP Course Audit is available at www.collegeboard.com/apcourseaudit.

AP Development Committees

An AP Development Committee is a group of nationally renowned subject-matter experts in a particular discipline that includes professionals in secondary and postsecondary education as well as from professional organizations. These experts ensure that AP courses and exams reflect the most up-to-date information available, as befitting a college-level course, and that student proficiency is assessed properly. To find a list of current AP Development Committee members, please visit apcentral.collegeboard.com/developmentcommittees.

AP Reading

AP Exams — with the exception of AP Studio Art, which is a portfolio assessment — consist of dozens of multiple-choice questions scored by machine, and free-response questions scored at the annual AP Reading by thousands of college faculty and expert AP teachers. AP Readers use scoring standards developed by college and university faculty who teach the corresponding college course. The AP Reading offers educators both significant professional development and the opportunity to network with colleagues. For more information about the AP Reading, or to apply to serve as a Reader, visit apcentral.collegeboard.com/readers.

AP Exam Scores

The Readers' scores on the free-response questions are combined with the results of the computer-scored multiple-choice questions; the weighted raw scores are summed to give a composite score. The composite score is then converted to a score on AP's 5-point scale. While colleges and universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit or placement:

| AP SCORE | QUALIFICATION |
|-----------------|--------------------------|
| 5 | Extremely well qualified |
| 4 | Well qualified |
| 3 | Qualified |
| 2 | Possibly qualified |
| 1 | No recommendation |

AP Exam scores of 5 are equivalent to A grades in the corresponding college course. AP Exam scores of 4 are equivalent to grades of A–, B+ and B in college. AP Exam scores of 3 are equivalent to grades of B–, C+ and C in college.

Credit and Placement for AP Scores

Thousands of two- and four-year colleges and universities grant credit, placement or both for qualifying AP Exam scores because these scores represent a level of

achievement equivalent to that of students who have taken the comparable college course. This college-level equivalency is ensured through several AP Program processes:

- College faculty are involved in course and exam development and other AP activities. Currently, college faculty:
 - Serve as chairs and members of the committees that develop the Course Descriptions and exams for each AP course.
 - Are responsible for standard setting and are involved in the evaluation of student responses at the annual AP Reading. The Chief Reader for each AP exam is a college faculty member.
 - Lead professional development seminars for new and experienced AP teachers.
 - Serve as the senior reviewers in the annual AP Course Audit, ensuring AP teachers' syllabi meet the curriculum guidelines for college-level courses.
- AP courses and exams are reviewed and updated regularly based on the results of curriculum surveys at up to 200 colleges and universities, collaborations among the College Board and key educational and disciplinary organizations, and the interactions of committee members with professional organizations in their discipline.
- Periodic college comparability studies are undertaken in which the performance of college students on a selection of AP Exam questions is compared with that of AP students to ensure that grades earned by college students are aligned with scores AP students earn on the exam.

For more information about the role of colleges and universities in the AP Program, visit the Value of AP to Colleges and Universities section of the College Board website at <http://professionals.collegeboard.com/higher-ed/placement/ap>.

Setting Credit and Placement Policies for AP Scores

The College Board website for education professionals has a section specifically for colleges and universities that provides guidance in setting AP credit and placement policies. Visit <http://professionals.collegeboard.com/higher-ed/placement/ap/policy>.

Additional resources, including links to AP research studies, released exam questions and sample student responses at varying levels of achievement for each AP Exam are also available. To view student samples and scoring guidelines, visit http://apcentral.collegeboard.com/apc/public/exam/exam_questions/index.html.

To review recent validity research studies, visit <http://professionals.collegeboard.com/data-reports-research/cb/ap>.

The “AP Credit Policy Info” online search tool provides links to credit and placement policies at more than 1,000 colleges and universities. This tool helps students find the credit hours and/or advanced placement they may receive for qualifying exam scores within each AP subject at a specified institution. AP Credit Policy Info is available at www.collegeboard.com/ap/creditpolicy. If the information for your institution is not listed or is incorrect, please contact aphighered@collegeboard.org.

AP Spanish

INTRODUCTION

The AP Program offers exams for two Spanish courses: Spanish Language and Spanish Literature. Each is intended for qualified students who wish to complete studies in secondary school comparable in difficulty and content to such advanced-level college courses as Spanish Composition and Conversation or an Introduction to Latin American or Peninsular Literature.

Students may take both exams if they choose, thereby demonstrating achievement in both language and literature at the third-year college level. Each exam presumes at least one academic year's college-level preparation, although many schools find a two-year program more satisfactory.

Spanish Language

AP Spanish Language is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. Students who enroll should already have a basic knowledge of the language and cultures of Spanish-speaking peoples and should have attained a reasonable proficiency in using the language. Although these qualifications may be attained in a variety of ways, it is assumed that most students will be in the final stages of their secondary school training and will have had appropriate course work in the language. To ensure that the AP Spanish Language Exam is maintained at its intended level, special studies are carried out periodically to establish the comparability of performance of college students completing a third-year Spanish language course and AP students (study results are available on AP Central, apcentral.collegeboard.com). Results of those studies strongly support the contention of the AP Spanish Development Committee that successful performance on the exam is equivalent to the performance of students who have completed three years (five or six semesters) of college Spanish language courses at postsecondary institutions that admit large numbers of AP Spanish students.

THE COURSE

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century*¹ (Communication, Cultures, Connections, Comparisons and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level.

1. National Standards in Foreign Language Education Project, *Standards for Foreign Language Learning in the 21st Century* (Lawrence, Kan.: Allen Press, 1999).

It should be possible to make certain claims about students who succeed in an AP Spanish Language course. Students should be given ample opportunities throughout the course to provide evidence that these claims are valid through the administration of formative and summative assessments. The following is a list of such claims and the types of evidence that would validate them. These claims and evidence are identical to those that support the AP Spanish Language Exam.

AP Spanish Language Course and Exam

Claims

Claims “are statements we’d like to make about what students know, can do, or have accomplished” (Mislevy, Steinberg, and Almond, 2002).²

The student who receives an AP score of 3, 4 or 5 on the AP Spanish Language Exam has mastered — to a degree commensurate with the AP score — the skills and knowledge required to receive credit for an advanced level (fifth and sixth semester or the equivalent) college or university Spanish language course.

- The student has strong communicative ability in Spanish in the Interpersonal, Interpretive and Presentational modes.
- The student has a strong command of Spanish linguistic skills (including accuracy and fluency) that support communicative ability.
- The student comprehends Spanish intended for native speakers in a variety of settings, types of discourse, topics, styles, registers and broad regional variations.
- The student produces Spanish comprehensible to native speakers in a variety of settings, types of discourse, topics and registers.
- The student acquires information from authentic sources in Spanish.
- The student is aware of some cultural perspectives of Spanish-speaking peoples.

Evidence

Evidence comprises observable work products, which can be evaluated to substantiate intended claims (Mislevy, Almond, and Lukas, 2003).³

The successful AP Spanish Language student can:

- Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source, such as a broadcast news report or a lecture on an academic or cultural topic related to the Spanish-speaking world.

2. Robert J. Mislevy, Linda S. Steinberg, and Russell G. Almond, *Design and Analysis in Task-Based Language Assessment*, CSE Technical Report 579 (Los Angeles: Center for the Study of Evaluation, National Center for Research on Evaluation, Standards, and Student Testing, Graduate School of Education and Information Studies, UCLA, 2002). <http://www.cse.ucla.edu/reports/TR579.pdf>

3. Robert J. Mislevy, Russell G. Almond, and Janice F. Lukas, *A Brief Introduction to Evidence-Centered Design* (College Park: College of Education, University of Maryland, 2003). www.education.umd.edu/EDMS/mislevy/papers

Spanish Language

- Identify and summarize the main points and significant details and predict outcomes from an everyday conversation on a familiar topic, a dialogue from a film or other broadcast media or an interview on a social or cultural topic related to the Spanish-speaking world.
- Identify and summarize main points and important details and make appropriate inferences and predictions from a written text such as a newspaper or magazine article or contemporary literary excerpt.
- Write a cohesive and coherent analytical or persuasive essay in reaction to a text or on a personal, academic, cultural or social issue, with control of grammar and syntax.
- Describe, narrate and present information or persuasive arguments on general topics with grammatical control and good pronunciation in an oral presentation of two or three minutes.
- Use information from sources provided to present a synthesis and express an opinion.
- Recognize cultural elements implicit in oral and written texts.
- Interpret linguistic cues to infer social relationships.
- Communicate via Interpersonal and Presentational written correspondence.
- Initiate, maintain and close a conversation on a familiar topic.
- Formulate questions to seek clarification or additional information.
- Use language that is semantically and grammatically accurate according to a given context.

Course content should reflect a wide variety of academic and cultural topics (the arts, history, current events, literature, culture, sports, etc.). Materials should include authentic resources in the form of recordings, films, newspapers, magazines and websites.

The course seeks to develop integrated language skills that are useful in themselves and that can be applied to various activities and disciplines rather than a mastery of any specific subject matter. Training in integrating language skills and in synthesizing written and aural materials must be an integral part of the AP Spanish Language course.

THE EXAM

The AP Spanish Language Exam is not based on specific course content but instead attempts to evaluate levels of performance in the use of the language, both in understanding written and spoken Spanish. It measures the students' ability to write and speak with ease in correct and idiomatic Spanish in Interpersonal and Presentational modes.

The exam consists of two sections. Section I, a multiple-choice section, tests listening and reading comprehension in the Interpretive mode. Section II, a free-response section, tests the productive skills of speaking and writing. Tasks in Section II include integration of skills, as well as tasks that measure a student's use of Interpersonal, Interpretive, and Presentational modes.

In Section I, Part A, students respond to multiple-choice questions to demonstrate their comprehension of spoken Spanish in a variety of tasks. The oral stimuli may be authentic, unabridged sources or rerecorded versions. This listening comprehension section is divided into two subsections. In the first, students hear a series of several brief dialogues or narratives, after which they hear questions, in Spanish, from which they select the best answer from among the choices printed in the test booklet. The short dialogues and narratives do not include the printed questions. Students will be able to view the answers but listen only once to the question.

In the second subsection of Section I, Part A, students hear two longer passages that may be interviews, broadcasts or other appropriate spoken materials; again, they select the best answers to questions that appear in the test booklet. The long selections have printed questions and space for students to take notes during the audio selection, and students are given time to read the questions prior to listening to the audio.

The reading component in Section I, Part B consists of journalistic or literary selections with multiple-choice questions. Some of the written texts may include a visual component or a Web page. Students are asked to identify the main points and significant details and make inferences and predictions from the written texts. Some questions may require making cultural inferences or inserting an additional sentence in the appropriate place in the reading passage.

Section II, Part A is divided into two parts. The first exercise, Section II, Part A-1, is an Interpersonal writing task. This task is derived from one prompt; it could be addressing an e-mail message, a letter or a postcard, for example. Students have 10 minutes to read the prompt and write their responses.

The second part of Section II, Part A-2 is a document-based question that integrates listening, reading and writing skills (another example of the Interpretive and Presentational modes). Students are required to read documents, listen to a related source/recording and then respond to a written prompt. All sources, both written and aural, are authentic, either in their original format or rerecorded. Students are encouraged to make reference to all of the sources. Students have 7 minutes to read the printed sources and then listen to a stimulus of approximately 3 minutes. They then have 5 minutes to plan their responses and 40 minutes to write their essays. The total time allotted for this part of the exam is approximately 55 minutes.

Section II, Part B consists of two distinct parts, integrating reading, listening and speaking skills. Students are asked to synthesize information and respond to two different types of speaking exercises. The Interpersonal component is a role-play situation, where students are asked to interact with a recorded conversation. There are



Curriculum & Instruction

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TO: Faith Chapel, Superintendent

FM: Gregory J. Moncada, STEM Coordinator

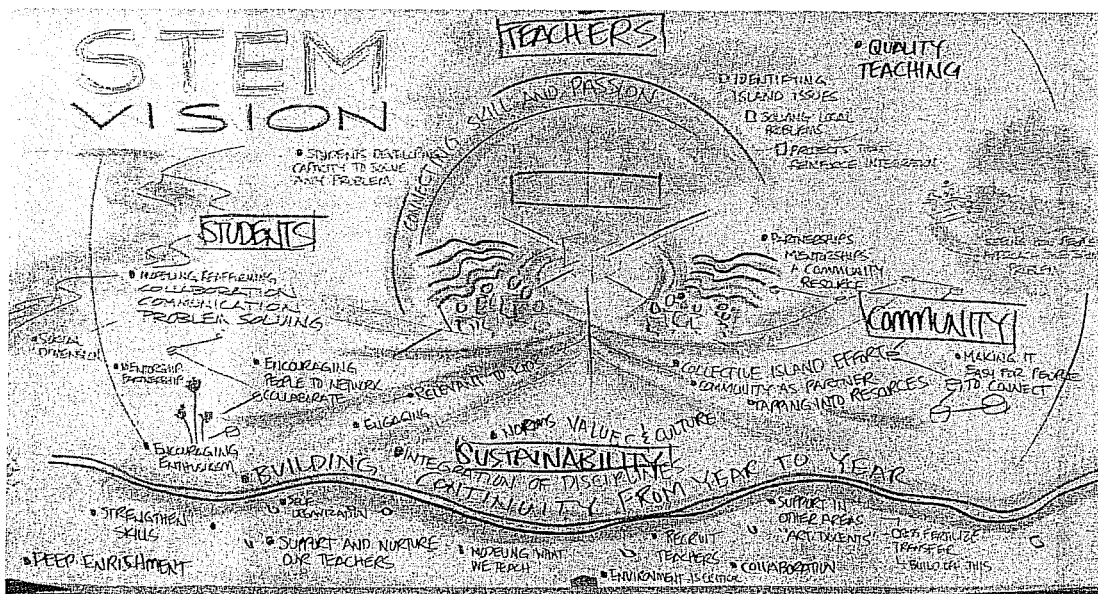
Julie Goldsmith, Associate Superintendent

RE: Update on Science, Technology, Engineering, Math (STEM) Initiative

Date: January 20, 2012

At the January 26 Board of Directors meeting, Greg Moncada will provide an update on the progress to-date of our STEM initiative. Highlights of this progress include:

1. The development of a Vision concept by the Advisory Board



The process used to develop this visual representation of the vision was created by the Advisory Chair, Dave Marsing. The Advisory used the following guiding questions to develop their thinking about STEM for BISD:

How can we foster and sustain a love of learning in science, technology, engineering and mathematics?

