

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

**Date:** May 9, 2013

**Place:** Board Room – Commodore Campus

**Board of Directors Present**

President – Mike Spence

Directors – Tim Kinkead, Mev Hoberg

**Excused**

Mary Curtis

Patty Fielding

**Call to Order**

4:30 p.m. – Board President Mike Spence called the meeting to order and a quorum was recognized.

**Study Session:** Technology Planning

Director of Instructional Technology & Assessment Randi Ivancich facilitated an opportunity for members of the school board to discuss technology planning and goal setting. Ms. Ivancich noted a paradigm shift in the purpose for the educational system from mass producing “workers” to preparing individuals to be successful in college, in their careers, and life in the 21<sup>st</sup> Century. Technology is one reason for the paradigm shift and is enabling the support of individuals to become life-long learners. The planning period under discussion is from now until the 2017-18 school year. Numerous stakeholders have contributed to the planning process, especially during the last two years as the district has addressed future needs. One of the influences has been the growth of personal mobile devices the use of which has presented learning opportunities that did not exist even three years ago. There has been communication between the stakeholder groups such as Technology Leadership, Technology Advisory, and the building technology teams. There have been several day-long meetings that involved all the groups, and technology has been a frequent topic at district leadership and administrative team meetings. Technology surveys have been conducted targeted at student and parent audiences. It was noted that not all the groups were aware of the state and federal mandates that impact the district’s technology development. Planning documents have been developed to meet these mandates, as well as to meet the district’s own technology goals.

Ms. Ivancich provided an overview of the district’s technology goal that states technology will be used to improve student learning for all students. In addition, technology fosters a passion for learning, delivers challenging and meaningful curriculum, and develops and supports the skills necessary for career, college and life in the 21<sup>st</sup> Century. An overview of each of the focus areas was reviewed. The focus areas were: 1) *Learning – Engage and Empower*: Includes student devices, tailored learning, technology to support curriculum, information systems, collaboration tools, and assistive technology; 2) *Teaching - Prepare and Connect*: Includes presentation stations, computing devices, and staff development; 3) *Assessment – Measure What Matters*: Includes feedback on learning, and data to measure student learning and growth; 4) *Infrastructure – Access and Enable*: Includes systems to ensure access to technology resources; 5) *Communications and Productivity – Redesign and Transform*: Includes operation and communication tools. Ms. Ivancich explained the focus of the evening’s discussion would be Focus Area 1 – Learning. The distinction between learning and teaching is learning involves the technology directly used by students, and teaching involves technology such as the presentation stations; the items used during instruction.

The conversation focused on information systems of Focus Area 1, with Sakai Intermediate School librarian Kathy Ellison describing the state of libraries pre-2006 and the current status of libraries in the schools today. Ms. Ellison spoke about the change in how research is conducted, with current methods including more “coaching” from the librarians, and students making use of electronic databases such as SIRS and Wikipedia. Ms. Ellison also noted piloting a “bring your own device” system for teachers (funded by Bainbridge Schools Foundation) to help them understand how technology can be used in for instruction. Next year, the note-taking system EverNote will be launched, which will assist students in their research. There was a brief conversation about the new Common Core standards and the research required to support a student’s “claim” about the information they incorporate into writing assignments. It was noted that technology enables students to gain access to non-fiction text that in the past they have not been able to access.

Moving on to the priority of “*student technology skills scope and sequence*” under Focus Area 1, Ms. Ivancich noted a draft scope and sequence for K-12 has been developed based on ISTE NETS and Washington State Educational Technology Standards. These technology skills are now being imbedded within classroom instruction, and Woodward Middle School Principal Mike Florian offered an example. He explained it was discovered that not all eighth grade students understood or could use spreadsheets. One of the teachers added a unit in which students were asked to gather data and use a spreadsheet to manipulate the data. Ms. Ivancich continued by noting that in the area of Science, the district went from having one classroom with technology in 2006 to having 15 computers per classroom as the standard. There has also been an investment in probeware and other technology tools to support the science curriculum. Math and Technology Specialist (Commodore) Paul Sullivan spoke about the differentiation of students needs and noted the piloting of the EPGY program. He also talked about the need for computers/devices in the changing math classroom. The movement to online instructional materials was also noted, and some of the recent changes in math classrooms (flipped classroom, Khan Academy, ST Math, etc.) were underscored.

