

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

**Date:** March 28, 2013

**Place:** Board Room – Commodore Campus

**Board of Directors Present**

Board President – Mike Spence

Board Vice-President – Mary Curtis

Directors – Patty Fielding, Tim Kinkead, Mev Hoberg

**Call to Order**

5:40 p.m. – Board President Mike Spence called the meeting to order and a quorum was recognized.

**Public Comment**

President Spence noted public comment regarding item A. *Spanish Immersion Options* would be taken following that presentation. He opened the floor to public comment on any topic not already listed on the agenda. Public comments were submitted as follows (statements summarized): *Alison Stokes* (statement available upon request) – Spoke about how the District’s special education policy changes have affected the ALE and BEL programs. Ms. Stokes stated the district had implemented a policy that denies enrollees with IEPs the services they need to participate. She provided examples of the programs’ success, and asked the district to restore special education services to those programs. *Aidan Stokes* – Spoke as a student attending the Mosaic Home Education Partnership. He stated he learns more in that program, and it is a quiet place to do his work, study art, science, music and history with his friends. *Michaela Rossi* (statement available upon request) – Spoke as a student attending Commodore Options and a person with autism. She talked about the smaller school providing a better learning environment for her needs. She said she would like to continue on to Eagle Harbor High School next year. *John Rossi* (statement available upon request) – Spoke about the way Commodore Options School was accepting applicants for next year, and his belief that several disability laws were being violated. He spoke of the innovative programs in the district and stated Commodore Options School is a choice available to everyone who applies to it, including those who are currently enrolled there and served by an IEP. He asked the district to investigate why families of special needs students find Commodore so attractive to serve their unique learners. Mr. Rossi also stated he would like the special needs community to be significantly involved in the policy making the District engages in from here forward. *Fred Whittlesly* – Spoke about special education discrimination in the district and a parent meeting that had been scheduled. He asked for the Board’s support to change the “discriminatory mindset” of the district. *Rick Besser* – Noted his appreciation for the extension of the deadline for submission of applications to Commodore Options programs. He asked the Board to intervene with the district’s decision-making process related to acceptance of the students into those programs. In addition, he asked that the district’s policies be reviewed. Superintendent Faith Chapel spoke about the special education program in the district and noted there would be follow up with the parents who voiced their concerns. One parent suggested an open meeting be scheduled in order to generate ideas.

**Superintendent’s Report**

Superintendent Faith Chapel introduced Linda Sohlberg, a local representative of ASF Exchange Students. She thanked the district for supporting the exchange student program at the high school and talked about the advantages and academic opportunities for students, with the goal of global competency. Two current exchange students were introduced; one from Bahrain and one from Albania. The students provided a brief overview of their local school experiences.

Superintendent Chapel noted the district’s focus on science, technology, engineering and math, and the encouragement of innovation. An example of staff creativity and innovation in the area of science, a video promoting the Wilkes Science Fair developed by teacher Ian Eisenhood and other staff, was played for the audience.

**Board Reports**

Tim Kinkead reported on a finance committee meeting held just prior to the board meeting. At the meeting, several topics were discussed including the work of the School Configuration Committee and the possible closure of a school and the related dollars. Also discussed was the upcoming state audit and finances related to the Mosaic Home Education Partnership. He noted while the Mosaic program has experienced declining enrollment, it is a valued program and the district will continue to find ways to have that program thrive.

Mary Curtis participated in a committee formed as an outcome of the K-6 Educational Programs and Innovation Committee whose task is to look at FLES language learning model. She noted it was a great beginning, with people asking excellent questions and thinking about both the positives and challenges of developing this program.

Mev Hoberg reported on the WE Day event held March 27 at Key Arena. WE Day is an umbrella organization that started in Canada to promote youth involvement in community service - both locally and globally. Bainbridge Island School District was one of the first to sign on, as students in our local schools already participate in many community service activities. Ms. Hoberg stated the event was inspirational, with a slate of speakers that included Magic Johnson, Martin Luther King, III, Mia Farrow, and Martin Sheen.