How can the unique attributes of the BI community pioneer a globally competitive STEM program?

On the basis of our conversations, drawings and group discussions, and in collaboration with a graphic recorder, we generated the Vision. Our next steps will involve deriving a narrative that captures our stories. From that we will develop a statement that captures our vision and intent. The display will be present at the Board meeting.

2. Creation of an AP Computer Science Course.
3. Preparation for the End-of-Course Biology Exam
4. Development of a summer BISD STEM Camp targeted at grades 3-8.
5. Initiation of a pilot K-4 Explorations in Mathematics (EIM) program. This PTO sponsored program includes four major components:
 - Math Clubs: A before or after school hotspot, students revel in all manner of interactive, hands-on math activities and games. Built on a 10-week series, the math club is an all inclusive program that is meant to be offered before or after school.
 - Monthly Math Challenge Boards: Students vie to catapult their classroom to math stardom by answering this always rigorous, yet ever-practical, math question. This program is designed to engage the entire school in relevant, challenging math problems. Ready-made bulletin boards, monthly challenge questions and prizes are delivered to the school each trimester.
 - Family Math Nights: School cafeterias can barely contain the enthusiasm of students, parents, and teachers as they play math games together. EIM provides the “know-how” on how to facilitate this engaging event for the community.
 - Parent Education/Professional Development: Parents get a taste of the fun kids can have “playing math,” and build their own confidence and enthusiasm for engaging kids in math.

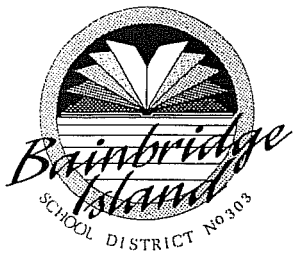
Background Information

The purpose of the BISD STEM Initiative is to increase the percentage of graduating seniors interested and prepared to pursue careers in science, technology, engineering and mathematics.

The STEM Mission will:

- Enhance student exposure to, interest and performance in science, technology, engineering, and mathematics.
- Increase student engagement and subsequent success in STEM schoolwork and/or careers.
- Encourage student enrollment, retention and success in STEM courses.
- Foster the development of local & global citizenship skills that demonstrate civic responsibility, as they maintain local and global perspectives.

Recommended Action: Informational, no action required



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TO: Faith Chapel, Superintendent

FM: Julie Goldsmith, Associate Superintendent

RE: Update Options Programs

Date: January 20, 2012

Bainbridge Island School District has an array of "options" for parents and students.

1. The first option begins with a choice between a Full Day Kindergarten (tuition based) or the state-funded half day kindergarten program. The orientation for prospective new students is being held February 8 at Ordway.

Student orientation visits are conducted for kindergarten programs at each school:

- Monday, February 13- **Ordway** (8:15 am & 11:45 am)
- Thursday, February 16 - **Blakely** (8:15 am & 12:30 pm)
- Thursday, February 16 - **Wilkes** (8:15 am & 1:00 pm)

Friday, March 9—**DEADLINE FOR FULL-DAY PROGRAM APPLICATIONS**

Tuesday, March 13—Lottery drawing, if necessary

Friday, March 16—letters of acceptance mailed

Tuesday, April 10—**Deadline for Full-Day Deposit**

2. Commodore Options School is the "umbrella" for three choice programs, Eagle Harbor High School, Mosaic Home Education Partnership (K-8) and Odyssey Multiage Program (1-8).

Annual Open Houses for prospective students February 15:

Odyssey Multiage Program (grades 1 - 8)

Eagle Harbor High School (grades 9 - 12)

Mosaic Home Education Partnership (grades K - 8)

Deadlines for application:

Odyssey Multiage Program: March 23, 2012, any additional application would be for waitlist only.

Eagle Harbor High School: Deadline for priority enrollment for fall semester is the last week of March, prior to spring break. Applications received after this date will be

reviewed pending space availability. After September 30, we accept applications for second semester only, pending space availability.

Mosaic Home Education Partnership: First week of April

3. Last school year the district worked on creating an additional elementary options program to replicate the Odyssey 1-4 Program. A Feasibility Study was completed. The key components of the study included:

- Development of the program components with district staff;
- Determination of interest and committed enrollment for the program;
- Confirmation of location and space availability;
- Analysis of costs (start-up, transportation, on-going expenses, and possible revenue); and
- Staffing and other logistical impacts.

Interest in the program was high; 96 students applied for admittance. Sixty-two students registered for the 1st/2nd grade option and 34 for the 3rd/4th grade option. Unfortunately a major roadblock to the implementation of the program in the 2011-12 school year was space. It was determined that the only site that had space and would not drive additional costs was Wilkes. The original plan was to place the program at Wilkes, but due to the construction of the new school space at that location became an issue. Originally the plan was to keep all portables on the site, which would have provided space for 1 or 2 classrooms. The construction plan created the need to remove those portables, which made it impossible for the program to be sited at Wilkes.

Next Steps

A Feasibility Study will be completed again this year. The key components of that process include:

- **Enrollment:** Determination of interest and committed enrollment (Feb 15 Open House/March 23 Applications due/March 29 Lottery);
- **Space:** Confirmation of space for 2012-13 school year;
- **Cost:** Analysis of cost, staffing and other logistical impacts; and
- **Impact on enrollment** at all three elementary schools.

The Feasibility Study will be presented to the Board of Directors in April for final determination.

4. Additional options are available at the middle school and high school level. An optional 7th period, Online Learning, and Independent Study are all programs the district has added to increase the options available to parents and students.

Recommended Action: None needed, information and input only



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January 26, 2012

TO: Faith Chapel, Superintendent
FR: Peter Bang-Knudsen, Assistant Superintendent
RE: Professional Development/Collaboration Calendar Committee

How do we continue to adapt to the needs of a changing world, where we must prepare all of our students to be citizens in a globally competitive environment? In order for the Bainbridge Island School District to continue to provide an outstanding education for our children, we must seek to be a system that continually improves itself; especially in our core areas of teaching and learning. The purpose of this memorandum is to provide you and the Bainbridge Island School Board an update on the activity of the newly formed Professional Development/Collaboration Calendar Committee. Below, I will discuss the purpose of providing more time for teacher professional development and collaboration, the reasons this committee was created, the key points discussed during our meeting, and our next steps as a committee.

During our contract negotiations with the Bainbridge Island Education Association (BIEA) in the spring of 2011, the Bainbridge Island School District (BISD) and the BIEA both agreed that given the nature of the work we are asking teachers to do, and the quantity and quality of new initiatives, that additional professional development/collaboration time for teachers is required to most effectively foster continual improvement among our teaching staff. The following are some of the educational initiatives that require additional time for professional development/collaboration:

- New state-mandated teacher evaluation
- New literacy curriculum
- New math curriculum
- Common core standards
- MAP testing
- DRA II testing
- Providing differentiated instruction for students based on assessment data
- New technology
- STEM initiatives

A great deal of educational research supports the notion that high quality professional development/collaboration is one key ingredient for increasing student learning across a school

district. (The committee read portions of “Why Professional Development Matters” by Hayes Mizell, 2010, which provided a helpful question and answer format related to professional development. Here is the link to that article: http://www.learningforward.org/advancing/Why_PD_Matters_Web.pdf). One calendar structure that many surrounding districts in the Puget Sound area use, is the weekly early release (or late start) model. The BISD and BIEA agreed that we would create a committee that consisted of multiple constituencies in the 2011-2012 school-year to investigate the feasibility of creating a weekly early release professional development/collaboration calendar model.

The Professional Development/Collaboration Calendar Committee met for a full day on January 13th and will meet again on February 9, 2012. The committee consisted of a teacher representative from every building, two parents, a BIESPA member, two principals, and district administrative staff. The following were some of the key findings of the committee after our first day.

- Our current professional development calendar model is a monthly early release of 180 minutes. This provides 27 hours per year of professional development. Below is a summary chart of the advantages and disadvantages of this current model according to our committee.

| Advantages of current model | Disadvantages of current model |
|--|---|
| District specialists (e.g. special education, nurses, etc.) use the time to meet | District specialists are often forced to choose between district-level professional development and building-level professional development |
| No additional time would need to be added to the school day in order to meet the Basic Education Requirements of 1000 hours per year | Provides a limit of 180 minutes of training per month. We hear from multiple sources (teachers, principals, district administrators, that the current professional development model is insufficient) |
| Provides opportunity for in-depth training of 180 minutes | It is difficult to maintain continuity of training when it occurs on a monthly basis |
| It is possible to extend time by paying staff for more professional development time on Wednesday afternoons | Supervision issues for parents on long afternoons |

- The committee found that most other districts in the greater Puget Sound region provide weekly professional development time for teachers, including the following districts:

| | | |
|----------------|---------------|-----------------|
| North Kitsap | Mercer Island | Lake Washington |
| Central Kitsap | Bellevue | Bremerton |
| Sequim | Issaquah | Renton |

Most districts use an early release model, and the release time varies from 50 minutes to 125 minutes per week.

- The committee analyzed the possible increase of professional development to 90 minutes of a weekly early release (or late start) which would provide 46.5 hours of professional development each year, or 19.5 hours per year more professional development for teachers than what we currently provide. In order to maintain the 1000 hours of instruction, we may need to add an additional 5-10 minutes of instruction time per day. The committee is still analyzing how to do this in a minimally impactful manner. Below is a summary chart of the advantages and disadvantages of a weekly early release (or late start) professional development calendar model.

| Advantages of 90 minute weekly early release (or late start) professional development model | Disadvantages of 90 minute weekly early release (or late start) professional development model |
|--|--|
| Provides an additional 19.5 hours of professional development each year | Impact on parents. There may be a weekly impact on parents for child supervision, rather than a current monthly impact. |
| Provides the possibility of more continuity of professional development occurring on a weekly basis | While the weekly schedule will be advantageous, the 90 minutes (vs. 180 minutes currently) might limit the types of professional development in any given week. |
| Possibility of flexible models of professional development/collaboration (e.g. district-wide, building-wide, department, grade-level, etc.) from week to week. | There are several logistical questions that still need to be determined by this committee, and ultimately, through the bargaining process: <ul style="list-style-type: none"> • Will teacher planning time be impacted? • Will teacher conference schedule be impacted? • How will the professional development/collaboration time be structured? |
| Cost-neutral (there may be some slight additional expenses depending on how lunch is structured) option for adding significantly more professional development/collaboration time. | |
| Students will not lose instructional minutes | |

- The committee has several next steps planned, which are detailed below:

| Next steps | Timeline |
|--|---|
| Conduct a staff and parent survey to solicit input on professional development/collaboration calendar models. Specifically, the survey will seek input on the current model, an early release model, and a late start model. | January 23 rd -February 9 th 2012 |
| Continue to analyze the minutes in order to meet the requirements of 1000 minutes, while be minimally impactful. | January 23 rd -February 9 th 2012 |
| Have conversations with local child-care and youth organizations around possible options for weekly early release or late starts. | January 23 rd -February 9 th 2012 |
| Provide the School Board with an update of our committee's work, and the survey results. | February 2012 |
| Provide the BISD and BIEA bargaining teams with its findings regarding survey results and possible calendar options. | March 2012 |

If you have any questions about this process, please do not hesitate to contact me.



