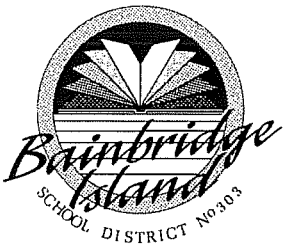
BAINBRIDGE ISLAND SCHOOL DISTRICT
SCHOOL BOARD MEETING AGENDA

Date: May 31, 2012
Time: 5:30 p.m.
Place: Board Room – Commodore Campus

Board of Directors

President – Patty Fielding
Vice-President – Mary Curtis
Director –Tim Kinkead, Mike Spence, Mev Hoberg

Call to Order	(5)
Public Comment	(5)
Superintendent's Report	(10)
Board Reports	(10)
Presentations	
A. 2012-2013 Professional Development Calendar Action: Board Approval	(15)
B. Policy/Procedure 2315 – Network Acceptable Use Guidelines & Internet Safety - Elimination Action: Board Approval	(10)
C. Policy/Procedure 2022 – Responsible Use of Electronic Resources (New) Action: Board Approval – First Reading	(15)
D. Long Range Strategic Planning Action: Information Only	(20)
E. Instructional Materials Committee Report Action: Board Approval of Instructional Materials	(10)
F. Resolution 06-11-12: VEBA Trust Certificated Action: Board Approval	(10)
G. Resolution 07-11-12: VEBA Trust Classified Action: Board Approval	(10)
H. Resolution 08-11-12: VEBA Trust Administrative Action: Board Approval	(10)
I. Monthly Capital Projects Report Action: Information Only	(10)
J. Monthly Technology Report Action: Information Only	(10)
K. Monthly Financial Report Action: Information Only	(10)
Personnel Actions	(5)
Consent Agenda	(5)
Projected Adjournment Possible Executive Session	**8:30 PM**



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

May 25, 2012

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

Attached to this memo, you will find a copy of the 2012-2013 school year calendar that includes the weekly early release schedule, the conference days, and the high school final exam schedule.

As I presented at the May 17th school board meeting, the district has determined to move to a 90 minute weekly Monday early release model for staff training and collaboration. Our theory of action for this weekly early release is that by increasing staff training and collaboration, we will improve teaching and learning across the district. In order to accommodate this change, and in order to minimize the impact on instructional time, some modifications to the school days have occurred, which include adding some minutes to the day, and reducing the number of days that we have conferences. I will present the details of these modifications at the board meeting on May 31st.

I respectfully request that the school board approves the submitted 2012-2013 calendar.

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

BAINBRIDGE ISLAND SCHOOL DISTRICT

2012 – 2013 CALENDAR

5/31/2012

AUGUST 2012 — 3

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER 2012 — 19

S	M	T	W	Th	F	S
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OCTOBER 2012 — 23

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28	29	30	31			

NOVEMBER 2012 — 19

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DECEMBER 2012 — 15

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23	24	25	26	27	28	29
30	31					

JANUARY 2013 — 18

S	M	T	W	Th	F	S
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13	14	15	16	17	18	19
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27	28	29	30	31		

FEBRUARY 2013 — 15

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24	25	26	27	28		

MARCH 2013 — 21

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APRIL 2013 — 17

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MAY 2013 — 22

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JUNE 2013 — 8

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23	24	25	26	27	28	29
30						

JULY 2013

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22	23	24	25	26	27	28
29	30					

IMPORTANT DATES

Mondays: 90 Minutes early release unless otherwise posted.

Aug 29	First Day
Sep 3	Labor Day Holiday
Oct 3	K-6 Conf. ½ Early Release
Oct 4 & 5	K-6 Conf., No School
Nov 12	Veteran's Day (observed)
Nov 22-23	Thanksgiving
Dec 24-31	Winter Break
Jan 1-4	Winter Break
Jan 21	MLK Holiday
Jan 24 – 25	Gr. 5-8 Conf. No School
Jan 24 - 25	HS Finals, Half-Day
Feb 18	President's Day
Feb 19-22	Mid-Winter Break
Mar 21-22	K-4 Conf., No School
Apr 1 - 5	Spring Break
May 27	Memorial Day
June 8	Graduation
June 12	Last Day, Half-Day
Jun 13-17	Make-Up Days
July 4	Independence Day

Key

- **First Day / Last Day**
- Check Important Dates Section
- **Check Important Dates Section**
- **No School**
- School Board Meetings

~~NETWORK ACCEPTABLE USE GUIDELINES/INTERNET SAFETY POLICY~~

~~The purpose of the Bainbridge Island School District Electronic Information System (network), is to support the learning environment, assist in the exchange of information, and enhance the communication between staff, students and interested members of the community. This system includes access to district wide communication and access to the Internet. Users must abide by all policies and regulations established by the school district. Behavior of all users while on-line must comply with the standards established by the school district in Procedure 2315: Network Acceptable Use Guidelines/Internet Safety Policy.~~

~~By creating this network, the district intends to provide a means for educational activity. The district dedicates the property comprising the network and grants access to it by users for the educational activities authorized under this policy and procedure and under the specific limitations contained herein.~~

~~The Board directs the Superintendent to provide training and procedures that facilitate access to electronic information systems and networks by students, staff and community members while establishing reasonable controls for the lawful, safe, efficient and appropriate use and management of the system.~~

NETWORK ACCEPTABLE USE GUIDELINES/INTERNET SAFETY POLICY

NETWORK

1. All use of the system must be in support of education and research and consistent with the mission of the district. The district reserves the right to prioritize use and access to the system.

2. Any use of the system must be in conformity to state and federal law, network provider policy and licenses, and district policy. Use of the system for commercial solicitation is prohibited. Use of the system for charitable purposes must be approved in advance by the Superintendent or designee.

3. The system constitutes public facilities and may not be used to support or oppose political candidates or ballot measures.

4. No use of the system shall serve to disrupt the operation of the system by others; system components including hardware or software shall not be destroyed, modified or abused in any way.

5. Malicious use of the system to develop programs that harass other users or gain unauthorized access to any computer or computer system and/or damage the components of a computer or computing systems is prohibited.

6. Users are responsible for the content of materials they transmit or publish on the system.

7. Use of the system to access, store or distribute material that is obscene, pornographic or considered harmful to minors is prohibited.

8. Software installation must be completed by a district staff member or other approved individual. All installed software **must** be properly licensed. Students are prohibited from installing software on any district computer unless they have prior approval from the Information Systems Department. Additionally, downloading and/or storing executable files (programs) in student home folders is prohibited.

9. Any violation of the requirements of this policy, procedure, or any other student or employee conduct rules applicable to the use in question may subject the user to student disciplinary action or personnel disciplinary action up to and including suspension or expulsion of students or termination of employment.

10. The system administrators of the district network reserve the right to remove users access to the system if at any time it is determined that the user has violated one or more standards contained in Bainbridge Island School District Procedure 2315: Network Acceptable Use

Guidelines/Internet Safety Policy. A user's right to access the system shall not be denied or removed without just cause.

11. No person shall have access to the system without having received appropriate training/orientation, including the review of the Network Acceptable Use Guidelines/Internet Safety Policy and Procedure. Parents of all students will be provided with access to the Network Acceptable Use Guidelines/Internet Safety Policy and Procedure. In addition, parents of students under the age of 18 will be provided with the opportunity to deny or limit network access for their child(ren).

SECURITY

1. System accounts are to be used only by the authorized owner of the account for the authorized purpose. Users are expected to maintain appropriate password confidentiality. Account owners are ultimately responsible for all activity under their account.

2. Users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent others on the system or attempt to gain unauthorized access to the system (hacking).

3. The district has the right to review or remove materials installed, used, stored, or distributed on or through the network.

INTERNET SAFETY

1. The District has implemented a filtering solution designed to comply with CIPA (Children's Internet Protection Act) guidelines.

   A. Filtered Content – Consistent with CIPA guidelines, the District filters Internet content that is obscene, child pornography, or harmful to minors. "Harmful to minors" is defined in CIPA as any picture, image, graphic image file, or other depiction that:

      a. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

      b. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

      c. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

B. Cyber Patrol has been selected as the content filter for the District. Cyber Patrol provides a broad spectrum of categories to select from when filtering Internet content and is very flexible in it's implementation. The following categories are currently being filtered; full nudity, partial nudity, sexual acts, gross depictions, and militant/extremist.

C. All staff and students are required to login to the content filter using a login ID and password prior to accessing the Internet. This provides additional security and helps to increase the accountability of individuals as they access the Internet.

D. Process for review of filtered content – In the likely event that content needs to be added to or removed from the list of filtered Internet sites, the District's Instructional Materials Review Committee will be charged with the responsibility to review any additions or deletions and make appropriate recommendations to the Superintendent and Board of Directors. The Instructional Materials Review Committee will meet on an as needed basis to consider requested changes to the filtered content list.

2. The district will provide appropriate adult supervision of Internet use. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to district computers. With this in mind the following guidelines apply to students as they access the Internet.

A. Student use of electronic mail is prohibited. Exception to this shall be based upon prior approval of a staff member, and such use will be for educational purposes only.

B. The use of chat rooms, instant messaging services, and other forms of direct electronic communication is prohibited, unless use is under the direct supervision of a staff member or approved adult/parent volunteer, and use is directly related to an educational activity.

3. The district will provide training for staff and students focusing on the development of the skills necessary to make safe, lawful and appropriate use of the Internet in an educational environment.

COPYRIGHT

The installation of copyrighted software or materials on district computers must comply with school district Policy 2312: Copyright Compliance.

PERSONAL SECURITY AND GENERAL USE GUIDELINES

Consistent with the goals and objectives referenced in the Bainbridge Island School District Essential Learnings in Technology and their associated benchmarks, the following priority guidelines are essential to the safe and efficient use of our information network system.

- ~~Personal information, such as address and telephone numbers, should remain confidential when communicating on the system. Students should never reveal such information without permission of their teacher and parent/guardian. Additionally, photos of students containing the identity of said students, shall not be posted on any page of the district web site, without the express written consent of a parent/guardian.~~

- ~~Students should never make appointments to meet people in person that they have contacted on the system without district and parent permission.~~

- ~~Students should notify their teacher or other adult whenever they come across information or messages that are in their judgment, dangerous or inappropriate.~~

- ~~Diligent effort must be made to conserve system resources. For example, users should frequently delete e-mail and unused files. The storage of large quantities of video and audio files (avi's, mp3's, mpg's etc…) is strongly discouraged. Users found to have excessive amounts of these types of files will be asked to delete them. If files are not deleted in a timely manner, they will be deleted by the Information Systems Department.~~

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To: Faith Chapel, Superintendent
From: Randi Ivancich, Director of Instructional Technology & Assessment
Date: May 31, 2012
Re: Technology & Assessment Report

Policy and Procedures 2022: Responsible Use of Electronic Resources

Recent changes in FCC regulations and the rise of mobile devices has prompted a review and update of our school board policies related to the use of our network and of electronic resources. International reports, such as the Horizon Report, and common-place observation can attest to the impact that mobile devices and personally owned devices have on daily communications and their influence is being felt within the school environment.

To support the use of these emerging technologies, a committee of technology representatives updated our policy and procedures to guide users in the responsible use of our network and electronic resources both district-owned and personally owned while engaged in school related activities. The draft of this policy was made available for review by a school board member experienced in legal documents, Technology Advisory, Technology Leadership, Human Resources, administrators, and high school students in Technology Education or Leadership courses.

I present the committee's final drat of Policy 2022, and procedures, and recommend its approval.

Responsible Use of Electronic Resources

The Bainbridge Island School District Board of Directors recognizes that an excellent and engaging public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The board also believes that students need to be proficient, responsible, and safe users of information, media, and technology to succeed in a digital world.

Therefore, the district will use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways. It is the district's goal to provide students with rich and ample opportunities to use technology for important purposes in schools just as individuals in workplaces and other real-life settings use these tools. The district's technology will enable educators and students to communicate, learn, share, collaborate and create; to think and solve problems; to manage their work; and to take ownership of their lives.

To help ensure student safety and citizenship in online activities, all students will be educated about appropriate behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

The superintendent or designee will create strong electronic educational systems that support innovative teaching and learning, provide appropriate staff development opportunities, and develop procedures to support this policy.

Cross References:	Board Policy 2120	Curriculum Framework Development
	Board Policy 2310	Selection and Adoption of Instructional Materials
	Board Policy 2312	Copyright Compliance
	Board Policy 3706	Prohibition of Harassment, Intimidation and Bullying
	Board Policy 3231	Student Records
	Board Policy 3241	Classroom Management, Corrective Actions and Sanctions
	Board Policy 4340	Public Access to District Records

Legal Reference:	18 USC §§ 2510-2522	Electronic Communication Privacy Act
	Pub. L. No. 110-385	Protecting Children in the 21st Century Act

Management Resources:	*Policy News,* February 2012	
	Policy News, June 2008	Electronic Resources
	Policy News, June 2001	Congress Requires Internet Blocking at School
	Policy News, August 1998	Permission required to review e-mail

Responsible Use of Electronic Resources

Network Responsible Use and Internet Safety Guidelines
These procedures are written to support the Responsible Use of Electronic Resources Policy 2022 of the Board of Directors of the Bainbridge Island School District and to promote safe, positive, and responsible digital citizenship among students and staff. Digital citizenship represents more than technology literacy. Successful, technologically-fluent digital citizens live safely and civilly in an increasingly digital world. They recognize that information posted on the Internet is public and permanent and can have a long-term impact on an individual's life and career. Expectations for student and staff behavior online are no different from face-to-face interactions.

Policy 2022 and its procedures apply to all staff, students, and guest users of the school district's network, and electronic devices and resources.

Use of Personal Electronic Devices
In accordance with all school district policies and procedures, students and staff may use personal electronic devices such as, but not limited to, laptops, tablets, mobile devices, cell phones, and e-readers to promote student learning and to further the educational and research mission of the district. The use of personally owned devices at school by staff and students is voluntary and a privilege, and subject to all school district policies and procedures. School staff will retain the final authority in deciding when and how students may use personal electronic devices on school grounds and during any school-related activity.

The district assumes no liability or responsibility for any act of a staff, student or guest user that is inconsistent with school district policies and procedures. Any individual who brings personally owned devices onto school property is solely responsible for that equipment.

If the District has reasonable cause to believe a staff member or student has violated school district policies or procedures authorized personnel may confiscate and search a staff, student's or guest user's mobile device in accordance with school district policies and procedures for privacy, and search and seizure.

Network Use
The district network includes wired and wireless devices and peripheral equipment, files and storage, E-mail and Internet content such as blogs, websites, collaboration software, social networking sites, wikis, etc. The district reserves the right to prioritize the use of, and access to, the network.

Network use is intended to support education and research and be consistent with the mission of the district. Guest users may be granted access to the district network and electronic resources by the Director of Technology or designee. Guest users are subject to all school district policies and procedures.

Connection of any personal electronic device to the district network by any person is voluntary and a privilege, and subject to all school district policies and procedures.

Responsible and acceptable use of technology by district network users includes:

A. Creation of files, digital projects, videos, web pages and podcasts in support of education and research;
B. Participation in blogs, wikis, bulletin boards, social networking sites and groups and the creation of content for podcasts, E-mail and webpages in support of education and research;
C. The online publication of original educational material, curriculum related materials, and student work. Parental and student permission must be received in writing electronically or in hard copy before publishing student work. Sources outside the classroom or school must be cited appropriately.
D. Connection of personal electronic devices, wired or wireless, including portable devices with network capabilities to the district network upon permission from the Director of Technology or designee to confirm that the device is equipped with up-to-date anti-virus software, compatible network card, and is configured properly. Permission may be granted in an electronic format as part of the network login process;
E. Staff use of the network for incidental personal use in accordance with all school district policies and procedures.

Unacceptable network use by district students and staff includes but is not limited to:

A. Personal gain, commercial solicitation and compensation of any kind;
B. Actions that result in liability or cost incurred by the district;
C. Downloading, installing and use of games, audio files, video files, games or other applications (including shareware or freeware) for non-educational purposes unless hard-copy or electronic written permission has been received from the Director of Technology or designee;
D. Support for or opposition to ballot measures, candidates and any other political activity;
E. Hacking, cracking, vandalizing, the introduction of viruses, worms, Trojan horses, time bombs or changes to hardware, software and monitoring tools;
F. Unauthorized access to other district computers, networks , and information systems;
G. Cyberbullying, hate mail, defamation, harassment of any kind, discriminatory jokes and remarks;
H. Information posted, sent ,or stored online that could endanger others (e.g., bomb construction, drug manufacturing);
I. Accessing, uploading, downloading, storage and distribution of obscene, pornographic or sexually explicit material;
J. Intentionally searching for inappropriate material (e.g. bomb construction, pornography, sexually explicit material);
K. Attaching or connecting unauthorized devices to the district network. Any such device will be confiscated and additional disciplinary action may be taken.

