

# The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

<b>Title:</b>	<b>Option One Waiver Request and WaKIDS Option One Waivers</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Advocate for effective and accountable P -13 governance in public education. <input type="checkbox"/> Goal Two: Provide policy leadership for closing the academic achievement gap. <input type="checkbox"/> Goal Three: Provide policy leadership to strengthen students' transitions with the P-13 system.	<input type="checkbox"/> Goal Four: Promote effective strategies to make Washington's students nationally and internationally competitive in math and science. <input type="checkbox"/> Goal Five: Advocate for policies to develop the most highly effective K-12 teacher and leader workforce in the nation. <input checked="" type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	The Board will be asked to approve expedited Option One waivers of the minimum 180-day school year for districts required by law to implement the Washington Kindergarten Inventory of Developing Skills (WaKIDS) in the 2012-13 school year.	
<b>Possible Board Action:</b>	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input checked="" type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Colville School District requests five waiver days for three years for the purpose of professional development for teachers and administrators.</p> <p>SBE will also take action on requests made for Option One waivers through an expedited process for districts implementing the legislatively mandated program called WaKIDS. In the landmark school finance legislation of 2009 and 2010, the Legislature extended the definition of basic education to full-day Kindergarten, and set a timetable for phased-in funding of this new obligation, beginning with high-poverty schools. The Legislature has also made successive initiatives to promote Kindergarten readiness. Legislation passed in the last two years directs the use of an assessment to identify readiness called the Washington Kindergarten Inventory of Developing Skills, or WaKIDS. WaKIDS is voluntary for districts receiving state support for full-day Kindergarten in 2011-12, and becomes mandatory in 2012-13. A required component of WaKIDS is family-teacher conferences called Family Connections. In this activity teachers meet at the beginning of the school year with each child enrolling in Kindergarten and his or her parents or guardians in order to gain information that will help in the child's transition to Kindergarten and inform instruction. Under state law, an entire day used for the purpose of parent-teacher conferences does not meet the definition of "school day" for the purpose of compliance with the basic education requirement of a minimum 180-day school year. Recognizing that the Legislature has mandated implementation of WaKIDS for all districts with state funding for full-day Kindergarten, and that administering Family Connections through a series of partial days may be undesirable for many districts, the State Board of Education has developed a expedited process for districts to request Option One waivers of the minimum 180-day school year. The deadline for waiver applications is May 8. The waivers may be granted by for one year only. The SBE will work with the Legislature for a permanent solution so that districts will not continue to need basic education waivers to implement WaKIDS.</p>	



## **BASIC EDUCATION PROGRAM WAIVERS: CURRENT WAIVER REQUEST**

### **BACKGROUND**

This memo presents one request for an Option One 180-day waiver.

Option One is the regular 180-day waiver request that has been available to districts since 1995. The State Board of Education is authorized by RCW 28A.305.140 to grant waivers to school districts from the minimum 180-day school year requirement to implement a local plan that is designed to enhance the educational program for each student. Districts may propose the number of days to be waived and the types of activities deemed necessary to enhance the educational program and improve student achievement.

### **POLICY CONSIDERATION**

SBE staff have reviewed the waiver application and provided it to the Board for consideration.

### **SUMMARY OF WAIVER APPLICATION**

Colville is requesting six waiver days for school years 2012-13, 2013-14 and 2014-15 to provide professional development for teachers and administrators to improve student achievement, with particular focus on reading, mathematics and science. Additional purposes for the request include ensuring professional learning for all certificated staff in order to implement the Common Core State Standards and meeting the professional standards for certificated staff outlined in Chapter 236, Laws of 2010 (E2SSB 6696). This is a new request. The full application is provided in Appendix A.

Table A provides a summary of the Option One waiver request.

**Table A: Summary of Option One Waiver Applications**

District	School Years	Waiver Days Req.	Student Days	Additional Teacher Days W/O Students	Total Teacher Days	Reduction in Half-Days	New or Renewal	2011 PLA*	2011 Washington Achievement Awards
Colville	2012-15	6	174	0	180	14	N		

\*Persistently-lowest achieving schools: Schools with three consecutive years of data in the lowest five percent in both reading and mathematics or secondary schools with a weighted average of graduation rates less than 60 percent over a three-year period.

**EXPECTED ACTION**

Consider approval of the district application included in this memorandum.

Part A: For all new and renewal applications:  
 (Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

<b>1. School District Information</b>	
District	Colville School District 115
Superintendent	Ken Emmil
County	Stevens
Phone	509-684-7850
Mailing Address	S 217 Hofstetter, Colville, WA 99114

<b>2. Contact Person Information</b>	
Name	Ken Emmil
Title	Superintendent
Phone	509-684-7857
Email	kemmil@colsd.org

<b>3. Application type:</b>	
New Application or Renewal Application	<b>New</b>

<b>4. Is the request for all schools in the district?</b>	
Yes or No	<b>Yes</b>
If no, then which schools or grades is the request for?	

