

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

Date: June 13, 2013

Place: Board Room – Commodore Campus

Board of Directors Present

Board President – Mike Spence

Board Vice-President – Mary Curtis

Directors – Tim Kinkead, Patty Fielding, Mev Hoberg

Call to Order

5:34 p.m. – Board President Mike Spence called the meeting to order and a quorum was recognized.

Public Comment

No public comment.

Superintendent’s Report

Superintendent Faith Chapel announced Bainbridge High School (BHS) teacher Brad Lewis was awarded the Hilton Honors Teacher Trek Grant. The Teacher Treks program funds travel so that teachers can experience first-hand the subject they teach, enriching their curriculum and inspiring students to explore the world. Ms. Lewis has a passion for cultural and statistical connections to Africa and will travel to Africa to participate in a field study. He will then infuse into his Environmental Science and Statistics curriculum, all that field study experience. Mr. Lewis will be joined on this travel experience by fellow BHS teacher Jason Uitvlugt who received a STEM Grant to participate in the field study.

Ms. Chapel announced Woodward Middle School teacher Christine Fulgham was selected by the Bainbridge Island Kiwanis Club as its 2013 Educator of the Year. Ms. Fulgham teaches Family and Consumer Science classes and has taught on the Island for 36 years. It was noted that 62 of Ms. Fulgham’s students wrote individual nominating letters.

Ms. Chapel noted the district received the final segment of the Washington State Auditor’s report this week. Every year, the Auditor’s office conducts a financial audit and again, the district received no findings. The district takes great pride in having no audit findings since 1999. In response to a citizen’s concern about Spanish Immersion, the auditor conducted an accountability audit. While there were no findings in the audit, the phrasing of outcome statements was a bit vague. After asking for clarification from the Auditor’s Office, the district received a copy of the management letter generated following the completion of the audit. There were two areas of recommendations – one was a suggestion that a formalized agreement with the Bainbridge Schools Foundation be implemented (it was noted the district had already begun this task), and the second was a revision to the gifts/donations forms to reflect greater specificity regarding donations. It was noted all groups donating to the district will be asked to be very specific about what the intent of their donations.

Board Reports

Mike Spence reported attending the exit conference with the State Auditor’s Office at which both the aforementioned recommendations were discussed. He noted, as did the Auditor representatives, those recommendations did not rise to the level of findings.

Tim Kinkead referenced the work of the School Configuration Committee and that this committee was formed based on a report that indicated enrollment would be declining. He did some digging, with the assistance of a community member, looking at housing starts, which is one of the data points that support demographic reports. He noted a clear difference between the 2005 and 2006 range when housing starts were approximately 300, and the 2013 housing starts, which is an order-of-magnitude lower. Mr. Kinkead noted this may be a bit of a rollercoaster ride, and the district needs to be watching those trends, and be thinking 3,4, and 5 years in the future.

Mev Hoberg had the privilege of handing out diplomas at the high school graduation. It was an inspiring experience.

Board President Mike Spence suggested the Consent Agenda be moved forward on the agenda. There were no objections.

Consent Agenda

Public Comment

Citizen Tim Gleason (statement summarized) addressed last year's funding of the Commodore Options Spanish Immersion class by the Bainbridge Schools Foundation, noting the \$10K donation had not been itemized in the Foundation's \$373K contribution to the district. Mr. Gleason asked the board to pause on approving a \$20K donation for Spanish Immersion listed on the meeting's Consent Agenda, asked that a detailed accounting of the donations be provided, and asked that the board hold quarterly meetings with constituents. *Citizen Bernadette Witty* commented on an item on the Consent Agenda, the \$20K donation to Spanish Immersion that is listed as part of the overall donation from the Bainbridge Schools Foundation. Ms. Witty (comments summarized) provided the opinion this donation conflicted with some of the qualifications contained in Board Policy 6114 – Gifts and Donations. Ms. Witty made several suggestions to the board regarding approval of the proposed Foundation donation. Board President Mike Spence and Superintendent Chapel explained the \$20K listed as part of the Foundation's donation was not a *new* donation, but the second portion of the pledge made by the Foundation. Foundation Executive Director Vicky Marsing clarified noting a \$15K donation last year, with \$10K of that donation given to the district, and \$5K carried forward to this year by the Foundation. Another \$15K was donated for 2012/13, added to the \$5K for a total of \$20K applied to the 2012/13 pledge. It was noted in the future, as will be presented later on the meeting's agenda, funding priorities for financial support from the Bainbridge Schools Foundation will be considered by the Board.