The district will not be responsible for any damages suffered by any user, including but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by his/her own negligence or any other errors or omissions or breach of these procedures. The district will not be responsible for unauthorized financial obligations resulting from the use of, or access to, the district's computer network or the Internet.

Internet Safety

Personal Information and Inappropriate Content:

A. Students and staff should not reveal personal information including a home address and phone number on web sites, blogs, podcasts, videos, social networking sites, wikis, in E-mail, or as content on any other electronic medium;
B. Students and staff should not reveal personal information about another individual on any electronic medium without first obtaining permission;
C. No student pictures or names can be published on any public class, school or district website unless the appropriate permission has been obtained according to district policy; and
D. Students or staff encountering dangerous or inappropriate information or messages are obligated to notify the appropriate school authority immediately.

Internet Safety Instruction

All students will be educated about appropriate online behavior including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

A. Age appropriate materials and resources will be made available for use across grade levels.
B. Training on online safety issues and materials implementation will be made available for administration, staff, and families.

Filtering and Monitoring

Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children's Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes other objectionable material is a local decision made at the school district's sole discretion.

A. Filtering software is not 100 percent effective. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his/her use of the network and Internet and avoid objectionable sites;
B. Any attempts to defeat or bypass the district's Internet filter or conceal Internet activity are prohibited (e.g., proxies, https, special ports, modifications to district browser settings and any other techniques designed to evade filtering or enable the publication of inappropriate content);
C. E-mail inconsistent with the educational and research mission of the district will be considered SPAM and blocked from entering district E-mail boxes;
D. The district will provide appropriate adult supervision of Internet use by reasonably monitoring and supervising students as they use the Internet and electronic resources at school; and
E. Staff members who supervise students, control electronic equipment or have occasion to observe student use of electronic devices must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to school district policies and procedures.

Copyright

Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. The duplication and distribution of materials for educational purposes is permitted when such duplication and distribution falls within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC), content is cited appropriately, and is consistent with school district policy and procedures regarding copyright.

Ownership of Work

All work completed by employees as part of their employment will be considered property of the district. The District will own any and all rights to such work including any and all derivative works, unless there is a written agreement to the contrary. Employees have the right to share work for educational, non-commercial purposes.

All work completed by students as part of the regular instructional program is owned by the student as soon as it is created, unless such work is created while the student is acting as an employee of the school system or unless such work has been paid for under a written agreement with the school system. If under an agreement with the district, the work will be considered the property of the District. Staff members must obtain a student's permission prior to distributing his/her work to parties outside the school.

Network Security and Privacy

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account for authorized district purposes. Students and staff are responsible for all activity on their account and must not share account user information and passwords.

The following procedures are designed to safeguard network user accounts and must be followed:

A. Change passwords according to district policy;
B. Do not use another user's account;
C. Do not share passwords through E-mail or other electronic communications;
D. Keep user account passwords in a secure location;
E. Do not store passwords in a file without encryption;
F. Do not use the "remember password" feature of Internet browsers;
G. Lock the screen or log off if leaving the computer.

Student Data is Confidential

District staff must maintain the confidentiality of student data in accordance with the Family Educational Rights and Privacy Act (FERPA).

No Expectation of Privacy

The district provides the network system, E-mail and Internet access as a tool for education and research in support of the district's mission. The district reserves the right to monitor, inspect, copy, review and store without prior notice information about the content and usage of:

A. The network;

B. User files and disk space utilization;
C. User applications and bandwidth utilization;
D. User document files, folders and electronic communications;
E. E-mail;
F. Internet access;
G. Any and all information transmitted or received in connection with network and E-mail use.

No student or staff user should have any expectation of privacy when using the district's network. The district reserves the right to disclose any electronic messages or information to law enforcement officials or third parties according to school district policies and procedures. All documents are subject to the public records disclosure laws of the State of Washington.

Archive and Backup

Barring power outage or intermittent technical issues, staff and student files are backed up on district servers regularly. The district will archive based on its records retention policy according to specific records retention requirements. All district staff E-mail correspondence is archived for purposes of public disclosure and disaster recovery.

Disciplinary Action

All users of electronic resources owned by the district are required to comply with school district policies and procedures and agree to abide by the provisions set forth in the school district's user agreements. Violation of any of the conditions of use explained in Policy 2022, in these procedures, or related user agreements could be cause for disciplinary action. Consequences for inappropriate behavior could include limited network access, suspension or revocation of network and computer privileges or other disciplinary action in accordance with school district policies and procedures.

SUPERINTENDENT
Faith A. Chapel

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

INSTRUCTIONAL MATERIALS COMMITTEE

Minutes – May 22, 2012

Committee Members Attended:
Julie Goldsmith, Chairperson
Kris Henshaw
Ronnelle Browning
Jillian Phillips
Mary Weyant
Martha Wells
Sheryl Belt
Chris Raffa
Tom Greene
Shelley Schwinn
Mary Madison
Tiffany McCann

Guests:
Bea Pastor
Keri Schmit
Jake Haley
Jason Sovick
Dan McLean
Rory Wilson

Recorder: Judy Kornbau

The meeting was called to order at 3:30 and Julie Goldsmith welcomed everyone in attendance. The meeting commenced with Bea Pastor taking the floor to present two programs for consideration for the AP Spanish Language and Culture course to be offered in the fall 2012 in the zero period:

Triangulo – A Proposito (4th edition, copyright 2006 and published by Wayside Publishing), is a text designed to accompany all AP Spanish language texts. It provides vocabulary, reading, listening and writing practices following the specific AP Language and Culture Exam format. The book comes highly recommended by AP Spanish teachers in our area and in the country. Listening exercises include an assortment of Castilian Spanish and Latin American accents on the companion video and online resources that come with the workbook.

¡A Toda Vela! (2nd edition, copyright 2013 and published by EMC Publishing), is a Spanish program by Carmen Herrera and Paul Lamontagne. It comes complete with a textbook, workbook, teacher support materials, audio CD's and online resource accessibility. The program was chosen because it follows the National Foreign Language Standards, it's comparable to what is currently used in lower level courses and it follows the basic requirements of the AP Spanish Language and Culture exam. A question was raised about whether online texts were considered in the selection process and the response to that was there's very little if any available in today's market in this subject area and especially for an AP course. In addition it was pointed out that

the amount of time in a zero period doesn't lend itself well to an online textbook and insuring every student having access to a computer in the classroom may limit who can register for the class.

A motion was made and seconded to approve the AP Spanish materials submitted. A vote was taken and 10 members voted to approve the motion and one was opposed due to feeling strongly about choosing online electronic resources solely over hard copy textbooks with electronic support materials. The majority carried the vote to approve the AP Spanish books submitted.

The Absolutely True Diary of a Part-Time Indian (2007 edition and published by Little, Brown & Co), a novel by author Sherman Alexie, was presented next on the agenda by Keri Schmit. She represented the 8th grade language arts teacher group at Woodward in a desire to use this book in all 8th grade language arts classrooms for a unit focused on the theme of truth/memoir. This book was selected as it is a fictionalized memoir of Alexie's childhood on the Spokane Indian Reservation, where he uses the regular daily events of his teenage life to explore important truths about himself. The award winning book has received recognition since it was published in 2007. Many students have read the book and say it was the best they'd ever read. It's also been checked out of the Woodward Library more than any other book in the library.

The 8th grade language arts teachers chose to use the book in a small book group setting this year but felt students missed the value offered by being able to lead classroom discussions and provide a more guided reading approach that would come with making it a whole classroom activity (especially given the mature themes the book addresses). Although the book is extremely engaging and inspiring, the main character struggles with difficult issues like the real affect of alcoholism on the reservation, poverty, bullying and bolemia as he attempts to figure out who he is and what he wants out of life, just as most students do at this age. The cultural themes and economic life depicted in the book are ones that our students aren't often exposed to here.

There is some profanity, at times the language is offensive and the main character addresses masturbation but most felt these were artistic choices the author made for the shock impact it has on the reader. The 8th grade teachers plan to address the mature themes depicted in the book by being very transparent. They will inform parents ahead of time about the unit and will provide an alternative book for parents/students to choose if desired instead.

The BISD Indian Education Parent Committee was asked to review the book before it was submitted to IMC and they endorsed it but thought IMC should discuss the matter of some of the mature themes covered in the book. The 8th grade teachers submitted a scholarship application to the Multicultural Advisory Committee requesting funding to support the purchase of classroom sets of the book and the application was approved pending IMC and the Board of Directors approval of the book.

A motion was made and seconded to approve the Sherman Alexie book submitted for the 8th grade Language Arts classrooms with the condition that a more viable alternative book for the theme on truth be offered as an option to students/parents that request it. A vote was taken and 10 members voted to approve the motion and one was opposed due to the R-rated nature, in their opinion, of the language and themes of the book.

The following books/programs were presented next on the agenda by several representatives of the Math Program Review Committee - Jake Haley, Rory Wilson, Jason Sovick and Dan McLean:

Holt McDougal Algebra I Common Core Edition,by Edward Burger (copyright 2012) for use in the Algebra I courses offered to students at grades 7-12

Holt McDougal Algebra II by Edward Burger (copyright 2012) for use in the Algebra II courses offered to students at grades 9-12

Holt McDougal Geometry Common Core Edition by Edward Burger (copyright 2012) for use in the Geometry courses offered to students at grades 9-12

Geometry: Seeing, Doing, Understanding by Harold Jacobs (3rd edition, copyright 2003 and published by WH Freeman) for use in the Honors Geometry classes offered to students at grades 9-12

Precalculus with Limits–A Graphing Approach by Ron Larson (copyright 2012 and published by Brooks/Cole: Cengage Learning) for use in the Precalculus classes offered to students at grades 10-12

Calculus 7th Edition – Early Transcentals (Single Variable) by James Stewart (copyright 2012 and published by Brooks/Cole: Cengage Learning) for use in the Calculus classes offered to students at grades 10-12

Precalculus: Graphical, Numerical and Algebraic 8th Edition by Demana, Waits, Foley and Kennedy (Copyright 2012 and published by Addision Wesley) for use in the Honors Precalculus classes offered to students at grades 10-12

Calculus (AP Edition) by Ron Larson and Bruce Edwards (copyright 2010 and published by Brooks/Cole: Cengage Learning) for use in the AP Calculus AB/BC classes offered to students at grades 11-12

AP Stats: Introduction to Statistics and Data Analysis 4th Edition by Peda, Olsen and Devone (Copyright 2012 and published by Cengage/Duxbury:Thomson/Brooks/Cole) for use in the AP Statistics class offered to students grades 10-12

Building Java Programs: A Back to Basics Approach by Stuart Reges & Marty Stepp (Copyright 2011 and published by Pearson) for use in the AP Computer Science classes offered to students grades 11-12

The Algebra I, II and Geometry course materials all align with the Common Core State Standards, meet End of Year Course Standards, and provide online support for both staff and students. Much discussion with the entire math program review committee took place in the review process before finally settling on a series by the same publisher through third year math but given the inter-connected relationship between the programs, the goals and targets being the same and all three programs offer the textbooks online, have videos and teacher support materials included in the program cost helps to make them a good fit for Bainbridge. One of the high school math teachers agreed to pilot the Geometry program this year successfully with math

lab students and only used the electronic materials. He found out first hand that the Holt McDougal program had many supplemental resources built right in the program and it provides a variety of ways to deliver instruction. These programs offer a balance of instructor guidance in the classroom with peer group interaction, provides themes for discussion and builds on students understanding and thus, reinforces enduring knowledge.

The Honors Geometry program selected covers topics in a challenging and rigorous way. It's already proven to do well with the Bainbridge Honors students over the many years the previous edition has been used. It's been very successful in developing logical and higher order thinking and it's the only book of its caliber on the market that fully develops Geometry as a deductive system.

The Precalculus program was selected because of the many problems available to choose from at different levels that will allow differentiation in the Precalculus class. The visual approach is very clear and the topic threads are well founded and continue throughout. The Honors Precalculus program was selected because it provides an excellent course of study as a lead-in to AP Calculus. It's current and presents an appropriate level for honors study. The notation and vocabulary are consistent with college mathematics.

The Calculus program was selected for it's depth and breadth and it's enhanced online features to include: practice, extra examples and homework hints. The AP Calculus program was selected because it provides the concepts and theory critical to understanding the theory and applications of Calculus and the AP exam and teachers had experience with teaching an earlier edition of the same program and found it extremely effective.

The AP Statistics program was selected because it meets AP curriculum targets, was written by a professor of Statistics who sits on the AP Board/Development Committee for Statistics, and an earlier edition has been successfully used in the district for the past eight years.

The AP Computer Science program was selected because it aligns with the College Board for AP Computer Science, the author of the program is local and will provide access to a University of Washington connection where they use this text in a 100 level Computer Science class. The Seattle School District is already using it in their AP Computer Science Class; allowing our instructor a network of peers who all use this same text in the local area.

A motion was made and seconded to approve all the secondary math materials submitted and the committee members present voted unanimously to approve this motion.

The meeting was adjourned at 5:30p.m.

SUPERINTENDENT
Faith A. Chapel

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

RESOLUTION 06-11-12

A RESOLUTION of the Board of Directors of Bainbridge Island School District No. 303, Kitsap County, Washington, to authorize a sick leave conversion medical expense reimbursement plan (VEBA Service Group) for eligible retiring Bainbridge Island Education Association members.

WHEREAS, the Bainbridge Island Education Association members of Bainbridge Island School District receive sick leave benefits pursuant to the provisions of RCW 28A.400.300; and

WHEREAS, a school district board of directors is authorized to establish a sick leave conversion medical benefits plan for eligible Bainbridge Island Education Association members pursuant to RCW 28A.400.210;

NOW, THEREFORE, BE IT RESOLVED that Bainbridge Island School District will deposit all sick leave conversion funds to the credit of each participating Bainbridge Island Education Association member in the VEBA Service Group Plan for the Employees of Public School Districts in the State of Washington.

The plan shall be effective from June 1, 2012 through May 31, 2013 unless declared invalid by competent authority.

ADOPTED this 31st day of May, 2012.

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School Board of Directors

Attest: _____, Secretary to the Board of Directors

SUPERINTENDENT
Faith A. Chapel

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

RESOLUTION 07-11-12

A RESOLUTION of the Board of Directors of Bainbridge Island School District No. 303, Kitsap County, Washington, to authorize a sick leave conversion medical expense reimbursement plan (VEBA Service Group) for eligible retiring Bainbridge Island Educational Support Professionals Association members.

WHEREAS, the Bainbridge Island Educational Support Professionals Association members of Bainbridge Island School District receive sick leave benefits pursuant to the provisions of RCW 28A.400.300; and

WHEREAS, a school district board of directors is authorized to establish a sick leave conversion medical benefits plan for eligible Bainbridge Island Educational Support Professionals Association members pursuant to RCW 28A.400.210;

NOW, THEREFORE, BE IT RESOLVED that Bainbridge Island School District will deposit all sick leave conversion funds to the credit of each participating Bainbridge Island Educational Support Professionals Association member in the VEBA Service Group Plan for the Employees of Public School Districts in the State of Washington.

The plan shall be effective from June 1, 2012 through May 31, 2013 unless declared invalid by competent authority.

ADOPTED this 31st day of May, 2012.

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School Board of Directors

Attest: _____, Secretary to the Board of Directors

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

RESOLUTION 08-11-12

A RESOLUTION of the Board of Directors of Bainbridge Island School District No. 303, Kitsap County, Washington, to authorize a sick leave conversion medical expense reimbursement plan (VEBA Service Group) for eligible retiring Bainbridge Island Building Administrators.

WHEREAS, the Bainbridge Island Building Administrators of Bainbridge Island School District receive sick leave benefits pursuant to the provisions of RCW 28A.400.300; and

WHEREAS, a school district board of directors is authorized to establish a sick leave conversion medical benefits plan for eligible Bainbridge Island Building Administrators pursuant to RCW 28A.400.210;

NOW, THEREFORE, BE IT RESOLVED that Bainbridge Island School District will deposit all sick leave conversion funds to the credit of each participating Bainbridge Island Building Administrator in the VEBA Service Group Plan for the Employees of Public School Districts in the State of Washington.

The plan shall be effective from June 1, 2012 through May 31, 2013 unless declared invalid by competent authority.

ADOPTED this 31st day of May, 2012.