Bainbridge Island SD #303
Facilities/Capital Projects Office

To: Faith Chapel, Superintendent
From: Tamela Van Winkle, Director Facilities and Capital Projects
Date: 1/26/11
Re: Capital Projects and Facilities Report-January

Capital Projects Budget Summary:

- The attached Bond 2009 Project Summary provides detailed information regarding the current status of the 2009 budget. Please notice that the budget has been realigned with the Bond 2009 request. Through value engineering and project progression we have been able to make these adjustments to the budget:

| | |
|--------------------------------|---------------------|
| Estimated Budget | \$42,561,137 |
| Encumbered To Date | \$28,352,901 |
| Expenditures To Date | \$ 9,088,958 |
| Encumbered PO Balance | <u>\$19,263,943</u> |
| Capital Project Budget Balance | \$13,608,236 |

Wilkes Replacement

- Trades on-site in December and January include carpenters, laborers, steel erectors, crane operators, concrete pumpers, masons, electricians, plumbers, earthwork and utilities. Work has involved concrete placement of footings, walls, and slabs, steel erection, laying up cement block (CMU), installation of underground plumbing pipe and electrical conduit, removal of mud and placement of quarry spall rock driveways.
- In Wings E and D (south end of Wilkes), work completed in the gym, commons, music, and classroom areas including shared learning and art includes all concrete foundations and dampproofing or waterproofing, concrete slab-on-grade flooring and concrete on steel decking at second story flooring, underground plumbing and electrical. Structural steel beams and columns are about 25% complete. Structural CMU is 100% complete in these areas.
- In Wing C, work completed in the classrooms, shared learning, and special needs rooms includes all concrete foundations and dampproofing or waterproofing, all concrete slab-on-grade flooring and concrete on steel decking at second story flooring, and underground plumbing and electrical. Structural steel is about 25% complete. Structural CMU is 90% complete in these areas.

- In Wing B, work completed in the classrooms, shared learning, pre-k and kindergarten, library and covered play includes 95% of all concrete foundations, dampproofing and waterproofing. Concrete flooring has been placed in pre-k and kindergarten classrooms. Structural CMU in about 90% complete. No structural steel has begun.
- In Wing A, grading is complete and about 5' of structural fill has been placed on the east end of Administration where the drop-off and entry plaza will be located. To the north, in the area of the bus loop, is the contractor's "bone yard" where structural steel and rock piles are stored.
- Connection to primary power has been delayed in large part due to a change in project manager with PSE/Potelco. The new PM is helping to expedite this work. The vault has already been installed by Spee West and TDK Electric. PSE will likely revise their design to connect to the nearest utility pole to the north to allow on-site trenching with minimal excavation along Madison. The design refinements should take less than a week to complete. Connection is now anticipated in early February.
- Testing the new Ax-Maxx septic system by AdvanTex will occur when primary power is installed.
- Rainy weather has not kept the Spee West crew from working. Some trades, however, such as earthwork, have not been able to work because their heavy vehicles create excess mud and will cause the need for additional excavation and haul-off of unsuitable soil.
- Preparation for rainy weather includes tarping and sand-bagging the stockpiles of excavated earth, securing silt fencing and filter fabric at catch basins to keep storm water run-off as clean as possible, fully grouting all concrete block walls to prevent rain intrusion, and tarping concrete walls curing for installation of dampproofing and waterproofing.
- Light snowfall did not keep the Spee West crew from working. Concrete has been poured following cold weather techniques with continuous special inspection by Krazan.
- Heavy snowfall causing school closure did close the construction site for three days.
- Ice accumulations continue to bring a variety of construction and schedule complications.
- The south parking area at Wilkes has been improved to create an area for pedestrian traffic. Some of the grass was removed and replaced with crushed rock.
- *Off-site water-* Construction of the pump house at the tank farm on Madison Ave continues. The concrete floor is in place and the walls are being erected. Permanent repairs to the road surface will occur as weather permits.

Other

- The PSE project on Sportsman Club Road is complete with the exception of paving. The vaults are all in place and the wire is installed. The paving repair is weather dependent and will be completed as soon as possible. The Woodward site has been cleaned by the contractor. Commercial cleaning of the parking lot will be provided by the contractor at a future date depending on weather. The contractor left gravel and cold patch for District use.

CAPITAL PROJECTS BUDGET UPDATE
BOND 2009 PROJECT SUMMARY
As of January 31, 2012

| | ESTIMATED BUDGET | ENCUMBERED TO DATE | EXPENDITURES TO DATE | ENCUMBERED PO BALANCE | CP BUDGET BALANCE |
|--|----------------------|-----------------------|-------------------------|--------------------------|----------------------|
| Bond Costs | | | | | |
| Bond Costs - 9000 | \$ 500,000 | \$ 282,610 | \$ 282,610 | \$ 0 | \$ 217,390 |
| Sub-total Bond Cost | 500,000 | 282,610 | 282,610 | 0 | 217,390 |
| Wilkes | | | | | |
| Wilkes Core - 9001 | 29,760,612 | 26,884,240 | 6,396,485 | 20,487,755 | 2,876,371 |
| Sub-total Wilkes | 29,760,612 | 26,884,240 | 6,396,485 | 20,487,755 | 2,876,371 |
| Blakely Elementary School | | | | | |
| Blakely Essential Renovations - 9010 | 514,498 | 1,730 | 1,730 | 0 | 512,768 |
| Blakely Roof Replacement - 9015 | 358,752 | 668 | 668 | 0 | 358,084 |
| Sub-total Blakely | 873,250 | 2,398 | 2,398 | 0 | 870,853 |
| Ordway Elementary School | | | | | |
| Ordway Essential Renovations - 9020 | 1,048,258 | 0 | 0 | 0 | 1,048,258 |
| Ordway Portables Roof Replacement - 9025 | 122,313 | 807 | 807 | 0 | 121,506 |
| Sub-total Ordway | 1,170,571 | 807 | 807 | 0 | 1,169,765 |
| Sakai Intermediate School | | | | | |
| Sakai Essential Renovations - 9030 | 242,250 | 68,205 | 68,205 | 0 | 174,044 |
| Sub-total Sakai | 242,250 | 68,205 | 68,205 | 0 | 174,044 |
| Woodward Middle School | | | | | |
| Woodward Essential Renovations - 9040 | 331,787 | 15,017 | 15,017 | (0) | 316,770 |
| Woodward Roof Replacement - 9045 | 252,792 | 15,962 | 15,805 | 158 | 236,830 |
| Woodward Site Improvements - 9046 | 1,003,187 | 0 | 0 | 0 | 1,003,187 |
| Sub-total Woodward | 1,587,766 | 30,979 | 30,822 | 157 | 1,556,787 |
| Bainbridge High School | | | | | |
| Bainbridge HS Essential Renovations - 9050 | 2,095,170 | 72,614 | 48,717 | 23,897 | 2,022,556 |
| Bainbridge HS Roof Replacement - 9055 | 443,817 | 2,263 | 2,263 | 0 | 441,554 |
| Sub-total Bainbridge HS | 2,538,987 | 74,877 | 50,980 | 23,897 | 2,464,111 |
| Commodore Options School | | | | | |
| Commodore Essential Renovations - 9060 | 993,599 | 223,171 | 219,370 | 3,801 | 770,427 |
| Commodore Roof Replacement - 9065 | 56,664 | 39,409 | 39,409 | 0 | 17,255 |
| Sub-total Commodore | 1,050,263 | 262,580 | 258,779 | 3,801 | 787,682 |
| Transportation | | | | | |
| Transportation Essential Renovations - 9070 | 713,945 | 44,841 | 42,843 | 1,998 | 669,105 |
| Transportation Roof - 9075 | 35,559 | 496 | 293 | 204 | 35,063 |
| Sub-total Transportation | 749,504 | 45,337 | 43,136 | 2,202 | 704,167 |
| District Office | | | | | |
| District Office Essential Renovations - 9080 | 118,378 | 92,630 | 30,818 | 61,812 | 25,748 |
| Sub-total District Office | 118,378 | 92,630 | 30,818 | 61,812 | 25,748 |
| Districtwide Security | | | | | |
| Districtwide Security - 9090 | 473,533 | 6,923 | 3,061 | 3,862 | 466,610 |
| Sub-total Districtwide Security | 473,533 | 6,923 | 3,061 | 3,862 | 466,610 |
| Energy Conservation | | | | | |
| Energy Conservation - 9095 | 947,026 | 16,713 | 16,184 | 529 | 930,313 |
| Sub-total Energy Conservation | 947,026 | 16,713 | 16,184 | 529 | 930,313 |
| Capital Projects Administration - 9100 | 2,098,997 | 583,427 | 575,434 | 7,993 | 1,515,570 |
| Sub-total Capital Projects Administration | 2,098,997 | 583,427 | 575,434 | 7,993 | 1,515,570 |
| South Island Sewer | 450,000 | | | | 450,000 |
| = Total | \$ 42,561,137 | \$ 28,351,726 | \$ 7,759,718 | \$ 20,592,008 | \$ 14,209,411 |

BOARD OF DIRECTORS
Patty Fielding
Mary Curtis
John Tawressey
Mike Spence
Tim Kinkad



SUPERINTENDENT
Faith A. Chapel

8489 Madison Avenue NE * Bainbridge Island, Washington 98110-2999 * (206) 842-4714 * Fax: (206) 842-2928

MEMORANDUM

To: Faith Chapel, Superintendent Date: January 17, 2012
From: Peggy Paige, Director of Business Services
RE: Monthly Financial Reports – December

Attached are the financial reports for the month ending December 31, 2011

1. General Fund
 - a. Analysis
 - b. Cash Flow
2. Summary of Fund Balances
 - a. Budget Status Reports

Analysis of General Fund

Revenue

Total General Fund revenues to December 31 were \$13.46 million, which is 2.4% more than for the same period last year and above the average. Tax collections are up compared to last year. While collections are currently above the expected average, they are not expected to exceed budget estimates by year end. Local revenues are well above the average, primarily due to the generous contribution of the Bainbridge Schools Foundation in November. Rental and tuition revenues are also above prior year at this time. State revenues are consistent with state funding expectations and *budgeted* enrollment. Transportation is consistent with budget estimates and will not be adjusted for actual ridership until later in the year. Prior year Federal Revenues reflect the receipt of Ed Jobs funds in December. As a percentage of budget Federal Revenues are currently above the expected average. The timely approval of grant applications by OSPI has made it possible to request grant reimbursement claims earlier this year.

Expenditure

Expenditures for the year to December 31 total \$11.9 million, which is 2% lower than for the same period last year. Year-to-date expenditures are below the average.

Total expense for Regular (Basic) Education is about equal to prior year and is below the average. Principal reflects the reimbursement by Capital Projects for bond related expense (portion of administrator's salary). Tech Levy purchases have pushed Learning Resources higher than last year but it is still below the expected average since budget adjustments were made in anticipation of these purchases. Counseling is above the average because we are charging the student portion of our data processing services to counseling during the year, rather than with a transfer at year end. Budget estimates for benefits were reduced for Extracurricular so the YTD percentage is higher with a small increase in actual costs.

Total special education costs are down 3% compared to last year and are below the 3-year average. Costs are being well contained in this category.

Vocational expense is up from last year but below the average. This is primarily related to shifting Basic Ed expense at the Middle School to a Vocational Program.

Compensatory education is as expected per the annual budget. This category fluctuates throughout the year due to the fact that certain expense items (such as teacher certification bonus and school improvement costs) do not occur in a regular monthly pattern. The certification bonus is typically paid by December but the State has not released funding for this yet. Also, this year only the portion of a remediation program directly funded by grant revenues will be expensed to this category. The balance of the program costs will be charged to Basic Education.

Other Instruction reflects expenditures for grant funded staff development activities (Math/Science). This category will fluctuate during the year as training activities occur.

Total Support Services is below last year at this time and the average. Transportation/Motor Pool expenditures are close to prior year and below the average. The cost transfers for extracurricular trips are current and non-salary expenses are below the expected percent of budget to date. Operation, Buildings is in line with budget compared to last year and the average. Utilities reflect some variations in payment patterns but are expected to be in line with budget estimates. Food purchases were up compared to last December but Food Service is below the expected average. Maintenance, Information Services and Central Office are lower than last December and the average. All of these areas reflect the impact of a reimbursement transfer from the Capital Projects fund for salaries/benefits directly related to bond and tech levy projects. Information Services also reflects only the fiscal portion of our data processing fees since the balance of the expense is being charged directly to counseling this year. Central Office currently indicates reduced expense for election costs and legal fees.

Cash Flow

Net cash outflow during December was \$343,552. As of December 31, 2011, the closing cash balance in the general fund was \$4,354,289. Projected cash balance is \$2 million at fiscal year end.