Donations

1. Donation to Bainbridge High School in the amount of \$2,500.00 from the Institute of International Education "in honor of Bradley Lewis, selected as a finalist in the Hilton Honors Teacher Treks Travel Grant Competition."
2. Donation to Blakely Elementary School in the amount of \$1,780.97 from the Blakely PTO for staff support for Zeno Math, April transportation charges, and a Hodges Badge Co. purchase.
3. Donation to Wilkes Elementary School in the amount of \$2,378.25 from the Wilkes PTO to support scholarship funds for Outdoor Education.
4. Donation to Wilkes Elementary School in the amount of \$3,000.00 from the Wilkes PTO to support Outdoor Education.
5. Donation to the Bainbridge Island School District from the Bainbridge Schools Foundation as follows: 1) \$75,000.00 for training; 2) \$489.09 for learning strategies; 3) \$100,000.00 for teacher salaries; 4) \$5,000.00 for remedial reading; 5) \$45,612.42 for WINGS; 6) \$5,000.00 for FLES; 6) \$981.00 for Bridge Fitness; 7) \$20,000.00 for Spanish Immersion; 8) \$112,471.00 for STEM.
6. Donation to Blakely Elementary School in the amount of \$3,279.00 from the Blakely PTO as a scholarship donation for Outdoor Education.

7. Donation to Bainbridge Island School District in the amount of \$5,695.44 from the Bainbridge Schools Foundation to support a variety of teacher grants.
8. Donation to Bainbridge High School in the amount of \$1,000.00 from Bainbridge Island Garden Club as the annual scholarship donation for graduating seniors.
9. Donation to Ordway Elementary School in the amount of \$4,966.51 from the Ordway PTO to support transportation charges for Outdoor Education, sub pay for Glen Robbins (principal), April staff sub pay for math club and enrichment.
10. Donation to Blakely Elementary School in the amount of \$1,054.84 from the Blakely PTO as the 2012-13 Music stipend.

Grant

1. Confirmation of grant given to Bainbridge High School in the amount of \$7,000.00 from M. J. Murdock Trust to support the purchase of a UV-Vis Spectrophotometer and protein purification columns.

Staff Travel: Out-of-Country

1. Request for Board approval from Bainbridge High School teachers Brad Lewis and Jason Uitvlugt to participate in the Earthwatch study of perceptions and reality of human vs. wildlife conflict in the mountains of South Africa July 16 – 27, 2013.

Minutes from the April 25, 2013 School Board Meeting

PAYROLL May 2013 Warrant Numbers:

(Payroll Warrants) 1001416 through 1001451
 (Payroll AP Warrants) 172093 through 172121
 Total: \$2,654,666.95

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 **2008025** through **2008136** totaling \$ **201,103.26** .

(DOR – COMP TAX Voucher)

Voucher numbers **121300024** through **121300025** totaling \$ **4,042.57** .

(Capital Projects Fund Voucher)

Voucher numbers **4648** through **4654** totaling \$ **59,578.63** .

Motion 99-12-13:

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

Board President Mike Spence suggested item C. STEM Report be moved forward on the agenda. There were no objections.

Presentations

C. STEM Report

STEM Coordinator Greg Moncada began the presentation by announcing the implementation of the Bainbridge Island School District Weather Station funded by a generous grant from the 3M Corporation.