Group discussion moved to computer access for students with several staff members providing examples. Wilkes Elementary Teacher Bill Covert spoke about the use of a 15-computer cart for four classrooms, the computer lab, and a ST Math lab. Kathy Ellison talked about the scramble for student computer use, especially during spring testing, and a laptop cart funded by BSF targeted for fifth grade math. Mike Florian noted the computers available in his school environment and stated he would love to have a 1:1 ratio to address some of the access issues. Paul Sullivan believes he serves a number of students who don’t have access to computers at home, and the access at school can be a struggle. The group talked about the impact of state testing requirements on computer access and the diminished availability of computers to other classroom activities during testing windows.

Ms. Ivancich spoke about matching the device to the learning need and the continuum of devices that can meet those learning needs. She asked board members to send in their comments and suggestions, which will be then incorporated into the technology planning and brought to the next board meeting.

### **Public Comment**

Citizen Dale Perry (statement summarized, letter submitted available upon request): Spoke about the pending acceptance of a donation for Spanish Immersion and noted submission of a letter regarding inequities between classes in district elementary schools. He stated a comparison between 4<sup>th</sup> grade classes on either side of the (district) parking lot had an effective student/teacher ratio in excess of 30:1, while the ratio in the Spanish Immersion classroom was 8:1. Mr. Perry also reminded the board of Policy 6114 and the portion about designated or restricted gifts, and asked the teacher be redeployed to other classrooms to mitigate the inequity. Citizen Rik Besser (statement summarized): Acknowledged a recent

meeting with district staff and noted that while some questions had been answered, problems remain. He called into question the use of IEP teams and student placement, and stated this issue will continue to be discussed for months to come. Citizen Charlotte Rovelstad (statement summarized): Spoke about the conversations across the district regarding school configuration as it affects Commodore, stating discussion of programing was long overdue. People have been quoting information about Finnish schools and the books by Pasi Sahlberg. Ms. Rovelstad quoted statements from Sahlberg's book about the Finnish equality model, noting the differences between the educational systems in Finland and the US involving access to education (free to all in Finland). Ms. Rovelstad stated the key words were equality and equity which means fairness. However, fairness doesn't mean that everyone gets the same, it means that everyone gets what they need. The hallmark of the future of education is creativity, and many families in the district feel their children get what they need in the typical school, and others know the eclectic environment of Commodore is what works for them. The long waiting list for Commodore programs signals the need for an alternative model of learning.

### **Superintendent's Report**

Superintendent Faith Chapel announced May as Volunteer Appreciation Month, and she highlighted the volunteer efforts of the Parent/Teacher Organizations. Public Relations Coordinator Pam Keyes provided data related to the contributions made by volunteers over the past year. She noted a significant change in the reporting with the addition of an online form opened for reporting the volunteer statistics. Sheila Jakubik, president of the Parent Teacher Organization Coordinating Council, represented that organization and accepted the recognition for their support of schools. It was noted in 2012 there were 54,224 volunteer hours contributed to the district.

Ms. Chapel announced May 6 – 10 was Teacher Appreciation Week and read a Proclamation from Governor Jay Inslee. The Proclamation read in part; *"teachers should be accorded high public esteem, reflecting the value placed on their skills and abilities, and the importance of public education; and it is appropriate that teachers be recognized for their dedication and commitment to educating their students."* Ms. Chapel noted how difficult the past five years have been considering the impact of budget reductions, state mandates, and possible school configuration changes. She applauded district teachers for their dedication to students, and expressed gratitude for their exceptional professionalism. Bainbridge Island Education Association President Dave Layton accepted the well-deserved accolades on behalf of the entire association.

### **Board Reports**

Tim Kinkead reported a visit to Odyssey and a tour of the Commodore building. He stated it was a great opportunity to hear the things about that program that were important, and if there were configuration changes what things should be taken into consideration.

Mev Hoberg reported on the School Configuration Committee meeting held the previous evening. The committee discussed the options being considered, a review of the first Community Forum, BIEA President Dave Layton provided an overview of the staff presentations, and an Option 4 proposal was reviewed. The committee will review the economic impact of the proposed Option 4, which was disaggregating the Commodore Options School, at the next committee meeting.

Mike Spence reported attending the first Community Forum regarding school configuration. There was a question and answer session, followed by small group sessions. The questions and answers will be posted on the district website. A survey will be available beginning next week.