<b>5. How many days are being requested to be waived and for which school years?</b>	
Number of Days	<b>6</b>
School Years	<b>2012-13, 2013-14, &amp; 2014-15</b>

<b>6. Will the waiver days result in a school calendar with fewer half-days? YES</b>	
Number of half-days before any reduction	<b>14</b>
Reduction	<b>14</b>
Remaining number of half days in calendar	<b>None</b>

7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?

Yes or No

Yes

8. What are the purpose and goals of the waiver?

**Waiver Plan:** Increase student achievement in all subpopulations by ensuring high quality professional learning for all 110 teachers and administrators of the district by:

- 1) Improving student achievement in reading, math, and science as measured by state HSPE/EOC/MSP assessments and common district assessments;
- 2) Increasing high school graduation rates;
- 3) Ensuring students find meaning and relevance in their learning through high student engagement in all classrooms;
- 4) Ensuring effective teaching in every classroom;
- 5) Ensuring professional learning for all certificated staff in order to implement the Common Core State Standards (CCSS), and meet the professional standards outlined in SSB 6696, new teacher and principal evaluations; and
- 6) Using sound assessment practices to motivate student learning and evaluate program effectiveness.
- 7) Partnering and communicating with parents to ensure students achieve CCSS.

9. What is the student achievement data motivating the purpose and goals of the waiver?

Math and Science HSPE/MSP data has not shown the degree of achievement desired; Low-income students have not scored as well in math and science at the 7-12 levels as the all students populations; Recent reading assessment data (2011 MSP) reveals less progress than we're looking for and is becoming static (AYP not met in some cells). Math achievement (MSP) becoming static and inconsistent/varies with grade levels.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

PLC learning activities for all teaching and administrative staff to specifically increase student achievement on state assessments in reading, mathematics, and science; increase graduation rates; help students to find meaning and relevance in their learning; increase effective teaching; understand and implement the CCSS; understand and implement SB 5895; are:

a) Identify and implement comprehensive, research-based strategies of engagement and instruction that are vertically aligned from one grade/course to the next as well as aligned with CCSS/GLEs. Supported time for professional learning of instructional strategies and the use of common district assessment data (based on four-week learning progressions) that identifies students at four levels of proficiency. Interventions

around engagement and instruction must be designed and delivered to impact student learning. Evidence: Data will be collected, analyzed, and reported at the PLC, school, and district levels. State and district achievement data targets are: 75% of all students proficient in reading (AYP goals are 80-95% proficient in most cells); 70% of all students proficient on math and science assessments (common district & state assessments).

b) Provide on-going, high quality, job-embedded professional learning to ensure all staff are delivering effective instruction using researched-based strategies of engagement and instruction. Evidence is student engagement and variety of instructional strategies such as but not limited to, (Marzano, Bennett, Johnson & Johnson, Hattie, Joyce & Weill) used. Each PLC expected to research, learn, and implement at least three (3) research-based instructional strategies and four-to five (4-5) tactics aligned to content and developmental age of students, to be verified by principal observation defined in (d) below.

c) Develop a common language of instruction handbook (education terms from but not limited to, OSPI/CCSS - Mathematics & ELA, Marzano- *Art & Science of Teaching*, Hattie – *Visible Learning*, Bennett- *Beyond Monet*). Evidence of common language in the form of a District/PLC handbook of instructional common language as a guide.

d) Institute a system for observing changes in instructional practices resulting from professional learning; Standards based on effective teaching strategies articulated in, but not limited to, Marzano, Danielson, CEL teacher evaluation standards, Bennett, Hattie, Joyce & Weill. CBAM (Concept Based Adoption Model) LOU (Levels of Use) used for staff and administrators to be able to competently self-evaluate and observe changes in teaching practices.

e) Provide professional learning to ensure the application of sound assessment practices and use of data from multiple measures to monitor student achievement and ensure the continuous collection and use of student data to inform and differentiate instruction to meet the needs of individual students and evaluate program through, among other processes;

- Data Team Process - Doug Reeves ([leadandlearn.com](http://leadandlearn.com));
- Rick Stiggins – aligned quality assessments;
- Judy Arter – assessment criteria/rubrics.

Common Formative & Summative assessments to be implemented, data to be analyzed and used to increase student achievement. Evidence: Common formative data reportable at the building level every four weeks, at the district & board every nine weeks. Assessment Maps created at the PLC (Professional Learning Community) level and shared at building, district, board levels.

**11.** Describe the evidence the district and/or schools will collect to show whether the goals were attained.

**Evidence:**

- a) State and district achievement data at 75% of students proficient in reading; 70% proficient on math and science assessments (common district & state assessments).
- b) Student surveys which indicate meaning and relevance (surveys to be developed)
- c) Principals demonstrated understanding and staffs implementation of at least three (3) research-based instructional strategies and four-to five (4-5) tactics aligned to content and developmental age of students, verified through principal observation via walk-throughs or other means.
- d) District/PLC handbook of instructional common language as guide to include the strategies/tactics as in (C).
- e) Common formative data reported at building level every four weeks, to district & board every nine weeks. PLC Assessment Maps shared/available at building, district, board levels.

