

# Vision 2010

## A Long Range Plan for the Future of the Bainbridge Island School District

*Strong Minds*

*Strong Hearts*

*Strong Community*

June, 2000

## Preface

Vision 2010 is a long range plan for the Bainbridge Island School District. Its purposes are several – to inspire a vision of our future, to guide our thinking and planning, and to remain flexible and responsive to unanticipated opportunities and challenges. Vision 2010 is also a statement of our fundamental mission and the many elements that must be secured in order for us to be successful in helping “all students become successful learners, caring individuals, and responsible citizens”.

Vision 2010 is the product of the long study, extended dialogue, and heartfelt passion of teachers, administrators, parents, students, community members, and the Board of Directors. Throughout the 1999-2000 school year, over one hundred individuals met often to define visionary goals, target essential objectives, and establish priorities for the coming decade.

Vision 2010 is structured to have enduring, visionary goals. These goals will drive our planning and budgeting for the better part of the next decade. However, we expect our objectives and strategies for achieving these goals to change over time. And we expect to rely on the participation of all stakeholders in helping us assess our progress and assisting us in devising new objectives and strategies annually.

The Vision 2010 planning teams were challenged to consider a limited number of goals that could be accomplished in great depth over time. As we explored what we could or could not accomplish in the future, we assumed two very important parameters: our district’s ongoing commitment to state school reform and the reality of limited resources from traditional tax-based sources. More importantly, we determined from the beginning that Vision 2010 would not attempt to be all things to all people. But it would contain the commitments that spoke to the core of what a quality education should be for the children and families of Bainbridge Island.

As our new slogan proclaims, Vision 2010 and the educational experience we want for all students is about building strong minds, strong hearts, and a strong community. As a part of our community, we invite you to share our mission, our vision, and our passion for learning as we enter the 21<sup>st</sup> Century.

Dr. Steve Rowley, Superintendent  
Bainbridge Island School District  
June 29, 2000

## **District Mission**

**The mission of the Bainbridge Island School District is to help all students become successful learners, caring individuals, and responsible citizens.**

In order to fulfill our mission, we are committed to providing:

- ◆ Learning environments that are intellectually challenging and diverse, physically well maintained and equipped, and personally fulfilling.
- ◆ Highly qualified teachers, administrators, and other staff members who value and support the academic and emotional well being of each student.
- ◆ Safe, supportive, respectful, and productive school environments that serve the needs of students, staff, parents, and the community.
- ◆ State-of-the art learning tools, including computers and other essential technology, that allow students to communicate, solve real life problems, and conduct research in the most effective manner possible.
- ◆ Professional development for staff, so they remain current in the instructional practices that best meet the needs of our students.
- ◆ Modern school facilities that enhance essential learning experiences and program opportunities.
- ◆ Opportunities for the involvement of parents and community members in the educational process, including program and school improvement planning.
- ◆ Clear vision and leadership at the classroom, school, and district level.
- ◆ Stable, sufficient financial support of our schools through local levies and bonds, as well as through state, federal, and private funding sources.
- ◆ Accountability at all levels to help assure parents, taxpayers, and others that our district is well run, that the needs of students are being met, and that public confidence in us is justified.

## **Our Vision**

We envision the Bainbridge Island School District to be a highly successful community of children and adults that inspires the love of learning now and in the future.

We commit ourselves to provide the best schools and district programs possible. We actively respond to the needs of individual students and challenge them to meet high academic standards. We offer numerous opportunities for learning in and out of the classroom. We develop and support instructional programs to ensure that student needs and family interests are met. We invite parents and others from the community to actively participate in the educational process.

We strive to help shape the character of our students to be thoughtful, caring, and involved citizens. We seek to inspire students to reach out to their peers, their community, and to others in our global society as they prepare to interact with and influence others as adult citizens.

We believe our vision is achievable. It reflects our commitment to and our passion for learning. It also is an invitation for you to share in our aspirations and become an active member of our learning community.

## **Our Beliefs**

**Our beliefs represent our strongest values and highest ideals. We commit to using these beliefs as guiding principles in all that we do, including every day decisions that will significantly affect the learning and well-being of our students, staff, and school communities.**

- ◆ Every student can learn.
- ◆ Learning is the key to a better world. An educated and informed society empowers responsible citizens.
- ◆ Students must share responsibility for their own learning and success. They should acquire the skills and interest required to successfully benefit from the rewards of lifelong learning.
- ◆ It is essential for students to respect personal differences, value social diversity, and appreciate the multi-cultural heritage of our democratic society.
- ◆ The family and larger community play an invaluable role in the educational process. Schools must involve parents as partners in learning and engage the community in students' educational experience.
- ◆ Accountability is necessary for achieving our district's mission and is shared by students, staff, school board, and parents.