## Presentations

### *A. Bainbridge Schools Foundation – District Priorities*

Superintendent Faith Chapel presented an overview of the draft 2013-14 District funding requests for Bainbridge Schools Foundation (BSF). The District Improvement Plan 2013-14 and the Funding Priorities for BSF Funds were provided for board review. The priorities support the goals identified in the District Improvement Plan for next year. Due to the uncertainty surrounding the state budget for K-12 education, two sets of priority lists were generated. One list represents the priorities if the state provides the district with enhanced funding for staffing, transportation, and maintenance/supplies/operating costs. If the state provides additional funding for basic education costs, the district would not need BSF support to pay for staff positions, and the request would shift to support for staff training/ professional development and innovation initiatives. However, if the final version of the state budget does not include significant enhancements for K-12 basic education, the district would ask the Foundation to continue to pay for staff positions and would reduce the requests for staff training and innovations. Ms. Chapel highlighted the funding area of support for innovations that focus on Science, Technology, Engineering, and Mathematics (STEM), World Language in the Elementary School, and differentiation. It was noted the goal for future submission of funding priorities would be in January of each year, with donations delineated prior to acceptance. A final version of the fund request will be submitted for board consideration at the May 30 meeting.

### *C. Final 2013-2014 Calendar*

Assistant Superintendent Dr. Peter Bang-Knudsen explained during this school year, the district implemented a 90-minute weekly early release schedule that fostered professional development and collaboration time for teachers, counselors, and administrative staff. Dr. Bang-Knudsen provided a brief update of how those early release Mondays have been used, and described the overall positive impact on teaching and learning that can be attributed to this model. In addition, he provided the final details of the 2013-14 school calendar, including the parent/student conference schedule.

Dr. Bang-Knudsen noted the district lost three days of state funded professional development due to state-wide budget cuts, and the state simultaneously added unfunded mandates to the education system. Some of those unfunded mandates, which require significant time and effort to implement effectively, include the following: a) Math Common Core State Standards; b) English Language Arts Common Core State Standards; c) Next Generation Science Standards; d) New Gifted Education Legislation; e) Implementation of Teacher Evaluation and Student Growth Measurement Systems; and g) Implementation of required technology standards for both staff and students. In addition to state unfunded initiatives and mandates, the district has several teaching and learning initiatives under way that will require additional training and collaboration in order to effectively implement. Those activities include the following: a) Differentiated Instructional Models; b) Continued Math Alignment; c) Science, Technology, Engineering & Mathematics (STEM); and d) Data Analysis.

To provide information about how the Monday early release days supported teaching and learning, the following district staff were asked to share examples of the work completed on those days: Amii Pratt (Wilkes Multiage); Maureen Wilson (Blakely – Gr. 4); Lisa Hale (Woodward Math); Mary Kay Dolesjst (Bainbridge High Chemistry); and Jake Haley (Bainbridge High Associate Principal). Ms. Pratt talked about the building designated days and a focus on data. Teachers discussed how to create a “data picture” for students that can help support learning improvement. (An example of a data binder was shared with the board.) Staff conversations, with grade level colleagues and as a whole staff, allows for planning and differentiation in the classroom. It was noted the use of data was relatively new. Maureen Wilson spoke about the value of the district designated early release days, noting in the past professional development had been rolled out every six weeks but was not about teacher growth. She stated great teaching is inspired and not prescribed, and the early release days are a time to talk, collaboration, share ideas. It was

noted an EdMoto site was being used to share information on books and manipulative, specifically in math. The district days are also a way to get to talk about the big ideas, and get to know staff district-wide. Lisa Hale talked about the team designated days and the benefit of collaborating around the new math curriculum. It allowed for the alignment of common assessments and more consistent support for students. Peer discussions also helps to build content knowledge amongst district staff. Mary Kay Dolesjst shared the challenges experienced at the high school with new students entering the classes each year. The early release Mondays have allowed collaboration on content area assessments, starting with a base and differentiating targets based on where the students are and what they are capable of learning. Jake Haley talked about the depth of conversation teachers are reaching during the early release days. It is truly a gift to support student learning.

Moving on to the final school calendar for 2013-2014, Dr. Bang-Knudsen provided additional details about the parent/student conference schedules. He noted the calendar requires School Board approval.

**Motion 90-12-13:** That the Board approves the Final 2013-2014 Calendar. (Kinkead) The affirmative vote was unanimous. (Kinkead, Hoberg, Spence)

#### *B. Murdock Grant (STEM) – Bainbridge High School*

STEM Coordinator Greg Moncada presented information about Murdock Trust Grant to support Bainbridge High School Science. He explained that during the past two summers, Bainbridge High School Science Teacher Benjamin Hart worked at the Montine Lab at the University of Washington. This work has been supported by the Murdock Charitable Trust, and as a result of this work Mr. Hart has been awarded a \$5,000 supplemental grant from the Murdock Charitable Trust. The grant was contingent upon an additional \$2,000 being made available from the STEM funds. Thanks to Greg Moncada and the STEM Advisory Board, the funds were made available. Grant funds will be used to purchase a UV-Vis Spectrophotometer and protein purification columns from Bio-Rad. *Target 1: Inquiry, Engineering and Research:* The funds will also be used to support student exploration of factors that influence the rate of protein expression in transformed bacteria. Students will have opportunities to manipulate conditions and design a protocol to efficiently isolate the green fluorescence protein from the transformed bacteria. In addition, this equipment will support student learning from a number of other courses including Physical Science, Chemistry, and AP Chemistry. Finally, students engaged in research projects with high school teachers will have access to the aforementioned equipment. *Target 2: Develop Quantitative Skills:* Students will quantitatively analyze data. This analysis will strengthen connections between science and mathematics. It was noted that extending the laboratory investigation beyond transformation and into quantitative measurement will encourage student engagement and critical thinking skills.