**12.** Describe the content and process of the strategies to be used to meet the goals of the waiver.

\*Four full days of professional learning implemented through Professional Learning Communities (PLC's). All staff to be engaged in high quality work focused on system (PreK-12) wide purpose and goals found in (8), measured through the evidence shared in (11), determined by but not limited to, the measures and standards in (10).

Understanding the context for teachers greatly vary throughout our system (grade levels/subject matter/program/etc.), the content in the instructional strategies, learning targets, and assessments, should/will vary throughout, but the quality should and will not. This system wide approach enlisting valuable staff autonomy ensures professional learning with immediate application to classroom settings that result in system-wide success by engaging students in high quality learning and achievement of standards/targets. Specifically in reading, math, and science, but essentially/eventually in all areas.

\* Two full days for parent-teacher conferencing. Parent-Teacher conferences and Student-Led Conferences are a critical communication link to ensure students are on track for learning/graduation, staff are partnering with parents, and parents, teachers, and students are all informed/inform each other for future planning and learning,

Day 1

- **What is effective teaching?** What does research (Hattie, Marzano, others) indicate? **What is effective student engagement?** What are the strategies and tactics used to ensure high levels of engagement and learning? Research/study of strategies/tactics; modeling/learning of strategies



	<p>&amp; tactics (PLC driven). Strategies/tactics identified to be taught &amp; reported on at next monthly PLC [monitored/observed by principals during the month].</p> <ul style="list-style-type: none"> <li>• Four-week learning progressions (set by PLCs) and evidence of learning required. Common formative assessments written with performance indicators (rubrics/scoring guides) and proficiency levels at four different levels. [Common formative assessment administered, scored, and data brought to next monthly PLC for analysis. Process reiterated monthly.]</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>• <b>Common language of instruction identified, defined, and recorded</b></li> <li>• Continuation of Instructional Strategies/Tactics</li> <li>• Four Week Learning Progressions/Assessment &amp; Data Analysis</li> </ul>
Day 3	<ul style="list-style-type: none"> <li>• <b>Common Core State Standards and learning targets to be taught by each PLC</b></li> <li>• Continuation of Strategies/Tactics</li> <li>• Continuation of Four Week Learning Progressions &amp; Common Formative Assessments</li> </ul>
Day 4	<ul style="list-style-type: none"> <li>• <b>Summative Assessments</b> – quarterly district assessment; identify targets &amp; write/refine (align to CCSS if appropriate)</li> <li>• Continuation of Strategies/Tactics</li> <li>• Continuation of Four Week Learning Progressions &amp; Common Formative Assessments</li> <li>• Assessment Mapping (sample can be attached electronically)</li> </ul>
Day 5	<ul style="list-style-type: none"> <li>• Parent-Teacher Conferences/Student-Led Conferences (when preferred)</li> </ul>
Day 6	<ul style="list-style-type: none"> <li>• Parent-Teacher Conferences/Student-Led Conferences (when preferred)</li> </ul>

**13.** Describe the innovative nature of the proposed strategies.

The strategies of PLC work; four-week learning progressions with common formative & summative assessments & data analysis; research-based instructional strategies/tactics are not considered innovative in the 21st Century. However, the actual implementation system-wide may be rare. For Colville School District, system-wide will be innovative. The district wide emphasis on student engagement and learning relevance will definitely be a positive difference maker.

a) Observing teacher changes in practice is not innovative in that CBAM was developed in 1969 and used in major experimental studies, but likely lacked wide scale use in looking at classrooms and as a strategy for changing teaching practices (*Learning Forward* has written about the use of these tools quite often in the last few years.)

b) Assessment Mapping is new. An assessment map asks each grade level/department for a map of the learning targets (to be reported on), type of assessment, type of items, cognitive complexity, timeframe of assessments, etc. so that a district/school has

an excellent map of assessment processes. This is innovative for Colville.

c) CCSS is new as are teacher and principal evaluations. Innovative may not be the term.

d) A system-wide process of high achievement for all students with high commitment on the part of students, teachers, administrators, and parents is required. The four full days with focus, follow-up, and accountability will make a difference to the students of Colville School District. e.) Although involving teachers in their own professional learning is not new (PLC's); encouraging students engagement in their own learning, and the understanding of connections and correlations between a staff engaged in their learning and the positive influence on student learning, is powerful. *When Colville School District ultimately involves our community and helps all stakeholders see the results its staff/students' combined learning (a learning community) has on overall school improvement, our schools will gain much needed trust that comes with accountability, and that is new!*

Two full-days for parent teacher /student led conferences, while not innovative in design, are innovative in delivery since parents in our community have made it very clear they prefer full days for conferences vs. early release days.