## INSTRUCTIONAL PROGRAM AND INNOVATION

### Strengths:

The Bainbridge Island School District is a very successful K-12 educational organization that receives much praise and parent/community support. Our students experience a variety of high quality learning environments that focus on academic achievement. In grades K-12, our students have the opportunity to engage in comprehensive educational experiences that include significant exposure to the arts, physical education, and a comprehensive co-curricular activities menu. Highly qualified certificated and classified staff members facilitate these educational opportunities with significant support from parent and community resources. Examples of program and curriculum innovation and improvement are evident in all schools, as well as communication plans that invite broad participation of staff, parents and community.

### Challenges:

Many of the Bainbridge Island School District's exemplary practices are disconnected from district-wide educational improvement efforts, district-level goals, and the school improvement plans for other schools/programs. This disconnected environment is also reflected in the nature and quality of staff development opportunities and experiences throughout the organization. In addition, our current instructional program is clearly not meeting the educational program needs for many students. Significant numbers of our students are not achieving academic performance standards as established at the state and local level.

### Future Directions:

Where do we want to be in 5-10 years? Research and study suggest that school district goals must include a sharpening of our organizational focus on the attainment of high standards for all students. The school district can gain even higher levels of success by honoring individual and group efforts to achieve; encouraging all segments of the organization to join together as part of a more cohesive whole; while continuing to celebrate our successes. Implementation of these goals over the next 5-10 years will result in a school district that is more closely linked and better focused on helping all students meet high standards. Student success will be supported by an increasingly diverse collection of student-centered learning environments. Collaborative, project-based learning and technology-enhanced learning experiences will become more fully integrated with our most effective current instructional practices to facilitate learning of relevant content while addressing individual student needs.

# INSTRUCTIONAL PROGRAM AND INNOVATION

## Visionary Goals

1. **Student Centered Learning Opportunities** – Develop additional innovative student environments and services, pre-kindergarten through high school, designed to engage, support and challenge all students.

Objectives:

- ◆ Develop early intervention strategies and programs in collaboration with community resources, to better identify and serve at-risk students (examples: full-day kindergarten option, consistent pre-K-1 early intervention model at all schools)
- ◆ Maintain and strengthen programs for students identified as highly capable/gifted to better serve their specific academic needs
- ◆ Expand the development of learning environments that challenge students to apply new knowledge and directly demonstrate their ability to solve complex “real world” problems (examples: service learning, community-based learning activities)
- ◆ Expand efforts to implement instructional staffing strategies that improve the adult to student ratio at all levels within the school system (examples: smaller class sizes for targeted levels/areas of instruction, expanded use of instructional program paraeducators)

2. **High Academic Performance Standards** – Develop new programs and services designed to provide targeted academic support for identified student populations and challenge all students to demonstrate achievement of high academic performance standards.

Objectives:

- ◆ Develop new programs and services to support students who do not meet state and local standards as measured on the Washington Assessment of Student Learning at grades 4, 7 and 10 (examples: computer assisted learning labs, “Jumpstart” programs for low achieving students, extended school year programs)
- ◆ Review high school graduation/diploma standards to ensure alignment with emerging local and state-level student performance standards

3. **Career Planning & Pathways** – Provide learning opportunities that infuse career reflection and personal goal setting/planning throughout a student’s K-12 educational experience.

Objectives:

- ◆ Increase the use of community resources to raise awareness of how education and career are integrated

- ◆ Integrate career skills, such as goal setting, time management and organizational strategies, commencing at the elementary school level
- ◆ Create career pathway opportunities for high school students
- ◆ Expand programs and/or services designed to support individual students as they explore career options and develop career plans (example: Add and maintain career advising/counseling staff to assist high school students in pathway development and individual career planning)
- ◆ Explore various “career plan” and “senior project” models for possible implementation at the high school level
- ◆ Promote valid career awareness opportunities, such as, creation of career/community experiences that involve all students and staff as participants in specific off campus educational activities