**Motion 91-12-13:** That the Board approves the Murdock Grant (STEM) for Bainbridge High School as presented. (Kinkead) The affirmative vote was unanimous. (Kinkead, Spence, Hoberg)

#### *D. Healthy Youth Survey*

Executive Director of Instructional Support Services Bill Mosiman and School Nurse Heidi McKay provided an overview of the Healthy Youth Survey results for 2012. It was noted students participating in the survey included grades 8, 10, and 12. Mr. Mosiman explained the first few survey questions shared with the board covered such areas as percent of students who report eating breakfast, and those who report three or more hours of television watching, video game playing, or computer use for fun on an average school day. Questions on the survey related to lifetime sexual activity, etc. were removed in 1998 and were reintroduced into the survey in 2010, so that data for two years has been accumulated. The questions related to depression resulted in data indicating the percentage of district students experiencing these feelings was lower than the statewide average. However, it still demonstrates a percentage of students

who do experience these feelings are of concern. Other areas the survey covered were substance use at school, perception of neighborhood norms (alcohol), perceived availability of alcohol, current alcohol use, and binge drinking. The same types of questions were on the survey related to marijuana, illegal drug use, and cigarette smoking. Ms. McKay pointed out the number of data points that were positive such as high percentage of students feeling safe at school, etc. It is important to keep those positive points in mind as the district seeks to address those areas of concern. The complete survey data will be posted on the district's website.

#### *E. Legislative Update*

Superintendent Faith Chapel provided the board with the end of session Legislative Update Newsletter (April 26, 2013) and the Legislative Update Newsletter (April 28, 2013) announcing the legislative special session both from the Washington State School Directors' Association. Ms. Chapel noted the biggest issue was the budget negotiations to come during the special session. There was no other news related to the state budget.

#### **Personnel Actions**

##### **Motion 92-12-13:**

That the Board approves the Personnel Actions dated May 3, 2013, and May 9, 2013 as presented. (Hoberg) The affirmative vote was unanimous. (Hoberg, Spence, Kinkead)

#### **Consent Agenda**

##### **Donations**

1. Donation to Bainbridge High School in the amount of \$1,000.00 from Virginia Mason c/o Andrew Baylor at the Winslow Clinic as the annual donation to the scholarship fund for graduating seniors.
2. Donation to Bainbridge High School in the amount of \$1,338.15 from Bainbridge Girls Basketball to help cover the cost of the girls' basketball team uniforms purchased for the 2012-2013 season.
3. Donation to Bainbridge High School in the amount of \$2000.00 from Janet Herren and Robert Walles as the annual donation to the Herren Memorial Scholarship Fund-Scholarships awarded to graduating seniors.
4. Donation to Wilkes Elementary in the amount of \$3968.26 from Wilkes PTO to use for enhancement of specific school programs.
5. Donation to Wilkes Elementary in the amount of \$10,000.00 from Wilkes PTO for building and classroom supplies and support.
6. Donation to Woodward Middle School and Sakai Intermediate School in the amount of \$6000.00 from Windermere Real Estate of Bainbridge Island inc. to be split 50/50 between the two schools.

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

1. Request for Board approval from Kim Rose teacher at BHS to have Student and Staff attend the National Future Business Leaders Association Conference in Anaheim, CA June 25- July 1, 2013.
2. Request for Board approval from Wilkes teachers; Madison, Covert, Vroom and Read to have the fourth (4<sup>th</sup>) grade classes participate in the Islandwood environmental education program May 28, 2013 thru May 30, 2013.

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

##### **Motion 93-12-13:**

That the Board approves the revised Consent Agenda as submitted. (Kinkead) The affirmative vote was unanimous. (Kinkead, Hoberg, Spence)

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 **2007804** through **2007908** totaling \$ **208,820.23** .

(Capital Projects Fund Voucher)

Voucher numbers **4635** through **4639** totaling \$ **51,080.55** .

**Adjournment**

7:42 p.m. – Board President Mike Spence adjourned the meeting.