**14.** Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

a) High quality teaching/learning and assessment is not an event, but an ongoing process.

b) It is expected that CCSS science standards will be forthcoming and will need to be addressed. CCSS cannot be implemented, assessed, interventions designed in one year, therefore, that will be an ongoing process.

c) Neither can all of the possible instructional strategies/tactics be implemented in one year, so that will need to be ongoing.

d) The topic of 21<sup>st</sup> Century Learners was not addressed in year one and will need to be included as a dialogue in years two (2) and three (3). Specific interventions for those students who are struggling and differentiating for students who already have the knowledge and skills, as well as struggling learners, are addressed in year one (1) through student engagement and a variety of teaching strategies/tactics. Even that is not enough to meet the needs of all students and therefore, must be areas of focus in years 2 (two) and 3 (three).

e.) Colville School District is already a **Performance Based Budgeting** district. A plan is underway to tie our work within the waiver process to our PBB process. Student data to PLC work, PLC work to School Improvement (SIP's), and then SIP's to our district budgeting process. Three (3) years of planning will help in facilitating this process.

**15.** Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

This plan is directly connected to District and School Improvement Plans which are posted to the district website at [www.colsd.org](http://www.colsd.org)

**16.** Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

District and school improvement planning processes involved staff and parents in goal setting/planning processes. Administrators and teachers were involved in professional learning and goal setting in July and August 2011. Additionally,

- 1) Administrators, board, and community members realize there are no funding sources to provide this professional learning.
- 2) A survey was placed on the district website – all district staff and community patrons with internet had access.
- 3) The board has heard from community patrons at open board sessions (prior to each board meeting and during public comments of their concern over early release days).
- 4) Dialogue with district teachers through CEA (union leadership) members – feedback was requested from this unit.
- 5) A public hearing on the original waiver proposal was held at the January 25, 2012 board meeting.
- 6) A public forum on the proposed waiver, school calendar, and parent teacher/student-involved conferences was hosted by the board on February 29, 2012.

**17. A.** *Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.*

**17.B.** Please provide the number of days per year for the following categories:

**\* CBA (2010-12) will be e-mailed. The four additional work days for staff expire with this agreement on August 31, 2012.**

1. Student instructional days (as requested in application)	174
2. Waiver days (as requested in application)	6
3. Additional teacher work days without students	0
Total	180

**17.C.** If the district has teacher work days over and above the 180 school days (as

identified in row three of the table in 17.B), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional			
2	Optional			
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			

Check those that apply

**17.D.** If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

Not Applicable

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## OPTION ONE WAKIDS WAIVERS

### Background

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a research-based instrument used to identify the skills, knowledge and characteristics of Kindergarten pupils at the beginning of the school year. Its aims are to support social-emotional, physical and cognitive growth of individual children, promote involvement by parents and early learning providers, and inform instruction. WaKIDS provides critical information to parents, teachers and pre-K providers on the readiness of children for Kindergarten, as well as to the state, school districts and individual schools on the developmental levels of children entering Kindergarten.

The education reform legislation of 2009-10 expanded the definition of basic education to full-day Kindergarten, and set a schedule for the state's funding obligation. Engrossed Substitute House Bill 2261 (Chapter 548, Laws of 2009) redefined the minimum instructional program of basic education to include 180 days of half-day Kindergarten, to be phased in to 180 days of full-day Kindergarten, beginning with the highest-poverty levels schools. Substitute House Bill 2776 (C236 L10) provided that beginning in the 2011-13 biennium, funding for full-day Kindergarten must be phased in incrementally until full statewide implementation is achieved in 2017-18.

At the same time, the Legislature has worked to ensure that children are ready to be successful in Kindergarten. The 2009 Legislature appropriated \$100,000 to develop and pilot a Kindergarten readiness assessment process, with voluntary participation by districts. In 2010 the Legislature passed SSB 5427, which provided that, beginning with the 2011-12 school year, districts receiving state support for full-day Kindergarten would administer WaKIDS, on a voluntary basis, as the preferred assessment. Starting 2012-13, WaKIDS *must* be administered to all students enrolled in state-funded full-day Kindergarten programs.

The Legislature followed up this year by adopting ESHB 2586 (C51 L12). ESHB 2586 retained the requirement that WaKIDS be administered at the beginning of the school year to all students enrolled in state funded full-day Kindergarten, except if excused by parents or guardians. It added a provision for implementation grants to be offered to schools by OSPI in consultation with the Department of Early Learning. The Legislature appropriated \$1.0 million for this purpose in the 2012 supplemental budget. The bill also established a work group to make recommendations on issues concerning WaKIDS implementation.

One of the essential components of WaKIDS is family-teacher conferences called Family Connections. (Appendix A, WaKIDS Family Connections.) According to OSPI,

The purpose of the family connections component is to bring together teachers, students and families to get to know each other, share information about the child, and support the child's transition to kindergarten. The goal is to have this meeting occur at the school or a mutually

agreed-upon location, before or near the beginning of the school year. Typically, teachers meet for 30-60 minutes with each family. (OSPI, Memorandum, March 22, 2012.)<sup>1</sup>

In sum, the Legislature – now reinforced by the Supreme Court -- has made full-day Kindergarten, on a phased-in basis, a part of the state's instructional program of basic education. It has further required in law that the Kindergarten entry process known as WaKIDS be administered to all students in state-funded full-day Kindergarten, beginning in the next school year. And a required part of WaKIDS is a specific kind of parent-teacher conference.