The station is part of the redesign of the computer technology courses at the middle school become a broadcast journalism class and will be used beginning next year. Ms. Moncada continued the presentation with a review of the six outcomes for STEM. Those outcomes include: *Outcome 1*: By June 2016, increase the number of courses available in high level STEM; *Outcome 2*: By June 2016, increase the enrolment in STEM Advanced Placement courses for Non-White/Non-Asian students, economically disadvantage students and males; *Outcome 3*: By June 2014, establish a course pathway and increase enrollment in mathematics courses; *Outcome 4*: Beginning in 2011-2012, create a STEM course plan for every 7th grader. Monitor the plan each year and adjust accordingly; *Outcome 5*: By June 2016, increase student graduation survey data that indicates an interest in pursuing a STEM-related degree or career; and *Outcome 6*: By June 2016, increase partnerships with local Puget Sound business supporting specific STEM courses. Data related to the percentage of students interested in pursuing STEM degrees in college as well as data regarding last year's STEM Camp was shared with the board. This year's STEAM Camp will include such classes as Rockets Team, iPhone Apps, and 3D Graphics.

As an example of some of the STEM related activities, several students (elementary, middle, high school) provided a "robotics summit" demonstration using programming applications to make robots perform simple tasks. One student demonstrated a "snapping" crocodile, while others caused a robot to travel a designated path, spin around, and travel the path to the starting point. A more sophisticated robot was driven by a command control, picking up a small ball and dropping it into a basket. At the conclusion of the demonstration, Mr. Moncada noted the year ahead will produce more refined outcomes, include additional professional development, a STEM Advisory reconfiguration, and continuation of the embedded TOSA model.

A. K-6 Educational Programs & Innovation Committee (EPIC) Report

Elementary World Languages

Associate Superintendent Julie Goldsmith explained the K-6 Programs and Innovations Committee was charged by the Board to consider relevant research and emerging trends in K-6 education that were aligned with the District's mission, vision, and guiding principles. Among several topics, the committee identified World Languages as a trend that should be considered. Ms. Goldsmith noted a subcommittee comprised of parents and staff from each school was formed to explore the possibility of an elementary world language program for all students. She introduced committee members attending the meeting as follows: Co-chair Mary Alice O'Neill, Carole Cottle (teacher – Wilkes), Peter Murchie (parent – Wilkes), Wilkes Principal Sheryl Belt, and Mary Curtis (school board).

Ms. Goldsmith noted the Foreign Language in the Elementary School (FLES) subcommittee will need time to develop an instructional model for approximately 1800 students. The work will include research on effective FLES models, identification of goals for the program, design of a curriculum scope and sequence, development of program structures (time per week/delivery model), analysis of costs, and determination of the impact on the current instructional program. All along the way, input will be sought from staff, parents and the community. Ms. Goldsmith reviewed with the board, the new improvement and innovations planning guide that is part of the procedures for introducing new programs and innovations. Using the planning guide, a FLES program would be considered "large scale" with long-range implications for other grade levels.

Peter Murchie was introduced and continued with the subcommittee's presentation. Mr. Murchie noted learning a second language prepares students to become global citizens and for college. In addition, research indicates children who are exposed to a foreign language at a young age achieve higher levels of cognitive development at an earlier age. Elementary second language programs may also attract new residents, which may counteract the effects of district declining enrollment. It was noted that in addition to the EPIC recommendation, the last two World Language Program Reviews have recommended early second language instruction. Recent survey data from parents also indicated

strong interest in a FLES model as the preferred language program they would like to see the district develop over the course of the next few years. That same survey indicated parents first choice for a world language taught at the elementary level was Spanish, followed by Chinese/Mandarin.