GENERAL FUND
Summary of Revenues & Expenses
December 31, 2011

| | Dec-11 Actual YTD \$ | % Incr/Decr prior year | Dec-10 Actual YTD \$ | Annual Budget Budget | % YTD | Avg % |
|---------------------------------------|----------------------------|---------------------------|----------------------------|-------------------------|--------------|--------------|
| Revenues - By Revenue Source | | | | | | |
| Local Taxes | 4,086,514 | 11.7% | 3,657,107 | 8,805,711 | 46.4% | 44.2% |
| Local Nontax | 1,590,461 | 48.7% | 1,069,813 | 3,165,400 | 50.2% | 37.6% |
| State, General Purpose | | | | | | |
| Basic Education | 6,121,132 | -1.5% | 6,356,243 | 18,875,000 | 32.4% | 33.9% |
| Special Education | 141,244 | 8.5% | 130,203 | 400,000 | 35.3% | 32.5% |
| State, Special Purpose | | | | | | |
| Special Education | 855,317 | 1.3% | 844,416 | 2,830,000 | 30.2% | 29.7% |
| Student Achievement | 0 | | 0 | 0 | 0.0% | 38.8% |
| Transportation | 266,755 | -1.7% | 271,375 | 815,000 | 32.7% | 32.3% |
| Other | 114,099 | -30.9% | 165,174 | 521,855 | 21.9% | 45.8% |
| Federal, Special Purpose | 290,974 | -55.9% | 659,423 | 1,133,513 | 25.7% | 18.5% |
| TOTAL | 13,466,494 | 2.4% | 13,153,754 | 36,546,479 | 36.8% | 35.1% |
| Expenses - By program code | | | | | | |
| Regular Instruction* | | | | | | |
| Teaching | 5,159,894 | 0.0% | 5,157,406 | 16,179,751 | 31.9% | 33.6% |
| Principal | 686,584 | -3.4% | 710,655 | 2,220,989 | 30.9% | 32.6% |
| Guidance/Counseling | 334,115 | 0.8% | 331,475 | 1,008,214 | 33.1% | 30.9% |
| Learning Resources | 244,986 | 6.6% | 229,778 | 754,387 | 32.5% | 34.1% |
| Extracurricular | 311,015 | 0.8% | 308,662 | 734,214 | 42.4% | 37.9% |
| Other | 296,057 | 1.9% | 290,652 | 1,190,473 | 24.9% | 35.1% |
| Total Regular (Basic) Ed. | 7,032,651 | 0.1% | 7,028,628 | 22,088,028 | 31.8% | 33.6% |
| Special Education | | | | | | |
| Teaching | 1,239,398 | -2.1% | 1,266,389 | 3,889,103 | 31.9% | 32.6% |
| Other | 472,147 | -5.4% | 498,939 | 1,523,862 | 31.0% | 33.5% |
| Total Special Ed. | 1,711,545 | -3.0% | 1,765,328 | 5,412,965 | 31.6% | 32.9% |
| Vocational Education | 289,549 | 3.7% | 279,272 | 887,082 | 32.6% | 33.5% |
| Compensatory Education | 95,483 | -60.2% | 239,926 | 490,644 | 19.5% | 45.7% |
| Student Achievement/SFSF | 0 | | 0 | 0 | | 31.8% |
| Other Instruction | 10,627 | -21.8% | 13,588 | 96,544 | 11.0% | 24.3% |
| Support Services | | | | | | |
| Transportation/Motor Pool | 497,994 | 0.5% | 495,279 | 1,506,505 | 33.1% | 34.4% |
| Operation Buildings | 463,824 | 0.0% | 463,963 | 1,372,524 | 33.8% | 33.0% |
| Utilities | 317,802 | 6.5% | 298,429 | 1,500,000 | 21.2% | 27.0% |
| Food Services* | 342,606 | 7.5% | 318,841 | 999,015 | 34.3% | 35.1% |
| Maint/Grounds* | 272,135 | -6.8% | 292,090 | 819,086 | 33.2% | 34.9% |
| Information Services | 195,728 | -21.2% | 248,350 | 655,994 | 29.8% | 37.5% |
| Central Office | 389,741 | -8.2% | 424,748 | 1,375,034 | 28.3% | 33.8% |
| Other | 296,139 | 2.8% | 287,933 | 352,478 | 84.0% | 72.4% |
| Total Support Services | 2,775,969 | -1.9% | 2,829,634 | 8,580,636 | 32.4% | 34.8% |
| TOTAL | 11,915,826 | -2.0% | 12,156,375 | 37,555,899 | 31.7% | 33.8% |
| Excess (Deficiency) of | | | | | | |
| Revenues over Expenditures | 1,550,669 | | 997,379 | (1,009,420) | | |

GENERAL FUND CASH FLOW FORECAST 2011-12

December 2011

| | Actual August | Actual September | Actual October | Actual November | Actual December | Projected January | Projected February |
|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| OPENING CASH BALANCE | | | | | | | |
| Imprest | 6,800.00 | 6,800.00 | 6,800.00 | 6,800.00 | 6,800.00 | | |
| Cash on hand | 6,752.71 | 51,168.43 | 153,828.93 | 336,371.89 | 109,747.12 | | |
| Cash on deposit | 1,276,033.85 | 1,644,835.88 | 1,449,206.94 | 3,833,311.36 | 2,378,934.53 | | |
| Warrants outstanding | (996,705.23) | (988,215.08) | (1,260,065.01) | (1,101,813.81) | (1,070,907.66) | | |
| Investments | 2,600,959.53 | 2,602,982.34 | 2,405,494.94 | 1,471,550.61 | 3,273,267.30 | | |
| <i>Total opening cash balance</i> | <i>2,893,840.86</i> | <i>3,317,571.57</i> | <i>2,755,265.80</i> | <i>4,546,220.05</i> | <i>4,697,841.29</i> | <i>4,354,289.02</i> | <i>3,663,411.55</i> |
| Cash Inflows | | | | | | | |
| Local taxes | 62,700.93 | 153,986.62 | 2,730,509.57 | 1,165,408.65 | 36,609.11 | 59,789.19 | 162,917.75 |
| Local Support nontax | 44,902.13 | 582,509.80 | 164,461.90 | 691,843.40 | 151,646.12 | 196,396.22 | 239,136.59 |
| State, general purpose | 1,951,909.01 | 1,734,190.73 | 1,734,201.61 | 1,059,786.76 | 1,734,196.51 | 1,710,345.19 | 1,738,950.49 |
| State, special purpose | 499,512.34 | 310,727.51 | 310,812.30 | 198,566.47 | 349,373.77 | 323,583.69 | 356,403.92 |
| Federal, general purpose | - | - | - | - | - | - | - |
| Federal, special purpose | 301,371.50 | (32,054.46) | 132,816.28 | 86,146.79 | 104,064.89 | 115,846.65 | 87,021.87 |
| Other Financing Sources | 78,114.74 | - | - | - | 66,660.02 | - | - |
| Incr/(Decr) from accruals | 84,623.65 | 70,074.68 | - | - | - | - | - |
| <i>Total cash inflows</i> | <i>3,023,134.30</i> | <i>2,819,434.88</i> | <i>5,072,801.66</i> | <i>3,201,782.07</i> | <i>2,442,550.42</i> | <i>2,405,960.94</i> | <i>2,584,430.62</i> |
| Cash Outflows | | | | | | | |
| Regular Instruction | (1,665,126.83) | (1,779,529.19) | (1,769,126.79) | (1,769,217.52) | (1,714,777.97) | (1,873,324.75) | (1,818,411.54) |
| Special Education Instruction | (414,850.90) | (406,087.11) | (422,471.71) | (438,396.76) | (444,589.55) | (442,228.40) | (463,475.78) |
| Vocational Education Instruction | (61,381.30) | (71,558.16) | (71,452.68) | (75,023.99) | (71,514.44) | (98,215.62) | (52,616.66) |
| Compensatory Education Instruction | (24,278.76) | (19,895.73) | (26,240.25) | (26,404.74) | (22,942.60) | (22,841.89) | (34,733.19) |
| Other Instructional Programs | (2,837.96) | (1,142.45) | (2,086.10) | (4,634.87) | (2,763.81) | (4,547.02) | 2,446.53 |
| Support services | (487,980.27) | (555,465.57) | (954,506.32) | (736,482.95) | (529,514.32) | (655,680.73) | (655,531.36) |
| Incr/(Decr) from accruals | 57,052.43 | (548,062.44) | (35,963.56) | - | - | - | - |
| <i>Total cash outflows</i> | <i>(2,599,403.59)</i> | <i>(3,381,740.65)</i> | <i>(3,281,847.41)</i> | <i>(3,050,160.83)</i> | <i>(2,786,102.69)</i> | <i>(3,096,838.41)</i> | <i>(3,022,322.00)</i> |
| Net change in cash balance | 423,730.71 | (562,305.77) | 1,790,954.25 | 151,621.24 | (343,552.27) | (690,877.47) | (437,891.38) |
| CLOSING CASH BALANCE | 3,317,571.57 | 2,755,265.80 | 4,546,220.05 | 4,697,841.29 | 4,354,289.02 | 3,663,411.55 | 3,225,520.17 |
| Composition of closing cash balance | | | | | | | |
| Imprest | 6,800.00 | 6,800.00 | 6,800.00 | 6,800.00 | 6,800.00 | | |
| Cash on hand | 51,168.43 | 153,828.93 | 336,371.89 | 109,747.12 | 59,772.85 | | |
| Cash on deposit | 1,644,835.88 | 1,449,206.94 | 3,833,311.36 | 2,378,934.53 | 1,858,935.07 | | |
| Warrants outstanding | (988,215.08) | (1,260,065.01) | (1,101,813.81) | (1,070,907.66) | (846,356.01) | | |
| Investments | 2,602,982.34 | 2,405,494.94 | 1,471,550.61 | 3,273,267.30 | 3,275,137.11 | | |
| <i>Total closing cash balance</i> | <i>3,317,571.57</i> | <i>2,755,265.80</i> | <i>4,546,220.05</i> | <i>4,697,841.29</i> | <i>4,354,289.02</i> | <i>-</i> | <i>-</i> |

GENERAL FUND CASH FLOW FORECAST 2011-12

December 2011

| | Projected March | Projected April | Projected May | Projected June | Projected July | Projected August | Budget 2011-12 |
|-------------------------------------|---------------------|---------------------|---------------------|-----------------------|---------------------|---------------------|-----------------------|
| OPENING CASH BALANCE | | | | | | | |
| Imprest | | | | | | | |
| Cash on hand | | | | | | | |
| Cash on deposit | | | | | | | |
| Warrants outstanding | | | | | | | |
| Investments | | | | | | | |
| <i>Total opening cash balance</i> | 3,225,520.17 | 2,695,952.82 | 4,684,110.21 | 4,229,963.54 | 2,756,713.66 | 2,117,211.74 | |
| Cash Inflows | | | | | | | |
| Local taxes | 301,391.95 | 2,761,578.55 | 1,277,716.48 | 67,190.76 | 34,610.77 | 46,258.18 | 8,805,711.00 |
| Local Support nontax | 246,826.87 | 228,179.13 | 219,506.45 | 171,336.01 | 153,029.67 | 145,004.11 | 3,165,400.00 |
| State, general purpose | 1,727,263.40 | 1,718,386.59 | 908,157.66 | 1,025,940.88 | 1,975,282.85 | 1,967,286.86 | 19,275,000.00 |
| State, special purpose | 357,040.47 | 346,522.92 | 216,669.03 | 271,137.45 | 342,899.87 | 528,337.62 | 3,916,855.00 |
| Federal, general purpose | - | - | - | - | - | - | - |
| Federal, special purpose | 104,490.09 | 85,979.21 | 80,505.84 | 90,692.38 | 89,272.14 | 212,577.71 | 1,133,513.00 |
| Other Financing Sources | | 65,000.00 | | | | 85,000.00 | 250,000.00 |
| Incr/(Decr) from accruals | | 20,000.00 | 20,000.00 | | | | |
| <i>Total cash inflows</i> | 2,737,012.78 | 5,225,646.41 | 2,722,555.46 | 1,626,297.48 | 2,595,095.31 | 2,984,464.49 | 36,546,479.00 |
| Cash Outflows | | | | | | | |
| Regular Instruction | (1,822,525.58) | (1,909,127.80) | (1,814,421.92) | (1,926,482.43) | (1,866,484.99) | (1,804,097.14) | 22,088,028.00 |
| Special Education Instruction | (458,401.57) | (449,257.62) | (465,224.89) | (457,656.84) | (453,460.81) | (444,992.83) | 5,412,965.00 |
| Vocational Education Instruction | (71,659.54) | (73,528.54) | (69,154.61) | (69,115.74) | (89,260.85) | (60,641.92) | 887,082.00 |
| Compensatory Education Instruction | (33,105.47) | (33,496.00) | (33,418.99) | (37,784.85) | (41,873.58) | (156,251.68) | 490,644.00 |
| Other Instructional Programs | (9,532.96) | (6,906.66) | (7,078.15) | (7,276.63) | (17,755.18) | (4,571.28) | 96,544.00 |
| Support services | (871,355.01) | (765,172.40) | (787,403.57) | (601,230.86) | (765,761.81) | (569,979.02) | 8,580,636.00 |
| Incr/(Decr) from accruals | | | | | | | |
| <i>Total cash outflows</i> | (3,266,580.13) | (3,237,489.02) | (3,176,702.13) | (3,099,547.36) | (3,234,597.23) | (3,040,533.87) | 37,555,899.00 |
| Net change in cash balance | (529,567.35) | 1,988,157.39 | (454,146.67) | (1,473,249.87) | (639,501.93) | (56,069.38) | (1,009,420.00) |
| CLOSING CASH BALANCE | 2,695,952.82 | 4,684,110.21 | 4,229,963.54 | 2,756,713.66 | 2,117,211.74 | 2,061,142.36 | |
| Composition of closing cash balance | | | | | | | |
| Imprest | | | | | | | |
| Cash on hand | | | | | | | |
| Cash on deposit | | | | | | | |
| Warrants outstanding | | | | | | | |
| Investments | | | | | | | |
| <i>Total closing cash balance</i> | - | - | - | - | - | - | |