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School Board of Directors

Attest: _____, Secretary to the Board of Directors

Bainbridge Island SD #303
Facilities/Capital Projects Office

To: Faith Chapel, Superintendent

From: Tamela Van Winkle, Director Facilities and Capital Projects

Date: 5/31/12

Re: Capital Projects and Facilities Report-May

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	$28,709,193
Expenditures To Date	$15,900,328
Encumbered PO Balance	$12,808,865
Capital Project Budget Balance	$13,851,944

Wilkes Replacement

- Construction milestones in May include completion of the geo-thermal borefield, roofing, air barrier coating of exterior walls, brick installation, and delivery of water from the KPUD water improvements project. New work includes- aluminum clad wood window installation, skylight installation, exterior cedar siding, and interior painting.
- Wing E gym walls have been insulated and wrapped with plywood to 16 feet high. Structural steel is installed for the operable partition separating the gym from the commons. Electrical and data conduit has been installed. Painting the exposed ceiling has begun. Wing E classrooms are now wrapped with drywall and painted. Skylight installation has begun. Aluminum clad wood window installation is complete. Mechanical piping insulated and labeled. Curtainwall installation is nearly complete. Glass has been installed.
- Wing D music room topping slab has been poured, mock-up of the stained retroplate finish for the commons inspected, cast-in-place steps to the stage and landing to the north exit completed. Wing D upper classrooms have fully framed and sheet-rocked. Painting has begun.
- Wing C classrooms have radiant floor piping installed and topping slab laid. Framing is complete and drywall finish is underway.

- Wing B classrooms are fully framed and drywall has begun. Radiant floor piping and topping slabs have been laid in the classrooms. Metal framing is underway in the library.
- Wing A framing is complete. Structural columns and beams of the covered entry plaza are erected. Roofing of the area has begun.
- The AxMaxx LOSS system has been inspected and is now fully operating. The school district's septic system provider is monitoring the operation on a daily basis via the on-line programming.
- The weather is improving. In less than a week, mud has changed to dust, only to be wetted by showers again.
- Furniture orders are now complete.

Critical Issues:

- In May, the construction superintendent changed from Jerry Rasmussen to Jon Olson and the project manager changed from Cynthia Black to Ben Henderson. Jon and Ben are proving themselves to be attentive, focused, and dedicated. Jon has provided an updated construction schedule clearly defining critical tasks, timelines, and project milestones. Jon is confident the building will be ready for occupancy in August.

Ordway

- Painting of the playshed was completed on May 10.

BHS

- The BHS Drafting Room is scheduled to be upgraded over summer. The work includes rebuilding the existing tables, providing new chairs, computers and software, and electrical connections.

Blakely

- An upgrade of the clocks at Blakely is scheduled to begin on June 18. New analog clocks will have the capability to sync wirelessly and will show time consistent with the intercom and computer network. The work should be completed by June 22.

Commodore

- Paving of the "Pit" parking area has now been changed to the second and third weeks of July to avoid conflicts with the community Fourth of July celebrations.
- Recognizing the value of collaboration, the district is in communication with CoBI, Fire, and Parks to discuss opportunities to maximize efficiencies with paving contractors. Parks is taking advantage of our paving schedule to complete some smaller projects at Battle Point Park. CoBI is completing some paving around the same time. Unfortunately the City does not believe our projects are compatible due to differences in scope and equipment.

Other

- Centurylink is connecting the fiberoptic line from Madison Ave to the tower site. Once this is complete, Verizon will install and connect their equipment and Legacy Telecomm will install the antennas. We have been told this is a high priority project for Verizon. The remaining issue is power to the site which is anticipated to be completed in the next few weeks. We have been assured that the project is weeks, not months, from completion. Rental payments from Verizon started in January and are received on a monthly basis.
- The generators at BHS, WMS and Sakai were load bank tested on May 16. The generators performed well but will need some maintenance over summer. A list of maintenance recommendations will be provided by Pacific Power Generation.

CAPITAL PROJECTS BUDGET UPDATE

BOND 2009 PROJECT SUMMARY

As of May 31, 2012

	ESTIMATED BUDGET	ENCUMBERED TO DATE	EXPENDITURES TO DATE	ENCUMBERED PO BALANCE	CP BUDGET BALANCE
Bond Costs					
Bond Costs - 9000	$ 500,000	$ 286,010	$ 286,010	$ 0	$ 213,990
Sub-total Bond Cost	500,000	286,010	286,010	0	213,990
Wilkes					
Wilkes Core - 9001	29,760,611	27,099,138	14,366,949	12,732,188	2,661,474
Sub-total Wilkes	29,760,611	27,099,138	14,366,949	12,732,188	2,661,474
Blakely Elementary School					
Blakely Essential Renovations - 9010	514,498	16,861	1,822	15,038	497,638
Blakely Roof Replacement - 9015	358,752	668	668	0	358,084
Sub-total Blakely	873,250	17,529	2,490	15,038	855,722
Ordway Elementary School					
Ordway Essential Renovations - 9020	1,048,258	0	0	0	1,048,258
Ordway Portables Roof Replacement - 9025	122,313	48,776	44,745	4,031	73,537
Sub-total Ordway	1,170,571	48,776	44,745	4,031	1,121,796
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	17,138	17,138	0	314,650
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	33,100	32,942	158	1,554,667
Bainbridge High School					
Bainbridge HS Essential Renovations - 9050	2,095,170	69,601	65,396	4,205	2,025,570
Bainbridge HS Roof Replacement - 9055	443,817	2,263	2,263	0	441,554
Sub-total Bainbridge HS	2,538,987	71,864	67,659	4,205	2,467,124
Commodore Options School					
Commodore Essential Renovations - 9060	993,599	227,722	227,722	0	765,877
Commodore Roof Replacement - 9065	56,664	39,409	39,409	0	17,255
Sub-total Commodore	1,050,263	267,131	267,131	0	783,132
Transportation					
Transportation Essential Renovations - 9070	713,945	46,577	46,260	317	667,369
Transportation Roof - 9075	35,559	496	293	204	35,063
Sub-total Transportation	749,504	47,073	46,552	521	702,431
District Office					
Disrict Office Essential Renovations - 9080	118,378	125,594	91,055	34,540	(7,216)
Sub-total District Office	118,378	125,594	91,055	34,540	(7,216)
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	31,934	23,962	7,972	915,092
Sub-total Energy Conservation	947,026	31,934	23,962	7,972	915,092
Capital Projects Administration - 9100	2,098,997	605,918	599,568	6,350	1,493,079
Sub-total Capital Projects Administration	2,098,997	605,918	599,568	6,350	1,493,079
South Island Sewer	450,000				450,000
= Total	$ 42,561,137	$ 28,709,193	$ 15,900,328	$ 12,808,865	$ 13,851,944
Includes $600,000 from 2006 Bond	600,000	0	0	0	600,000
Total from 2009 Bond Deposits	41,961,137	28,709,193	15,900,328	12,808,865	13,251,944

SUPERINTENDENT
Faith A. Chapel

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

To: Faith Chapel, Superintendent
From: Randi Ivancich, Director of Instructional Technology & Assessment
Date: May 31, 2012
Re: Technology & Assessment Report

Technology Levy Budget Summary

This summary provides information on the total encumbrances to date applied to the 2010 Technology Levy budget for the 2011-2012 school year.

FY 2011/2012 Technology Levy Budget		$1,091,534
Encumbered Purchase Orders	$ 252,953	
Expenditures to Date	$ 353,887	
Total Encumbrances to Date		$ 606,840
FY 2011/2012 Technology Levy Budget Balance		$ 484,694

Planning for Student & Instructional Technology Needs

NCM 2012 Horizon Report K-12: http://www.nmc.org/publications/2012-horizon-report-k12

- 1st paragraph of each page provides overview of technology likely to have a significant impact on K-12 education
- Organized by 3 time-frames
- Early release of short list of 12 emerging technologies
- June 2012 announcement of the 6 "finalists"; 2 per time-frame

1 Year or Less	2-3 Years	4-5 Years
Cloud Computing	Digital Identity	Augmented Reality
Collaborative Environments	Game-Based Learning	Natural User Interface
Mobiles & Apps	Learning Analytics	Semantic Applications
Tablet Computing	Personal Learning Environments	Tools for Assessing 21st Century Skills

How is our district preparing for these emerging technologies?

Project	Group Impacted	Immediate Benefit & Support for Emerging Technologies
Migration to Active Directory (acts as the brains of the network structure)	All district network users	All 12 emerging technologies
Replacement of 90 student use laptop computers for BHS	Bainbridge High School students	Cloud Computing Collaborative Environments Game-Based Learning Personal Learning Environments Digital Identity Learning Analytics
Replace student computers for one Career & Technology Education (CTE) classroom: creates a 1:1 required by curriculum	Bainbridge High School students	Cloud Computing Collaborative Environments Game-Based Learning Digital Identify Personal Learning Environments Augmented Reality
Replace 15 computers in Odyssey Gr. 1-6 computer lab	Students in Odyssey in grades 1-6	Cloud Computing Collaborative Environments Game-Based Learning Personal Learning Environments Digital Identity Learning Analytics
Replace 1 Odyssey and 1 Mosaic library checkout computer	Students in Odyssey and Mosaic in grades 1-8	Collaborative Environments
Increase wireless access in classrooms with upper level math classes; Algebra & above	Students in high school level math classes at BHS, EHHS, Odyssey, Woodward & Sakai	All 12 technologies
Input of Spring 2012 assessment data into Homeroom data dashboard for use in August back-to-school meetings	All administrators, teachers, and staff working directly with students in gr. K-12	Cloud Computing Collaborative Environments Digital Identity Learning Analytics Personal Learning Environments Tools for Assessing 21st C. Skills
Upgrade cabling & wiring at Sakai, Ordway lab, Commodore main office	Staff and students at Sakai, Ordway, and Commodore	All 12 technologies
Develop student user agreement to support Bring Your Own Device	All students	All 12 technologies
Develop Internet Safety Lesson Framework for student learning goals & instruction in grades 3-9	All students in grades 3-9	Cloud Computing Collaborative Environments Mobiles & Apps Tablet Computing Digital Identity
Set up of technology at Wilkes	All Wilkes students & staff	All of the 12 short list technologies

Learning: Engage & Empower

Bainbridge High School will receive approximately 1/3 of its allotment for student computing devices this summer. The BHS Technology Committee weighed several options and chose to replace 90 of their existing student laptop computers. These laptops in carts will be deployed throughout the school based on curriculum needs.

The curriculum for one of the Career & Technology Education (CTE) classrooms will move to a solely online format beginning Fall 2012. Capital Projects. CTE, and Technology staff are working together to meet the needs of this program. The Technology levy will provide new computers and monitors to meet the program needs. Students will view a screen that has the lessons on one-half of the screen while they create their drafting and architectural lessons on the other half. This project provides a valuable opportunity for Capital Projects and Technology to support students and staff in STEM-focused courses. Up to this point, this program has had to reserve space in the computer lab on a regular basis to meets its computing needs. As an increased benefit school-wide, this class will no longer need to reserve space in the computer lab thereby allowing other classrooms to use the computer lab.

The computer lab serving the students in the Odyssey program at grades 1-6 will be replaced with fifteen newer computers than what is currently in place. The computers currently in place are beyond their life expectancy and are having difficulty running the online assessment programs. There are some factors such as physical space for the machines themselves that will figure into selection of the best make and models for this computer lab space.

Teaching: Prepare & Connect

Most buildings have completed their building-based technology professional development for the 2011-2012 school year. Analysis of training opportunities and account reconciliations are in process. Technology staff will work with building administrators, Curriculum & Instruction, and STEM to recommend professional development opportunities for 2012-2013 that will focus on staff & teacher training that will expand opportunities for students and improve student learning.

Assessment: Measure What Matters

High school students in 10th grade and students enrolled in a biology course completed the required End-of-Course (EOC) science exam. This exam meets federal testing and state graduation requirements. Results will be available in August.

Students in grades 3-8 just completed the required Measurement of Student Progress (MSP) in reading, writing, math & science. Students in grades 5-8 participated in one online test to meet their MSP testing requirement. The MSP meets federal testing requirements. Results will be available in August.

Students enrolled in Algebra or Geometry are participating in the required EOC math exams. These exams meet federal requirements and state graduation requirements. Results will be available in August.

Students in grades 1-9 are participating in Spring MAP testing in reading and math. Students in grades 5-6 are also participating in Science MAP testing. Some teachers at Sakai are piloting the MAP writing assessment as well. Classroom level results are available to teachers within 48 hours of completing the tests. Participation in Spring MAP testing will provide teachers with growth data from Fall 2011 to Spring 2012. More comprehensive school-wide and district-wide data will be

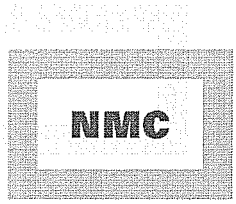
available a couple of weeks after the testing window closes on June 8. The growth data can be used to set goals for student growth in the 2012-2013 school year and beyond.

Infrastructure: Access & Enable

Migration to Active Directory will be a major undertaking for our network and technology staff. This migration will impact every aspect of our technology infrastructure. It will include a restructuring our wireless network and technology staff will need to physically "touching" every staff and student computer in the district before the start of school. A change of this magnitude significantly impacts the technology support staff at the district office and in the schools; yet the end-user will see only minimal immediate changes such as a different login screen with new passwords. This migration will allow us to better integrate with third party services and adapt more readily to changes in technology such as accepting mobile and personally owned devices on our district network.

Communications & Productivity

Update on our notifications system to be included in a future Communications School Board report.



Horizon Project

NMC Horizon Project Short List

2012 K-12 Edition

NMC Horizon Project Short List: 2012 K-12 Edition

Time-to-Adoption: One Year or Less

Cloud Computing

Cloud computing first appeared on the near-term horizon in the *NMC Horizon Report: 2009 Higher Education Edition*. Since then, its use for supporting collaboration, file storage, and access to computing cycles, and the number of available applications that rely on cloud technologies have grown every year to the point that few schools do not make some use of the cloud, whether as a matter of policy or not. Cloud computing has become the unifying factor among content and applications on the many devices people use in everyday life. Whether connecting at home, work, school, on the road, or in social spaces, nearly everyone who uses the network relies on cloud computing to access their information and applications. The ability to access services and files from any location and on any device offers considerable promise for extending learning beyond the boundaries of the school day.

Relevance for Teaching, Learning, or Creative Inquiry

- Dynamic provisioning services offered by cloud providers like Amazon's S3 have transformed how we add storage and processing power, and scale resources.
- Cloud computing is being used in computer science programs to simulate virtually any computer, from historical machines to super computers.
- Cloud-based services include a wide range of increasingly powerful tools for almost any platform a user might choose, or any task a user might need to do.

Cloud Computing in Practice

- LearnBoost is a classroom management platform run through the cloud that enables K-12 teachers to track student grades and progress, create standards-aligned lesson plans, and generate analytics and reports, with Google App integration: http://www.learnboost.com.
- Schools in Brazil are collaborating on a blog for the Global Curriculum Project, where students participate in a virtual exchange program with schools across five different countries: http://curriculoglobal.colband.blog.br/.
- A sixth grade class at Yokohama International School in Japan is using Google Apps to complete all of their assignments, including the creation of tutorials designed in Presentation and surveys created in Forms: http://blogs.yis.ac.jp/mstech/.

For Further Reading

Cloud Computing and the K-12 Crowd
http://www.k-12techdecisions.com/article/educators_turning_to_cloud_computing

(D. Craig MacCormack, *K-12 Tech Decisions*, 1 December 2011.) Cloud Internet technology services and unified communications solutions are becoming more popular for schools because it is cost-effective to outsource IT.

K-12 Budgets Begin Shift Toward Cloud
http://thejournal.com/articles/2011/05/26/k12-budgets-begin-shift-toward-cloud.aspx

(David Nagel, *The Journal*, 26 May 2011.) This article outlines the "CDW-G 2011 Cloud Computing Tracking Poll" results obtained from polling K-12 institutions and organizations on the benefits and challenges of cloud adoption.

'Personal Cloud' to Replace PC by 2014, Says Gartner
http://www.gartner.com/it/page.jsp?id=1947315

(Gartner Newsroom, 12 March 2012.) Gartner analysts have predicted that cloud services will bring a variety of mobile devices to be just as prominent tools as the personal PC because the "personal cloud" allows flexibility in which device is used to access the cloud's information.

Time-to-Adoption: One Year or Less

Collaborative Environments

Collaborative environments are online spaces — often cloud-based — where the focus is making it easy to collaborate and work in groups, no matter where the participants may be. As the typical educator's network of contacts has grown to include colleagues who might live and work across the country, or indeed anywhere on the globe, it has become common for people who are not physically located near each other to collaborate on projects. In classrooms as well, joint projects with students at other schools or in other countries are more and more commonplace as strategies to expose learners to a variety of perspectives. The essential attribute of the technologies in this set is that they make it easy for people to share interests and ideas and easily monitor collective progress. These tools are compelling and widely adopted because they are not only easy to use, but they are also either very low cost or free, and easily available via a web browser.