The subcommittee discussed guidelines for any proposal that would be brought to the Board of Directors. Those guidelines would ensure the following: a) access to high quality world language instruction for all students; b) long-term sustainability; c) support and enhancement of the current core curriculum; d) minimal disruption to the current instructional program; and e) a process that is transparent and inclusive for staff, parents, and community members. The subcommittee developed a 4-phased exploration plan for FLES that included the following stages: Phase 1 – Investigation: Gather research on FLES models; develop criteria for an effective program and gather input from staff, parents, and community. Phase 2 – Development: Use survey data and research to develop possible models for consideration and gather input from staff and community on models. Provide the Board with options for consideration. Phase 3 – Possible Pilot Design: Develop a pilot to test the validity of the possible FLES model. Implement and evaluate the pilot for determining strengths and improvements needed. The design will include the information required through the Elementary Programs and Innovations Committee (EPIC). Phase 4 – Possible Implementation: Work with staff and community to finalize a proposed structure and curriculum for an elementary FLES program for all students. There will be ongoing communication to staff, parents, and the community through all phases of the exploration plan.

Differentiation in the Elementary Grades

Superintendent Faith Chapel provided an overview of the EPI Committee’s recommendations for differentiation of instruction in grades K-6. As one of the two main educational trends identified by EPIC for further study, differentiating instruction at the elementary level was selected for several reasons. Reasons included the following: 1) The committee discussed data recently obtained from district-wide implementation of “Measures of Academic Progress (MAP)” assessments in elementary grades. The data revealed the high percentage of student who were performing above grade level, in both reading and mathematics, compared to their peers across the county. Analysis of this data led to committee discussion of the need to explore strategies that would address the instructional needs of the district’s high performing students. 2) EPIC members read articles, listened to presentations, and reviewed information about differentiation. 3) A subgroup of EPIC members discussed and developed recommendations as follows: a) increase emphasis on differentiation of instruction in grades K-6, focusing on Mathematics in the 2013/14 school year; b) continue to implement differentiation in K-6 literacy instruction, using leveled readers and grouping of students by skill/ability; c) continue to utilize multiple assessments and develop or adopt additional assessments to help teachers diagnose the instructional needs of students and place them at the appropriate instructional level; d) support teachers with professional development opportunities and program support to facilitate differentiated instruction; e) provide the instructional materials and resources to help teachers differentiate classroom instruction for subgroups of students; and f) provide additional technological resources (e.g. online assessment, student devices) to help teacher efficiently and effectively monitor student progress and differentiate instruction. 4) It should be noted that parallel discussions regarding differentiation of instruction have been occurring in other district committees: Mathematics Curriculum Review Committee, Highly Capable committee, Data Lead Teachers, and Literacy Lead Teachers. Board members were also provided with a copy of the Personalization vs Differentiation vs Individualization Chart (Barbara Bray) that provides definitions for each of these learning strategies.

B. Bainbridge Schools Foundation Agreements & Funding Priorities for 2013/14

Superintendent Chapel explained earlier this spring, the Bainbridge Schools Foundation (BSF) and representatives of the school district and Board of Directors discussed the value of developing documents

and processes that would bring greater transparency to the relationship between the two entities and the process of identifying district priorities for financial support from BSF. A copy of the proposed funding priorities for Bainbridge Schools Foundation funds for the 2013/14 school year was provided to board members for review. The funding priorities included staffing, K-12 professional development for all staff, and K-12 innovations. In addition, Ms. Chapel noted that although there is no legal requirement to have formal documentation, other districts have written agreements in place with their foundations. It is believed that this district, the Foundation, and the parents and community will all benefit for the adoption of similar agreements. An agreement between the District and the Foundation that will serve as an overarching agreement describing the relationship between the two organizations was provided for review. A standard lease agreement used by other organizations such as Bainbridge Youth Services and Head Start, will be completed and will be renewed annually through a process managed by the district's Capital Projects Department. Following board review and discussion, it was noted the funding priorities document will be amended to include an adjustment to the funding totals and more specificity under the K-12 Innovations/The Arts category. In addition, Foundation Executive Director Vicky Marsing presented a check in the amount of \$55,000 to the board (for summer training institute) as the final contribution of their \$1 million dollar pledge to the district.