**4. Integration of Technology in Teaching and Learning – Develop integrated technology-rich learning environments across the curriculum in all schools that encourage communication, collaboration, inquiry, research and personal productivity.**

Objectives:

- ◆ Create technology environments that are driven by the instructional and curriculum process (example: increased student access to multimedia tools to enhance writing/communication skills)
- ◆ Implement “best practices” staff development strategies to support the integration of technology in curriculum and instruction (examples: mentor teacher and model classroom programs)
- ◆ Generate an ongoing process for maintenance and acquisition of equipment, personnel and software to support technology-rich learning environments
- ◆ Empower the District Technology Leadership Team and Technology Advisory Committee in conjunction with the Director of Instructional Technology to develop, monitor and evaluate district-wide plans to carry out technology plans and objectives.

**5. Program Planning & Development – Develop new models for program assessment, planning and development that build system-wide capacity for curriculum/program improvement and innovation.**

Objectives:

- ◆ Revise and improve the district program/curriculum review process.
- ◆ Assess and improve organizational systems designed to ensure effective time allocation and communication.
- ◆ Continue efforts to improve the integration of school/program level improvement efforts (i.e. school improvement plans) with district long-range and annual goal setting with a focus on effective multi-year planning processes.

**6. Staff Development – Develop and implement a comprehensive district-wide staff development plan that supports the continuous professional growth of all staff members.**

Objectives:

- ◆ Design and implement comprehensive staff development needs assessment tools.
- ◆ Align district-wide staff development plans with specific district program improvement efforts.
- ◆ Seek collaboration with colleges/universities to provide increased on-site staff development opportunities, including degree programs.
- ◆ Develop the effective use of mentorship models for staff development that capitalize on the strengths/skills of master teachers.
- ◆ Expand the use of technology to support staff development programs (i.e. video-conferencing, online training).
- ◆ Expand the use of community resources in the delivery of staff training (example: technology training provided by technology experts in the business community).
- ◆ Include integration/use of technology and meeting instructional needs of diverse student populations in the initial staff development program focus.

## Character, Climate and Community

### Strengths:

There is a strong and established partnership between the school system, families and community. In the District, there are a great number of truly exceptional teachers and support staff. Their primary focus remains the welfare of children, as they work with commitment to meet the diverse needs of all learners. Schools are generally considered to be safe and caring. There is a high level of parental support and involvement in the children's education, as well as community support for underwriting and funding these programs. Both the schools and community have a well-established expectation for the tolerance of and respect for diversity. This is strongly supported by District policies, procedures and practices. Additionally, the schools and community provide numerous resources and offer an array of activities to support the developmental well being of their youth.

### Challenges:

Bainbridge Island is a community with high expectations for the academic successes of their children. Scholastic achievement is both valued and celebrated. Through the future, the challenge will be to maintain an understanding that meaningful accomplishment and success include a healthy balance with matters of character, climate and community.

### Future Directions:

In terms of where the District should be in five to ten years in the areas of character, climate and community, the foundation is well established. To certain levels or degrees, all of these visions are currently realized on a daily basis. The interest is to broaden and extend these opportunities to each participant in the educational process, at all times and in every setting. In the future, everyone should feel safe and free from a sense of fear or harassment. There will exist an absolute respect for diversity and individual differences. Each student should have access to empathetic and supportive adult advocates. Similar care and attention must be available for employees, to support a healthy and energetic staff in their important endeavors. Recognition and attention must be frequently available for everyone. For students, that attention should be balanced and equitably distributed regardless of academic accomplishments, extra-curricular involvement, life goals or career pursuits. Humanitarian accomplishments and community involvement should be actively encouraged and regularly recognized. Partnerships between the community and staff/students could be expanded and refined. Student citizenship, civility and personal responsibility will become an encultured expectation. To an even greater extent than today, the schools can become a place of community and mutual regard where everyone enjoys a sense of belonging, affiliation and connectedness.

# CHARACTER, CLIMATE AND COMMUNITY

## Visionary Goals

### 1. **Belonging and Connectedness**, - Create a sense of belonging and connectedness through recognition, affirmation and relationships of mutual respect.