## Presentations

### *A. Spanish Immersion Options*

Associate Superintendent Julie Goldsmith noted at the March 14<sup>th</sup> Board of Directors meeting, she provided a report on a Feasibility Study that was completed to analyze the Spanish Immersion Pilot. Ms. Goldsmith explained the purpose of this meeting was for the Board to determine the following: a) Continuation – Should the Spanish Immersion Pilot Project continue? b) Structure – If the pilot continues, how many classrooms, what grade configurations should be included, and what parameters are there for who enrolls in the program? c) Placement – If the pilot continues, where should it be located? Considerations for the board include how flexible is the model in consideration of the final determination of the K-6 Configuration Committee, and what are the short and long-term cost implications?

Ms. Goldsmith was asked to create two additional options for consideration as follows: *Option 3A: Create one additional classroom of Spanish Immersion (K-4)*. This would address approximately 52% of the new interest K-4. There are 6 fifth grade students who would not be served (4 students continuing from this year's pilot and 2 new applicants). The student grade level configuration for the two classrooms – K-1 and 2 – 4 – as well as a summary of the pros and cons related to Option 3A were reviewed. *Option 4A: Create two additional classrooms of Spanish Immersion K-4*. The student grade level configuration for the three classrooms – K-1, 1-2, and 2-4 – as well as a summary of the pros and cons related to this option were reviewed. Ms. Goldsmith talked about the staffing implications for each of the options, as well as the startup costs. Information regarding the location of the Spanish Immersion classrooms was presented, with adequate space available at Ordway Elementary and Commodore Options. A comparison between Ordway and Odyssey was provided. If the program was placed at Ordway, specialist staffing is already in place, with no additional costs for Options 2 & 3. Option 4 would require an additional .14 (\$11,900) of specialist support and Option 5 would require a revision of the specialists schedule. Support staff (playground/lunch supervision) is already in place, as is counseling. If the classrooms were placed at Odyssey, additional specialist staffing would be required, impacting specialist schedule for Option 2 – 5. Support staff are in place for Option 2, but additional costs may be incurred for Options 3 – 5. Regarding counseling, it would be in place for Option 2, with additional costs incurred for Option 3 (.06 @ \$5280) and Option 4-5 (.12 @ \$10,560).

Ms. Goldsmith reviewed all the possible options as follows:

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 – Grades K-5
Option 3A	Create one additional classroom of Spanish Immersion – Grades K-4
Option 4	Create two additional classrooms of Spanish Immersion – Grades K-5
Option 4A	Create two additional classrooms of Spanish Immersion – Grades K-4
Option 5	Create two to three additional classrooms of Spanish Immersion Grades K-5 (third classroom dependent on additional enrollment)