Motion 100-12-13:

That the Board approves the Bainbridge Schools Foundation Funding Priorities for 2013-2014, and proposed agreements between the District and Foundation, both as amended. (Curtis)
The affirmative vote was unanimous.

D. School Configuration Committee Report

Superintendent Faith Chapel reported on the work of the School Configuration Committee (SCC) during the past two month. It was noted there had been five staff presentations and four community meetings held during April and May, and a copy of the presentation used at the meetings was provided to the board. In addition, an online survey for staff and parents was drafted, presented to the SCC, and revised to incorporate suggestions from SCC and Puget Sound Educational Service District staff. The survey has been posted and will remain open through mid-September. To date, there have already been 441 respondents to the survey. The committee wanted a direction from the Board on a couple of items: (1) the committee recommended deferring implementation of any potential configuration change to Fall 2015, and (2) it was recommended the three Commodore programs remain in one facility, on the main campus. Director Mary Curtis led board discussion regarding these two items, suggesting more time was needed for the committee's work. Regarding the Commodore programs, Ms. Curtis noted the committee's majority opinion was to keep those three programs together. Board discussion focused on choice programs as part of the core programs of the district, and the desire on the part of parents and others to see those options grow. It was also noted how important developing strategic working assumptions regarding choice programs would be coming from the board. Board members agreed that providing another year for the committee to continue their work will allow time for sorting through data and other information related to the options under consideration. It was further suggested a written communication from the board to the committee be drafted.

Board President Mike Spence suggested items F. Authorization to Bid – Woodward Middle School Field, G. New Wilkes Elementary School Project – Commissioning Report, and I. New Wilkes Elementary School Project – Substantial Completion Phase II be moved forward on the agenda. There were no objections.

F. Authorization to Bid – Woodward Middle School Field

Director of Facilities and Capital Projects Tamela Van Winkle explained DA Hogan and Associates worked collaboratively with Capital Projects and Woodward Middle School staff to develop specifications for the Woodward Middle School Field and Track Renovation Project. The project will be advertised for

two weeks beginning in July. Bids will be opened on July 22, with work beginning the first week of August. Ms. Van Winkle noted the Woodward Field Renovation was one of the essential renovation projects identified in the 2009 Bond request.

Motion 101-12-13: That the Board approves the Authorization to Bid the Woodward Middle School Field Reconstruction and Track Replacement Project. (Kinkead) The affirmative vote was unanimous.

G. New Wilkes Elementary School Project – Commissioning Report

Director Van Winkle provided the Board with a Summary of Findings for Wilkes Replacement Commissioning Report. It was noted the district's commissioning agent was McKinstry. The intention of McKinstry's commissioning effort is to assure the project's end result is an operable, maintainable, and sustainable system. The commissioning process independently validates that the systems have been engineered, installed, started up, and functioning per the original project design and intent. Based on the verification process, the systems have been proven to operate as designed with exceptions (4) as noted in Part 5 Issues Log. In conclusion, the district is extremely pleased with the high-energy efficiency and operation of the mechanical equipment and design outcome. As part of the district's contractual obligation with Spee West Construction, the Board is required to approve the commissioning report.

Motion 102-12-13: That the Board approves the New Wilkes Elementary School Project Commissioning Report. (Kinkead) The affirmative vote was unanimous.

I. New Wilkes Elementary School Project – Substantial Completion Phase II

Director Van Winkle presented the Certificate of Substantial Completion Phase 2B for the Wilkes Elementary School Project for Board consideration. The certificate states the work performed under the contract has been reviewed and found, to the Architect's best knowledge, information and belief, to be substantially complete as of June 7, 2013. This action establishes the date for commencement of all warranties associated with Phase 2B (landscape and field).

