

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

Date: March 14, 2013

Place: Board Room – Commodore Campus

Board of Directors Present

Board President – Mike Spence

Directors – Patty Fielding, Tim Kinkead, Mev Hoberg

Excused

Mary Curtis

Call to Order

5:35 p.m. – Board President Mike Spence called the meeting to order and a quorum was recognized.

Public Comment

President Mike Spence explained public comment related to agenda item A. Feasibility Study Phase I – Spanish Immersion Pilot would be taken following the presentation of that item. Public comment on other aspects of the Spanish Immersion issue would be taken during this segment of public comment. In addition, public comments regarding items other than those listed on the agenda were welcomed at this time. Citizens making public comment were as follows: (statements summarized): *Fred Whittlesey* voiced his concern regarding the policy for entry into the Odyssey program related to students with an IEP, and asked the Board to reconsider the policy. *Stephanie Stephens* spoke as a past member of the Bainbridge Island Learning Community, an organization that brought the idea of increasing the multiage program concept to the school board in the past. She stated while the implementation of the Spanish Immersion had some issues, the district should keep the program in place so as not to harm the academic progress of those students already enrolled. *Susie Gleason* noted her involvement as a school volunteer, PTOCC Treasurer, and member of the K-6 Educational Programs and Innovation Committee. She expressed her disappointment in the way critics were treated by the district, noting a letter of response related to the Spanish Immersion issue that had been posted on the website. She also stated while the large contributions made by the Bainbridge Schools Foundation to the district were wonderful, careful accounting and necessary bureaucracy are extremely important. *Tom Greene* asked if instructional materials submitted for consideration to the Instructional Materials Committee would be reviewed by the Board. It was noted that only those recommendations approved by the IMC are brought before the Board for approval. Citizen *Dale Perry* submitted written comments to the Board that called into question a variety of elements of the Spanish Immersion Pilot Project, a copy of which is available upon request.

Superintendent's Report

Superintendent Faith Chapel introduced the new Principal at Bainbridge High School (BHS), Jake Haley. Mr. Haley has been the Associate Principal at BHS since 2010, and will take the helm of the high school starting in July 2013, following the retirement of current principal Brent Peterson. He has come full circle having graduated from BHS where he held student leadership roles throughout his high school career. He graduated with honors from Whitworth College with a B.A. in Mathematics. He taught mathematics and coached at BHS from 1998 to 2005, and completed his administrative internship in 2005. Mr. Haley moved to California where he was a teacher, coach, and an Associate Principal.

Ms. Chapel announced the week of March 11 – 15, 2013 had been declared Classified School Employee Week by Governor Jay Inslee. She read the Governor's Proclamation that stated in part "classified school employees are involved in nearly every aspect of education – maintaining buildings and grounds, preparing and serving meals, keeping school facilities clean and orderly, assisting in the classroom, performing and conducting research activities, providing information technology and media services, administrative support functions, safe transportation, a secure and healthy environment, and many other specialized services." Ms. Chapel presented the proclamation to Bainbridge Island Educational Support Professional Association President Mike McCloud, who introduced representatives from the classified employees group including Susie Stricker (paraeducator), David Flieder

(maintenance), Stacie Boyd and May Sperber (food service), and Sandy Van Eps (building tech support). Mr. McCloud also presented a video of classified employees as they performed their various work responsibilities.

Board Reports

Tim Kinkead reported on the recent K-6 Educational Programs and Innovation Committee meeting held March 7th. The committee worked in small groups to address the topics of differentiation and foreign language, with Mr. Kinkead participating in the discussion around differentiation. He noted the description by teachers of the variety of successful strategies used around differentiation, and how they were dramatically different. It brought to life the core challenge faced by the district administrators as they lead the move toward change. The committee members also talked about the framework for change, guiding principles, and how the district improvement plan and school improvement plans fit together. The committee has not addressed the fiduciary elements of change, with this topic yet to come.

Patty Fielding reported the School Configuration Committee met March 13, with committee members reviewing facility data compiled by Tamela Van Winkle and her subcommittee. They also talked about taking a “first run” at communication strategies with staff and community.

Mev Hoberg reported attendance at the Sakai Intermediate School 6th Grade Leaving Our Island panel discussions during which Japanese-American citizens who were internees talked about their experiences. Ms. Hoberg noted it was a wonderful experience, with the students interacting with the guests and learning so much about the history of that time.