### Public Comment

President Spence opened the floor to public comment regarding the Spanish Immersion Pilot and Feasibility Study. People making comment included (statements summarized): *Shaine Schramling* – Spoke as a parent and noted privately funding Mandarin Language lessons for her child. She provided information about the benefits of dual language learning and the effect on a child’s brain. She has submitted an application for the Spanish Immersion Pilot, and acknowledged the leap taken in establishing this program. She encouraged the district to expand the program and provide a foreign language option at all the elementary schools. *Walt McGraw* – Stated in an increasing global society everything that can be done to encourage diversity is important. He also supported Option 5. *Rhett Stephens* – Stated whatever option the board decides to pursue, the students currently enrolled in the pilot be kept in the program. Regarding the class location, Mr. Stephens noted the strong family environment at Commodore and encouraged the board to keep Spanish Immersion at that site. *Dale Perry* – Spoke as a district parent and noted a letter (March 25) submitted to district administrators and board members regarding short comings that he and others identified in the enrollment and funding process for the program. Mr. Perry noted receipt of emails from the superintendent and board president responding to his allegations, and he was encouraged that the district was moving forward with an audit of the pilot program. Mr. Perry contended a failure of staff to produce documents related to at least one public record request. He also stated he was against the current Spanish Immersion Pilot, but encouraged the district to develop a language program that could be replicated across the district. *Lauri Herman* – Spoke about the future of the Spanish Immersion Pilot at Commodore Options School. She noted the unique programs housed within Commodore and their interaction. She advocated having the Spanish Immersion program stay at Commodore. *Robert Miller* – Spoke about his support of foreign language learning for all students. He noted information about the Spanish Immersion Pilot was done through “word of mouth” communication, with no district policy that addresses this form of communication. He suggested the board not vote on the options presented, but to take the time to do it right. *Serena Berry* – Spoke as a parent with children in the Spanish Immersion Pilot, and noted Commodore Options Principal David Shockley was one reason for its success. *Rick Besser* – Raised the question if a student with an IEP applied to the Spanish Immersion class, would that student’s IEP be reviewed prior to entry. He also noted if the Spanish Immersion classes stayed at Commodore, they could walk to Ordway for specialists time each day. He asked if that were true for students in programs at Commodore could also walk to Ordway for services. *Rod Stevens* – Raised the question whether the board had adequate information to make a decision. He stated it was his understanding that some legal questions have been raised with the state auditor’s office on the eligibility and funding process, and he stated it would behoove the board to address that legal issue before they make the decision because that issue could affect the ability of current people enrolled to continue on if the state raises that issue. (Director Mary Curtis clarified it was not that the state has raised a legal issue; it’s that a citizen has asked the state to look into it, which the district is doing.) *Denise Melton-Todd* – Spoke as lead teacher of the Spanish Immersion Pilot. She talked about the implications of Option 3A, noting the assumption is this option would grow to three classrooms in the third year. Staffing for this option was also discussed. *Heather Sharp* – Spoke as a parent with a student in the Spanish Immersion classroom, and would like the program expanded to include fifth grade. She also advocated for the program to stay at Commodore. *Lisa Cass* – Encouraged the board to move forward and to make their decision knowing they are never going to make everyone happy. *Sheila Jakubik* – Stated both Commodore Principal Dave Shockley and Ordway Principal Melinda Reynvaan were great leaders, and wherever Spanish Immersion is located, students will be served well.

President Mike Spence asked board members to begin their deliberations regarding the various options being considered for Spanish Immersion. It was suggested deliberations begin by taking those options that were considered “undoable” off the table. Director Tim Kinkead noted Option 4 and Option 4A be eliminated because they would involve hiring another teacher. Director Patty Fielding agreed with taking Option 4 and Option 4A off the table. Directors Mary Curtis, Mev Hoberg, and Mike Spence concurred. The directors then discussed the viability of Option 5, with issues raised related to the K-5 grade configuration of this option impacting Sakai, and in consideration of the work being done by the School Configuration Committee. The directors were in consensus that Option 5 be taken off the table. The directors next discussed Option 1 - discontinuing the pilot. Director Spence stated he was not supportive of this option, no matter how the pilot was developed, as ending the program would hurt kids. Director Hoberg agreed. Director Curtis and Fielding stated the pilot was innovative and the students involved were thriving. They agreed Option 1 should be taken off the table. Director Kinkead agreed as long as one of the other options is moved forward. He added it must be clear to parents, and be well communicated, that the ability to add a third classroom is contingent on the district’s ability to sustain the staffing. It will need to be analyzed each year. Discussion also included the issue of attrition related to the program, and it was noted there were strategies to address the issue. It was noted attrition has not been an issue in other school districts with immersion programs. The directors discussed the differences between Option 3 (create one additional classroom of Spanish Immersion – K-5), and Option 3A (create one additional classroom – K-4). Associate Superintendent Julie Goldsmith explained Option 3 creates a K/1 class-