SUMMARY OF FUND BALANCES

31-Dec-11

| | Dec-11 YTD Actual | 2011-12 Annual Budget |
|---|------------------------|--------------------------|
| General Fund | | |
| Opening fund balance | | |
| Reserved for Inventory | 185,600.00 | 210,000.00 |
| Restricted for Carryover | 71,200.00 | - |
| Committed to Minimum Fund Balance | 1,100,000.00 | 1,100,000.00 |
| Assigned to Other Purposes | 1,125,000.00 | 700,000.00 |
| Unassigned | <u>435,137.77</u> | <u>600,000.00</u> |
| Total opening fund balance | 2,916,937.77 | 2,610,000.00 |
| Revenue | 13,466,494.35 | 36,546,479.00 |
| Expenditure | <u>(11,915,825.58)</u> | <u>(37,555,899.00)</u> |
| Excess (Deficiency) of Revenues over Expenditures | 1,550,668.77 | (1,009,420.00) |
| Reserved for Inventory | 185,600.00 | 210,000.00 |
| Restricted for Carryover | 71,200.00 | - |
| Committed to Minimum Fund Balance | 1,100,000.00 | 1,100,000.00 |
| Assigned to Other Purposes | 1,125,000.00 | 290,580.00 |
| Unassigned | <u>1,985,806.54</u> | <u>-</u> |
| Total closing fund balance | <u>4,467,606.54</u> | <u>1,600,580.00</u> |
| Capital Projects Fund | | |
| Opening fund balance | 33,990,292.35 | 34,400,000.00 |
| Revenue | 495,652.34 | 1,325,255.00 |
| Expenditure | <u>(3,978,570.88)</u> | <u>(26,758,930.00)</u> |
| Reserve of bond proceeds | 27,657,857.06 | 5,783,085.00 |
| Reserve of levy proceeds | 888,168.11 | 183,240.00 |
| Unreserved Fund Balance | <u>1,961,348.64</u> | <u>3,000,000.00</u> |
| Closing fund balance | <u>30,507,373.81</u> | <u>8,966,325.00</u> |
| Debt Service Fund | | |
| Opening fund balance | 1,558,982.18 | 1,540,000.00 |
| Revenue | 3,347,533.99 | 7,795,844.00 |
| Expenditure | | |
| Principal | (1,110,000.00) | (2,390,000.00) |
| Interest | (2,162,206.88) | (5,052,500.00) |
| Other | <u>-</u> | <u>(5,000.00)</u> |
| Closing fund balance | <u>1,634,309.29</u> | <u>1,888,344.00</u> |
| ASB Fund | | |
| Opening fund balance | 307,971.54 | 352,000.00 |
| Revenue | 280,023.54 | 669,600.00 |
| Expenditure | <u>(132,542.22)</u> | <u>(839,351.00)</u> |
| Closing fund balance | <u>455,452.86</u> | <u>182,249.00</u> |
| Transportation Vehicle Fund | | |
| Opening fund balance | 90,502.81 | 90,700.00 |
| Revenue | | |
| Depreciation | 180,692.21 | 83,000.00 |
| Investment Earnings | 446.32 | 2,000.00 |
| Grant Revenue | - | - |
| Sale of Equipment | | |
| Expenditure | <u>(1,900.00)</u> | <u>(98,800.00)</u> |
| Closing fund balance | <u>269,741.34</u> | <u>76,900.00</u> |

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT

Fiscal Year 2011 (September 1, 2011 - August 31, 2012)

For the BAINBRIDGE ISLAND SD #303 School District for the Month of December, 2011

| <u>REVENUES/OTHER FIN. SOURCES</u> | <u>ANNUAL BUDGET</u> | <u>ACTUAL FOR MONTH</u> | <u>ACTUAL FOR YEAR</u> | <u>ENCUMBRANCES</u> | <u>BALANCE</u> | <u>PERCENT</u> |
|--|--------------------------|-----------------------------|----------------------------|---------------------|----------------|----------------|
| 00 LOCAL TAXES | 8,805,711 | 36,609.11 | 4,086,513.95 | | 4,719,197.05 | 46.41 |
| 00 LOCAL SUPPORT NONTAX | 3,165,400 | 151,646.12 | 1,590,461.22 | | 1,574,938.78 | 50.25 |
| 00 STATE, GENERAL PURPOSE | 19,275,000 | 1,734,196.51 | 6,262,375.61 | | 13,012,624.39 | 32.49 |
| 00 State, Special Purpose | 3,916,855 | 349,373.77 | 1,169,510.05 | | 2,747,344.95 | 29.86 |
| 00 FEDERAL, GENERAL PURPOSE | 0 | .00 | .00 | | .00 | 0.00 |
| 00 FEDERAL, SPECIAL PURPOSE | 1,133,513 | 104,064.89 | 290,973.50 | | 842,539.50 | 25.67 |
| 00 REVENUES FR OTH SCH DIST | 0 | .00 | .00 | | .00 | 0.00 |
| 00 REV FR OTH AGENCY * ASSOC | 0 | .00 | .00 | | .00 | 0.00 |
| 00 OTHER FINANCING SOURCES | 250,000 | 66,660.02 | 66,660.02 | | 183,339.98 | 26.66 |
| <u>Total REVENUES/OTHER FIN. SOURCES</u> | 36,546,479 | 2,442,550.42 | 13,466,494.35 | | 23,079,984.65 | 36.85 |
| <u>EXPENDITURES</u> | | | | | | |
| Regular Instruction | 22,087,028 | 1,714,777.97 | 7,032,651.47 | 14,536,318.18 | 518,058.35 | 97.65 |
| Federal Stimulus | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| Special Ed Instruction | 5,412,965 | 444,589.55 | 1,711,545.13 | 3,792,617.66 | 91,197.79- | 101.68 |
| Voc. Ed Instruction | 887,082 | 71,514.44 | 289,549.27 | 581,539.67 | 15,993.06 | 98.20 |
| Skills Center Instruction | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| +60 Compensatory Ed Instruct. | 490,644 | 22,942.60 | 95,483.32 | 185,230.47 | 209,930.21 | 57.21 |
| Other Instructional Pgms | 96,544 | 2,763.81 | 10,627.23 | 12,629.06 | 73,287.71 | 24.09 |
| Community Services | 30,000 | .00 | .00 | 0.00 | 30,000.00 | 0.00 |
| Support Services | 8,551,636 | 529,514.32 | 2,775,969.16 | 5,223,271.31 | 552,395.53 | 93.54 |
| <u>Total EXPENDITURES</u> | 37,555,899 | 2,786,102.69 | 11,915,825.58 | 24,331,606.35 | 1,308,467.07 | 96.52 |
| <u>OTHER FIN. USES TRANS. OUT (GL 536)</u> | 0 | .00 | .00 | | | |
| <u>OTHER FINANCING USES (GL 535)</u> | 0 | .00 | .00 | | | |
| <u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u> | | | | | | |
| <u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u> | 1,009,420- | 343,552.27- | 1,550,668.77 | | 2,560,088.77 | 253.62- |
| <u>TOTAL BEGINNING FUND BALANCE</u> | 2,610,000 | | 2,916,937.77 | | | |
| <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u> | XXXXXXXXXX | | .00 | | | |
| <u>TOTAL ENDING FUND BALANCE</u> | 1,600,580 | | 4,467,606.54 | | | |
| <u>(E+F + OR - G)</u> | | | | | | |

| <u>ENDING FUND BALANCE ACCOUNTS:</u> | | |
|--------------------------------------|---------------|------------------|
| /L 810 Reserved For Other Items | 0 | .00 |
| /L 815 Resr Unequalized Dedu Rev | 0 | .00 |
| /L 821 Restricted for Carryover | 0 | 71,200.00 |
| /L 830 Restricted For Debt Serv | 0 | .00 |
| /L 835 Restricted for Arb Rebate | 0 | .00 |
| /L 840 RESERVE FOR INVENTORY | 210,000 | 185,600.00 |
| /L 845 Restricted for Self Insur | 0 | .00 |
| /L 850 Restrict Uninsured Risks | 0 | .00 |
| /L 870 Committed to Oth Purposes | 0 | .00 |
| /L 872 Comm to Min Fnd Bal | 1,100,000 | 1,100,000.00 |
| /L 875 Assigned to Contingenies | 0 | .00 |
| /L 884 Assign to Oth Cap Proj | 0 | .00 |
| /L 888 Assigned to Other Purpose | 290,580 | 1,125,000.00 |
| /L 890 UNRESERVED FUND BALANCE | 0 | 1,985,806.54 |
| <u>TOTAL</u> | 1,600,580 | 4,467,606.54 |

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT

Fiscal Year 2011 (September 1, 2011 - August 31, 2012)

For the BAINBRIDGE ISLAND SD #303 School District for the Month of December, 2011

| <u>REVENUES/OTHER FIN. SOURCES</u> | <u>ANNUAL BUDGET</u> | <u>ACTUAL FOR MONTH</u> | <u>ACTUAL FOR YEAR</u> | <u>ENCUMBRANCES</u> | <u>BALANCE</u> | <u>PERCENT</u> |
|--|--------------------------|-----------------------------|----------------------------|----------------------|----------------------|----------------|
| 00 Local Taxes | 1,125,255 | 3,736.65 | 413,362.06 | | 711,892.94 | 36.73 |
| 00 Local Support Nontax | 200,000 | 17,803.54 | 82,290.28 | | 117,709.72 | 41.15 |
| 00 State, General Purpose | 0 | .00 | .00 | | .00 | 0.00 |
| 00 State, Special Purpose | 0 | .00 | .00 | | .00 | 0.00 |
| 00 Federal, General Purpose | 0 | .00 | .00 | | .00 | 0.00 |
| 00 Federal, Special Purpose | 0 | .00 | .00 | | .00 | 0.00 |
| 00 Revenues Fr Oth Sch Dist | 0 | .00 | .00 | | .00 | 0.00 |
| 00 Other Agencies & Assoc. | 0 | .00 | .00 | | .00 | 0.00 |
| 00 Other Financing Sources | 0 | .00 | .00 | | .00 | 0.00 |
| <u>Total REVENUES/OTHER FIN. SOURCES</u> | <u>1,325,255</u> | <u>21,540.19</u> | <u>495,652.34</u> | | <u>829,602.66</u> | <u>37.40</u> |
| <u>EXPENDITURES</u> | | | | | | |
| Sites | 974,000 | .00 | 199,868.91 | 594,066.75 | 180,064.34 | 81.51 |
| Buildings | 22,296,825 | 1,161,313.11 | 3,567,570.36 | 20,822,895.88 | 2,093,641.24 | 109.39 |
| Equipment | 3,238,105 | 1,723.15 | 146,033.47 | 65,511.55 | 3,026,559.98 | 6.53 |
| Energy | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| Sales & Lease Expenditure | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| Bond Issuance Expenditure | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| Debt | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| <u>Total EXPENDITURES</u> | <u>26,508,930</u> | <u>1,163,036.26</u> | <u>3,913,472.74</u> | <u>21,482,474.18</u> | <u>1,112,983.08</u> | <u>95.80</u> |
| <u>OTHER FIN. USES TRANS. OUT (GL 536)</u> | <u>250,000</u> | <u>65,098.14</u> | <u>65,098.14</u> | | | |
| <u>OTHER FINANCING USES (GL 535)</u> | <u>0</u> | <u>.00</u> | <u>.00</u> | | | |
| <u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u> | | | | | | |
| <u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u> | <u>25,433,675-</u> | <u>1,206,594.21-</u> | <u>3,482,918.54-</u> | | <u>21,950,756.46</u> | <u>86.31-</u> |
| <u>TOTAL BEGINNING FUND BALANCE</u> | <u>34,400,000</u> | | <u>33,990,292.35</u> | | | |
| <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u> | <u>XXXXXXXXXX</u> | | <u>.00</u> | | | |
| <u>TOTAL ENDING FUND BALANCE</u> | <u>8,966,325</u> | | <u>30,507,373.81</u> | | | |
| <u>{E+F + OR - G}</u> | | | | | | |

| | | |
|--------------------------------------|-----------|---------------|
| <u>ENDING FUND BALANCE ACCOUNTS:</u> | | |
| L 810 Restricted For Other Item | 0 | .00 |
| L 830 Restricted For Debt Serv | 0 | .00 |
| L 835 Restricted Arb Rebate | 0 | .00 |
| L 850 Restrict Uninsured Risks | 0 | .00 |
| L 861 Reserve Of Bond Proceeds | 5,783,085 | 27,657,857.06 |
| L 862 Reserve Of Levy Proceeds | 183,240 | 888,168.11 |
| L 863 Restrict fr State Proceed | 0 | .00 |
| L 864 Restrict from Fed Proceed | 0 | .00 |
| L 865 Restrict fr Oth Proceeds | 0 | .00 |
| L 866 Restricted Impact Fees | 0 | .00 |
| L 867 Restrictd Mitigation Fees | 0 | .00 |
| L 869 Restrict UnDistib Proceed | 0 | .00 |
| L 870 Restrict to Oth Purposes | 0 | .00 |
| L 889 Assigned to Fund Purposes | 3,000,000 | 1,961,348.64 |
| L 890 Unrsrvd Undsgntd Fnd Bal | 0 | .00 |
| <u>TOTAL</u> | 8,966,325 | 30,507,373.81 |