Mike Spence and Superintendent Faith Chapel attended the Washington State School Directors’ Association (WSSDA) and Washington Association of School Administrators (WASA) Annual Legislative Conference in Olympia. The two organizations laid out their legislative agendas for the year, and the Governor spoke about his plan for funding K-12 education for the upcoming biennium. Discussion also focused on the McCleary case and the determination the state needs to adequately fund K-12 education.

Presentations

A. Feasibility Study Phase I – Spanish Immersion Pilot

Associate Superintendent Julie Goldsmith presented the Spanish Immersion Pilot Project Feasibility Study for board review and consideration. She noted the purpose of the evening’s meeting was to provide an overview of the importance of Second Language Learning including the process for studying Foreign Language in Elementary Schools (FLES), and a review of the feasibility study. Ms. Goldsmith asked board members to provide input on any additional data needed for their final decision (scheduled for March 28), and she noted public input would be a part of the information gathering process. The need to study a second language relates back to the District’s mission of ensuring every student is future-ready, prepared for the global workplace, college and personal success. Learning a second language prepares students to: a) become global citizens, ready for life in the interconnected world of the 21st Century; b) be ready for college meeting Higher Education Coordinating Board requirements; and c) achieve higher levels of cognitive development at an earlier age indicated by research on children who are exposed to a foreign language. It was noted the demographic forecast from 2011 indicated enrollment at grades K-4 and 5-8 will continue to decline through 2016. Establishing innovative programs, especially those unique to this area may attract additional students to help counteract the effects of the declining enrollment.

Ms. Goldsmith noted the K-6 Educational Programs and Innovation Committee (EPIC) identified World Language as an innovation the district needs to strongly consider. In addition, the last two World Language Program Reviews have recommended early second language instruction, and recent survey data from parents demonstrated strong interest in a FLES model. Ms. Goldsmith explained an EPIC subcommittee will be formed with a goal of bringing second language instruction to all elementary students during the school day. The subcommittee will be comprised of EPIC members, parents and staff from each building and secondary world language teachers, and will begin their work in late March. The first subcommittee report will be brought to the school board in May.

Ms. Goldsmith talked about the complexity of developing a FLES model, and that the FLES subcommittee will need time and district support to develop an instructional model for approximately 1800 students. Developing this model will include research on effective FLES models, design of curriculum scope and sequence, development of program structures, cost analysis, and understanding the impact on current instructional programs. It was noted the EPIC

members were looking at the process for development of innovative programs with a draft of the Improvement and Innovations Planning Guide provided during this presentation.

An overview of the current Spanish Immersion model was provided including goals to produce students who are bilingual and bi-literate, create a keen awareness of different world cultures, increase overall student academic achievement, and produce students who can be competitive in the global marketplace. The instructional model for the Spanish Immersion Pilot has kindergarten and first grade students with approximately 90 percent of their instruction in Spanish and 10 percent in English. As the students transition to higher grades, more of the instruction shifts to English, so that in the upper grades there will be 50 percent Spanish and 50 percent English instruction.

A chart indicating the level of interest in the Spanish Immersion model was shown, with 53 new applicants (current district students 47, new to the district 6) and 28 current immersion students that would roll up in the 2013/14 school year. The break-out from each elementary school was given, as was the current waitlists for all the choice programs (total of 143). Ms. Goldsmith explained the assumptions and considerations taken into account regarding the many possible options for the future of Spanish Immersion. Those considerations include: a) Long and short-term impact on neighborhood schools; b) Maximum three multi-age classrooms with enrollment of 75-78 students; c) Enrollment should focus on admitting students during the kindergarten and/or first grade years; d) Any option selected would need to be evaluated annually to determine enrollment interest and the impact on neighborhood schools; e) Projections and current enrollment data demonstrates that enrollment at all three elementary schools is declining over the next several years; f) The options have been built on a kindergarten to fifth grade model.