room, and a 2/3/4/5 classroom, provide for 19 students new to the program, and continues the current 28 students in the program. Option 3A provides for 27 students new to the program, with 24 current students to continue in the program. This option does not include fifth grade students. Discussion focused on the application issue related to Option 3 (K-5), and the district's current grade level configuration is K-4. The directors were in consensus Option 3 was to be taken off the table. At the conclusion of the discussion regarding the possible options, all the directors agreed Option 3A would be the one to move forward. The discussion then moved to how students would be included in Option 3A moving forward. Director Kinkead stated the district does not have a process regarding preferential treatment for students in a pilot program. He favored a lottery for all students regarding enrollment in Spanish Immersion for next year. Director Fielding disagreed, noting there was an academic content that would put current students enrolled in the pilot at a disadvantage. She added a process could be developed, but the current students should move forward. Director Curtis stated it was important for the students currently in the program to stay in the program. She added the district has learned a lot through the process, but students should stay in the program, with a lottery for the new slots. Director Hoberg stated her opposition to having current students put in a lottery for the program next year. She felt it would penalize those students and favors having current students continue in the program. Director Spence noted the parent group that brought a proposal for an additional multiage program to the board, with the stipulation their children be automatically entered into that program. The district said no automatic in. In the case of Spanish Immersion, donor's children were entered into the program. He stated he couldn't sanction a process that sends mixed messages to the public, and is in favor of a lottery for every student. It was noted there are many students in the pilot whose parents did not donate money to support it. The directors were not unanimous in their opinion.

**Motion 68-12-13:**

That the Board approves the retention of current students and provide a lottery for new students in the Spanish Immersion program. An affirmative vote was submitted by Directors Curtis, Fielding, and Hoberg. A negative vote was submitted by Directors Kinkead and Spence. The affirmative vote carried the approval.

The directors deliberated about where the Spanish Immersion program would be located – Ordway Elementary or Commodore Options. Ms. Goldsmith briefly explained parents of students currently enrolled in the program expressed their preference that it remains at Commodore. Both schools have expressed they would be glad to have the classrooms on campus. Discussion included the need for students at Commodore to walk to Ordway for the specialist time, and the consideration of the work being done by the School Configuration Committee. The decline in enrollment at Ordway was also part of the discussion, as was specialists and counseling already available at Ordway should the program be located there. It was underscored that a decision to locate Spanish Immersion at Ordway would in no way commit the board or affect the decision of the School Configuration Committee that this program would be at Ordway.

**Motion 69-12-13:**

That the Board approves the location of the Spanish Immersion Program at Ordway Elementary School. The affirmative vote was unanimous.

*D. K-5 Math Instructional Materials Recommendation & IMC Report*

Associate Superintendent Julie Goldsmith introduced members of the Math Curriculum Review K-5 Subcommittee Meg Evans (Ordway), Maureen Wilson (Blakely), and Jennifer Ledbetter (Math TOSA) who presented information about the committee's recommendation for the adoption of the McGraw-Hill *My Math* program. Ms. Goldsmith turned the presentation over to Ms. Ledbetter began the presentation with a video that demonstrated a curriculum that was easy to deliver and/or navigate. She noted one of the things guiding the committee's thinking was the publisher's criteria that included the following: 1) focus on the major work – In any single grade, students and teachers using the materials as designed spend the large majority of their time, approximately three-quarters, on the major work of each grade level. 2) Practice Content Connections – Materials meaningfully connect standards and practice standards. 3) Rigor and Balance – Materials and tools reflect the balances in the Standards' rigorous expectations by: a) developing students' conceptual understanding of key mathematical concepts; b) giving attention throughout the year to individual standards that set an expectation of fluency; and c) allowing teachers and students using the materials as designed to spend sufficient time working with engaging applications, without losing focus on the major work of each grade.