#### Objectives:

- ◆ Award and acknowledge students for community service, citizenship, acts of kindness, humanitarianism, artistic accomplishments, and other meritorious/ notable achievements outside or along with the traditional athletic and scholastic domains.
- ◆ Encourage and foster a climate where staff recognize and celebrate the accomplishments of colleagues.
- ◆ Continue to build upon and encourage the application of those proactive strategies affiliated with the “Developmental Assets”, “It’s About Time” and similar student support programs.
- ◆ Encourage and expand forums and opportunities for the involvement of all students, with the implementation of specific strategies to reach disenfranchised youth.
- ◆ Allow students and schools to create and enculture acceptable rituals, traditions and customs that provide for a sense of identity, belonging and connectedness.
- ◆ Establish and maintain formal and informal strategies for the regular recognition of staff; to include the participation of the public newspaper, community groups, Parent-Teacher Organizations, etc.
- ◆ Focus professional development (training) and retreat activities on relationship building, interpersonal communication, wellness promotion and staff unification.
- ◆ Encourage unity and spirit building activities for staff district-wide, such as a welcome back picnic, family events, between school recreational activities, etc.
- ◆ Review and consider student advisory and advocacy periods at the middle and high schools, accompanied by the prerequisite staff training.
- ◆ Continue to emphasize programs in the visual and performing arts.

### 2. **Safety and Respect for Diversity** – Build an environment where all students and staff feel safe at school, comfortable in the knowledge that acceptance and respect for diversity are expected and everyone will be held accountable for the civility of their conduct.

#### Objectives:

- ◆ Focus collaborative District and employee association attention and prioritization on issues of civility, in terms of how all participants in the educational process treat one another.
- ◆ Develop and communicate the expectation, with accountability, that no person will ignore or turn a “blind-eye” to incidents of discrimination, bullying, harassment, victimization, etc.

- ◆ Continue to develop, implement and maintain the expectation that students treat classmates, staff and facilities with reasonable courtesy, regard and responsibility.
- ◆ Regularly communicate and review, with all participants in the educational process, those policies prohibiting harassment and procedures/practices for the handling of such, with clear sanctions that are consistently acted upon by building administration and supported by the School Board and Central Administration.
- ◆ Communicate and expect the modeling of tolerance and respect for diversity by all participants in the educational process.
- ◆ Inform parents of the rules, standards, expectations and sanctions/ consequences associated with issues of misconduct and harassment, with the expectation they will support the school's efforts to maintain these standards.
- ◆ Continue to implement and work toward the maintenance of empathy building and diversity awareness programs for students.
- ◆ Survey middle and high school students to appraise their sense of personal safety and to determine where, when and with whom personal security is compromised; with a commitment to make improvements based on these findings.

**3. Personal Responsibility to Self and Community - Provide opportunities for each student to develop personal responsibility and a commitment to improving the welfare of others, in partnership with the community.**

Objectives:

- ◆ Continue to build a climate where schools and the community perceive and utilize youth/students as resources.
- ◆ Work to increase opportunities for credited service learning, work study and apprenticeships, integrating these activities into the curriculum as and where appropriate.
- ◆ Further recruit, foster, nurture and facilitate the use of community volunteers, private sector mentors, senior citizen tutors, etc.
- ◆ Develop community partnerships, mentorships, and linking assets for the District's population of disenfranchised students.
- ◆ Empower students to meaningfully influence their school's operation, including their involvement in staffing decisions, as appropriate.
- ◆ Encourage students to accept responsibility for the civility of their conduct toward classmates and staff, as well as for their civic obligations to the school climate.

**4. Caring and Supportive Environment – Continue the staff's work to create and foster a caring environment for each student, as supported by the District and community.**

Objectives:

- ◆ As a collaborative effort between the District and employee associations, develop and implement an employee assistance program that acknowledges and promotes issues of physical and emotional well-being and kind/caring relationships.

- ◆ Consider each employment candidate's affective and relationship-building skills in making staffing and hiring decisions.
- ◆ Encourage all adults working in the schools to greet and welcome students on a daily basis in a manner that communicates care and advocacy.
- ◆ Throughout the District, continue to work toward reception areas, offices and classrooms that are welcoming and inviting, with open, courteous and timely responses to requests (inquiries, phone calls, e-mails, etc.) for assistance.
- ◆ Survey and allow students to define the types of caring behaviors they would seek/desire from teachers, administrators and other personnel.
- ◆ Place greater administrative emphasis on proactive strategies to communicate care and regard for staff; personal greetings, commendations, celebrations of accomplishments, classroom/workplace visitations, complimentary correspondences, timely responses to inquiries/concerns, etc.
- ◆ Provide ongoing opportunities for staff to learn from exemplary and masterful colleagues; teaming, peer review, coaching, mentorships, model teaching, visitations, etc.
- ◆ Promote adult visibility in the school's hallways, cafeterias, and other places students gather; with the students knowing that all adults are there to assist and intervene for their welfare.
- ◆ Continue to encourage the linking of each student to an adult advocate consigned with the care/welfare of that youth.
- ◆ Encourage staff to include student feedback in the setting of individual and collective (building level) professional goals.
- ◆ Continue the regular review of counseling and intervention services designed to meet the personal and interpersonal adjustment needs of students, as well as strategies to improve these programs.