Ms. Goldsmith prefaced the description of each option by explaining how staffing projects and declining enrollment have affected planning for next year. It was projected elementary staffing for next year would be 58 teachers, down 1.5 FTE from this year. The five possible options presented included the following: *Option 1* – Discontinue the pilot; *Option 2* – Continue a limited pilot project with current students for one more year; *Option 3* – Create one additional classroom of Spanish Immersion; *Option 4* – Create two additional classrooms of Spanish Immersion (K/1 class, ½ class, and 3/4/5 class for a total of 3 classes); *Option 5* – Create two to three additional classrooms of Spanish Immersion (K/1 class, 2/3 class, and 4/5 class for a total of 3 classes). Each individual option included a summary of the related pros and cons, as well as an overview of the impact on staffing. During this portion of the presentation, current Spanish Immersion teacher Denise Melton-Todd provided brief insight into the various options, noting her preference would be Option 5. Additional information included an analysis of possible program locations in accordance with the draft District procedures for proposing and approving pilot/option programs. These procedures state new programs will be sited on a space available basis. Potential locations for the Spanish Immersion program include remaining at Commodore Options School, and relocation to Ordway Elementary School. The impact of Spanish Immersion remaining at Commodore would include: a) The addition of up to .55 FTE for Specialists (music, PE, art) depending on the option; b) Increased playground supervision for the addition of students; and c) The addition of up to .12 FTE for counseling. It was noted that declining enrollment, due to changing demographics, will impact Ordway with the loss of up to 1.5 classroom teachers in 2013/14. This will impact the staffing allocation at Ordway for specialist and counseling. If Spanish Immersion were to be located at Ordway, there would be no need for a reduction of any staffing.

The analysis of the costs related to staffing, start-up, transportation, and including possible revenue was provided. It was noted that instructional staffing would not be impacted. The impact would be on specialists and could be significant depending on the size and location of the Spanish Immersion classes. Startup costs would be approximately \$7800 to \$13,600 needed to support the expansion of the pilot immersion project. Possible revenue would come from new students to the district and could bring in additional funds of up to \$26,000. In addition, the Spanish Immersion program (coupled with a potential FLES program for all students) may provide increased interest in enrollment and increased revenue over time. Ms. Goldsmith noted a researcher was engaged to provide an interim evaluation of the pilot program. The initial report of student progress was provided as an addendum to the feasibility study.

Ms. Goldsmith talked about the selection of students for the Spanish Immersion Pilot for the 2013/14 school year. She noted that to ensure the efficacy of instruction and optimization of academic outcomes, it is clear that having an experienced cohort would serve the incoming students well as they transition to this unique learning environment. It was recommended those students currently enrolled in the program continue to provide a stable base and embedded mentors. The timeline for the Feasibility Study was reviewed with board action scheduled for March 28, and

notification to parents going out March 29. At the conclusion of the presentation, board members speculated about additional interest in the pilot program based on the fifth grade option as it was not publicized prior to submission of applications. It was also noted that the language consultant provided for the first year would not be continued, and classroom support could come from volunteers.

President Spence opened the floor to public comment (statements have been summarized). Citizen *Heather Scott* spoke as a parent of a student enrolled in Spanish Immersion. She noted current volunteers in the classroom include returning college students who want to use and practice their language skills. Another citizen thanked the school board for continuing the program and for considering expansion. She noted environment for these programs is important and asked that it remain on the Commodore campus. *Annie Gratten* spoke as a parent with students enrolled in the district, one at Ordway and one in the Spanish Immersion Pilot. She stated concern about parents fundraising for the differential (costs) for the program, and about the lottery for current students in the program. She advocated that those students currently enrolled be allowed to continue. *Pauline Simon* spoke about the location of the Spanish Immersion program and advocated it remain on the Commodore campus, at least for one more year. She also asked that the option for fourth grade students to continue in the program through fifth grade. *Cindy Pratt* spoke about the Spanish Immersion Pilot started with the Mosaic program. She asked that someone be held accountable for the damage done to Mosaic during the process to establish the Spanish Immersion Pilot. *Lisa Cass* spoke as a parent with a child in the Spanish Immersion Pilot. Noting the animosity toward participants in the program and asked that people come together for the benefit of the students, and the majority of parents want to be part of the solution. At the conclusion of the public comment segment, Director Mev Hoberg stated conflict drives discussion, and this “conflict” has driven discussion on foreign language for all students further than it has ever gone before, with the Educational Programs and Innovation Committee looking deeply at the topic. She stated, “We are at the point where we can choose to work together going forward and look at the changes that need to be made, or continue to be divisive. It is time to use conflict as a catalyst for change.” Additional citizen comments focused on the declining enrollment at Ordway, continued interest in the Odyssey program, the impact on Mosaic Parent Partnership Program, continuation of Spanish Immersion at Commodore, and encouragement to continue the program through fifth grade. President Spence noted the record would remain open to written comment.