Ms. Ledbetter explained how *My Math* is different from other products. It is the only product developed after the release of the Common Core State Standards. It also has the idea of "conceptual Velcro" building on the previous

day's work, and has a logical and cohesive progression of skills. With *My Math*, every chapter begins with a review of the previously learned vocabulary, allows students to continually interact with the vocabulary, and provides online vocabulary support for families. There is an interactive student write-in text which includes vocabulary cards, foldables, work mats, self-assessments, homework and progress assessments. The materials meet the needs of different skill levels, with self-track assessments that allow the teacher to determine "holes" that need to be filled before students can learn content in any chapter. There are chapter projects and challenges for student enrichment, and a "personal tutor" available online. The program is designed with flexibility that can be delivered with or without technology (i.e., Smartboard, online resources, and a RIT component). This is the first product that fits the K-5 grade level needs, and it was noted teachers will be teaching the Common Core Standards beginning next year. Elementary teachers Meg Evans and Maureen Wilson spoke briefly about the *My Math* program and how it will be used.

At the conclusion of the presentation, Ms. Goldsmith noted the Instructional Materials Committee unanimously voted to approve the *My Math* program for Kindergarten through 5<sup>th</sup> grade. In addition, the IMC approved the DVD Teach Files Flipped: The Truth about Sex for use with the district's HIV/AIDS curriculum (Grade 11).

**Motion 70-12-13:**

That the Board approves the McGraw-Hill *My Math* program for K-5, and *Teen Files Flipped: The Truth about Sex* DVD for the Grade 11 HIV/AIDS curriculum. (Curtis) The affirmative vote was unanimous.

*B. School Configuration Committee Update*

Superintendent Faith Chapel provided the board with an update regarding the work of the School Configuration Committee to date. She noted board members have reviewed the committee's guiding principles and the analytical framework used to discuss the advantages and disadvantages of each grade configuration. The analytical framework used the criteria such as educational programs and implications, school size and number of schools, staffing and staffing cost implications, operational costs and implications, facility costs and implications, and political considerations. This report to the board contained information about the grade configuration options that the committee has considered including: a) current grade configuration (K-4, 5-6, 7-8, 9-12); b) Grades K-5, 6-8, 9-12; c) Grades K-6, 7-8, 9-12; d) Grades K-8, 9-12. Minutes from the February 13 and 27 committee meetings were also provided to the board. Ms. Chapel noted the committee was an incredible group of people. Meetings with staff and the community regarding the configuration options currently under consideration by the committee will be scheduled sometime in April.

*C. District Improvement Plan*

Superintendent Chapel explained two years ago, the district began the process of developing an annual District Improvement Plan (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.

Ms. Chapel noted a draft of the District Improvement Plan had been presented to the Board at the March 14<sup>th</sup> meeting, and since that meeting, revision were made. The third outcome clarifies that student will achieve growth on "assessments adopted or developed by the District, "since principals pointed out that not all students participate in the Measures of Academic Progress (MAP) tests, and not all grade levels will participate in Smarter Balanced Assessments that will be implemented beginning in 2014-15. The fourth outcome has been expanded to indicate that emphasis will be placed on "providing opportunities for academic acceleration and closing achievement or opportunity gaps among subgroups of students." Following a brief discussion, Ms. Chapel recommended approval of the 2013-14 District Improvement Plan.

**Motion 71-12-13:**

That the Board approves the District Improvement Plan. (Kinhead) The affirmative vote was unanimous.

*E. Crossroads Statement to Legislators*

Ms. Chapel noted several years ago, the school district in the Kitsap region established an alliance of public school employees, elected officials and community members. This group, called "Crossroads," established as its goal the securing of stable and ample funding for public education. Crossroads recently developed a joint statement to

legislators and is asking local employees and school boards to consider its adoption. The statement contained ten points on which legislators were asked to focus. Following a brief discussion, board members agreed to three points for inclusion in their communication to legislators: 1) Make real and measurable progress toward fully funding public school in this biennium; 2) Fund legislative requirements as part of basic education; and 3) View education as a P-20 continuum.

**Motion 72-12-13:** That the Board approves the Crossroads statement to legislators as amended. (Kinhead) The affirmative vote was unanimous.

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

Executive Director of Instructional Support Services Bill Mosiman presented new Policy/Procedure 2030: Service Animals in Schools for a second reading.