## Facilities and Finance

### Strengths:

The Bainbridge Island School District has a high degree of credibility and support from the community and taxpayers at large. We have good working relationships with private schools, the home school community, inter-governmental and recreational groups. This past year brings to completion a new intermediate school for 5<sup>th</sup> and 6<sup>th</sup> grade students along with many improvements to the high school facility, which helped with class size considerations.

Although our technology infrastructure varies from school to school, our technology monies have nearly kept up with our needs.

### Challenges:

As our student population grows, consideration must be given to improving our existing schools and the possibility of building new schools. A new school facility requires a large piece of property, which is becoming less available on the Bainbridge Island. We recognize that there is a need for improved/enlarged core facilities on the high school campus and a possible expansion of the performing arts and recreational facilities. There is a need to upgrade elementary schools to reflect our current programs. There is a need to move the district offices and the maintenance and grounds department to more functional facilities. Currently, we rely on continued support for building projects from state and local funds, but we recognize that we can not do a great deal to assure that these sources of funds will increase as our needs increase.

We need to study and determine what should be done with the Commodore Center building. It is clear that the oldest parts of Commodore will be too expensive to remodel. Currently, there are strong partnerships between the school district and community programs that are housed together at Commodore Center although parts of this facility are old and inadequate. These partnerships need to be considered as decisions are made about the Commodore Center facility.

### Future Directions:

We need to clarify optimal sizes and configuration for our schools, and with these decisions, determine the level of need for a capital facilities bond. We should explore the potential for funding through private gifts from traditional grant making sources (e.g. Gates Foundation, State and Federal Grants) and explore funding partnerships with non-profit, corporate, and other commercial enterprises. We should promote dialogue and explore policy consequences involved with corporate and commercial relationships.

Building impact fees paid by developers are a source of local funds that support school district capital projects. We need to study this topic and determine if it would be possible to seek an increase in support through impact fees.



# FACILITIES AND FINANCE

## Visionary Goals

1. **New Facilities** – All new facilities will support the tradition of excellence in the district’s education program in an effective, flexible, and economically feasible manner.

Objectives:

- ◆ Within our financial capabilities, act in a timely manner to acquire land to accommodate facilities needed for the maximum future enrollment.
- ◆ Study and determine optimal school size, and plan new facilities accordingly.
- ◆ Study and develop a plan for an alternative school model, clustered and/or dispersed.
- ◆ Design facilities to allow for flexibility in programs and school configurations.
- ◆ Create a new administrative center that will facilitate and enhance efficiency and professional leadership.
- ◆ Work with city agencies to create safe pedestrian, bicycle, and vehicular pathways between school facilities and residences.
- ◆ Expand facilities for the arts and recreation programs proportionate to population growth, to include a study of the need for an expanded performing arts center.

2. **Physical improvements** – Needed physical improvements will be made to the existing facilities to reflect program needs.

Objectives:

- ◆ Continue high school campus improvements identified by the Facilities Study of 1996 (includes classroom spaces as well as core spaces) to serve 1,750 students.
- ◆ Implement physical/educational facility improvements at the three existing elementary schools.
- ◆ Relocate district administration and maintenance and grounds from their existing locations.
- ◆ Remove the older parts of Commodore Center.

3. **Financing** - In the next five to ten years, the Bainbridge Island School District will enrich its annual operating budget by 10-15% through revenues from non-traditional sources.

Objectives:

- ◆ Explore the possibility of increased revenues via impact fees.
- ◆ Survey amounts and sources of existing nontraditional funds.
- ◆ Review existing policies and procedures relating to nontraditional funding
- ◆ Educate staff and community regarding cultural changes with nontraditional funding.

- ◆ Investigate various public and private grants to consider the hiring a grant writer and the formulation of a committee of volunteers with experience in grant writing.
- ◆ Form a committee to establish a broad-based program of corporate partnerships and non-profit partnerships.