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT

Fiscal Year 2011 (September 1, 2011 - August 31, 2012)

or the BAINBRIDGE ISLAND SD #303 School District for the Month of December , 2011

| <u>REVENUES/OTHER FIN. SOURCES</u> | <u>ANNUAL BUDGET</u> | <u>ACTUAL FOR MONTH</u> | <u>ACTUAL FOR YEAR</u> | <u>ENCUMBRANCES</u> | <u>BALANCE</u> | <u>PERCENT</u> |
|--|--------------------------|-----------------------------|----------------------------|---------------------|---------------------|----------------|
| 00 Local Taxes | 6,677,044 | 25,570.46 | 2,842,036.13 | | 3,835,007.87 | 42.56 |
| 00 Local Support Nontax | 20,000 | 308.12 | 3,013.42 | | 16,986.58 | 15.07 |
| 00 State, General Purpose | 0 | .00 | .00 | | .00 | 0.00 |
| 00 Federal, General Purpose | 1,000,000 | 500,584.44 | 500,584.44 | | 499,415.56 | 50.06 |
| 00 Other Financing Sources | 98,800 | .00 | 1,900.00 | | 96,900.00 | 1.92 |
| <u>Total REVENUES/OTHER FIN. SOURCES</u> | <u>7,795,844</u> | <u>526,463.02</u> | <u>3,347,533.99</u> | | <u>4,448,310.01</u> | <u>42.94</u> |
| <u>EXPENDITURES</u> | | | | | | |
| Matured Bond Expenditures | 2,390,000 | 1,110,000.00 | 1,110,000.00 | 0.00 | 1,280,000.00 | 46.44 |
| Interest On Bonds | 5,052,500 | 2,162,206.88 | 2,162,206.88 | 0.00 | 2,890,293.12 | 42.79 |
| Interfund Loan Interest | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| Bond Transfer Fees | 5,000 | .00 | .00 | 0.00 | 5,000.00 | 0.00 |
| Arbitrage Rebate | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| Underwriter's Fees | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| <u>Total EXPENDITURES</u> | <u>7,447,500</u> | <u>3,272,206.88</u> | <u>3,272,206.88</u> | <u>0.00</u> | <u>4,175,293.12</u> | <u>43.94</u> |
| <u>OTHER FIN. USES TRANS. OUT (GL 536)</u> | <u>0</u> | <u>.00</u> | <u>.00</u> | | | |
| <u>OTHER FINANCING USES (GL 535)</u> | <u>0</u> | <u>.00</u> | <u>.00</u> | | | |
| <u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u> | | | | | | |
| <u>OVER (UNDER) EXPENDITURES (A-B-C-D)</u> | <u>348,344</u> | <u>2,745,743.86-</u> | <u>.75,327.11</u> | | <u>273,016.89-</u> | <u>78.38-</u> |
| <u>TOTAL BEGINNING FUND BALANCE</u> | <u>1,540,000</u> | | <u>1,558,982.18</u> | | | |
| <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u> | <u>XXXXXXXXX</u> | | <u>.00</u> | | | |
| <u>TOTAL ENDING FUND BALANCE</u> | <u>1,888,344</u> | | <u>1,634,309.29</u> | | | |
| <u>(E+F + OR - G)</u> | | | | | | |
| <u>ENDING FUND BALANCE ACCOUNTS:</u> | | | | | | |
| L 810 Restricted For Other Itms | 0 | | .00 | | | |
| L 835 Restricted Arb Rebate | 0 | | .00 | | | |
| L 870 Committed to Oth Purposes | 0 | | .00 | | | |
| L 889 Assigned to Fund Purposes | 1,888,344 | | 1,634,309.29 | | | |
| L 890 UNRESERVED FUND BALANCE | 0 | | .00 | | | |
| <u>TOTAL</u> | <u>1,888,344</u> | | <u>1,634,309.29</u> | | | |

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT

Fiscal Year 2011 (September 1, 2011 - August 31, 2012)

For the BAINBRIDGE ISLAND SD #303 School District for the Month of December, 2011

| <u>REVENUES</u> | <u>ANNUAL BUDGET</u> | <u>ACTUAL FOR MONTH</u> | <u>ACTUAL FOR YEAR</u> | <u>ENCUMBRANCES</u> | <u>BALANCE</u> | <u>PERCENT</u> |
|--|--------------------------|-----------------------------|----------------------------|---------------------|----------------|----------------|
| 000 General Student Body | 164,100 | 1,976.61 | 76,801.09 | | 87,298.91 | 46.80 |
| 000 Athletics | 94,000 | 10,178.35 | 40,406.60 | | 53,593.40 | 42.99 |
| 000 Classes | 27,800 | 525.00 | 2,459.26 | | 25,340.74 | 8.85 |
| 000 Clubs | 307,700 | 2,315.68 | 143,744.59 | | 163,955.41 | 46.72 |
| 000 Private Moneys | 76,000 | 10,000.00 | 16,612.00 | | 59,388.00 | 21.86 |
| <u>Total REVENUES</u> | 669,600 | 24,995.64 | 280,023.54 | | 389,576.46 | 41.82 |
| <u>EXPENDITURES</u> | | | | | | |
| 00 General Student Body | 191,200 | 1,452.23 | 17,805.86 | 1,403.38 | 171,990.76 | 10.05 |
| 00 Athletics | 137,600 | 17,294.31 | 37,865.17 | 3,949.18 | 95,785.65 | 30.39 |
| 00 Classes | 26,300 | .00 | 350.00 | 0.00 | 25,950.00 | 1.33 |
| 00 Clubs | 351,650 | 8,593.44 | 68,776.19 | 89,504.80 | 193,369.01 | 45.01 |
| 00 Private Moneys | 132,601 | 175.00 | 7,745.00 | 0.00 | 124,856.00 | 5.84 |
| <u>Total EXPENDITURES</u> | 839,351 | 27,514.98 | 132,542.22 | 94,857.36 | 611,951.42 | 27.09 |
| <u>EXCESS OF REVENUES</u> | | | | | | |
| <u>OVER (UNDER) EXPENDITURES (A-B)</u> | 169,751- | 2,519.34- | 147,481.32 | | 317,232.32 | 186.88- |
| <u>TOTAL BEGINNING FUND BALANCE</u> | 352,000 | | 307,971.54 | | | |
| <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u> | XXXXXXXXXX | | .00 | | | |
| <u>TOTAL ENDING FUND BALANCE</u> | 182,249 | | 455,452.86 | | | |
| <u>C+D + OR - E)</u> | | | | | | |
| <u>ENDING FUND BALANCE ACCOUNTS:</u> | | | | | | |
| L 810 Restricted for Oth Items | 0 | | .00 | | | |
| L 840 Nonspend Fnd Bal Invent | 0 | | .00 | | | |
| L 850 Restricted Uninsured Risk | 0 | | .00 | | | |
| L 870 Committed to Oth Purposes | 0 | | .00 | | | |
| L 889 Assigned to Fund Purposes | 182,249 | | 455,452.86 | | | |
| L 890 UNRESERVED FUND BALANCE | 0 | | .00 | | | |
| <u>TOTAL</u> | 182,249 | | 455,452.86 | | | |

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2011 (September 1, 2011 - August 31, 2012)

For the BAINBRIDGE ISLAND SD #303 School District for the Month of December, 2011

| <u>REVENUES/OTHER FIN. SOURCES</u> | <u>ANNUAL BUDGET</u> | <u>ACTUAL FOR MONTH</u> | <u>ACTUAL FOR YEAR</u> | <u>ENCUMBRANCES</u> | <u>BALANCE</u> | <u>PERCENT</u> |
|--|--------------------------|-----------------------------|----------------------------|---------------------|----------------|----------------|
| 00 Local Taxes | 0 | .00 | .00 | | .00 | 0.00 |
| 00 Local Nontax | 2,000 | 153.96 | 446.32 | | 1,553.68 | 22.32 |
| 00 State, General Purpose | 0 | .00 | .00 | | .00 | 0.00 |
| 00 State, Special Purpose | 83,000 | .00 | 180,692.21 | | 97,692.21- | 217.70 |
| 00 Federal, General Purpose | 0 | .00 | .00 | | .00 | 0.00 |
| 00 Other Agencies & Assoc | 0 | .00 | .00 | | .00 | 0.00 |
| 00 Other Financing Sources | 0 | .00 | .00 | | .00 | 0.00 |
| <u>TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</u> | 85,000 | 153.96 | 181,138.53 | | 96,138.53- | 213.10 |
| <u>9900 TRANSFERS IN FROM GF</u> | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| <u>Total REV./OTHER FIN. SOURCES</u> | 85,000 | 153.96 | 181,138.53 | 0.00 | 96,138.53- | 213.10 |
| <u>EXPENDITURES</u> | | | | | | |
| pe 30 Equipment | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| pe 60 Bond Levy Issuance | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| pe 90 Debt | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| <u>Total EXPENDITURES</u> | 0 | .00 | .00 | 0.00 | .00 | 0.00 |
| <u>OTHER FIN. USES TRANS. OUT (GL 536)</u> | 98,800 | .00 | 1,900.00 | | | |
| <u>OTHER FINANCING USES (GL 535)</u> | 0 | .00 | .00 | | | |
| <u>EXCESS OF REVENUES/OTHER FIN SOURCES</u> | | | | | | |
| <u>OVER(UNDER)EXP/OTH FIN USES (C-D-E-F)</u> | 13,800- | 153.96 | 179,238.53 | | 193,038.53 | < 1000- |
| <u>TOTAL BEGINNING FUND BALANCE</u> | 90,700 | | 90,502.81 | | | |
| <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u> | XXXXXXXX | | .00 | | | |
| <u>TOTAL ENDING FUND BALANCE</u> | 76,900 | | 269,741.34 | | | |
| <u>(G+H + OR - I)</u> | | | | | | |
| <u>ENDING FUND BALANCE ACCOUNTS:</u> | | | | | | |
| L 810 Restricted for Oth Items | 0 | | .00 | | | |
| L 830 Restrict For Debt Service | 0 | | .00 | | | |
| L 835 Restricted Arb Rebate | 0 | | .00 | | | |
| L 850 Restrict Uninsured Risks | 0 | | .00 | | | |
| L 870 Committed to Oth Purposes | 0 | | .00 | | | |
| L 889 Assigned to Fund Purposes | 76,900 | | 269,741.34 | | | |
| L 890 UNRESERVED FUND BALANCE | 0 | | .00 | | | |
| <u>TOTAL</u> | 76,900 | | 269,741.34 | | | |



Curriculum & Instruction

8489 Madison Avenue NE

Bainbridge Island, Washington 98110-2999

(206) 780-1067

Fax (206) 780-1089

TO: Faith Chapel, Superintendent
FM: Julie Goldsmith, Associate Superintendent
RE: High School Graduation Policy 2410, first reading
Date: January 20, 2012

Attached for a first reading by the Board of Directors is Policy 2410. These changes have been reviewed with the high school administrators. This is a revised policy document from our last board meeting. The draft presented on January 12 was the Washington State School Directors' Association (WSSDA) original document and not a revision of our current policy.

The changes are minor language revisions. The other modifications are due to the modification of WAC 180-51-067. This WAC defines the subject and credit requirements for high school graduation for students entering the ninth grade on or after July 1, 2012. WAC 180-51-067 requires students to earn 20 credits, and includes the following changes from WAC 180-51-066:

| WAC 180-51-066 | Impact on BISD Policy |
|--|--|
| <ul style="list-style-type: none">Increase English from 3 credits to 4 credits. | No change (current 4 credit requirement) |
| <ul style="list-style-type: none">Increase social studies from 2.5 credits to 3 credits; require .5 credit of civics, per RCW 28A.230.093. | No change to credits or policy, but will need to make adjustments to <i>Global Citizenship Course</i> to ensure all civics components are covered. |
| <ul style="list-style-type: none">Increase mathematics from 2 credits to 3 credits.* <p>*WAC 180-51-066</p> | Provide additional definition to the mathematics requirements: <ul style="list-style-type: none">End-of-Course Assessments and Retake options; andMandatory course of study (Algebra 1, Geometry, Algebra 2) unless part of high school and beyond plan and waived by a parent. |
| <ul style="list-style-type: none">Science End-of-Course Assessment | Provides language on the End-of-Course requirement. |
| <ul style="list-style-type: none">Decrease electives from 5.5 to 4 credits. | No change |
| <ul style="list-style-type: none">Clarify that the 2 credits of health and fitness includes .5 credits of health and 1.5 credits of fitness. | No change |
| Total Credits 23 | Total Credits 23 |

Recommended Action: Approve first reading of Policy 2410 *High School Graduation Requirements*

HIGH SCHOOL GRADUATION REQUIREMENTS

- A. The board ~~shall~~ will award a regular high school diploma to every student enrolled in the district who meets the requirements of graduation established by the district. Only one diploma shall be awarded with no distinctions being made between the various programs of instruction which may have been pursued.