**Motion 73-12-13:** That the Board approves the second reading of Policy 2030: Service Animals in Schools. (Fielding) The affirmative vote was unanimous.

*G. Policy/Procedure 2163: Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973 – Second 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 policy was presented for a second reading.

**Motion 74-12-13:** That the Board approves the second reading of Policy 2163: Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973. (Curtis) The affirmative vote was unanimous.

*H. Monthly Capital Projects Report*

Director of Facilities and Capital Projects Tamela Van Winkle provided a summary of facility and capital projects for March. A summary of the capital projects budget was included in the report. Highlighting some of the activities around the district, Ms. Van Winkle noted the landscape sub-contractor was in the process of installing sod in the playfield and in the courtyard areas in lieu of previously hydroseeded lawns done by former landscape sub-contractor. Sod will also be installed alongside landscape beds at the parking lot and front of the school. The district continues to work on safety and security projects, with a report to the board on these activities pending. Work continues on completing all deliverables for the Phase 2B Substantial Completion and Phase 1B Final Completion for the Wilkes Replacement Project. There are a number of projects scheduled for the week of spring break.

*I. New Wilkes Elementary School Project – Change Order No. 15*

Director Van Winkle presented Wilkes Elementary Replacement Project – Change Order No. 15 for Board consideration and approval. Items included on the Change Order were as follows:

CCD 031r	<u>Add Mech Mezzanine Doors and Metal Panel Details</u> During construction it was discovered that doors at mechanical mezzanine and miscellaneous detailing and flashing throughout the building were missing in specifications. Framing revisions were required, doors needed to be ordered and installed. Flashings and details were added to seal openings correctly.	\$15,215.00
CCD 039	<u>Display Case Details</u> Tube steel structure added plus revisions to 4-pane sliding glass doors, hardware and locks.	\$3,889.00
CCD 046b	<u>Add Security Alarm Door at Gym and Power to Added Coiling Door</u> Secures gym from school for BI Parks & Red use with a delayed response emergency exit door that sounds an alarm for 15 seconds before opening allowing use to be monitored and stopped.	\$8,199.00
CCD 053r	<u>Century Link Easement Access and Grading Changes</u> Immediate adjacency of Century Link equipment to their fiber network near Day Road required grading, fencing, and sidewalk	\$13,485.00

revisions plus a new stairwell to their compound.

CCD 058	<u>Grading Changes at Brick Walls in Courtyards D and E</u> Changes in the field were determined to be due to contractor error, not design error.	\$0.00
CCD 062	<u>Glass Floor Insert at Library</u> Field change to take advantage of STEM learning opportunities about radiant floor hearing.	\$6,819.00
CCD 072r	<u>ADA Access Control Locations</u> Changed 3 locations of ADA buttons and revised hardware at north and library entries to be bollard-mounted.	\$1,500.00
CCD 079	<u>Ceiling at North Admin Hall</u> Field change of a ceiling below minimum height required re-installation of light fixture; revised fixture types at toilet rooms.	\$832.00
CCD 089	<u>Added Block Wall at Septic Field</u> Added for unforeseen grade change between drainfield & west sidewalk.	\$15,634.00
CCD 102	<u>Pedestrian Swing Gate at Kindergarten Play</u> Added man-gate from kindergarten sidewalk to admin sidewalk & revised traffic gate structure and fabric.	\$1,952.00
CCD 103	<u>Acoustic Seal Between Classrooms</u> Added sound-absorbing rockwool at juncture of skylight to tubesteel at top of wall between classrooms sharing skylight.	\$1,517.00
CCD 106	<u>Change form Arborist Chips to Nothing</u> Traded \$1,200 credit for arborist chips for new trench drain at east field per RFI 307.	\$0.00
CCD 116	<u>Safety Surfacing Drainage</u> Added trench and 6" storm drain from each big toy area to infiltration chambers.	\$5,144.00
CCD 124	<u>Compost Bins and Drip Irrigation</u> During construction of bin footings, decision was made to omit bins and irrigation from contract.	(\$5,144.00)
CCD 133	<u>Hydroseed to Sod</u> Confirming contractor's agreement to provide sod at the field and courtyards in lieu of hydroseed allowing faster access to play fields and improved appearance.	\$0.00
COP 056	<u>Window Attachments and Flashings</u> Added detail for flashing where wood siding meets head of curtainwall windows.	\$3,164.00
COP 064	<u>Downspout Connections</u> Field relocation of several downspouts on Admin wing and 2 new tightline connections to storm drain system.	\$3,776.00
COP 066	<u>Bus Loop Retaining Wall</u> Contractor proposed additional costs for depth of wall below	\$0.00