This has brought the statutory mandate for WaKIDS in tension with the statutory definition of "school day" for the purposes of basic education. Under RCW 28A.150.203,

"School day" means each day of the school year on which pupils enrolled in the common schools of a school district are engaged in academic and career and technical instruction planned by and under the direction of the school.

Full-day parent-teacher conferences are not considered a school day toward the minimum 180-day school year, because the statute implicitly provides that all pupils need to be engaged in academic and career and technical instruction for at least part of a given day.

Therefore, if a district required, as a participant in state-funded full-day Kindergarten, to administer Family Connections wishes to devote an entire school day to that activity, it is necessary to request a waiver of the 180-day school year requirement in RCW 28A.150.220.

The need for a waiver to implement WaKIDS is driven not by SBE policy but by the legislative definition of a school day for basic education compliance. It has long been recognized that if a district wishes to use a full school day for parent-teacher conferences, that that would require it to seek a waiver from the 180-day requirement, and SBE regularly has granted waivers for that purpose. What makes WaKIDS fundamentally different is that while other parent-teacher conferences, whatever their value, are optional on the part of the district, WaKIDS conferences are *mandatory* for all districts receiving state support for full-day Kindergarten.

That the Legislature recognized this problem is demonstrated by the legislative history of ESHB 2586. The bill as passed the House added new language to state law providing that

Up to three school days used by certificated staff to meet with students and families or otherwise administer the Washington kindergarten inventory of developing skills may be considered school days under RCW 28A.150.203 and 28A.150.220. (Sec. 2(3)).

This provision was struck, however, from the Senate version of 2586, and is not in the bill as passed by the Legislature and signed by the Governor. Thus the issue SBE will address in this meeting.

If a district administers the Family Connections component over multiple partial school days during which all Kindergarten pupils are scheduled to attend for at least part of each day, then a waiver is not needed, because the district will have met the definition of "school day" for basic education purposes. This is an option some districts subject to the requirement may choose.

Other districts may find, however, that given the time it takes to complete the prescribed conference with each child and parent, conducting Family Connections through a string of late-starts or early releases at the start of the school year is neither practical nor desirable. School



leaders express concerns that implementing WaKIDS through partial days may be disruptive to instruction, a burden on parents, and administratively cumbersome for the district. For the 2011-12 school year, 89 school districts operated state-funded full-day Kindergarten in 200 schools across the state (Appendix B, Map. Appendix C, School List.) Those numbers are expected to be about the same in 2012-13, when the WaKIDS assessment becomes mandatory for districts in state-funded full-day Kindergarten. This presents a challenge for implementing this law while ensuring compliance with basic education requirements.

## **Summary**

SBE has developed and posted an expedited application process for Option One waiver requests for districts required to administer WaKIDS. As it is targeted specifically to WaKIDS, the application omits requests for information required for conventional Option One waivers (Appendix D, WaKIDS waiver application.)

The deadline for receipt of the applications is May 8 for districts requesting that SBE approve waivers at the May meeting. Because waiver requests may still be accepted up to May 8, members will be provided with a complete list of applications on the morning of May 9.

WaKIDS waivers will be granted for one year only. The State Board of Education is committed to working with the Legislature during the intervening time to reach a permanent solution so that districts do not have to continue to seek waivers for this legislatively mandated activity.

## **Expected Action**

Board members will consider approval of requests for WaKIDS waivers received by the Board as of May 8.

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<sup>1</sup>An assessment aid provided to teachers by OSPI, "Introducing Me!", suggests information that may be sought of enrolling kindergartners during Family Connections. For example:

- People in my family are:
- I live with:
- We speak the following languages in my family:
- Some things I'd like you to know about my family:
- My favorite book is:
- My favorite toy is
- Things I like to do:
- Things I do not like to do:

- When I feel tired, I might:
- When I feel excited, I might:

## Application for Waiver from the Minimum 180 School Day Requirement of the Basic Education Program Requirements

### Application for Waiver for Administration of Washington Kindergarten Inventory of Developing Skills (WaKIDS)

#### Background:

SBE has developed an expedited application form for those districts seeking a waiver for compliance with Chapter 51, Laws of 2012 (Washington kindergarten inventory of developing skills). ***This waiver is for one year only.***

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180 (1). The rules that govern requests for waivers are in WAC 180-18-030, WAC 180-18-040, and WAC 180-18-050.

The SBE is working with the Legislature to explore options that might eliminate the need for WaKIDS 180 day waivers in future years.

#### Directions:

Districts must submit the application and the required resolution (see below) at least fifty days prior to the SBE meeting where consideration of the waiver will occur. For consideration by the July 2012 meeting, districts must submit materials by May 8, 2012.

The application must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. Waiver **resolutions shall include:**

- The basic education requirements for which the waiver is requested.
- The school year for which the waiver is requested.
- The number of days in the school year for which the waiver is requested.
- Assurance that the district will meet the annual average 1,000 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215).

Complete this application form and submit it with the Board resolution and supporting documents via email to:

Jack Archer  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)  
The Washington State Board of Education  
360-725-6035

#### Frequently Asked Questions

To access the FAQs related to waivers for WaKIDS, please visit the State Board of Education website at [www.sbe.wa.gov](http://www.sbe.wa.gov), and then click on "waivers" in the top menu.