The board ~~shall~~ will establish graduation requirements which, as a minimum, satisfy those established by the State Board of Education:

| | Class of 2009-2012 | Class of 2013 and beyond |
|------------------------|--------------------|-----------------------------|
| English | 4 credits | 4 credits |
| Mathematics | 2 credits | 3 credits |
| Science | 2 credits | 2 credits |
| Social Studies | 3 credits | 3 credits |
| Health and Fitness | 2 credits | 2 credits |
| Arts | 1 credit | 1 credit |
| Occupational Education | 1 credit | 1 credit |
| Electives | <u>8 credits</u> | <u>7 credits</u> |
| TOTAL: | 23 credits | 23 credits |

A credit is defined as 150 hours of planned instructional activities excluding passing time.

In addition to the minimum credit requirements, to earn a diploma each student must:

1. Pass the reading and writing portions of the Washington statewide assessments; ~~Students in the class of 2013 and beyond must pass the science statewide assessment;~~ **Students in the class of 2015 and beyond must pass the science statewide assessment or an appropriate alternative.**
2. Complete a High School Plus education plan;
3. Complete a Culminating Project; and
4. Students in the class of 2009-2012 who fail to successfully pass the mathematics portion of the statewide assessment or an appropriate alternative, must earn two mathematics credits or career and technical education equivalent mathematics credits after 10th grade. Credits earned must meet high school standards. **Students in the class of 2013 and 2014 must pass the end-of-course assessment for the first year of high school mathematics or the end-of-course assessment for the second year of high school mathematics or a high school mathematics retake assessment.**

Beginning with the graduating class of 2015, the mathematics content area of the Washington assessment of student learning will be assessed using the end-of-course assessment for the first year of high school mathematics plus the end-of-course assessment for the second year of high school mathematics, or results from a high school mathematics retake assessment for the end-of-course assessments in which the student did not meet the standard

- B. Students, in the Class of 2013 and beyond, must complete mathematics courses in the following progressive sequence of Algebra I, Geometry, and Algebra II.
- a. In lieu of the Algebra II, third credit of mathematics, students may choose an alternative mathematics course, if the parent/guardian agrees that the third credit mathematics elective is supportive of the student's education and career goals. Before approval of the elective third mathematics credit a meeting will be held with the student, the parent/guardian and the school staff to discuss the student's High School and Beyond Plan and the mathematics requirements for post-secondary and career choices.

The district will obtain a signed consent from the parent for the student to enroll in the alternative third credit of mathematics. The consent form will confirm the meeting, that the parent understands the impact of the selection on the student's educational and employment options, and that the alternative is most appropriate for the needs of the student.

Students may also satisfy the mathematics requirements by earning equivalency based credit in career and technical education mathematics courses. Those credits must be recorded using the equivalent academic high school department designation.

- C. A student will receive a certificate of academic achievement only if they earn the appropriate number of credits required by the district, complete a culminating project, complete the high school and beyond plan; and meet the reading, writing and math standards on the high school Washington statewide assessment or an appropriate alternative assessment.

Students qualifying for special education services will earn a certificate of individual achievement as determined by their individual education plan.

- D. The superintendent shall will develop procedures for implementing this policy which include:
1. Establishment of the process and assessment criteria for the high school culminating project requirements; and determination of the education plan process for identifying competencies.
 2. Establishing the process for completion of the High School Plus education plan.
 3. Recommending course and credit requirements which satisfy the State Board of Education requirements and recognize the expectations of the citizens of the district.
 4. Determining which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement including a process for determining the credits the district will recognize for courses taken through another program recognized by the state (another public school district, an approved private school) or those courses taken by students moving into the state from another state or country. Decisions regarding the recognition of credits earned before enrolling in the district will be based on the professional judgment of the high school principal or designee based on an evaluation of the student's former program and demonstrated knowledge and skills in the discipline for which credit is sought. The decision of the principal may be appealed to the superintendent within fifteen school days.

5. Making graduation requirements available in writing to students, parents and members of the public.
6. Providing for a waiver of graduation requirements for an individual student when permitted. All state graduation requirements must be satisfied unless a waiver is permitted by law;
7. Granting credit for correspondence, vocational-technical institutes and/or college courses for college or university course work the district has agreed to accept for high school credit, state law requires that the district award one high school credit for every five quarter hour credit or three semester hour credit successfully earned through a college or university, except for community college high school completion programs where the district awards the diploma; tenth and eleventh grade students and their parents shall be notified annually of the Running Start Program.
8. Granting credit for work experience.
9. Granting credit based upon competence testing, in lieu of enrollment.
10. Granting credit for high school courses completed before a student attended high school, to the extent that the course work exceeded the requirements for seventh or eighth grade.
11. Counseling of students to know what is expected of them ~~for completion of their schooling~~ **in order to graduate.**
12. Preparing a list of all graduating students for the information of the board and release to the public.
13. Preparing suitable diplomas and final transcripts for graduating seniors.
14. Planning and executing graduation ceremonies.

A student who possesses a disability shall satisfy those competency requirements which are incorporated into the Individualized Education Program (IEP). Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

A student shall be issued a diploma after completing the district's requirements for graduation. In lieu of the certificate of academic achievement, special education students may earn a certificate of individual achievement. A student shall also be advised that he/she may receive a final transcript.

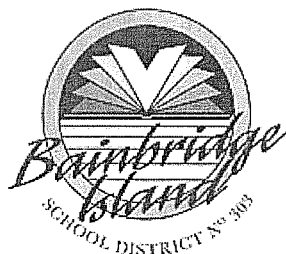
Graduation requirements **are** in effect when a student first enrolls in high school ~~shall~~ **will** be in effect until that student graduates unless such period is in excess of ten years.

In the event that other forms of corrective actions are imposed for violations of school rules, the student may be denied participation in graduation ceremonies. Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be granted.

| | | |
|-----------------------|------------------------------------|---|
| Cross References: | Board Policy 3110 | Qualifications of Attendance and Placement |
| | Board Policy 3241 | Classroom Management, Corrective Actions or Punishment |
| | Board Policy 3520 | Student Fees, Fines and Charges |
| Legal References | RCW 28A.230.090 | High school graduation requirements or equivalencies — Reevaluation and report by State Board of Education — Credit for courses taken before attending high school — Post-secondary credit equivalencies |
| | RCW 28A.230.120 | High school diplomas — Issuance — Option to receive final transcripts — Notice |
| | RCW 28A.600.300-400 | High school students' options |
| | RCW 28A.635.060 | Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected |
| | WAC 392-410 | Courses of studies and equivalencies |
| | WAC 180-51 | High school graduation requirements |
| | WAC 392-348 | Secondary Education |
| | WAC 392-121-182 | Alternative Learning Experience Requirements |
| | WAC 392-169 | Special service programs running start program |
| | | |
| | | |
| | | |
| | | |
| Management Resources: | <i>Policy News</i> , April 2009 | High School Graduation Requirements (Class of 2009) |
| | <i>Policy News</i> , February 2009 | High School Graduation Requirements |
| | <i>Policy News</i> , August 2007 | Graduation Requirements Modified by Legislature |
| | <i>Policy News</i> , October 2004 | Graduation Requirements: High School and Beyond Plans |
| | <i>Policy News</i> , February 2004 | High School Graduation Requirements |
| | <i>Policy News</i> , December 2000 | 2004 High School Graduation Requirements Adopted |
| | <i>Policy News</i> , April 1999 | Variations Complicate College Credit Equivalencies |

BOARD OF DIRECTORS

Patty Fielding
Mary Curtis
John Tawresey
Mike Spence
Tim Kinkad



SUPERINTENDENT
Faith A. Chapel

8489 Madison Avenue NE * Bainbridge Island, Washington 98110 * (206) 842-4714 * Fax: (206) 842-2928

To: Board of Directors

From: Betsy Minor Reid, Executive Director of Instructional Support Services

Subject: Policy/Procedure 3413: Student Immunization and Life Threatening Health Conditions

Due to the impact of inclement weather, the revision of Procedure 3413 – Student Immunization and Life Threatening Health Conditions has been delayed and will be presented to the board on Thursday, January 26th.

BOARD OF DIRECTORS

Patty Fielding
Mary Curtis
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Mike Spence
Tim Kinkad



SUPERINTENDENT

Faith A. Chapel

8489 Madison Avenue NE * Bainbridge Island, Washington 98110-2999 * (206) 842-4714 * Fax: (206) 842-2928

Board of Directors Meeting
January 26, 2012

CONSENT AGENDA

1. Interlocal Cooperative Agreement

Request for Board approval of an interlocal cooperative purchasing agreement between Bainbridge Island School District and Pierce County and their purchasing contract for Communications Cabling, Design, Installation and Repair.

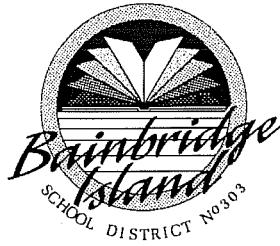
2. Vouchers

| | |
|--|----------------|
| ➤ General Fund Voucher | \$ 201,894.94 |
| ➤ Associated Student Body Fund Voucher | \$ 16,876.88 |
| ➤ Capital Projects Fund Voucher | \$1,335,381.80 |

SCHOOL BOARD OF DIRECTORS

BOARD OF DIRECTORS

Patty Fielding
Mary Curtis
John Tawresey
Mike Spence
Tim Kinkad



SUPERINTENDENT
Faith A. Chapel

8489 Madison Avenue NE * Bainbridge Island, Washington 98110-2999 * (206) 842-4714 * Fax: (206) 842-2928

To: Faith Chapel, Superintendent
From: Randi Ivancich, Director Instructional Technology & Assessment
Date: January 23, 2012
Re: Inter-local Purchasing Agreement with Pierce County

Bainbridge Island School Board Policy 6220 provides the opportunity to purchase through an inter-local cooperative agreement with another governmental agency provided such agency has complied with the bidding requirements that are applicable to school districts. Based on this provision, and RCW 39.34, the Bainbridge Island School District has the opportunity to save on project costs and increase efficiencies by entering into an inter-local purchasing agreement with Pierce County and their purchasing contract for Communications Cabling, Design, Installation and Repair.

The Bainbridge Island School District will initiate projects at multiple sites in the next year to improve network cabling. The cabling work will allow for upgrades to industry standards and improve our ability to meet network needs of students and staff. The Capital Projects and Technology Departments will work together to provide these improvements to sites that are experiencing greater network demands than what current cabling can deliver and sustain. The Pierce County project specifications are primarily based on industry standard documents, the same documents that specify the level of infrastructure needed to meet current and future demands of the school district's network.

The term of the inter-local purchasing agreement would be consistent with the original purchasing contract issued by Pierce County of an initial contract term of November 1, 2010 – October 31, 2011 and allowing for four additional one-year terms, expiring October 31, 2015. The total amount of the Bainbridge Island purchasing agreement would not exceed \$500,000.

As part of the consent agenda, I recommend the Board of Directors approve the Bainbridge Island School District's request to enter into an inter-local purchasing agreement with Pierce County, Washington for Communications Cabling, Design, Installation and Repair.

payments have been audited and certified by the Auditing Officer as required by
CW 42.24.080, and those expense reimbursement claims certified as required by
CW 42.24.090. Those payments have been recorded on a listing which has been
made available to the board.