driveway grade to footing and added height at east end. Negotiated solution zeroed out this COP and accepted COP 067.

COP 067	<u>Day Rd Retaining Wall</u> Contractor proposed additional costs due to conflicting information on landscape and civil drawings; negotiated solution zeroed out COP 066 from \$24,377 and accepted COP 067.	\$23,227.00
COP 071	<u>Side Wall Diffuser</u> Change of HVAC diffuser type and installation post-construction.	\$698.00
COP 079	<u>C5 Fixtures</u> Re-introduction of fixtures at exterior wall of gym that were deleted for COP 009 VA credits.	\$769.00
COP 080	<u>VE Change to Ruskin and Dan Foss Option Not Used</u> COP 009 Value analysis claimed savings from change of manufacturer, however, Dan Foss drives were actually higher, and sub-bid for Ruskin control dampers was not taken, therefore, no savings.	\$18,000.00
COP 081	<u>Change from Hydroseed to Cedar Chips</u> Field change to fine wood chips at north end of kindergarten playground replaced lawn for better play area and less maintenance.	\$2,836.00
COP 082	Low Duct Elevations BISD accepted costs submitted in COP 050 & refused additional costs.	\$0.00

**Motion 75-12-13:**

That the Board approves the Wilkes Replacement Project – Change Order No. 15 as presented. (Kinkead) The affirmative vote was unanimous.

*J. Monthly Technology Report*

Director of Instructional Technology and Assessment Randi Ivancich provided a summary of technology related planning that has been in process with a variety of planning groups. Ms. Ivancich noted these planning groups are balancing some of the district's larger goals with the reality of the expectations for technology. An example would be the My Math curriculum that works with Smartboards. The "coming together" of these ideas are expressed in the statement "*Technology fosters a passion for learning, delivers challenging and meaningful curriculum, and develops and supports the skills necessary for career, college, and life.*" Information included in Ms. Ivancich's report included the technology vision statement, guiding beliefs for technology, the goal of the technology department, and the proposed goal areas with priorities. The five goal areas proposed to frame District technology planning for 2014/15 through 2017/18 included: Goal 1 – Learning, Goal 2 – Teaching, Goal 3 – Assessment (Measure What Matters), Goal 4 – Infrastructure, and Goal 5 – Communications & Productivity. Ms. Ivancich also included a timeline for future school board presentations as follows: April 11, 2013 – a) technology progress to date within BISD; b) Mapping of technology goals & priorities to District Improvement Goals; c) goals with rationale for each of the five goal areas. April 28, 2013 – a) survey information with responses to date; b) assumptions about funding for technology; c) examples of line items within goal areas & priorities. May 9 & 30, 2013 – a) final summary of survey results; b) recommendations to measure progress and success of technology implementation; c) present funding scenarios as requested by School Board. June 13, 2013 – a) Present final draft of levy planning documents; b) refine options for funding to meet technology goals. June 27, 2013 – a) present final levy planning documents; b) determine technology levy funding proposal.