## WaKIDS 180-day Waiver Application

Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text.

School District Information	
District	
Superintendent	
Email	
Phone	
Mailing Address	

Contact Person Information	
Name	
Title	
Phone	
Email	

How many days are being requested to be waived?	
Number of Days	

List the schools that will utilize these waiver days.

Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested? Yes or No

Describe the reasons the district is electing to use one or more entire school days, rather than portions of school days, for the WaKIDS family connection component.

**State-Funded Full-Day Kindergartens  
for the 2011-12 School Year  
(220 Schools Total)**

	<b>District</b>	<b>Building</b>
1	Aberdeen	A J West Elementary
2	Aberdeen	Robert Gray Elementary
3	Aberdeen	Stevens Elementary
4	Anacortes	Whitney Elementary
5	Auburn	Gildo Rey Elementary
6	Auburn	Pioneer Elementary
7	Bremerton	Armin Jahr Elementary
8	Bremerton	Naval Avenue Elementary
9	Bremerton	View Ridge Elementary
10	Bremerton	West Hills Elementary
11	Brewster	Brewster Elementary
12	Bridgeport	Bridgeport Elementary
13	Burlington-Edison	West View Elementary
14	Cape Flattery	Neah Bay Elementary
15	Centralia	Jefferson Lincoln Elementary
16	Cheney	Sunset Elementary
17	Clarkston	Grantham Elementary
18	Clarkston	Highland Elementary
19	Clover Park	Custer Elementary
20	Clover Park	Dower Elementary
21	Clover Park	Hillside Elementary
22	Clover Park	Lakeview Elementary
23	Clover Park	Oakwood Elementary
24	Clover Park	Southgate Elementary
25	Clover Park	Tillicum Elementary
26	Clover Park	Tyee Park Elementary
27	Columbia (Stevens)	Columbia High And Elementary
28	East Valley (Spokane)	Trent Elementary
29	Eastmont	Robert E Lee Elementary
30	Eastmont	Rock Island Elementary
31	Edmonds	Cedar Valley Community School
32	Everett	Garfield Elementary
33	Everett	Hawthorne Elementary
34	Evergreen (Clark)	Orchards Elementary

**State-Funded Full-Day Kindergartens  
for the 2011-12 School Year  
(220 Schools Total)**

	<b>District</b>	<b>Building</b>
35	Federal Way	Lake Grove Elementary
36	Federal Way	Mark Twain Elementary
37	Federal Way	Mirror Lake Elementary
38	Federal Way	Olympic View Elementary
39	Federal Way	Sunnycrest Elementary
40	Federal Way	Wildwood Elementary
41	Ferndale	Central Elementary
42	Ferndale	Lummi Tribal Elementary
43	Finley	Finley Elementary
44	Franklin Pierce	Christensen Elementary
45	Franklin Pierce	Harvard Elementary
46	Franklin Pierce	James Sales Elementary
47	Grandview	McClure Elementary
48	Grandview	Smith Elementary
49	Grandview	Thompson Elementary
50	Granger	Roosevelt Elementary
51	Highland	Marcus Whitman-Cowiche Elementary
52	Highline	Beverly Park Elementary at Glendale
53	Highline	Cedarhurst Elementary
54	Highline	Hilltop Elementary
55	Highline	Madrona Elementary
56	Highline	Midway Elementary
57	Highline	Mount View Elementary
58	Highline	Seahurst Elementary
59	Highline	White Center Heights Elementary
60	Hood Canal	Hood Canal Elementary & Jr. High
61	Inchelium	Inchelium Elementary
62	Kelso	Wallace Elementary
63	Kennewick	Amistad Elementary
64	Kennewick	Eastgate Elementary
65	Kennewick	Edison Elementary
66	Kennewick	Hawthorne Elementary
67	Kennewick	Westgate Elementary

**State-Funded Full-Day Kindergartens  
for the 2011-12 School Year  
(220 Schools Total)**

	<b>District</b>	<b>Building</b>
68	Kent	George T. Daniel Elementary
69	Kent	Kent Elementary
70	Kent	Meadow Ridge Elementary
71	Kent	Park Orchard Elementary
72	Kent	Scenic Hill Elementary
73	Lake Quinault	Lake Quinault Elementary
74	Longview	Kessler Elementary
75	Longview	Saint Helens Elementary
76	Loon Lake	Loon Lake Elementary
77	Lyle	Dallesport Elementary
78	Mabton	Artz Fox Elementary
79	Manson	Manson Elementary
80	Mary Walker	Springdale Elementary
81	Marysville	Tulalip Elementary
82	Moses Lake	Larson Heights Elementary
83	Moses Lake	North Elementary
84	Mount Adams	Harrah Elementary
85	Mount Baker	Kendall Elementary
86	Mount Vernon	Centennial Elementary
87	Mount Vernon	Madison Elementary
88	Nespelem	Nespelem Elementary
89	Newport	Stratton Elementary
90	North Beach	Pacific Beach Elementary
91	North Franklin	Basin City Elementary
92	North Franklin	Connell Elementary
93	North Franklin	Mesa Elementary
94	Northport	Northport Elementary
95	Oakville	Oakville Elementary
96	Ocean Beach	Ocean Park Elementary
97	Orient	Orient Elementary
98	Orondo	Orondo Elementary
99	Oroville	Oroville Elementary
100	Othello	Hiawatha Elementary
101	Othello	Lutacaga Elementary