Board discussion continued with directors asking for clarification on the options starting with Option 3, creating one additional classroom. Classrooms connected to this option would be balanced in the 2016/17 school year. There was a discussion about attrition related to this program when students leave. Ms. Goldsmith noted she would bring additional information to the next meeting. She also noted a public process would be implemented to address openings from student’s leaving the program. Additional discussion focused on whether to place the program at Ordway and the rationale for that placement, and keeping the program at Commodore and the rationale related to that placement. It was noted the board would discuss the topic again at the March 28th meeting.

B. District Improvement Plan Update

Superintendent Faith Chapel explained for the last two years, the district began the process of developing annual District Improvement Plans (DIP) to reflect its commitment to continuous, district-wide improvement of student learning. The 2013/14 plan lists several important targeted outcomes. It also describes the district’s “theory of action” – the strategies that will be utilized to improve student learning – which then drives the allocation of district resources as well as plans for district level professional development. The DIP also provides direction for individual school improvement efforts and plans.

This year, the District Improvement Plan incorporates changes made at the state level. Washington State recently developed “Annual Measurable Objectives (AMOs)” for every district and school. These improvement targets are now the focus of both state and federal accountability systems, replacing the “Adequate Yearly Progress” goals that were developed a decade ago to meet requirements of the federal “No Child Left Behind” legislation. The AMOs describe the percentage of students that need to graduate from high school and achieve proficiency in reading and mathematics. Targets are set for all students as well as specific subgroups. The strategies outlined in the District Improvement Plan are divided into three focus areas that build upon the plans established two years ago. Those focus areas include: *Priority 1* – High Quality Instruction and Instructional Leadership; *Priority 2* – High Quality Curriculum that Supports Instructional Goals; and *Priority 3* – High Quality Assessment that Informs and Supports Differentiated Instruction. Ms. Chapel noted the district is building on the work done over the past couple of years, with some changes in the strategies. One example is under the area or Priority 1, with the percentage of teachers

participating in the Teacher Evaluation Pilot Project possibly increased. Another is under the area of curriculum with the number of students participating in accelerated mathematics courses on the increase.

C. District Assessment Update

Director of Instructional Technology and Assessment Randi Ivancich presented information regarding several areas related to student assessments including the state and federal assessments. She described the assessments as an “alphabet soup” including the High School Proficiency Exam (HSPE), End of Course Exams (EOC) in Mathematics, Biology, Washington Alternative Assessment System (WAAS), Washington Alternative Assessment System – Developmentally Appropriate Performance Exam (WAAS-DAPE), Washington Alternative Assessment System – Portfolio, Second Grade Fluency and Accuracy Assessment, OSPI Developed Assessments, Washington English Language Proficiency Assessment (WELPA), and National Assessment of Educational Progress (NAEP). Ms. Ivancich noted the District has been chosen to participate in the Smarter Balanced Assessment – Scientific Pilot Test this spring. This assessment will be developed into a system aligned to the Common Core Standards in English language, arts, literacy and mathematics. It was noted the Common Core Standards are designed to inform students about their college and career readiness, whereas the HSPE is designed as a high school graduation requirement.

Ms. Ivancich provided information about the Washington State Student Growth Percentiles, which is being developed by OSPI as a new measurement to describe a student’s academic growth compared to other students with similar testing histories. It also provides a comparison of academic peers and measures growth in percentile terms. This new measurement of academic growth will be included on the OSPI website for the Washington State Report Card in Fall 2013.

D. District Technology Long Range Plan

Director Randi Ivancich provided an overview of technology planning to date noting she was seeking input from board members. Technology planning groups – Technology Advisory, Technology Leadership, school administrators, district administrators, technology department staff - have been framing the district’s vision of learning powered by technology that will guide the district from 2014/15 – 2017/18. These groups reviewed the District Strategic Plan and District Improvement Goals to make sure technology would support these goals, as well as curriculum and instruction. With guidance from the planning groups, the title – Assured Access to Information and Learning Resources – was proposed, as were five goal areas to frame the District technology planning for the 2014/15 – 2017/18 school years. The five proposed goal areas include: Goal 1: Learning; Goal 2: Teaching; Goal 3: Assessment – Measure What Matters; Goal 4: Infrastructure; and Goal 5: Communications & Productivity. These five areas have evolved during the course of the last two years, and have been presented to the School Board at previous meetings. These broad goal areas meet the district’s planning needs and provide organization and support for current technology projects and needs.