Relevance for Teaching, Learning, Research, or Creative Inquiry

- Collaborative environments are an efficient way for students to work together, whether the groups are composed of students in the same physical class or not.
- A class or project group can assemble a collaborative workspace very quickly using widgets that pull information from a range of sources.
- Large-scale collaborative environments can facilitate an almost spontaneous development of communities of people who share similar interests.

Collaborative Environments in Practice

- The BadgeStack Project is a collaborative platform that certifies and recognizes informal learning that happens in communities, after school programs, and museums: http://badgestackproject.org/.
- The Flat Classroom Project joins together middle and high school students to collaborate virtually on assignments with real world relevance: http://www.flatclassroomproject.org/.
- The international eLanguages project facilitates collaboration between teachers and classrooms around the world. Teachers can select or propose projects for their classes to take part in, exchange ideas with other teachers, and share resources: http://www.elanguages.org.

For Further Reading

Collaboration as an Intangible Asset

http://blogs.hbr.org/cs/2011/06/collaboration_as_an_intangible.html

(Robert J. Thomas, *Harvard Business Review*, 16 June 2011.) The author explores social network analysis as a way to discover patterns of interactions and collaboration, which has clear applications for educators evaluating student use of collaborative environments.

Collaborative Learning Environments Sourcebook

http://www.criticalmethods.org/collab/

(CriticalMethods.org, accessed 21 November 2011.) This site offers detailed guides and resources for everything from different types of collaboration tools to building communities of practice and e-portfolios.

Time-to-Adoption: One Year or Less

Mobiles and Apps

Mobile phones — distinct from new sorts of larger format mobile devices such as tablets — have as a category proven more interesting and more capable with each passing year. Smartphones including the iPhone and Android have redefined what we mean by mobile computing, and in the past three to four years, the small, often simple, low cost software extensions to these devices — apps — have become a hotbed of development. New tools are free or sell for as little as 99 cents. A popular app can see millions of downloads in a short time, and that potential market has spawned a flood of creativity that is instantly apparent in the extensive collections available in the app stores. Apple's app store recently passed 25 billion downloads — with 10 billion in just the last eight months — and simple but useful apps have found their way into almost every form of human endeavor. The power of apps, coupled with the portability of mobile devices, is causing many schools to take another look at their policies regarding mobile devices. Many see mobiles as a key aspect of Bring Your Own Device (BYOD) environments.

Relevance for Teaching, Learning, or Creative Inquiry

- The BYOD model allows students to make use of the mobiles they are already comfortable with outside of class to both enhance in-class learning experiences and extend learning beyond the school day.
- Mobiles enable 24/7 3 or 4G-based Internet access and are a more cost-effective, flexible solution than desktops and laptops for which schools support the cost of bandwidth.
- As interactive and social features become more integrated into mobile apps, learners can share their findings on topics, making the app an ever-growing repository of information.

Mobiles and Apps in Practice

- At a Swiss primary school, 5th grade students are equipped with smartphones and allowed to use the Internet services at no charge: http://www.projektschule-goldau.ch.
- The Elements iPad app enables students to rotate 3D periodic table element images 360 degrees for a more immersive experience: http://www.youtube.com/watch?v=nHiEqf5wb3g.
- Rock Hill School in South Carolina is piloting a BYOD program: http://www.zdnet.com/blog/igeneration/school-considers-byod-phone-use-in-class/15583.

For Further Reading

7 Myths About BYOD Debunked
http://thejournal.com/articles/2011/11/09/7-byod-myths.aspx

(Lisa Neilsen, *The Journal*, 9 November 2011.) BYOD has become a controversial subject, and this article confronts the current concerns, including the distraction factor, and dispels them.

How Mobile Apps Are Changing Classrooms and Education
http://www.huffingtonpost.com/piyush-mangukiya/mobile-apps-education_b_1250582.html

(Piyush Mangukiya, *Huffington Post*, 3 February 2012.) This article gives examples of mobile apps used in the classroom that have increased student participation and engagement.

In Some Cash-Strapped Schools, Kids Bring Their Own Tech Devices
http://mindshift.kqed.org/2012/02/in-cash-strapped-schools-kids-bring-their-own-tech-devices/

(Tina Barseghian, *Mind Shift*, 3 February 2012.) This article addresses the pros and cons of the BYOD movement in schools.

Time-to-Adoption: One Year or Less

Tablet Computing

In the past year, advances in tablets have captured the imagination of educators around the world. Led by the incredible success of the iPad, which in 2011-12 was selling at the rate of more than 3 million units a month, other similar devices such as the Samsung Galaxy and Sony's Tablet S have also begun to enter this rapidly growing new market. In the process, the tablet (a form that is distinct from tablet PCs) have come to be viewed as not just a new category of mobile devices, but indeed a new technology in its own right, one that blends features of laptops, smartphones, and earlier tablet computers with always-connected Internet, and thousands of apps with which to personalize the experience. As these new devices have become more used and understood, it is clear that they are independent and distinct from other mobile devices such as smartphones, eReaders, or tablet PCs. With significantly larger screens and richer gesture-based interfaces than their smartphone predecessors, they are ideal tools for sharing content, videos, images, and presentations because they are easy for anyone to use, visually compelling, and highly portable.

Relevance for Teaching, Learning, or Creative Inquiry

- As a one-to-one solution, tablets present an economical, flexible alternative to laptops and desktops due to their lower cost, greater portability, and access to apps.
- Tablets are conducive to engaging in learning outside the classroom, with a suite of tools for capturing data in real-time and collaborating on projects.
- Tablets are easily adaptable to almost any learning environment, with tens of thousands of educational applications emerging as part of a new software distribution model.

Tablet Computing in Practice

- As part of their Challenge Based Learning project, 5th and 6th grade students at Ringwood North Primary School used one-to-one iPad devices on tasks related to helping communities recover from natural disasters: http://vimeo.com/applesforkids/resilience.
- The Eanes Independent School District in Texas embarked on an iPad pilot program, exploring how to best incorporate the iPad into instruction and across various disciplines: http://eaneswifi.blogspot.com/
- In South Africa, the iPad is helping autistic students with their communication skills: http://www.smsweb.co.za/ipad-a-boon-for-autistic-kids/.

For Further Reading

$81 Tablets for All Thai First Grade Students

http://www.futuregov.asia/articles/2012/mar/06/thailand-sign-900000-tablet-pc-contract-china-firm/

(Thanya Kunakornpaiboonsiri, *Asia Pacific Future Gov*, 6 March 2012.) Under the "One Tablet PC Per Child" initiative, 900,000 tablets will be supplied to first grade students in Thailand's government schools.

iPads: What are We Learning? (PDF)

http://education.alberta.ca/media/6673630/ipads%20report%202012-03-02.pdf

(Government of Alberta, 3 October 2011.) Alberta Education hosted an event for school authorities that are exploring the use of iPads in schools, which resulted in a report that covers subjects including student engagement and enhanced student assessment.

Math That Moves: Schools Embrace the iPad

http://www.nytimes.com/2011/01/05/education/05tablets.html?pagewanted=all

(Winnie Hu, *The New York Times*, 4 January 2011.) The iPad is being used to expand learning outside of the classroom, and this article addresses its impact.

Time-to-Adoption: Two to Three Years

Digital Identity

Digital identity management focuses on enabling users to create a single digital identity that can be used in any place where a log-in is required to access a website or service. It is not a single technology, but a group of related technologies and ideas. In the simplest terms, one's digital identity is a method that allows recognition any place where a log-in is needed. A variety of different systems are being developed, and though they have the same broad purpose of creating a sign-on system that is convenient and secure for an individual rather than a company or organization, ideas about what precisely defines a user-centric identity system and how that would be implemented are still widely varied. Both Google and Facebook are positioning their systems to be the "home" of one's digital identity.

Relevance for Teaching, Learning, or Creative Inquiry

- Digital identity allows for broader control beyond information systems; there is one path to trace when profiling an individual's digital footprint, i.e. content delivery.
- Digital identity has the potential to personalize curriculum through profiling learners' interests based on their historic content consumption.
- A single ID and password helps educators and students seamlessly connect to resources across multiple devices and websites.

Digital Identity in Practice

- The Future of Identity in the Information Society is an organization dedicated to studying and documenting the forensic applications, privacy, mobility, and evolving definition of digital identity: http://www.fidis.net/.
- Gravatar offers a way for users to personalize their digital identity with an avatar that is associated with their user ID anywhere that person posts online: http://en.gravatar.com/.
- OpenID is a single identity solution that provides users with a single, more secure way to log onto web pages without having to remember passwords or fill out registration forms: http://openid.net/

For Further Reading

The Challenge of Creating Web-Based Identity Standards
http://mashable.com/2011/11/14/google-consumer-authentication/

(John Fontana, *Mashable*, 14 November 2011.) The author discusses the battle between corporations, including Google, Facebook, and Yahoo, to own users' digital identities, as well as the security implications.

In Pursuit of a Single Identity, Online and Off
http://www.smartplanet.com/blog/smart-takes/in-pursuit-of-a-single-identity-online-and-off/22526

(Andrew Nusca, 6 February 2012.) Researchers at the University of Southampton are conducting a three-year study focused on a "super-identity," which is a single, final ID.

Single Sign-On, Multiple Benefits (PDF)
http://www.cosn.org/Portals/7/docs/Publications/CoSNK-12ID5-15.pdf

(CoSN, 24 May 2011.). The CoSN Technical Committee wrote this white paper to address the federated identity management in the K-12 sector and the unique access management challenges, including the development of legal agreements and policies.

Time-to-Adoption: Two to Three Years

Game-Based Learning

Game-based learning has gained considerable traction since 2003, when James Gee began to describe the impact of game play on cognitive development. Since then, research — and interest in — the potential of gaming on learning has exploded, as has the diversity of games themselves, with the emergence of serious games as a genre, the proliferation of gaming platforms, and the evolution of games on mobile devices. Developers and researchers are working in every area of game-based learning, including games that are goal-oriented; social game environments; non-digital games that are easy to construct and play; games developed expressly for education; and commercial games that lend themselves to refining team and group skills. Role-playing, collaborative problem solving, and other forms of simulated experiences are recognized for having broad applicability across a wide range of disciplines.

Relevance for Teaching, Learning, or Creative Inquiry

- Educational games offer opportunities for both discovery-based and goal-oriented learning, and can be very effective ways to develop teambuilding skills.
- Simulations and role-playing games allow students to re-enact difficult situations to try new responses or pose creative solutions.
- Educational games can be used to teach cross-curricular concepts that touch on many subjects in an engaging way.

Game-Based Learning in Practice

- EVOKE is a social networking game that simulates real global issues to empower people to find new and innovative solutions: http://www.urgentevoke.com/.
- Globaloria is a social learning network for teaching children ages 10 and up how to create educational webgames and interactive simulations: http://www.globaloria.org.
- The Learning Games Network Design Corps project is enabling students to become game designers by equipping them with training and game design toolkits: http://www.learninggamesnetwork.org/index.php?/projects/current_projects/kentucky_design_corps/general.

For Further Reading

Extended Interview: Dr. James Gee (Video)
http://video.pbs.org/video/1767377460

(PBS, 13 February 2011.) In this interview with educational gaming expert James Gee, he discusses how gaming environments stimulate advanced problem-solving and innovation.

Kids and Video Games: Why Children Should Play More
http://venturebeat.com/2012/03/13/kids-and-video-games-why-children-should-play-more/

(Scott Steinberg, *Venture Beat*, 13 March 2012.) This article highlights aspects of gaming, such as interactivity and creativity. Many gaming scenarios require strategic thinking, interpretative analysis, plan formulation, and ability to respond to change.

When Gaming Is Good for You
http://online.wsj.com/article/SB10001424052970203458604577263273943183932.html?mod=ITP_personaljournal_0

(Robert Lee Hotz, *Wall Street Journal*, 5 March 2012.) This article examines what research has revealed so far on gameplay and its positive and negative effects on the brain and cognitive functions. Notably, concentration coupled with the brain's reward-related neurotransmitters like dopamine strengthens neural circuits, much like exercise for muscles.

Time-to-Adoption: Two to Three Years

Learning Analytics

Learning analytics refers to the interpretation of a wide range of data produced by and gathered on behalf of students to assess academic progress, predict future performance, and spot potential issues. Data are collected from explicit student actions, such as completing assignments and taking exams, and from tacit actions, including online social interactions, extracurricular activities, posts on discussion forums, and other activities that are not typically viewed as part of a student's work. The goal of learning analytics is to enable teachers and schools to tailor educational opportunities to each student's level of need and ability. Learning analytics promises to harness the power of advances in data mining, interpretation, and modeling to improve understanding of teaching and learning, and to tailor education to individual students more effectively. Still in its very early stages, and not yet at the stage where it is practical to talk about implementation in schools, learning analytics is an emerging scientific practice that hopes to redefine what we know about learning by mining the vast amount of data produced by students in academic activities.

Relevance for Teaching, Learning, or Creative Inquiry

- The promise of learning analytics is that when correctly applied and interpreted, it will enable teachers to more precisely identify students' learning needs and tailor instruction appropriately.
- If used effectively, learning analytics can help surface early signals that indicate a student is struggling, allowing teachers and schools to address issues quickly.

Learning Analytics in Practice

- The mobile app GoSoapBox allows students to anonymously ask questions, participate in discussions, or tell the teacher if they're confused via smartphone, tablet device, or laptop: http://gosoapbox.com/.
- Rancocas Valley Regional High School in New Jersey is collecting real-time feedback of standards-based declarative and procedural knowledge: http://www.rvhpgrant.org.
- Socrative is a student response system that enables teachers to assess student learning through the use of any mobile device and adjust their teaching approach in real-time: http://www.socrative.com/.

For Further Reading

How Data and Analytics Can Improve Education

http://www.webcitation.org/getfile.php?fileid=ce68cbe084978b008999a15a746ff385fae1a3ea

(Audrey Watters, O'Reilly Radar, 25 July 2011.) This interview with education theorist George Siemens addresses the importance and consequences of privacy issues within learning analytics.

Learning Analytics: The Coming Third Wave

http://net.educause.edu/ir/library/pdf/ELIB1101.pdf

(Malcolm Brown, EDUCAUSE Learning Initiative, April 2011.) This article discusses the current position of learning analytics in education, and how third party applications are beginning to make the tools more cost-effective. It also addresses the ethics involved in deploying learning analytics platforms.

What are Learning Analytics?

http://www.elearnspace.org/blog/2010/08/25/what-are-learning-analytics/

(George Siemens, eLearnspace, 25 August 2010.) This article presents an overview of learning analytics and discusses how it might be applied in learning institutions.

Time-to-Adoption: Two to Three Years

Personal Learning Environments

Personal learning environments (PLEs) are described as ways to support self-directed and group-based learning, designed around each user's goals, with great capacity for flexibility and customization. PLEs are conceived as drawing on a variety of discrete tools, often chosen by the learner, which can be connected or used in concert in a transparent way. Using a growing set of free and simple tools and applications, such as a collection of apps on a tablet, it is already quite easy to support one's social, professional, learning and other activities. While the concept of PLEs is still fairly fluid, it does seem to be clear that a PLE is not simply a technology but an approach or process that is individualized by design, and thus different from person to person. Widespread adoption of PLEs may require shifts in policy, as well as attitudes, toward technology for teaching, and learning.

Relevance for Teaching, Learning, or Creative Inquiry

- PLEs may cater to students with differing learning styles; for instance, visual learners might be able to obtain material from a different source than auditory learners do.
- Students using PLEs may benefit from the practice of keeping track of, and curating, their own resource collections.
- The notion of a PLE is a useful way for students to think about the collections of apps they might assemble on a smartphone or tablet to help them support their learning and learning-related work.

Personal Learning Environments in Practice

- Innovative Technologies for an Engaging Classroom is a pan-European project dedicated to designing the future classroom by bringing together policy-makers, researchers, technology suppliers, and teachers to develop scalable learning environments for students: http://itec.eun.org.
- MindTap works as a personal learning experience, building on concepts used in PLEs. This system offers adaptable learning paths and activities that instructors can choose from based on student needs: http://www.cengagesites.com/academic/?site=5232.

For Further Reading

A Place to Call our Own: Personal, Online Learning Spaces through ePortfolios
http://elearnmag.acm.org/archive.cfm?aid=2141511

(Allison Miller, *eLearn* Magazine, February 2012.) The author explores one possible outcome of personal learning environments — ePortfolios — which are resources that allow teachers to monitor individual student progress and enable students to easily share their body of work.

Preparing Students to Learn Without Us
http://www.ascd.org/publications/educational-leadership/feb12/vol69/num05/Preparing-Students-to-Learn-Without-Us.aspx

(Will Richardson, ASCD *Educational Leadership, Volume 69*, February 2012.) This article discusses how teachers can help K-12 students learn about the subjects that genuinely interest them through personal learning environments.