On January 26, 2012, the board, by a _____ vote, does
approve for payment those checks (warrants) included in the following list
and further described as follows: GF A/P Warrants
Check Number 2004355 through 2004450
in the total amount of \$201,894.94.

| | |
|--------------------|--------------------|
| Secretary _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 2004355 | ACE HARDWARE | 01/31/2012 | 767.23 |
| 2004356 | ADMIN REVOLVING FUND | 01/31/2012 | 1,338.38 |
| 2004357 | AMERICAN MATH COMPETITION | 01/31/2012 | 88.00 |
| 2004358 | AMSAN OLYMPIC SUPPLY | 01/31/2012 | 7.30 |
| 2004359 | APP ASSOCIATED PETROLEUM PROD | 01/31/2012 | 5,639.37 |
| 2004360 | ARAMARK UNIFORM SERVICES | 01/31/2012 | 128.46 |
| 2004361 | Atkinson, Terri E | 01/31/2012 | 19.20 |
| 2004362 | BAINBRIDGE DANCE CENTER INC | 01/31/2012 | 600.00 |
| 2004363 | BAINBRIDGE RENTALS | 01/31/2012 | 231.42 |
| 2004364 | BAINBRIDGE COMMUNITY DEVELOPME | 01/31/2012 | 750.00 |
| 2004365 | BANK OF AMERICA | 01/31/2012 | 103.60 |
| 2004366 | BANK OF NEW YORK | 01/31/2012 | 152.16 |
| 2004367 | BAY HAY & FEED INC | 01/31/2012 | 135.73 |
| 2004368 | Belt, Sheryl L | 01/31/2012 | 150.16 |
| 2004369 | Bender, Jessica Morgan | 01/31/2012 | 9.50 |
| 2004370 | BEST WESTERN BAINBRIDGE ISLAND | 01/31/2012 | 349.48 |
| 2004371 | CAROLINA BIOLOGICAL SUPPLY CO | 01/31/2012 | 2,116.50 |

| check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|-------------------------------|------------|--------------|
| 2004372 | CASCADIA INTERNATIONAL LLC | 01/31/2012 | 1,709.27 |
| 2004373 | CENTRAL MARKET | 01/31/2012 | 200.00 |
| 2004374 | CENTURYLINK | 01/31/2012 | 196.50 |
| 2004375 | CHILD CHILDRENS INSTITUTE FOR | 01/31/2012 | 7,200.00 |
| 2004376 | CITY OF BAINBRIDGE ISLAND | 01/31/2012 | 6,276.18 |
| 2004377 | CNR INC | 01/31/2012 | 38.01 |
| 2004378 | COMPUSA | 01/31/2012 | 2,624.65 |
| 2004379 | DAIRY FRESH FARMS | 01/31/2012 | 4,370.99 |
| 2004380 | DATA MADE FRIENDLY | 01/31/2012 | 269.60 |
| 2004381 | DEPT OF LICENSING | 01/31/2012 | 12.16 |
| 2004382 | DINAH SATTERWHITE | 01/31/2012 | 150.00 |
| 2004383 | DRAGONFLY ADVENTURES INC | 01/31/2012 | 12,000.00 |
| 2004384 | DRUG FREE BUSINESS | 01/31/2012 | 92.00 |
| 2004385 | DSC INC | 01/31/2012 | 32.09 |
| 2004386 | Duvall, Annette J | 01/31/2012 | 12.76 |
| 2004387 | EDENSAW WOODS LTD | 01/31/2012 | 46.70 |
| 2004388 | ELLISON DIE CUTTERS | 01/31/2012 | 49.96 |
| 2004389 | ENCHANTED LEARNING | 01/31/2012 | 135.75 |
| 2004390 | EXTERMINATION SERVICES | 01/31/2012 | 108.60 |
| 2004391 | FLINN SCIENTIFIC INC | 01/31/2012 | 381.34 |
| 2004392 | FOLLETT LIBRARY BOOK CO | 01/31/2012 | 241.70 |
| 2004393 | FOOD SERVICES OF AMERICA | 01/31/2012 | 12,420.63 |
| 2004394 | FRANZ FAMILY BAKERIES | 01/31/2012 | 359.26 |
| 2004395 | GATEWAY ACADEMY LLC | 01/31/2012 | 495.00 |
| 2004396 | GE CAPITAL | 01/31/2012 | 140.09 |

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 2004397 | GRAINGER | 01/31/2012 | 640.25 |
| 2004398 | HANDWRITING WITHOUT TEARS | 01/31/2012 | 55.34 |
| 2004399 | HARLAN FAIRBANKS | 01/31/2012 | 60.52 |
| 2004400 | HOUGHTON MIFFLIN COMPANY | 01/31/2012 | 222.20 |
| 2004401 | Howing, Ruby C | 01/31/2012 | 7.03 |
| 2004402 | Hruska, Robin Beth | 01/31/2012 | 27.15 |
| 2004403 | IKON FINANCIAL SERVICES | 01/31/2012 | 187.25 |
| 2004404 | INTERSTATE BATTERIES OF SEATTL | 01/31/2012 | 41.45 |
| 2004405 | JAS R LINFORD BRASSWORKS | 01/31/2012 | 38.01 |
| 2004406 | KCDA | 01/31/2012 | 1,165.97 |
| 2004407 | KITSAP SUN | 01/31/2012 | 436.28 |
| 2004408 | KITSAP TRACTOR & EQUIPMENT | 01/31/2012 | 107.77 |
| 2004409 | Kobs, Mary-Beth Hannon | 01/31/2012 | 56.19 |
| 2004410 | Kornbau, Judith M | 01/31/2012 | 27.02 |
| 2004411 | Kuffel, Maria Susanna | 01/31/2012 | 28.86 |
| 2004412 | LEMAY MOBILE SHREDDING | 01/31/2012 | 50.25 |
| 2004413 | LENOVO (UNITED STATES) INC | 01/31/2012 | 190.06 |
| 2004414 | LINGUI SYSTEMS | 01/31/2012 | 289.65 |
| 2004415 | Morley, Robert A | 01/31/2012 | 72.93 |
| 2004416 | NW TEXTBOOK DEPOSITORY | 01/31/2012 | 10,578.41 |
| 2004417 | OESD 114 OLYMPIC ESD 114 | 01/31/2012 | 12,672.62 |
| 2004418 | OFFICE DEPOT | 01/31/2012 | 463.96 |
| 2004419 | OLYMPIC SPRINGS INC | 01/31/2012 | 158.22 |
| 2004420 | OSPI OFFICE OF SUPERINTENDENT | 01/31/2012 | 2,750.60 |
| 2004421 | PASCO SCIENTIFIC | 01/31/2012 | 1,696.97 |

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 2004422 | Pro-Build | 01/31/2012 | 10.51 |
| 2004423 | Puget Sound Energy | 01/31/2012 | 78,350.15 |
| 2004424 | Quill | 01/31/2012 | 1,128.12 |
| 2004425 | Ray Peterson Bulldozing | 01/31/2012 | 156.38 |
| 2004426 | Rene's Mailings Inc | 01/31/2012 | 1,288.39 |
| 2004427 | Safeway | 01/31/2012 | 7.04 |
| 2004428 | Salish Sea Expeditions | 01/31/2012 | 1,500.00 |
| 2004429 | Schmidt, Ruth Elaine | 01/31/2012 | 16.94 |
| 2004430 | Seemueller, James P | 01/31/2012 | 565.00 |
| 2004431 | Shutt, Jason A | 01/31/2012 | 15.00 |
| 2004432 | Sign On: A Sign Language Inter | 01/31/2012 | 526.74 |
| 2004433 | Slattery, Nancy Lee | 01/31/2012 | 47.46 |
| 2004434 | Stewart, Suzanne Kerrin | 01/31/2012 | 38.30 |
| 2004435 | STUDENT SUPPLY CO | 01/31/2012 | 678.52 |
| 2004436 | TIME FOR KIDS | 01/31/2012 | 114.92 |
| 2004437 | TUMBLE BOOKS | 01/31/2012 | 359.10 |
| 2004438 | US BANCORP | 01/31/2012 | 3,314.76 |
| 2004439 | US BANK CORP PAYMENT SYSTEM | 01/31/2012 | 2,680.05 |
| 2004440 | US POSTMASTER C/O CMRS-PB | 01/31/2012 | 1,473.00 |
| 2004441 | US TREASURY - HCTC | 01/31/2012 | 149.30 |
| 2004442 | VERIZON WIRELESS | 01/31/2012 | 135.99 |
| 2004443 | VIBRANT PLANTS INC | 01/31/2012 | 288.64 |
| 2004444 | WESTBAY AUTO PARTS | 01/31/2012 | 1,110.58 |
| 2004445 | WSDOT MARINE DIVISION/FERRIES | 01/31/2012 | 1,703.70 |
| 2004446 | WSIPC WASH SCHOOL INFO PROCES | 01/31/2012 | 210.00 |

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|-------------------------------|------------|--------------|
| 2004447 | WSSDA WASH ST SCHOOL DIRECTOR | 01/31/2012 | 9,643.67 |
| 2004448 | WURTH CALIFORNIA INC | 01/31/2012 | 133.54 |
| 2004449 | XEROX CORP | 01/31/2012 | 1,983.85 |
| 2004450 | ZEP MANUFACTURING COMPANY | 01/31/2012 | 90.60 |

| | | | |
|----|----------|-------------------------|------------|
| 96 | Computer | Check(s) For a Total of | 201,894.94 |
|----|----------|-------------------------|------------|

Payments have been 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. Those payments have been recorded on a listing which has been made available to the board.

As of January 26, 2012, the board, by a _____ vote, does approve for payment those checks (warrants) included in the following list and further described as follows: ASB A/P Warrants
Check Number 4000519 through 4000536
in the total amount of \$16,876.88.

| | |
|--------------------|--------------------|
| Secretary _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |
| Board Member _____ | Board Member _____ |

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|-----------------------------|------------|--------------|
| 4000519 | BAINBRIDGE HIGH SCHOOL ASB | 01/31/2012 | 540.00 |
| 4000520 | BAINBRIDGE ISLAND SWIM CLUB | 01/31/2012 | 500.00 |
| 4000521 | CHRIS FRANKLIN | 01/31/2012 | 120.00 |
| 4000522 | CUSTOMINK.COM | 01/31/2012 | 3,293.02 |
| 4000523 | GTM SPORTSWEAR | 01/31/2012 | 1,104.00 |
| 4000524 | KIMMEL ATHLETIC SUPPLY | 01/31/2012 | 1,234.99 |
| 4000525 | LIDS TEAM SPORTS | 01/31/2012 | 1,666.74 |
| 4000526 | MATH COUNTS FOUNDATION | 01/31/2012 | 240.00 |
| 4000527 | Quality Inn | 01/31/2012 | 310.24 |
| 4000528 | Rite Aid Drug Store | 01/31/2012 | 89.63 |
| 4000529 | Samuel French Inc | 01/31/2012 | 65.30 |
| 4000530 | SOUND PUBLISHING | 01/31/2012 | 356.76 |
| 4000531 | SOUND REPROGRAPHICS INC | 01/31/2012 | 2,313.23 |
| 4000532 | SPACE NEEDLE LLC | 01/31/2012 | 750.00 |
| 4000533 | THATS A SOME PIZZA | 01/31/2012 | 283.96 |
| 4000534 | TROPHY DEPOT | 01/31/2012 | 274.82 |
| 4000535 | WALSWORTH PUBLISHING CO | 01/31/2012 | 3,719.00 |

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|----------------|-------------------------|--------------|
| 4000536 | WESTSIDE PIZZA | 01/31/2012 | 15.19 |
| 18 | Computer | Check(s) For a Total of | 16,876.88 |

| | | | |
|--------------|--|-----------------------|-----------|
| 0 | Manual | Checks For a Total of | 0.00 |
| 0 | Wire Transfer | Checks For a Total of | 0.00 |
| 0 | ACH | Checks For a Total of | 0.00 |
| 18 | Computer | Checks For a Total of | 16,876.88 |
| Total For 18 | Manual, Wire Tran, ACH & Computer Checks | | 16,876.88 |
| Less 0 | Voided | Checks For a Total of | 0.00 |
| | | Net Amount | 16,876.88 |

payments have been audited and certified by the Auditing Officer as required by
 CW 42.24.080, and those expense reimbursement claims certified as required by
 CW 42.24.090. Those payments have been recorded on a listing which has been
 made available to the board.

On January 26, 2012, the board, by a _____ vote, does
 approve for payment those checks (warrants) included in the following list
 and further described as follows: CP A/P Warrants
 Check Number 4282 through 4291
 for the total amount of \$1,335,381.80.

Secretary _____ Board Member _____
 Board Member _____ Board Member _____
 Board Member _____ Board Member _____

| Check Nbr | Vendor Name | Check Date | Check Amount |
|-----------|--------------------------------|------------|--------------|
| 4282 | BAINBRIDGE LANDSCAPING & TOPSO | 01/31/2012 | 1,629.00 |
| 4283 | GUARDIAN SECURITY SYSTEMS INC | 01/31/2012 | 3,626.00 |
| 4284 | INDEPENDENT STATIONERS INC | 01/31/2012 | 574.72 |
| 4285 | KCDA | 01/31/2012 | 118.37 |
| 4286 | OLYMPIC SPRINGS INC | 01/31/2012 | 33.31 |
| 4287 | Sabelhaus West Inc | 01/31/2012 | 543.00 |
| 4288 | SOUND PUBLISHING | 01/31/2012 | 57.75 |
| 4289 | SPEE WEST CONSTRUCTION CO | 01/31/2012 | 1,326,677.15 |
| 4290 | WETHERHOLT AND ASSOCIATES INC | 01/31/2012 | 840.00 |
| 4291 | WHITELEY ENGINEERING INC | 01/31/2012 | 1,282.50 |

10 Computer Check(s) For a Total of 1,335,381.80