The technology planning groups focused on priorities within goal areas, with discussions targeting three goal areas – learning, teaching and assessment – Measure What Matters. These three areas will inform decisions about infrastructure, communications and productivity. The proposed priorities in each goal area include: *Goal 1: Learning* – 1) student computing devices; 2) personalized learning through differentiation; 3) science, math, and career & technology education (CTE); 4) information systems; 5) collaboration tools; 6) wireless access. *Goal 2: Teaching* – 1) presentation equipment and resources; 2) computing devices; 3) professional development; 4) innovation. *Goal 3: Assessment* – 1) adaptive assessments; 2) data integration; 3) Common Core State Standards; 4) professional development. It was noted that once the priorities for the first three goal areas are established, the district will be able to better frame the priorities for the remaining areas. Future school board presentation will provide priorities for all goal areas, line items within those priorities (hardware, software, etc.) will be added, a draft funding proposal will be developed, and the results from staff, student, and parent technology surveys will be available. The timeline for other board presentations was also provided for board consideration.

E. Resolution 04-12-13: Urging the WA State Legislature to Address K-12 Funding

Superintendent Faith Chapel presented Resolution 04-12-13 – Urging the Washington State Legislature to Address K-12 Funding for board review and consideration.

Motion 62-12-13:

That the Board approves Resolution 04-12-13 – Urging the Washington State Legislature to Address K-12 Funding. (Hoberg) The affirmative vote was unanimous. (Hoberg, Spence, Kinkead, Fielding)

F. Policy/Procedure 2030: Service Animals in Schools – First Reading

Executive Director of Instructional Support Services Bill Mosiman presented new Policy/Procedure 2030: Service Animals in Schools for Board review and consideration. Following brief discussion, a motion was made.

Motion 63-12-13: That the Board approves Policy 2030 – Service Animals in Schools for first reading. (Kinkead) The affirmative vote was unanimous. (Kinkead, Fielding, Spence, Hoberg)

G. Policy/Procedure 2163: Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973 – First Reading.

Executive Director Bill Mosiman explained how Policy 2163 has been revised to reflect the most recent changes in the Americans with Disability Act. The Act expanded the definition of a qualified person under Section 504. Additionally, provision was revised that describe eligibility when mitigating factors exist or if an individual's impairment is temporary.

Citizen Nancy Lorimer commented on the application for entry into the Odyssey program at Commodore Options School that contains a letter to parents of students with IEPs. In part, the letter states that as part of the application process, Odyssey staff will review the most current evaluation and IEP to determine if the services are available at Odyssey. Ms. Lorimer asked board members to consider that under Section 504, students with IEPs should not be discriminated against for this choice program. Another parent also expressed his concerns regarding how a student's IEP will be evaluated and suggested the verbiage of the letter was unclear. Citizen Charlotte Rovelstad noted districts are encouraged to carefully review how they implement their Section 504 plans, and asked board members to continue the conversation about this topic. Mr. Mosiman noted the Policy before the board was a separate issue from the application letter for entry into Odyssey. He noted a recent presentation to the Commodore parent group, and offered to meet individually with families. He added the placement of students related to needed services is a district decision. Parent representatives contended Commodore Options is a unique program and students should not be denied because the services they need are not available at that site, but are available at another school. They noted there was a deadline for the applications to be submitted for entry into the program. Superintendent Chapel will work with district administrative staff to review the language contained in the letter.

At the conclusion of the public comments, Board President Mike Spence called for a motion regarding Policy 2163.

Motion 64-12-13: That the Board approves the first reading of Policy 2163 – Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973. (Fielding) The affirmative vote was unanimous. (Fielding, Spence, Kinkead, Hoberg)

H. Policy 5010: Nondiscrimination and Affirmative Action – Second Reading

Director of Human Resources Cami Dombkowski explained the revisions made to Policy 5010 Nondiscrimination and Affirmative Action based on amendments suggested by board members.

Motion 65-12-13: That the Board approves the second reading of Policy 5010: Nondiscrimination and Affirmative Action with amendments. (Fielding) The affirmative vote was unanimous. (Fielding, Spence, Kinkead, Hoberg)

Personnel Actions

Motion 66-12-13: That the Board approves the Personnel Actions dated March 11, 2013, and March 14, 2013 as presented. (Hoberg) The affirmative vote was unanimous. (Hoberg, Kinkead, Fielding, Spence)

Consent Agenda

Director Patty Fielding commented on the donations listed on the Consent Agenda and noted the district has a history of accepting donations for specific schools, for specific purposes. It was also recommended the district review the board policy on gifts and donations.

Donations

1. Donation to Blakely Elementary School in the amount of \$5,524.70 from the Blakely PTO to purchase Kindergarten classroom supplies and Apple computer iPads.