This Time It's Personal
http://thejournal.com/articles/2012/01/04/personalized-learning.aspx

(Jennifer Demski, *The Journal*, 4 January 2012.) This article emphasizes the crucial role of a solid technology infrastructure in fostering a more student-centered classroom.

Time-to-Adoption: Four to Five Years

Augmented Reality

Augmented reality (AR), a capability that has been around for decades, is shifting from what was once seen as a gimmick to a tool with tremendous potential. The layering of information over 3D space produces a new experience of the world, sometimes referred to as "blended reality," and is fueling the broader migration of computing from the desktop to the mobile device, bringing with it new expectations regarding access to information and new opportunities for learning. While the most prevalent uses of augmented reality so far have been in the consumer sector (for marketing, social engagement, amusement, or location-based information), new uses seem to emerge almost daily, as tools for creating new applications become even easier to use. A key characteristic of augmented reality is its ability to respond to user input. This interactivity confers significant potential for learning and assessment; with it, students can construct new understanding based on interactions with virtual objects that bring underlying data to life. Dynamic processes, extensive datasets, and objects too large or too small to be manipulated can be brought into a student's personal space at a scale and in a form easy to understand and work with.

Relevance for Teaching, Learning, or Creative Inquiry

- Augmented reality has strong potential to provide both powerful contextual, *in situ* learning experiences and serendipitous exploration and discovery of the connected nature of information in the real world.
- Students visiting historic sites can access AR applications that overlay maps and information about how the location looked at different points of history.
- Games that are based in the real world and augmented with networked data can give educators powerful new ways to show relationships and connections.

Augmented Reality in Practice

- LearnAR is a new augmented reality resource that makes use of a digital, video, or web camera to display virtual content layered over real world content: http://learnar.org/index.html.
- This wiki was launched to explore the applications of augmented reality for special education, specifically for deaf and blind students: http://wildcataz.wikispaces.com/Augmented+Reality+for+Special+Education

For Further Reading

21st Century Lessons with Mobile Augmented Reality (Video)
http://www.youtube.com/watch?v=F0D7G8R6PjM

(K12 Mobile Learning, 26 May 2011.) This brief video demonstrates how teachers' lessons and classroom resources can be more engaging when augmented reality is integrated.

Google Sees a Bright Future in Smart Shades
http://www.technewsworld.com/story/74486.html

(Richard Adhikari, *Tech News World*, 22 February 2012.) Google is developing eyeglasses that reveal information to the user through an embedded screen. This article covers the key details of this new product while exploring competing models.

TEDxYouth: Marko Todorovic on AR
http://tedxtalks.ted.com/video/TEDxYouthISB-Marko-Todorovic-Au

(Marko Todorovic, TED, 8 December 2011.) Marko Todorovic of Live View Studio discusses the benefits and applications of augmented reality among youth.

Time-to-Adoption: Four to Five Years

Natural User Interfaces

It is already common to interact with a new class of devices entirely by using natural movements and gestures. The Microsoft Surface, iPad, iPhone and iPod Touch, the Nintendo Wii, and other natural user interfaces accept input in the form of taps, swipes, and other ways of touching, hand and arm motions, or body movement. These are the first in a growing array of alternative input devices that allow computers to recognize and interpret natural physical gestures as a means of control. Natural user interfaces allow users to engage in virtual activities with movements similar to what they would use in the real world, manipulating content intuitively. The idea of being able to have a completely natural interaction with your device is not new, but neither has its full potential been realized. In previous years, the *NMC Horizon Report* has documented two major development paths for natural user interfaces: marker-based and markerless. While both pathways continue to see development, what makes natural user interfaces interesting now is the increasingly high fidelity of systems that understand gestures and their nuances, as well as the convergence of gesture-sensing technology with voice recognition, which allows for both gesture and voice to communicate the user's intentions to devices.

Relevance for Teaching, Learning, or Creative Inquiry

- Natural user interfaces allow users to easily perform precise manipulations that can be difficult to manage with a mouse or controller.
- Natural user interfaces facilitate the convergence of a user's thoughts with their movements and voice, which appeals to kinetic learners who learn by acting.
- Natural user interfaces help blind, dyslexic, or otherwise disabled students, reducing their dependence on keyboards.

Natural User Interfaces in Practice

- The EyeMusic project uses eye-tracking sensors to compose multimedia productions based on the user's eye movements: http://www.cs.uoregon.edu/Research/cm-hci/EyeMusic/.
- Microsoft is developing a wearable multi-touch projector that will enable teachers and students to interact with a projected interface: http://www.fractuslearning.com/2012/03/12/roboteacher-wearable-multitouch-projector/.

For Further Reading

Gesture Recognition Moves Beyond Gaming

http://www.softwarequalityconnection.com/2011/05/gesture-recognition-moves-beyond-gaming/

(Steve Sechrist, Software Quality Connection, 23 May 2011.) In the context of the major developments in gesture recognition, the author discusses the potential for Kinect-style natural user interfaces.

LG adds Google TVs, Smart TVs get Voice and Gesture Control

http://news.consumerreports.org/electronics/2012/01/ces-2012-lg-adds-google-tvs-updates-smart-tv-with-face-recognition.html

(James K. Willcox, *Consumer Reports*, 9 January 2012.) LG Electronics is releasing televisions that have voice and gesture control, and built-in Wi-Fi to beam content like music, photos, and videos from a notebook to the television set.

Using Kinect to Engage Students

http://senai-educationaltechnologies.blogspot.com/2011/12/using-kinect-to-engage-students.html

(SENSAI – Education Technologies, 27 December 2011.) This post contains a series of videos and offers an introduction to integrating Kinect into classroom activities.

Time-to-Adoption: Four to Five Years

Semantic Applications

Semantic-aware applications infer the meaning, or semantics, of information on the Internet to make connections and provide answers that would otherwise entail a great deal of time and effort. New applications use the context of information as well as the content to make determinations about relationships between bits of data; examples such as TripIt, SemaPlorer, and Xobni organize information about travel plans, places, or email contacts and display it in convenient formats based on semantic connections. Semantic searching is being applied to scientific inquiries, allowing researchers to find relevant information without having to deal with apparently similar, but irrelevant, information. Semantic applications have the potential to be immensely powerful educational resources that enable students to more effectively sift, query, and gather relevant information. To maximize their potential, semantic applications can be used in conjunction with federated content repositories or open institutions.

EDITOR'S NOTE: A detailed review of the literature has found almost no current activity in this area that has direct implications for K-12, as well as a dearth of practical examples for primary and secondary schools.

Relevance for Teaching, Learning, or Creative Inquiry

- Semantic portals that intelligently aggregate information from a variety of sources would facilitate student research in many practical and useful ways.
- Fully-developed semantic search tools will be able to return results from a topical search with video, images, text, and other content aggregated and presented in ways that reveal their subtle relationships and similarities.
- As the amount of available information continues to grow at a geometric pace, semantic tools that can deliver context-sensitive information will become more key for scholarship, research and sense-making.

Semantic Applications in Practice

- Siri is a virtual personal assistant for mobiles that features voice recognition and allows users to request time- and location-sensitive resource recommendations: http://siri.com.
- TrueKnowledge is a UK-founded smart Internet search engine that combines natural language analysis with internal and external databases to answer specific questions instantly, rather than redirecting to a list of web pages: http://www.trueknowledge.com.
- Wolfram Alpha is a knowledge engine that enables students to conduct quick searches to get homework help, perform unit conversions, and more: http://www.wolframalpha.com/.

For Further Reading

Learning in the Semantic Web

http://elearnmag.acm.org/archive.cfm?aid=2167476

(Reuben Tozman, *eLearn Magazine*, March 2012.) This article discusses how the semantic web facilitates more personalized learning experiences as many online resources can now do the content search and organization work for us while keeping track of user preferences.

Yves Raimond on the BBC's Interlinked, Semantic Web of the Future

http://www.guardian.co.uk/media/pda/2011/apr/06/bbc-yves-raimond

(The Guardian, 6 April 2011.) This article chronicles new improvements in line for the BBC technical infrastructure, including better navigation between program pages, the coverage and consistency of news feeds, and deploying external developers to build applications to delve into existing program data.

Time-to-Adoption: Four to Five Years

Tools for Assessing 21st Century Learning Skills

The challenge of assessing 21st Century Learning Skills is that tools to assess the more subtle but increasingly important indicators of learning and development that are showcased through classroom activities, group work, and all sorts of informal exercises are few, and those that do exist are highly subjective. Rubrics are helpful but require extensive involvement from the teacher to accurately and quickly interpret patterns in student behavior. What distinguishes this topic from the broader topic of learning analytics is the focus on a very specific type of behaviors that is not necessarily based on a student demonstrating knowledge and subject competency, but instead skill development. While an interesting notion, this idea may be ahead of its time in regards to adoption on school campuses.

EDITOR'S NOTE: A detailed review of the literature found almost no research in this area, and a paucity of examples or demonstration projects related to practical assessment of 21st Century Skills.

Relevance for Teaching, Learning, or Creative Inquiry

- Tools that assess 21st Century Learning Skills could synthesize information about a student's performance and behaviours and provide analysis of his or her skill level.
- 21st Century Skills Assessment tools could shift the emphasis from tests to more realistic indicators of skill acquisition often evidenced in more informal learning activities and settings.
- Assessments of 21st Century Skills could provide universities, colleges, and workplaces with a more accurate and relevant depiction of a student's abilities and character.

Tools for Assessing 21st Century Learning Skills in Practice

- ATC21S is a research project in Melbourne, Australia that is exploring ways of assessing 21st Century Skills and adopting them in the classroom: http://atc21s.org/.
- Learning.com's 21st Century Skills Assessment provides tools and services for evaluating student skill acquisition: http://www.learning.com/21st-century-skills-assessment/.

For Further Reading

Assessment of 21st Century Skills (PDF)
http://www.p21.org/storage/documents/Assessment092806.pdf

(Partnership for 21st Century Skills, 28 September 2006.) The Partnership for 21st Century Skills is dedicated to helping learners gain key skills that relate to real world needs. This PDF provides an overview of those skills and how they can be assessed.

Educational Assessment Technology Standards
http://www.ed.gov/oii-news/educational-assessment-technology-standards

(US Department of Education, 17 October 2011.) This article and accompanying draft document outline the need for standard technology infrastructures for learning assessments.

Putting our Ideas of Assessment to the Test
http://www.eschoolnews.com/2010/09/27/putting-our-ideas-of-assessment-to-the-test/?ast=18&astc=118

(*eSchool News*, October 2010.) This article focuses on the current United States economic recession as a catalyst for encouraging assessment of more relevant skills in schools.

The abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles as educators. Institutions must consider the unique value that each adds to a world in which information is everywhere. In such a world, sense-making and the ability to assess the credibility of information are paramount. Mentoring and preparing students for the world in which they will live is again at the forefront. K-12 institutions have always been seen as critical paths to educational credentialing, but challenges from competing sources are redefining what these paths can look like.

As the cost of technology drops and school districts revise and open up their access policies, it is becoming increasingly common for students to bring their own mobile devices. Many schools are launching BYOD programs so that students can use the devices they already have as learning tools within a traditional classroom setting in addition to informal and out-of-school environments. This is happening partly because of how BYOD impacts budgets; schools can spend less money on technology if students use their own, which frees up the school-supplied technology for students who cannot afford to buy devices. In turn, schools do not need to purchase and maintain a large amount of hardware. The surge of BYOD in K-12 can also be attributed to an attitude shift as schools are beginning to embrace the use of mobiles both in and outside of the classroom as an engaging way to learn.

Education paradigms are shifting to include online learning, hybrid learning and collaborative models. Budget cuts have forced institutions to re-evaluate their education platforms and find alternatives to the exclusive face-to-face learning models. As such, what once was seen as a challenge has now become an increasingly interesting trend. Students already spend much of their free time on the Internet, learning and exchanging new information through various resources, including social networks. Institutions that embrace face-to-face/online hybrid learning models have the potential to leverage the online skills learners have already developed independent of academia. We are beginning to see developments in online learning that offer similar — if not better — environments than physical campuses, including opportunities for increased collaboration while equipping students with stronger digital skills. Hybrid models, when designed and implemented successfully, enable students to learn at their own pace and style, whenever they want from wherever they are.

One-to-one computing is spreading to a large number of countries and regions. Providing students constant access to computers and the Internet is an education game-changer. Current studies have been tracking and analyzing the ways in which one-to-one computing is impacting student achievement in class, and the early results are promising. A key driver behind the adoption of this model is how well it complements both project- and challenge-based learning, which already have proven correlations to increasing student engagement.

People expect to be able to work, learn, and study whenever and wherever they want to. Life in an increasingly busy world where learners must balance demands from home, work, school, and family poses a host of logistical challenges with which today's ever more mobile students must cope. A faster approach is often perceived as a better approach, and as such people want easy and timely access not only to the information on the network, but to their social networks that can help them to interpret it and maximize its value. The implications for informal learning are profound, as are the notions of "just-in-time" learning and "found" learning, both ways of maximizing the impact of learning by ensuring it is timely and efficient.

Technology continues to profoundly affect the way we work, collaborate, communicate, and succeed. Increasingly, technology skills are critical to success in almost every arena, and those who are more facile with technology will advance while those without access or skills will not. The digital divide, once seen as a factor of wealth, is now seen as a factor of education: those who have the opportunity to learn technology skills are in a better position to obtain and make use of technology than those who do not. Evolving occupations, multiple careers, and an increasingly mobile workforce contribute to this trend.

There is a new emphasis in the classroom on more challenge-based and active learning. Challenge-based learning and similar methods foster more active learning experiences, both inside and outside the classroom. As technologies such as tablets and smartphones now have proven applications in higher education institutions, educators are leveraging these tools, which students already use, to connect the curriculum with real life issues. The active learning approaches are decidedly more student-centered, allowing them to take control of how they engage with a subject and to brainstorm and implement solutions to pressing local and global problems. The hope is that if learners can connect the course material with their own lives and their surrounding communities, then they will become more excited to learn and immerse themselves in the subject matter. Studies of challenge-based learning in practice, including two authored by the NMC, depict an increase in the uptake of 21st Century Skills among learners, including leadership and creativity.

Significant Challenges

The demand for personalized learning is not adequately supported by current technology or practices. The increasing demand for education that is customized to each student's unique needs is driving the development of new technologies that provide more learner choice and control and allow for differentiated instruction, but there remains a gap between the vision and the tools needed to achieve it. It has become clear that one-size-fits-all teaching methods are neither effective nor acceptable for today's diverse students. Technology can and should support individual choices about access to materials and expertise, amount and type of educational content, and methods of teaching.

Digital media literacy continues its rise in importance as a key skill in every discipline and profession. This challenge, driven by a related trend, appears here because despite the widespread agreement on the importance of digital media literacy, training in the supporting skills and techniques is rare in teacher education. As classroom professionals begin to realize that they are limiting their students by not helping them to develop and use digital media literacy skills across the curriculum, the lack of formal training is being offset through professional development or informal learning, but we are far from seeing digital media literacy as a norm. This challenge is exacerbated by the fact that digital literacy is less about tools and more about thinking, and thus skills and standards based on tools and platforms have proven to be somewhat ephemeral.

Economic pressures and new models of education are bringing unprecedented competition to traditional primary and secondary schools. Across the board, institutions are looking for ways to control costs while still providing a high quality of service. Institutions are challenged by the need to support a steady — or growing — number of students with fewer resources and staff than before. As these pressures continue, other models may emerge that diverge from traditional ones. Simply capitalizing on new technology, however, is not enough; the new models must use these tools and services to engage students on a deeper level.

Institutional barriers present formidable challenges to moving forward in a constructive way with emerging technologies. A key challenge is the fundamental structure of the K-12 education establishment — aka "the system." As long as maintaining the basic elements of the existing system remains the focus of efforts to support education, there will be resistance to any profound change in practice. Learners have increasing opportunities to take their education into their own hands, and options like informal education, online education, and home-based learning are attracting students away from traditional educational settings. If the system is to remain relevant it must adapt, but major change comes hard in education. Too often it is education's own processes and practices that limit broader uptake of new technologies. Much resistance to change is simply comfort with the status quo, but in other cases, such as in promotion and tenure reviews, experimentation or innovative applications of technologies is often seen as outside the role of researcher or scientist.

K-12 must tackle the increased blending of formal and informal learning. Traditional lectures and subsequent testing are still dominant learning vehicles in schools. In order for students to get a well-rounded education with real world experience, they must also engage in more informal in-class activities as well as learning outside the classroom. Schools should encourage students to experiment and take risks without the fear of formal consequences. A new model, called the "flipped classroom," has students watching teacher-created instructional videos at home, and using class time to collaborate with classmates and problem-solve. Some of the main challenges in this tactic are designing an effective blended learning model and getting buy-in from school administration.