## PARTICIPANTS

### Steering Committee:

Dr. Steve Rowley	Superintendent, Chair
Doug Picha	School Board Director
Brent Peterson	Team #1 Leader
Dr. Ken Crawford	Team #2 Leader
Michael Schroeder	Team #3 Leader
Kathy Gilbreath	BIEA
Jan Worcester	BIESPA
Melissa Bolt	PTOCC
Wendy Johnson	Community Member
Dave Ellick	Principal, Bainbridge High School
Judy Olson Ness	Consultant/Facilitator

### Team #1: Instructional Program and Innovation:

Brent Peterson	Assistant Superintendent for Instruction, Team Chair
Lee Adamske	Principal, Wilkes Elementary School
Carla Barton	Associate Principal, Sakai Intermediate School
Catherine Camp	Program Coordinator, Commodore Center
Jan Colby	Teacher, Blakely Elementary School
Susan Crawford	Teacher, Woodward Middle School
Dave Ellick	Principal, Bainbridge High School
Doug Emerick	Director, Student Services
Rick Feutz	Director, Instructional Technology
Cathy Goetsch	Teacher, Bainbridge High School
Lydia Harrison	Community Member
Barry Hoonan	Teacher, Odyssey Multiage Program
Sheila Jakubik	Special Education Teacher, Woodward Middle School
Ruth Kiley	Community Member
MJ Linford	Teacher, Sakai Intermediate School
Annamarie Lavieri	Library/Media Specialist, Ordway Elementary School
Mary Madison	Teacher, Wilkes Elementary School
Loren McEwan	Community Member
Barbara McMahon	Teacher, Blakely Elementary School
Melinda Reynvaan	Teacher, Sakai Intermediate School
Susan Sivitz	School Board Director
Nelsen Spickard	Library/Media Specialist, Sakai Intermediate School
Karla Sullivan	Teacher, Bainbridge High School
Marilyn Tsolomitis	Teacher, Woodward Middle School
Clancy Wolf	Community Member
Jan Worcester	Paraeducator, Blakely Elementary School

### Team #2: Character, Climate, and Community:

Ken E. Crawford	Assistant Superintendent for Human Resources, Team Chair
Boo Burkhalter	Teacher, Wilkes Elementary School
Melissa Bolt	Community Member
Cheryl Dale	School Board Director
Elizabeth Dequine	Teacher Psychologist, Early Childhood.
Maryann DeSimone	Counselor, Blakely Elementary School
Kathy Gilbreath	Library/Media Specialist, Woodward Middle School
Althea Godfrey	Community Member
Lindsay Gore	Student, Bainbridge High School
JoAnne Hebert	Speech Language Pathologist, Bainbridge Island School District
Kathryn Horsley	Community Member
Mary Jackson	Counselor, Sakai Intermediate School
Ric Jones	Principal, Blakely Elementary School
Kathryn Keve	Community Member
Pam Keyes	Community Relations, Bainbridge Island School District
Steve Killpack	Consultant, Sakai Intermediate School
Heidi McKay	Nurse, Bainbridge High School
Tina Lemmon	Counselor, Bainbridge High School
Alice Mendoza	Teacher, Wilkes Elementary School
Clayton Mork	Principal, Woodward Middle School
Connie Mueller	Community Member
MaryAlice O'Neill	Associate Principal, Bainbridge High School.
Doug Picha	School Board Director
Linda Purdom	Pareducator, Early Childhood
Lew Scheinert	Community Member
Emilie Stowell	Student, Bainbridge High School
Elaine VonRosenstiel	Community Member

**Team #3: Facilities and Finance;**

Michael Schroeder,	Assistant Superintendent for Business and Finance, Team Chair
Perry Barrett	Community Member, Parks and Recreation
Richard Best	Capital Projects Manager
Ken Breiland	School Board Director
Phil Christofferson	Community Member
Bruce Colley	Principal, Ordway Elementary School
Jack Evans	Maintenance, Bainbridge Island School District
Dean Fritts	Associate Principal, Bainbridge High School
Tom Leigh	Teacher, Sakai Intermediate School
Clif McKenzie	Community Member
Karla Nelson	Community Member
Brent Olson	Community Member
Marilyn Place	Home School Resources

Margaret Powers  
Glen Robbins  
Michael Roe  
Daniel Smith  
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