**State-Funded Full-Day Kindergartens  
for the 2011-12 School Year  
(220 Schools Total)**

	<b>District</b>	<b>Building</b>
102	Othello	Scootney Springs Elementary
103	Palisades	Palisades Elementary
104	Pasco	Captain Gray Early Learning Center (added School Year 2011-12)
105	Pasco	Virgie Robinson Elementary
106	Pasco	Whittier Elementary (added School Year 2011-12)
107	Pateros	Pateros Elementary
108	Prescott	Prescott Elementary
109	Prosser	Keene-Riverview Elementary
110	Prosser	Whitstran Elementary
111	Queets-Clearwater	Queets-Clearwater Elementary
112	Quillayute Valley	Forks Elementary
113	Quincy	George Elementary
114	Quincy	Mountain View Elementary
115	Raymond	Raymond Elementary
116	Renton	Campbell Hill Elementary
117	Renton	Hillcrest Special Services Center
118	Renton	Lakeridge Elementary
119	Renton	Renton Park Elementary
120	Renton	Tiffany Park Elementary
121	Republic	Republic Elementary
122	Roosevelt	Roosevelt Elementary
123	Royal	Red Rock Elementary
124	Seattle	Bailey Gatzert Elementary
125	Seattle	Beacon Hill Elementary
126	Seattle	Concord Elementary
127	Seattle	Dearborn Park Elementary
128	Seattle	Dunlap Elementary
129	Seattle	Emerson Elementary
130	Seattle	Hawthorne Elementary
131	Seattle	Highland Park Elementary
132	Seattle	Leschi Elementary
133	Seattle	Madrona K-8



**State-Funded Full-Day Kindergartens  
for the 2011-12 School Year  
(220 Schools Total)**

	District	Building
134	Seattle	Martin Luther King Jr. Elementary
135	Seattle	Northgate Elementary
136	Seattle	Olympic Hills Elementary
137	Seattle	Roxhill Elementary
138	Seattle	Thurgood Marshall Elementary
139	Seattle	Van Asselt Elementary
140	Seattle	West Seattle Elementary
141	Seattle	Wing Luke Elementary
142	Shelton	Evergreen Elementary
143	Soap Lake	Soap Lake Elementary
144	Spokane	Audubon Elementary
145	Spokane	Bemiss Elementary
146	Spokane	Cooper Elementary
147	Spokane	Grant Elementary
148	Spokane	Holmes Elementary
149	Spokane	Lidgerwood Elementary
150	Spokane	Logan Elementary
151	Spokane	Longfellow Elementary
152	Spokane	Regal Elementary
153	Spokane	Sheridan Elementary
154	Spokane	Stevens Elementary
155	Spokane	Whitman Elementary
156	Summit Valley	Summit Valley Elementary
157	Sunnyside	Sun Valley Elementary
158	Tacoma	Arlington Elementary
159	Tacoma	Birney Elementary
160	Tacoma	Blix Elementary
161	Tacoma	Boze Elementary
162	Tacoma	Edison Elementary
163	Tacoma	Fawcett Elementary
164	Tacoma	Fern Hill Elementary
165	Tacoma	Franklin Elementary
166	Tacoma	Helen B. Stafford Elementary
167	Tacoma	Larchmont Elementary

**State-Funded Full-Day Kindergartens  
for the 2011-12 School Year  
(220 Schools Total)**

	District	Building
168	Tacoma	Lister Elementary
169	Tacoma	Lyon Elementary
170	Tacoma	Manitou Park Elementary
171	Tacoma	Mann Elementary
172	Tacoma	McCarver Elementary
173	Tacoma	Reed Elementary
174	Tacoma	Roosevelt Elementary
175	Tacoma	Sheridan Elementary
176	Tacoma	Stanley Elementary
177	Tacoma	Whitman Elementary
178	Taholah	Taholah Elementary & Middle
179	Tonasket	Tonasket Elementary
180	Toppenish	Garfield Elementary
181	Toppenish	Kirkwood Elementary
182	Toppenish	Lincoln Elementary
183	Toppenish	Valley View Elementary
184	Tukwila	Cascade View Elementary
185	Tukwila	Thorndyke Elementary
186	Union Gap	Union Gap School
187	Valley	Valley Elementary & Middle
188	Vancouver	Fruit Valley Elementary
189	Vancouver	Harney Elementary
190	Vancouver	Martin Luther King Elementary
191	Vancouver	Peter S Ogden Elementary
192	Vancouver	Roosevelt Elementary
193	Vancouver	Washington Elementary
194	Wahluke	Mattawa Elementary
195	Wahluke	Morris Schott Elementary
196	Wahluke	Saddle Mountain Elementary
197	Walla Walla	Blue Ridge Elementary
198	Walla Walla	Green Park Elementary
199	Wapato	Adams Elementary
200	Wapato	Camas Elementary
201	Wapato	Satus Elementary