Learning that incorporates real life experiences is not occurring enough and is undervalued when it does take place. This challenge is an important one in K-12 schools, because it results in a lack of engagement in learning on the part of students who are seeking some connection between their own lives and their experience in school. Use of technology tools that are already familiar to students, project-based learning practices that incorporate real-life experiences, and mentoring from community members are a few practices that support increased engagement. Practices like these may help retain students in school and prepare them for further education, careers, and citizenship in a way that traditional practices are failing to do.

Many activities related to learning and education take place outside the walls of the classroom and thus are not part of traditional learning metrics. Students can take advantage of learning material online, through games and programs they may have on systems at home, and through their extensive — and constantly available — social networks. The experiences that happen in and around these venues are difficult to tie back to the classroom, as they tend to happen serendipitously and in response to an immediate need for knowledge, rather than being related to topics currently being studied in school.

Putting 21st century technology into 19th century schools is a major undertaking. The 19th century school systems are still ubiquitous, from the outdated, industrial nature of old buildings to the old learning models and processes upheld therein. Schools must adopt 21st century technology to overcome the challenge of the current linear archetypes. These new tools are the antidote; organic and non-linear, 21st century technology facilitates the freedom for students to quickly discover information whenever they need it. In turn, they develop more sophisticated skill sets that open the doors to two- and four-year universities and better jobs.

We are not using digital media for formative assessment the way we could and should. Assessment is an important driver for educational practice and change, and over the last years we have seen a welcome rise in the use of formative assessment in educational practice. However, there is still an assessment gap in how changes in curricula and new skill demands are implemented in education; schools do not always make necessary adjustments in assessment practices as a consequence of these changes. Another assessment gap is related to the lack of innovative uses of digital media in formative assessment. Many tools are still tied to outdated LMS and do not have the ability to assess critical data sets, such as 21st Century Skills acquisition.

2010 TECHNOLOGY LEVY
2011-12 District Fiscal Year Summary

		ESTIMATED BUDGET	ENCUMBERED TO DATE (TOTAL AMT)	EXPENDITURES TO DATE	ENCUMBERED PO BALANCE	LEVY BUDGET BALANCE
LEARNING:						
Engage and Empower		**123,987**				**107,239**
Hardware		98,887	3,775	3,775	0	95,112
Software		20,100	7,973	6,802	1,171	12,127
Professional Development		5,000	5,000	0	5,000	0
Sub-total LEARNING			16,748	10,576	6,171	
TEACHING:						
Prepare and Connect		**132,861**				**59,881**
Hardware		5,000	4,030	4,030	0	970
Software		0	0	0	0	0
Professional Development		127,861	68,950	17,923	51,027	58,911
Sub-total TEACHING			72,980	21,953	51,027	
ASSESSMENT:						
Measure What Matters		**74,112**				**2,527**
Hardware		4,700	4,912	1,721	3,191	(212)
Software		43,500	43,520	43,520	0	(20)
Professional Development		25,912	23,153	0	23,153	2,759
Sub-total ASSESSMENT			71,585	45,241	26,344	
INFRASTRUCTURE:						
Access and Enable		**303,600**				**270,133**
Hardware		107,500	4,602	4,602	0	102,898
Software		183,100	15,865	15,726	139	167,235
Professional Development		13,000	13,000	6,000	7,000	0
Sub-total INFRASTRUCTURE			33,467	26,329	7,138	
COMMUNICATIONS + PRODUCTIVITY		**215,590**				**44,773**
Hardware		81,700	60,788	31,646	29,141	20,912
Software		93,650	72,153	71,484	670	21,497
Professional Development		40,240	37,876	24,592	13,285	2,364
Sub-total COMM. + PROD.			170,817	127,722	43,096	
Technical Support		241,384	241,243	122,066	119,176	141
Sub-total Technical Support			241,243	122,066	119,176	
= Total	$	**$1,091,534**	**$606,840**	**$353,887**	**$252,953**	**$484,694**

SUPERINTENDENT
Faith A. Chapel

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

MEMORANDUM

To: Faith Chapel, Superintendent Date: May 21, 2012

From: Peggy Paige, Director of Business Services

RE: Monthly Financial Reports – April

Attached are the financial reports for the month ending April 30, 2012

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 April 30 were $26 million, which is 1.8% less than for the same period last year but in line with the expected average. If the current trend for tax collections continues we can be expected to be above budget estimates by fiscal year end. Local Revenues are close to the average with tuition and rental revenues above budget estimates. State revenues for Basic Ed and Special Ed are consistent with state funding expectations and the decline in enrollment. Transportation revenues are above budget estimates. While the receipt of Ed Jobs funds last year is reflected in the difference between the year-to-date totals, Federal Revenues continue to be above the three year average due to the timely filing of grant reimbursement claims.

Expenditure

Expenditures for the year to April 30 total $24 million, which is 1.9% lower than for the same period last year. Total year-to-date expenditures are well below the average.

Total expense for Regular (Basic) Education continues to run below the expected 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 due to the charging of the student portion of our data processing services directly to this area this year. Extracurricular expense is above the average and is currently expected to exceed budget estimates.

Total special education costs are down 1.2% compared to last year and remain below the 3-year average. Costs are being well contained in this category.

Compensatory education is as expected per the annual budget and the delay in payment of the teacher certification bonus. The bonus is expected to be paid in August after we receive funding. Also, this year only the portion of a remediation program directly funded by grant revenues will be expensed to this category with the balance of the program costs being charged to Basic Education.

Other Instruction reflects expenditures for grant funded staff development activities (Math/Science). Many of these activities may occur late in the fiscal year (June or August).

Total Support Services is below last year at this time and the average. Transportation/Motor Pool expenditures are down from prior year and below the expected average. Salaries are in line with budget estimates while fuel expenditures still indicate possible savings at this time. Operation, Buildings is above the average but this is primarily related to extra-time that is reimbursed with rental fees. Utilities are well below the average and current trends would indicate being below budget this year. Food costs were up compared to last year but Food Service is expected to stay within budget estimates. Maintenance/Grounds is in line with the average. Information Services and Central Office are lower than last April and the average. Information Services reflects only the fiscal portion of our data processing fees since the balance of the expense is being charged directly to counseling. Central Office currently indicates reduced expense for legal fees, election costs and postage.

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Cash Flow

Net cash inflow during April was $1,895,152. As of April 30, 2012, the closing cash balance in the general fund was $4,855,600. Projected cash balance is $2.2 million at fiscal year end.

GENERAL FUND
Summary of Revenues & Expenses
April 30, 2012

	Apr-12 Actual YTD $	% Incr/Decr prior year	Apr-11 Actual YTD $	Annual Budget Budget	% YTD	Avg %
Revenues - By Revenue Source						
Local Taxes	7,378,129	8.1%	6,827,949	8,805,711	83.8%	82.6%
Local Nontax	2,469,120	-5.9%	2,624,991	3,165,400	78.0%	77.4%
State, General Purpose						
Basic Education	12,889,754	5.0%	12,527,346	18,875,000	68.3%	70.1%
Special Education	259,958	-4.5%	272,180	400,000	65.0%	68.4%
State, Special Purpose						
Special Education	1,588,950	-12.4%	1,813,382	2,830,000	56.1%	65.4%
Transportation	571,296	2.6%	556,646	815,000	70.1%	68.9%
Other	192,128	-24.7%	254,983	521,855	36.8%	69.4%
Federal, Special Purpose	679,942	-58.1%	1,621,573	1,133,513	60.0%	45.8%
TOTAL	26,029,276	-1.8%	26,499,050	36,546,479	**71.2%**	**71.4%**

	Actual YTD $	% Incr/Decr prior year	Actual YTD $	Budget	% YTD	Avg %
Expenses - By program code						
Regular Instruction*						
Teaching	10,471,659	-0.8%	10,552,462	16,179,751	64.7%	66.9%
Principal	1,386,012	-3.2%	1,432,483	2,220,989	62.4%	66.0%
Guidance/Counseling	649,052	-1.1%	656,599	1,008,214	64.4%	61.2%
Learning Resources	452,131	2.5%	441,279	754,387	59.9%	64.7%
Extracurricular	595,792	4.3%	571,417	734,214	81.1%	73.3%
Other	579,387	2.6%	564,482	1,190,473	48.7%	68.4%
Total Regular (Basic) Ed.	14,134,032	**-0.6%**	14,218,722	22,088,028	**64.0%**	**66.7%**
Special Education						
Teaching	2,534,839	-1.1%	2,562,227	3,889,103	65.2%	66.1%
Other	967,280	-1.7%	983,735	1,523,862	63.5%	67.0%
Total Special Ed.	3,502,119	**-1.2%**	3,545,962	5,412,965	**64.7%**	**66.4%**
Vocational Education	595,030	1.6%	585,941	887,082	67.1%	68.1%
Compensatory Education	202,793	-37.0%	321,922	490,644	41.3%	66.8%
Other Instruction	23,558	0.6%	23,422	96,544	24.4%	56.8%
Support Services						
Transportation/Motor Pool	981,968	-1.2%	993,963	1,506,505	65.2%	67.3%
Operation Buildings	923,204	-0.8%	930,990	1,372,524	67.3%	66.0%
Utilities	889,914	-8.3%	970,796	1,500,000	59.3%	73.1%
Food Services	646,520	3.6%	624,081	999,015	64.7%	68.0%
Maint/Grounds	578,503	0.9%	573,400	819,086	70.6%	70.8%
Information Services	431,137	-12.2%	491,199	655,994	65.7%	76.0%
Central Office	784,282	-12.4%	894,979	1,375,034	57.0%	68.1%
Other	312,106	4.9%	297,396	352,478	88.5%	88.8%
Total Support Services	5,547,633	**-4.0%**	5,776,803	8,580,636	**64.7%**	**70.1%**
TOTAL	24,005,165	-1.9%	24,472,773	37,555,899	**63.9%**	**67.3%**
Excess (Deficiency) of Revenues over Expenditures	2,024,111		2,026,277	(1,009,420)		

GENERAL FUND CASH FLOW FORECAST 2011-12
April 2012

	Actual March	Actual April	Projected May	Projected June	Projected July	Projected August	**Budget 2011-12**
OPENING CASH BALANCE							
Imprest	6,800.00	6,800.00					
Cash on hand	128,260.92	197,583.02					
Cash on deposit	1,359,824.61	1,347,695.92					
Warrants outstanding	(1,162,591.79)	(1,123,474.40)					
Investments	2,729,866.19	2,531,843.34					
Total opening cash balance	*3,062,159.93*	*2,960,447.88*	*4,855,599.94*	*4,519,453.27*	*3,096,203.39*	*2,486,701.47*	
Cash Inflows							
Local taxes	327,167.55	2,681,784.98	1,282,716.48	67,190.76	34,610.77	46,258.18	8,805,711.00
Local Support nontax	340,185.45	185,759.92	189,506.45	171,336.01	153,029.67	145,004.11	3,165,400.00
State, general purpose	1,727,639.43	1,716,133.45	1,058,157.66	1,100,940.88	1,955,282.85	1,947,286.86	19,275,000.00
State, special purpose	302,531.64	296,448.96	216,669.03	271,137.45	392,899.87	388,337.62	3,916,855.00
Federal, general purpose	1,768.06	-	-	-	-	-	
Federal, special purpose	104,125.50	101,473.14	80,505.84	90,692.38	89,272.14	112,577.71	1,133,513.00
Other Financing Sources	23,032.16					50,000.00	250,000.00
Incr/(Decr) from accruals		27,868.75	13,000.00				
Total cash inflows	*2,826,449.79*	*5,009,469.20*	*2,840,555.46*	*1,701,297.48*	*2,625,095.31*	*2,689,464.49*	*36,546,479.00*
Cash Outflows							
Regular Instruction	(1,744,816.41)	(1,827,081.59)	(1,814,421.92)	(1,926,482.43)	(1,866,484.99)	(1,704,097.14)	22,088,028.00
Special Education Instruction	(459,473.05)	(452,025.51)	(465,224.89)	(457,656.84)	(453,460.81)	(444,992.83)	5,412,965.00
Vocational Education Instruction	(76,000.08)	(78,806.97)	(69,154.61)	(69,115.74)	(89,260.85)	(60,641.92)	887,082.00
Compensatory Education Instruction	(30,933.34)	(30,720.47)	(33,418.99)	(37,784.85)	(41,873.58)	(176,251.68)	490,644.00
Other Instructional Programs	(831.71)	(4,609.89)	(7,078.15)	(7,276.63)	(17,755.18)	(4,571.28)	96,544.00
Support services	(616,131.67)	(721,048.29)	(787,403.57)	(626,230.86)	(765,761.81)	(599,979.02)	8,580,636.00
Incr/(Decr) from accruals	24.42	(24.42)					
Total cash outflows	*(2,928,161.84)*	*(3,114,317.14)*	*(3,176,702.13)*	*(3,124,547.36)*	*(3,234,597.23)*	*(2,990,533.87)*	*37,555,899.00*
Net change in cash balance	**(101,712.05)**	**1,895,152.06**	**(336,146.67)**	**(1,423,249.87)**	**(609,501.93)**	**(301,069.38)**	**(1,009,420.00)**
CLOSING CASH BALANCE	**2,960,447.88**	**4,855,599.94**	**4,519,453.27**	**3,096,203.39**	**2,486,701.47**	**2,185,632.08**	
Composition of closing cash balance							
Imprest	6,800.00	6,800.00					
Cash on hand	197,583.02	97,598.85					
Cash on deposit	1,347,695.92	3,296,068.47					
Warrants outstanding	(1,123,474.40)	(1,078,088.96)					
Investments	2,531,843.34	2,533,221.58					
Total closing cash balance	*2,960,447.88*	*4,855,599.94*	-	-	-	-	

GENERAL FUND CASH FLOW FORECAST 2011-12
April 2012

	Actual August	Actual September	Actual October	Actual November	Actual December	Actual January	Actual February
OPENING CASH BALANCE							
Imprest	6,800.00	6,800.00	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	59,772.85	80,058.95
Cash on deposit	1,276,033.85	1,644,835.88	1,449,206.94	3,833,311.36	2,378,934.53	1,858,935.07	1,265,982.31
Warrants outstanding	(996,705.23)	(988,215.08)	(1,260,065.01)	(1,101,813.81)	(1,070,907.66)	(846,356.01)	(1,048,930.08)
Investments	2,600,959.53	2,602,982.34	2,405,494.94	1,471,550.61	3,273,267.30	3,275,137.11	3,276,978.67
Total opening cash balance	*2,893,840.86*	*3,317,571.57*	*2,755,265.80*	*4,546,220.05*	*4,697,841.29*	*4,354,289.02*	*3,580,889.85*
Cash Inflows							
Local taxes	62,700.93	153,986.62	2,730,509.57	1,165,408.65	36,609.11	88,514.78	194,147.46
Local Support nontax	44,902.13	582,509.80	164,461.90	691,843.40	151,646.12	129,143.07	223,570.56
State, general purpose	1,951,909.01	1,734,190.73	1,734,201.61	1,059,786.76	1,734,196.51	1,710,070.84	1,733,492.53
State, special purpose	499,512.34	310,727.51	310,812.30	198,596.47	349,373.77	189,497.49	304,693.19
Federal, general purpose	-	-	-	-	-	-	-
Federal, special purpose	301,371.50	(32,054.46)	132,816.28	86,146.79	104,064.89	90,999.90	90,601.47
Other Financing Sources	78,114.74	-			66,660.02		
Incr/(Decr) from accruals	84,623.65	70,074.68					
Total cash inflows	*3,023,134.30*	*2,819,434.88*	*5,072,801.66*	*3,201,782.07*	*2,442,550.42*	*2,208,226.08*	*2,546,505.21*
Cash Outflows							
Regular Instruction	(1,665,126.83)	(1,779,529.19)	(1,769,126.79)	(1,769,217.52)	(1,714,777.97)	(1,762,379.93)	(1,765,040.04)
Special Education Instruction	(414,850.90)	(406,087.11)	(422,471.71)	(438,396.76)	(444,589.55)	(431,025.10)	(448,050.37)
Vocational Education Instruction	(61,381.30)	(71,558.16)	(71,452.68)	(75,023.99)	(71,514.44)	(71,152.56)	(79,520.91)
Compensatory Education Instruction	(24,278.76)	(19,895.73)	(26,240.25)	(26,404.74)	(22,942.60)	(21,385.23)	(26,333.10)
Other Instructional Programs	(2,837.96)	(1,142.45)	(2,086.10)	(4,634.87)	(2,763.81)	(4,518.83)	(2,970.26)
Support services	(487,980.27)	(555,465.57)	(954,506.32)	(736,482.95)	(529,514.32)	(691,163.60)	(743,320.45)
Incr/(Decr) from accruals	57,052.43	(548,062.44)	(35,963.56)				
Total cash outflows	*(2,599,403.59)*	*(3,381,740.65)*	*(3,281,847.41)*	*(3,050,160.83)*	*(2,786,102.69)*	*(2,981,625.25)*	*(3,065,235.13)*
Net change in cash balance	**423,730.71**	**(562,305.77)**	**1,790,954.25**	**151,621.24**	**(343,552.27)**	**(773,399.17)**	**(518,729.92)**
CLOSING CASH BALANCE	**3,317,571.57**	**2,755,265.80**	**4,546,220.05**	**4,697,841.29**	**4,354,289.02**	**3,580,889.85**	**3,062,159.93**
Composition of closing cash balance							
Imprest	6,800.00	6,800.00	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	80,058.95	128,260.92
Cash on deposit	1,644,835.88	1,449,206.94	3,833,311.36	2,378,934.53	1,858,935.07	1,265,982.31	1,359,824.61
Warrants outstanding	(988,215.08)	(1,260,065.01)	(1,101,813.81)	(1,070,907.66)	(846,356.01)	(1,048,930.08)	(1,162,591.79)
Investments	2,602,982.34	2,405,494.94	1,471,550.61	3,273,267.30	3,275,137.11	3,276,978.67	2,729,866.19
Total closing cash balance	*3,317,571.57*	*2,755,265.80*	*4,546,220.05*	*4,697,841.29*	*4,354,289.02*	*3,580,889.85*	*3,062,159.93*