*K. Monthly Financial Report*

Director of Business Services Peggy Paige presented a summary of financial reports for February 2013. Ms. Paige's analysis of the General Fund noted total revenues were below prior year and the expected average. As a percentage

of total budget, tax collections were above the average, indicating that the District will hit its budget estimate of \$8.7 million. State revenues were consistent with state funding based on the actual average enrollment to date. Expenditures for the year to date were 1.3% above last year, with year-to-date expenditures below the average. Most areas of expenditures were below expectations, with a few exceptions. Total special education costs were up compared to last year. This would indicate the district will exceed budget estimates by year end. Transportation/Motor Pool, and Operation, Buildings have been impacted by a decrease in budget allocations for substitute expense. In addition, Operation/Buildings is reflecting the decision to move to a centralized purchasing system with increased spending on custodial supplies to begin the year. Food Service expense is up from prior year but in line with budget estimates. Maintenance and Information Services were up from the prior year. It was noted a transfer in March from the Capital Projects Fund will bring both of these areas into alignment with the expected average. The closing cash balance in the General Fund was \$2,502,118, with a projected year end cash balance of \$2.3 million.

### **Personnel Actions**

#### **Motion 76-12-13:**

That the Board approves the Personnel Actions dated March 28, 2013 as presented. (Curtis) The affirmative vote was unanimous.

### **Consent Agenda**

#### **Donations**

1. Donation to Bainbridge High School in the amount of \$1,400.00 from Donald Macleod to be used in fitness classes and training for sports teams at the high school.
2. Donation to the Bainbridge High School in the amount of \$4,800.00 from Michael Rosenthal to be used in fitness classes and training for sports teams at the high school.
3. Donation to Blakely Elementary School in the amount of \$2,000.00 from The Intermec Foundation (David Memke) to support the purchase of iPads and other technology.
4. Donation to the Odyssey Multiage Program in the amount of \$8,741.10 from the Odyssey PTO to support Zeno Math, extra days staffing, Aleks subscription, and Open House supplies.
5. Donation to the Ordway Elementary School in the amount of \$1,369.34 from the Ordway PTO to support Zeno Math.
6. Donation to the Ordway Elementary School in the amount of \$1,222.91 from the Ordway PTO to support enrichment and substitute coverage for January 2013.

#### **Student Field Trip: Overnight**

1. Request for Board approval from Odyssey Multiage Program Teachers Peggy Koivu, Todd Erler, and Barry Hoonan and Odyssey Grades 1 – 6 to participate in their annual outdoor educational learning experience as follows: Grades 1-2 – Camp Indianola April 29 – 30, 2013; Grades 3-4 – Nature Bridge May 20-22, 2013; and Grades 5-6 – Camp Seymour May 20 – 22, 2013.
2. Request for Board approval from Bainbridge High School Future Business Leaders of America (FBLA) Advisor Kim Rose and the FBLA students to attend the State Business Leadership Conference in Spokane, Washington April 24 – 27, 2013.

### **Minutes from the January 31, 2013 School Board Meeting**

### **Minutes from the February 28, 2013 School Board Meeting**

### **Minutes from the February 28, 2013 Community Forum**

#### **Motion 77-12-13:**

That the Board approves the revised Consent Agenda. (Kinhead) The affirmative vote was unanimous.

The following vouchers as audited and certified by the auditing officer, as required by RCW 42.24.080, and those expense reimbursement claims certified, as required by RCW 42.24.090, were also approved for payment.

(General Fund Voucher)

Voucher numbers **2007475** through **2007588** totaling **\$ 237,373.47** .

(Associated Student Body Fund Voucher)

Voucher numbers **4000878** through **4000903** totaling \$ **35,866.56** .

(Capital Projects Fund Voucher)

Voucher numbers **4614** through **4622** totaling \$ **32,359.87** .

(DOR COMP TAX Fund Voucher)

Voucher numbers **121300016** through **121300018** totaling \$ **906.49** .

10:04 p.m. – Board President Mike Spence announced the Board would move into an executive session for 40 minutes to discuss matters of litigation.

**Adjournment**

10:45 p.m. – President Spence reconvened the meeting to a public session and immediately adjourned.

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SCHOOL BOARD OF DIRECTORS

ATTEST: \_\_\_\_\_, Secretary to the Board of Directors