Motion 103-12-13: That the Board approves the Certificate of Substantial Completion Phase 2B for the Wilkes Elementary School Project. (Kinkead) The affirmative vote was unanimous.

E. Technology Report – Levy Planning

Director of Instructional Technology and Assessment Randi Ivancich provided continuing information related to district technology planning. She reviewed the technology goal that reads: *The Bainbridge Island School District will use technology to improve student learning for all students. 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 21st century.* Ms. Ivancich shared the results of a survey of students, parents, and teaching to learn about students need for and access to computing devices. Highlights of the student responses were as follows: a) 70% of students were able to use a computer at school when they needed one; b) 70% of student use a district-owned computer at school at least 2-3 times/week for school work; c) 85% of student use a desktop or laptop, at home, at least 2-3 times/week for school work; d) 96% of the time students have use of the computer at home whenever they need it for school work; e) At home students most frequently connect to the Internet with a laptop, desktop, or Smartphone; f) For communication resources, students use the following at least daily: 56% teacher websites, 41% social networking sites, 40% text, 38% Google Apps/Docs, 33% school/department websites, 27% Microsoft Office, 25% email, 20% phone calls; g) Nearly 50% have an Internet-ready device at school daily; h) 60% would bring a device to school once it is sanctioned; and i) 82% responded that it would be sometimes or always beneficial to have their own device for school work in class. Highlights from the parent responses were as follows: a) For their own use, 94% use a computer daily for personal use, and 84% use a computer daily for work; b) For their own use, nearly 83% use a mobile device daily for personal use, and 64% use one daily for work; and c) 99.5% have a desktop or laptop at

home. Highlights from the teaching staff response were as follows: a) Over 40% of staff are ready for students to use personally owned devices in class at least 2-3/week; b) 47% of staff envision that at least 60% of their curriculum will be accessed via the Internet and personally-owned devices; c) Over 95% of staff envision that student device needs can be met by a combination of district-owned and personally-owned devices; d) 65% of staff envision that, in class, students will access the curriculum via personally-owned devices at least 2-3 times/week; e) 60% reported that a 1:1 student to device ratio would be ideal; 18% reported a 2:1 ratio; f) 58% of staff reported that an adequate ratio would be 2:1 or 3:1.

Ms. Ivancich reviewed the common themes or patterns from the students, parents and teaching staff responses as follows: a) High level of regular Internet access in district homes; parents reported 99% have Internet, students reported 94%; b) Most households have at least one desktop or laptop; parents reported 99.5% , students reported 93%; c) At least 50% of households have 3 or more Internet-ready devices (61% of respondent households have 4-5 members); d) Frequency of the need for a computer at home for school work increases as students progress through school; e) At home, students connect to the Internet most often with a desktop or laptop for school work; f) 77% of student in grades 9-12 and 70% of students in grades 7-8 have personally-owned Internet-ready devices; g) 23% of students responded that it would be very helpful to check out a device (and 38% sometimes helpful); 16% of parent responded it would be very helpful; h) 90% of students have their own email account; and i) 89% of students have a personal Gmail account. Board discussion during the review of the common themes focused on how to ensure all students have access to the devices/Internet service needed to support course requirements.

During the conclusion of the presentation, Ms. Ivancich mapped the technology focus areas to the District improvement priorities. The technology levy funding trends and comparisons to other school districts were also reviewed. The next steps in the technology planning process will include refining the priorities from technology leadership groups and school administrators and develop recommendations. A refinement of the technology options A – E will also be completed, with cost estimates added to each technology option.

Personnel Actions

Motion 104-12-13:

That the Board approves the Personnel Actions dated June 7, 2013, and June 13, 2013 as presented. (Curtis) The affirmative vote was unanimous.

Adjournment

8:38 p.m. – Board President Mike Spence adjourned the meeting.