SUMMARY OF FUND BALANCES

30-Apr-12

	Apr-12 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	435,137.77	600,000.00
Total opening fund balance	2,916,937.77	2,610,000.00
Revenue	26,029,275.88	36,546,479.00
Expenditure	(24,005,164.94)	(37,555,899.00)
Excess (Deficiency) of Revenues over Expenditures	2,024,110.94	(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	2,459,248.71	-
Total closing fund balance	4,941,048.71	1,600,580.00
Capital Projects Fund		
Opening fund balance	33,990,292.35	34,400,000.00
Revenue	1,068,343.50	1,325,255.00
Expenditure	(10,088,799.13)	(26,758,930.00)
Reserve of bond proceeds	21,675,467.30	5,783,085.00
Reserve of levy proceeds	1,278,092.71	183,240.00
Unreserved Fund Balance	2,016,276.71	3,000,000.00
Closing fund balance	24,969,836.72	8,966,325.00
Debt Service Fund		
Opening fund balance	1,558,982.18	1,540,000.00
Revenue	6,017,663.12	7,795,844.00
Expenditure		
Principal	(1,110,000.00)	(2,390,000.00)
Interest	(2,162,206.88)	(5,052,500.00)
Other	-	(5,000.00)
Closing fund balance	4,304,438.42	1,888,344.00
ASB Fund		
Opening fund balance	307,971.54	352,000.00
Revenue	339,532.45	669,600.00
Expenditure	(287,723.83)	(839,351.00)
Closing fund balance	359,780.16	182,249.00
Transportation Vehicle Fund		
Opening fund balance	90,502.81	90,700.00
Revenue		
Depreciation	180,692.21	83,000.00
Investment Earnings	1,182.62	2,000.00
Grant Revenue	-	-
Sale of Equipment		
Expenditure	(1,900.00)	(98,800.00)
Closing fund balance	270,477.64	76,900.00

10--General 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 April, 2012

	ANNUAL	ACTUAL	ACTUAL			
REVENUES/OTHER FIN. SOURCES	BUDGET	FOR MONTH	FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
00 LOCAL TAXES	8,805,711	2,681,784.98	7,378,128.72		1,427,582.28	83.79
00 LOCAL SUPPORT NONTAX	3,165,400	185,759.92	2,469,120.22		696,279.78	78.00
00 STATE, GENERAL PURPOSE	19,275,000	1,716,133.45	13,149,711.86		6,125,288.14	68.22
00 State, Special Purpose	3,916,855	296,448.96	2,262,681.33		1,654,173.67	57.77
00 FEDERAL, GENERAL PURPOSE	0	.00	1,768.06		1,768.06-	0.00
00 FEDERAL, SPECIAL PURPOSE	1,133,513	101,473.14	678,173.51		455,339.49	59.83
00 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
00 REV FR OTH AGNCY * ASSOC	0	.00	.00		.00	0.00
00 OTHER FINANCING SOURCES	250,000	.00	89,692.18		160,307.82	35.88
Total REVENUES/OTHER FIN. SOURCES	36,546,479	4,981,600.45	26,029,275.88		10,517,203.12	71.22
EXPENDITURES						
Regular Instruction	22,082,349	1,813,926.64	14,120,877.02	6,439,030.96	1,522,441.02	93.11
Federal Stimulus	0	13,154.95	13,154.95	0.00	13,154.95-	0.00
Special Ed Instruction	5,413,215	452,025.51	3,502,119.16	1,684,442.70	226,653.14	95.81
Voc. Ed Instruction	887,082	78,806.97	595,029.79	258,797.81	33,254.40	96.25
Skills Center Instruction	0	.00	.00	0.00	.00	0.00
+60 Compensatory Ed Instruct.	490,644	30,720.47	202,792.93	81,883.57	205,967.50	58.02
Other Instructional Pgms	96,544	4,609.89	23,557.92	7,503.07	65,483.01	32.17
Community Services	30,000	.00	.00	0.00	30,000.00	0.00
Support Services	8,556,065	721,048.29	5,547,633.17	2,591,876.82	416,555.01	95.13
Total EXPENDITURES	37,555,899	3,114,292.72	24,005,164.94	11,063,534.93	2,487,199.13	93.38
OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
OTHER FINANCING USES (GL 535)	0	.00	.00			
EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER)EXP/OTH FIN USES(A-B-C-D)	1,009,420-	1,867,307.73	2,024,110.94		3,033,530.94	300.52-
TOTAL BEGINNING FUND BALANCE	2,610,000		2,916,937.77			
G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXX		.00			
TOTAL ENDING FUND BALANCE (E+F + OR - G)	1,600,580		4,941,048.71			

ENDING FUND BALANCE ACCOUNTS:		
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	2,459,248.71
TOTAL	1,600,580	4,941,048.71

20--Capital Projects-- 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 April, 2012

REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
00 Local Taxes	1,125,255	406,647.10	908,092.99		217,162.01	80.70
00 Local Support Nontax	200,000	14,545.55	160,250.51		39,749.49	80.13
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
Total REVENUES/OTHER FIN. SOURCES	1,325,255	421,192.65	1,068,343.50		256,911.50	80.61
EXPENDITURES						
Sites	974,000	2,622.70	202,491.61	610,389.32	161,119.07	83.46
Buildings	22,296,825	2,388,012.89	9,571,083.91	15,095,377.76	2,369,636.67-	110.63
Equipment	3,238,105	13,555.83	227,093.31	28,735.54	2,982,276.15	7.90
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
Total EXPENDITURES	26,508,930	2,404,191.42	10,000,668.83	15,734,502.62	773,758.55	97.08
OTHER FIN. USES TRANS. OUT (GL 536)	250,000	.00	88,130.30			
OTHER FINANCING USES (GL 535)	0	.00	.00			
EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER)EXP/OTH FIN USES(A-B-C-D)	25,433,675-	1,982,998.77-	9,020,455.63-		16,413,219.37	64.53-
TOTAL BEGINNING FUND BALANCE	34,400,000		33,990,292.35			
G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXX		.00			
TOTAL ENDING FUND BALANCE (E+F + OR - G)	8,966,325		24,969,836.72			

ENDING FUND BALANCE ACCOUNTS:		
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	21,675,467.30
L 862 Reserve Of Levy Proceeds	183,240	1,278,092.71
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	2,016,276.71
L 890 Unrsrvd Undsgntd Fnd Bal	0	.00
TOTAL	8,966,325	24,969,836.72

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 April, 2012

REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
00 Local Taxes	6,677,044	2,180,785.69	5,510,515.84		1,166,528.16	82.53
00 Local Support Nontax	20,000	526.71	4,662.84		15,337.16	23.31
00 State, General Purpose	0	.00	.00		.00	0.00
00 Federal, General Purpose	1,000,000	.00	500,584.44		499,415.56	50.06
00 Other Financing Sources	98,800	.00	1,900.00		96,900.00	1.92
Total REVENUES/OTHER FIN. SOURCES	7,795,844	2,181,312.40	6,017,663.12		1,778,180.88	77.19
EXPENDITURES						
Matured Bond Expenditures	2,390,000	.00	1,110,000.00	0.00	1,280,000.00	46.44
Interest On Bonds	5,052,500	.00	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
Total EXPENDITURES	7,447,500	.00	3,272,206.88	0.00	4,175,293.12	43.94
OTHER FIN. USES TRANS. OUT (GL 536)	0	.00	.00			
OTHER FINANCING USES (GL 535)	0	.00	.00			
EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXPENDITURES (A-B-C-D)	348,344	2,181,312.40	2,745,456.24		2,397,112.24	688.15
TOTAL BEGINNING FUND BALANCE	1,540,000		1,558,982.18			
G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXX		.00			
TOTAL ENDING FUND BALANCE (E+F + OR - G)	1,888,344		4,304,438.42			
ENDING FUND BALANCE ACCOUNTS:						
L 810 Restricted for Other Items	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		4,304,438.42			
L 890 UNRESERVED FUND BALANCE	0		.00			
TOTAL	1,888,344		4,304,438.42			

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 April, 2012

REVENUES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
00 General Student Body	164,100	854.23	83,146.98		80,953.02	50.67
00 Athletics	94,000	511.44	61,875.18		32,124.82	65.82
00 Classes	27,800	.00	3,585.01		24,214.99	12.90
00 Clubs	307,700	14,285.34	171,078.28		136,621.72	55.60
00 Private Moneys	76,000	530.00	19,847.00		56,153.00	26.11
Total REVENUES	669,600	16,181.01	339,532.45		330,067.55	50.71
EXPENDITURES						
00 General Student Body	191,200	1,026.21	22,765.18	1,403.38	167,031.44	12.64
00 Athletics	137,600	12,873.95	90,286.54	912.13	46,401.33	66.28
00 Classes	26,300	.00	1,100.00	0.00	25,200.00	4.18
00 Clubs	351,650	22,791.82	165,537.11	34,411.10	151,701.79	56.86
00 Private Moneys	132,601	95.00	8,035.00	0.00	124,566.00	6.06
Total EXPENDITURES	839,351	36,786.98	287,723.83	36,726.61	514,900.56	38.65
EXCESS OF REVENUES OVER(UNDER)EXPENDITURES (A-B)	169,751-	20,605.97-	51,808.62		221,559.62	130.52-
TOTAL BEGINNING FUND BALANCE	352,000		307,971.54			
G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXX		.00			
TOTAL ENDING FUND BALANCE C+D + OR - E)	182,249		359,780.16			
ENDING FUND BALANCE ACCOUNTS:						
L 810 Restricted for Other 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		359,780.16			
L 890 UNRESERVED FUND BALANCE	0		.00			
TOTAL	182,249		359,780.16			

90--Transportation Vehicle 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 April, 2012

REVENUES/OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
00 Local Taxes	0	.00	.00		.00	0.00
00 Local Nontax	2,000	147.12	1,182.62		817.38	59.13
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
TOTAL REV/OTHER FIN.SRCS(LESS TRANS)	85,000	147.12	181,874.83		96,874.83-	213.97
9900 TRANSFERS IN FROM GF	0	.00	.00	0.00	.00	0.00
Total REV./OTHER FIN. SOURCES	85,000	147.12	181,874.83	0.00	96,874.83-	213.97
EXPENDITURES						
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
Total EXPENDITURES	0	.00	.00	0.00	.00	0.00
OTHER FIN. USES TRANS. OUT (GL 536)	98,800	.00	1,900.00			
OTHER FINANCING USES (GL 535)	0	.00	.00			
EXCESS OF REVENUES/OTHER FIN SOURCES OVER(UNDER)EXP/OTH FIN USES(C-D-E-F)	13,800-	147.12	179,974.83		193,774.83	< 1000-
TOTAL BEGINNING FUND BALANCE	90,700		90,502.81			
G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXX		.00			
TOTAL ENDING FUND BALANCE (G+H + OR - I)	76,900		270,477.64			
ENDING FUND BALANCE ACCOUNTS:						
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		270,477.64			
L 890 UNRESERVED FUND BALANCE	0		.00			
TOTAL	76,900		270,477.64			

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

Board of Directors Meeting
May 31, 2012

CONSENT AGENDA

1. **Student Fees Increase: Online Courses**
Request for Board approval from Associate Superintendent Julie Goldsmith for an increase in student fees for district credit retrieval or acceleration courses, or other optional enrichment courses from $50 to $75 for the subscription fee of online courses.

2. **Donation**
Donation to Woodward Middle and Sakai Intermediate School (50/50 split) in the amount of $6,000 from Windermere Real Estate, Bainbridge Island for homework support at both schools.

3. **April 2012 Payroll:** (Payroll Warrants) 1000956 through 1001002
(Payroll AP Warrants) 171737 through 171760
TOTAL: $2,689,198.29

4. **Vouchers**

➢ General Fund Voucher	$ 168,994.44
➢ General Fund Voucher	$ 4,110.87
➢ Associated Student Body Fund Voucher	$ 36,416.05
➢ Capital Projects Fund Voucher	$ 2,317,786.71

_____

_____

_____

_____

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_____
SCHOOL BOARD OF DIRECTORS

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: Fees for Online Course

Date: May 25, 2012

Districts are allowed to charge tuition or fees to full-time students who choose to enroll in district credit retrieval or acceleration courses, or other optional enrichment courses. In May 2011, the board approved a fee schedule and process that would allow the district to offer a variety of course options for students in grades 9 - 12. To ensure that all courses are being offered as cost neutral, we are requesting an increase of fees from **$50 to $75** for the **subscription fee of on-line courses**.

This year we had a site license that provided a continuous set of 50 courses. The cost of this license was $7400. We only collected $3700 in subscription fees, which left a deficit of $3700. Next year, we will decrease the site license to 40 courses and increase fees to $75 which will bring the cost in alignment with expenses.

8489 Madison Avenue NE ▪ Bainbridge Island, WA 98110 ▪ 206-842-4714 ▪ FAX 206-842-2928

Gifts and Donations

The Bainbridge Island School Board of Directors recognizes that individuals and organizations in the community may wish to contribute money, supplies, equipment, materials or real property to enhance the school program. The board appreciates such generosity and recognizes the valuable contribution donations can make. Accordingly, the board has established guidelines for the acceptance of gifts in excess of $1000.

These gifts must satisfy the following criteria:

1. the purpose of use shall be consistent with the priorities, philosophy and programs of the district;
2. minimum financial obligation for installation, maintenance and operation;
3. free from health and/or safety hazards; and
4. no direct or implied commercial endorsement.
5. otherwise consistent with Board Policy No. 6114.

It is also understood that all gifts shall become district property and shall be accepted without obligation relative to use and/or disposal.

Name of Donor (Printed) Windermere Real Estate / BI Inc.

School Woodward and Sakai 50/50 Split

Address _____

_____

_____

Phone _____ **Email** _____

Donation Amount or Value of Donated Items: $ 6000.00 check

Purpose of Donation (*specify if cash donation is to be used for a specific purpose; include details of items to be funded*)

Homework Club support at both Woodward and Sakai

If donation is considered supplies, equipment, materials or real property, please list donated items below:

_____

_____

_____

In accordance with the district policy on gifts, the above mentioned donation(s) meet the guidelines outlined in the gifts policy and have been approved by the appropriate individual for use in the district. To the best of my knowledge the descriptions and dollar amounts listed above are correct and accurate.

Signature of Donor Hank Dilworth Date: 5/24/12

Reviewed By: _____ Date: _____
(Printed Name) (Signature)

District Review: _____ Date: _____
(Printed Name) (Signature)

BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303
GENERAL FUND

MONTH OF April 2012

BOARD DATE _____

We, the undersigned, do hereby certify that the foregoing payroll is just, true and correct; that the persons whose names appear hereon actually performed services as stated for the time shown, and that the amounts are actually due and unpaid.

Sue Harder
PAYROLL OFFICER

APPROVED GROSS IN THE AMOUNT OF:	2,008,371.41
PLUS BENEFITS IN THE AMOUNT OF:	671,350.90
ADJUSTMENTS IN THE AMOUNT OF: (COBRA, Manual Warrants, Vender Adj)	9,475.98
TOTAL PAYROLL DISTRIBUTION:	2,689,198.29

WARRANT NUMBERS:	(Payroll Warrants)	1000956	through	1001002
	(Payroll AP Warrants)	171737	through	171760

DIRECTORS

_____ _____

_____ _____

_____

PROVISION IS MADE FOR THE ADJUSTMENT OF EMPLOYEE AND EMPLOYER BENEFITS AS NECESSARY.

I, the undersigned, do hereby certify under penalty of perjury that the materials have been furnished, the services rendered or the labor performed as described herein and that the claim is a just, due and unpaid obligation against the Bainbridge Island School Dist #303, and that I am authorized to authenticate and certify to said claim.

_____
Signature

ne following vouchers as audited and certified by the Auditing Officer as equired by RCW 42.24.080, and those expense reimbursement claims certified s required by RCW 42.24.090, are approved for payment. Those payments have een recorded on this listing which has been made available to the board.

s of May 31, 2012, the board, by a _____ vote pproves payments, totaling $168,994.44. The payments are further identified n this document.

otal by Payment Type for Cash Account, GF A/P Warrants:
arrant Numbers 2005271 through 2005370, totaling $168,994.44.

ecretary _____ Board Member _____

oard Member _____ Board Member _____

oard Member _____ Board Member _____

heck Nbr	Vendor Name	Check Date	Check Amount
2005271	3WIRE RESTAURANT APPLIANCE	05/31/2012	69.67
2005272	AC SUPPLY CO	05/31/2012	426.12
2005273	ACE HARDWARE	05/31/2012	290.99
2005274	ADVANCED RENTAL & SALES	05/31/2012	1,129.44
2005275	AP EXAMINATIONS	05/31/2012	2,148.00
2005276	APP ASSOCIATED PETROLEUM PROD	05/31/2012	20,143.26
2005277	APPLE COMPUTER INC	05/31/2012	800.00
2005278	ARAMARK UNIFORM SERVICES	05/31/2012	36.91
2005279	ARBOR SCIENTIFIC	05/31/2012	140.79
2005280	ASSOCIATED BUSINESS SYSTEMS	05/31/2012	716.99
2005281	BAINBRIDGE RENTALS	05/31/2012	150.99
2005282	BAINBRIDGE ISLAND ARTS & HUMAN	05/31/2012	500.00
2005283	BAINBRIDGE COMMUNITY DEVELOPME	05/31/2012	750.00
2005284	BANK OF AMERICA	05/31/2012	98.91
2005285	BANK OF NEW YORK	05/31/2012	165.57
2005286	BAYSIDE ENGRAVERS LLC	05/31/2012	161.16
2005287	BELLEVUE COMMUNITY COLLEGE	05/31/2012	1,023.40

heck Nbr	Vendor Name	Check Date	Check Amount
2005288	Bourland, Sara Marie	05/31/2012	150.50
2005289	Burton, Ralph Odell	05/31/2012	124.12
2005290	CAROLINA BIOLOGICAL SUPPLY CO	05/31/2012	72.35
2005291	CASCADIA INTERNATIONAL LLC	05/31/2012	485.41
2005292	CENTRAL WASHINGTON UNIVERSITY	05/31/2012	90.00
2005293	CENTURYLINK	05/31/2012	271.34
2005294	CHILD CHILDRENS INSTITUTE FOR	05/31/2012	7,360.00
2005295	CITY OF BAINBRIDGE ISLAND	05/31/2012	5,848.89
2005296	COMMERCIAL BRAKE & CLUTCH INC	05/31/2012	805.82
2005297	Cooper, Irva S	05/31/2012	32.80
2005298	CUMMINS NORTHWEST INC	05/31/2012	2,059.40
2005299	DINAH SATTERWHITE	05/31/2012	150.00
2005300	DRAGONFLY ADVENTURES INC	05/31/2012	6,000.00
2005301	EAGLE HARBOR BOOK CO	05/31/2012	385.68
2005302	EDGEDIVETECH.COM, LLC	05/31/2012	1,121.84
2005303	Ericksen, Susan Ragnhild	05/31/2012	421.52
2005304	Finin, Elizabeth Theresa	05/31/2012	33.30
2005305	FLAGHOUSE INC	05/31/2012	656.30
2005306	FLINN SCIENTIFIC INC	05/31/2012	512.42
2005307	FOOD SERVICES OF AMERICA	05/31/2012	11,286.43
2005308	FRANZ FAMILY BAKERIES	05/31/2012	402.96
2005309	Goldsmith, Julie Anne	05/31/2012	38.16
2005310	GOPHER SPORT	05/31/2012	452.08
2005311	GRAINGER	05/31/2012	772.04
2005312	Gray, Julie Kristine	05/31/2012	164.28

Check Nbr	Vendor Name	Check Date	Check Amount
2005313	GUARDIAN SECURITY SYSTEMS INC	05/31/2012	769.43
2005314	HOLIDAY INN HOTEL	05/31/2012	779.34
2005315	Holsman, Linda S	05/31/2012	130.76
2005316	Hruska, Seana Kathleen	05/31/2012	201.05
2005317	ISLAND PIANO SERVICE	05/31/2012	130.00
2005318	JONES SCHOOL SUPPLY CO INC	05/31/2012	131.25
2005319	KCDA	05/31/2012	1,665.51
2005320	KENMORE CAMERA	05/31/2012	708.00
2005321	KEY CURRICULUM PRESS	05/31/2012	70.78
2005322	Kimball, Jill A	05/31/2012	109.27
2005323	Kitley, Marcus C.	05/31/2012	56.21
2005324	KITSAP SUN	05/31/2012	45.25
2005325	KULLY SUPPLY INC	05/31/2012	260.54
2005326	LIVING VOICES	05/31/2012	531.00
2005327	MICRO COMPUTER SYSTEMS	05/31/2012	1,216.13
2005328	Mitchell, Rebecca Chambers	05/31/2012	49.95
2005329	NAFZIGER & CO INC	05/31/2012	20.75
2005330	NEXTEL COMMUNICATIONS	05/31/2012	150.17
2005331	OFFICE DEPOT	05/31/2012	1,721.50
2005332	OLYMPIC SPRINGS INC	05/31/2012	138.30
2005333	OLYMPIC PRINTER RESOURCES INC	05/31/2012	354.04
2005334	Paeth, Janet L	05/31/2012	29.91
2005335	PAPER PRODUCTS ETC	05/31/2012	394.42
2005336	PASCO SCIENTIFIC	05/31/2012	325.66
2005337	PENINSULA UMPIRES ASSOC	05/31/2012	4,815.60

heck Nbr	Vendor Name	Check Date	Check Amount
2005338	PRO ACOUSTICS, LLC	05/31/2012	1,374.49
2005339	PRO-BUILD	05/31/2012	6.49
2005340	PROVANTAGE CORPORATION	05/31/2012	157.12
2005341	PUGET SOUND ENERGY	05/31/2012	39,153.34
2005342	Purdom, Linda Kenz	05/31/2012	174.71
2005343	QUILL	05/31/2012	394.59
2005344	Reid, Betsy Minor	05/31/2012	23.84
2005345	RICOH USA PROGRAM PROVIDED BY	05/31/2012	187.25
2005346	SAFEWAY	05/31/2012	28.88
2005347	SANTEE'S CEREAL	05/31/2012	240.00
2005348	SBI SAXTON BRADLEY INC	05/31/2012	5,347.46
2005349	Scheiber, Lydia D	05/31/2012	11.00
2005350	SCT SEATTLE CHILDRENS THEATER	05/31/2012	2,357.50
2005351	SEATTLE ART MUSEUM	05/31/2012	240.00
2005352	Seemueller, James P	05/31/2012	47.23
2005353	SOUND PUBLISHING	05/31/2012	484.20
2005354	SOUTHPAW ENTERPRISES	05/31/2012	633.84
2005355	STAFFREHAB	05/31/2012	10,272.00
2005356	STATE OF WASHINGTON BUSINESS L	05/31/2012	169.00
2005357	STUDENT SUPPLY CO	05/31/2012	92.72
2005358	TOWN & COUNTRY MARKET	05/31/2012	24.13
2005359	Upton, Mary Lou L	05/31/2012	60.48
2005360	US BANCORP	05/31/2012	4,110.87
2005361	US BANK CORP PAYMENT SYSTEM	05/31/2012	7,578.68
2005362	US POSTMASTER C/O CMRS-PB	05/31/2012	609.00

heck Nbr	Vendor Name	Check Date	Check Amount
2005363	WAFBLA WA ST FBLA	05/31/2012	6,956.00
2005364	WALTER E NELSON CO	05/31/2012	96.47
2005365	WASBO WASH ASSOC SCHOOL BUSINE	05/31/2012	1,275.00
2005366	WEST SOUND TECHNICAL SKILLS CE	05/31/2012	35.00
2005367	WESTBAY AUTO PARTS	05/31/2012	425.35
2005368	WIAA WA INTERSCHOLASTIC ACTIVI	05/31/2012	270.00
2005369	WILDERNEST OUTDOOR STORE	05/31/2012	184.39
2005370	YMCA-CAMP SEYMOUR	05/31/2012	2,718.75

100 Computer Check(s) For a Total of 168,994.44

	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
	100	Computer	Checks For a Total of	168,994.44
otal For	100	Manual, Wire Tran, ACH & Computer Checks		168,994.44
ess	0	Voided	Checks For a Total of	0.00
			Net Amount	168,994.44

F U N D S U M M A R Y

und	Description	Balance Sheet	Revenue	Expense	Total
0	General Fund	-717.21	0.00	169,711.65	168,994.44

ne following vouchers as audited and certified by the Auditing Officer as equired by RCW 42.24.080, and those expense reimbursement claims certified s required by RCW 42.24.090, are approved for payment. Those payments have een recorded on this listing which has been made available to the board.

s of May 31, 2012, the board, by a _____ vote pproves payments, totaling $28,224.54, and voids/cancellations, otaling $4,110.87. The payments and voids are further identified n this document.

otal by Payment Type for Cash Account, GF A/P Warrants:
arrant Numbers 2005371 through 2005403, totaling $28,224.54.
oids/Cancellations, totaling $4,110.87

ecretary _____ Board Member _____

oard Member _____ Board Member _____

oard Member _____ Board Member _____

heck Nbr	Vendor Name	Check Date	Check Amount
2005371	ACE HARDWARE	05/31/2012	44.50
2005372	ARAMARK UNIFORM SERVICES	05/31/2012	44.84
2005373	BAINBRIDGE DISPOSAL INC	05/31/2012	27.73
2005374	BAY HAY & FEED INC	05/31/2012	211.15
2005375	BLICK ART MATERIALS	05/31/2012	1,209.35
2005376	BLR - BUSINESS AND LEGAL RESOU	05/31/2012	397.00
2005377	CAMERA TECHS INC	05/31/2012	106.14
2005378	CARLEX	05/31/2012	71.50
2005379	CAROLINA BIOLOGICAL SUPPLY CO	05/31/2012	36.34
2005380	CASCADIA INTERNATIONAL LLC	05/31/2012	665.78
2005381	CITY OF BAINBRIDGE ISLAND	05/31/2012	151.48
2005382	CUMMINS NORTHWEST INC	05/31/2012	38.37
2005383	DEVELOPMENTAL RESOURCES INC	05/31/2012	139.00
2005384	GRAINGER	05/31/2012	38.20
2005385	KCDA	05/31/2012	2,234.78
2005386	MICRO COMPUTER SYSTEMS	05/31/2012	29.32

heck Nbr	Vendor Name	Check Date	Check Amount
2005387	NOVUS AUTO GLASS REPAIR	05/31/2012	48.82
2005388	OESD 114 OLYMPIC ESD 114	05/31/2012	650.00
2005389	OLYMPIC GLASS INC	05/31/2012	267.70
2005390	QUILL	05/31/2012	26.32
2005391	SAFEWAY	05/31/2012	72.14
2005392	SEATTLE POTTERY SUPPLY INC	05/31/2012	2,082.36
2005393	SEATTLE AQUARIUM	05/31/2012	873.00
2005394	STATE AUDITOR OFFICE	05/31/2012	10,256.99
2005395	TEACHER DIRECT	05/31/2012	451.94
2005396	TEACHERS DISCOVERY	05/31/2012	192.86
2005397	TECHNICKS INC	05/31/2012	61.80
2005398	TED BROWN MUSIC CO	05/31/2012	114.68
2005399	US BANCORP	05/31/2012	3,314.76
2005400	US BANK CORP PAYMENT SYSTEM	05/31/2012	796.11
2005401	US TRANSMISSIONS INC	05/31/2012	3,236.34
2005402	VERIZON WIRELESS	05/31/2012	127.07
2005403	WESTBAY AUTO PARTS	05/31/2012	206.17

33 Computer Check(s) For a Total of 28,224.54

Check Nbr	Vendor Name	Check Date	Check Amount
2005360	US BANCORP	05/31/2012	4,110.87

1 Void Check(s) For a Total of 4,110.87

	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
	33	Computer	Checks For a Total of	28,224.54
otal For	33	Manual, Wire Tran, ACH & Computer Checks		28,224.54
ess	1	Voided	Checks For a Total of	4,110.87
			Net Amount	24,113.67

F U N D S U M M A R Y

und	Description	Balance Sheet	Revenue	Expense	Total
0	General Fund	-199.75	0.00	24,313.42	24,113.67

The following vouchers as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of May 31, 2012, the board, by a _____ vote approves payments, totaling $36,416.05. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB A/P Warrants:
Warrant Numbers 4000632 through 4000662, totaling $36,416.05.

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
4000632	ACE HARDWARE	05/31/2012	137.01
4000633	Alnwick, Rachael	05/31/2012	165.30
4000634	ASIAN IMPORT STORE INC	05/31/2012	109.50
4000635	BADGE BOYS	05/31/2012	53.16
4000636	BAINBRIDGE ISLAND SD #303	05/31/2012	1,097.20
4000637	BAINBRIDGE HIGH SCHOOL ASB	05/31/2012	3,957.15
4000638	BAY HAY & FEED INC	05/31/2012	126.19
4000639	CAS ENTERPRISES INC	05/31/2012	193.50
4000640	COUNTRY MEATS.COM	05/31/2012	267.00
4000641	COURT ENGRAVERS	05/31/2012	16.29
4000642	FRIENDS OF BAIN ISL HIGH SCHOO	05/31/2012	995.00
4000643	FULL COMPASS SYSTEMS LTD	05/31/2012	429.00
4000644	Garfunkel, Elizabeth C	05/31/2012	177.98
4000645	JOSTENS	05/31/2012	733.05
4000646	KIMMEL ATHLETIC SUPPLY	05/31/2012	461.73
4000647	MUSIC THEATER INTERNATIONAL	05/31/2012	15.00
4000648	NEFF COMPANY	05/31/2012	850.68

Check Nbr	Vendor Name	Check Date	Check Amount
4000649	Nelson, Kristin Elizabeth	05/31/2012	52.04
4000650	NW CASCADE INC	05/31/2012	124.50
4000651	OMNI CHEER	05/31/2012	723.80
4000652	PNTA PACIFIC NW THEATER ASSOC	05/31/2012	140.42
4000653	PRO-BUILD	05/31/2012	4.07
4000654	RIXTINE TROPHY CO INC	05/31/2012	14.00
4000655	SAFEWAY	05/31/2012	305.77
4000656	SOUND PUBLISHING	05/31/2012	713.52
4000657	SOUND REPROGRAPHICS INC	05/31/2012	26.59
4000658	SPACE NEEDLE LLC	05/31/2012	21,983.69
4000659	VARSITY SPIRIT FASHIONS	05/31/2012	2,421.58
4000660	WESTSIDE PIZZA	05/31/2012	45.57
4000661	WINSLOW PAINT COMPANY	05/31/2012	53.76
4000662	WOODWARD MIDDLE SCHOOL GF	05/31/2012	22.00

31 Computer Check(s) For a Total of 36,416.05

	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
	31	Computer	Checks For a Total of	36,416.05
Total For	31	Manual, Wire Tran, ACH & Computer Checks		36,416.05
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	36,416.05

The following vouchers as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of May 31, 2012, the board, by a _____ vote approves payments, totaling $2,317,786.71. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP A/P Warrants:
Warrant Numbers 4354 through 4358, totaling $2,317,786.71.

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
4354	AESI ASSOCIATED EARTH SCIENCES	05/31/2012	657.50
4355	CEFPI CHAPTER CONFERENCE COMMI	05/31/2012	540.00
4356	CITY OF BAINBRIDGE ISLAND	05/31/2012	39,077.38
4357	SPEE WEST CONSTRUCTION CO	05/31/2012	2,277,492.96
4358	Tyrrell, Glen D	05/31/2012	18.87
5	Computer Check(s) For a Total of		2,317,786.71