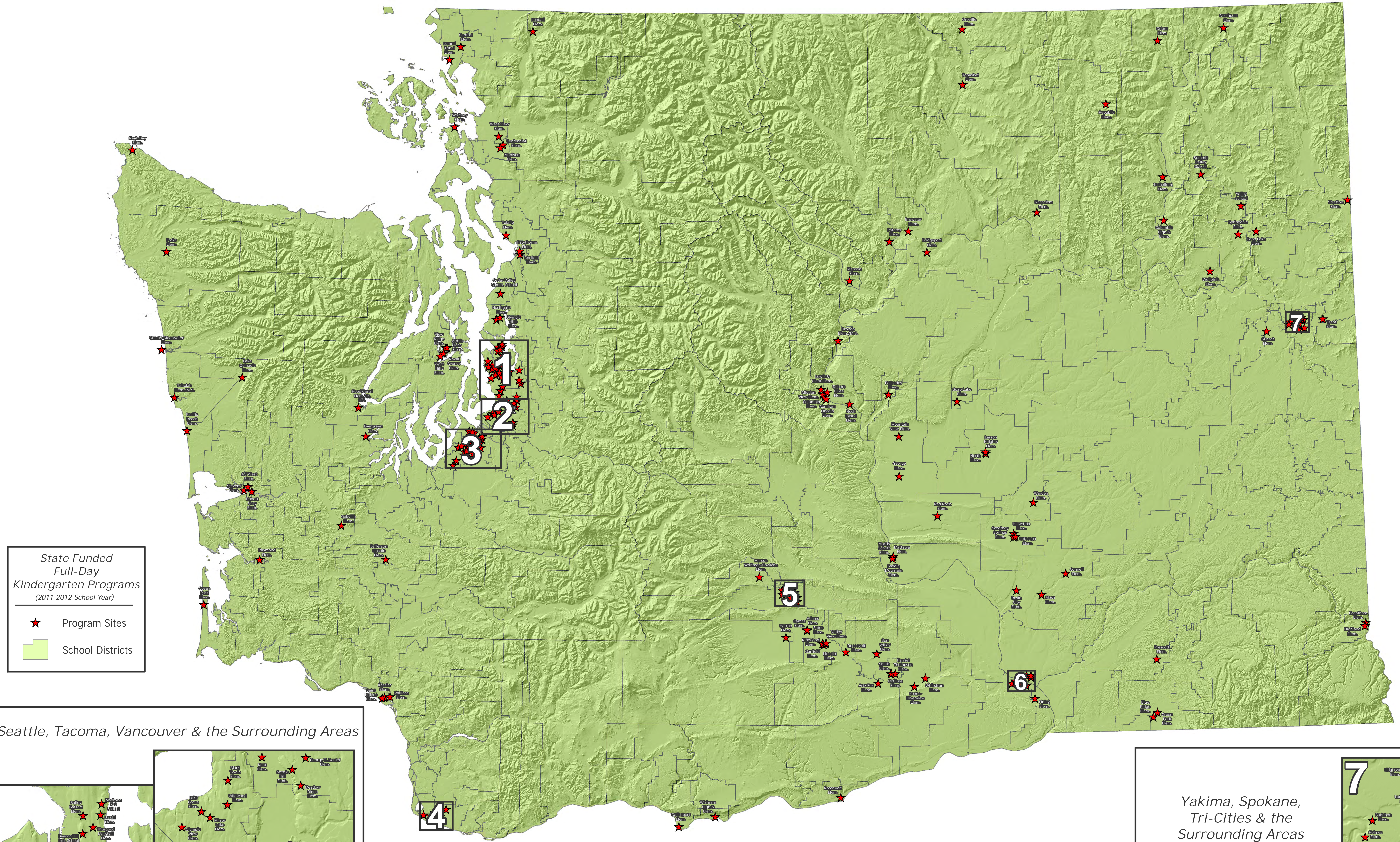
**State-Funded Full-Day Kindergartens  
for the 2011-12 School Year  
(220 Schools Total)**

	<b>District</b>	<b>Building</b>
202	Warden	Warden Elementary
203	Wellpinit	Wellpinit Elementary
204	Wenatchee	Abraham Lincoln Elementary
205	Wenatchee	Columbia Elementary
206	Wenatchee	Lewis & Clark Elementary
207	Wenatchee	Mission View Elementary
208	Wishram	Wishram High And Elementary
209	Yakima	Adams Elementary
210	Yakima	Barge-Lincoln Elementary
211	Yakima	Garfield Elementary
212	Yakima	Gilbert Elementary
213	Yakima	Hoover Elementary
214	Yakima	Martin Luther King Jr. Elementary
215	Yakima	McClure Elementary
216	Yakima	McKinley Elementary
217	Yakima	Ridgeview Elementary
218	Yakima	Robertson Elementary
219	Yakima	Roosevelt Elementary
220	Yakima	Whitney Elementary





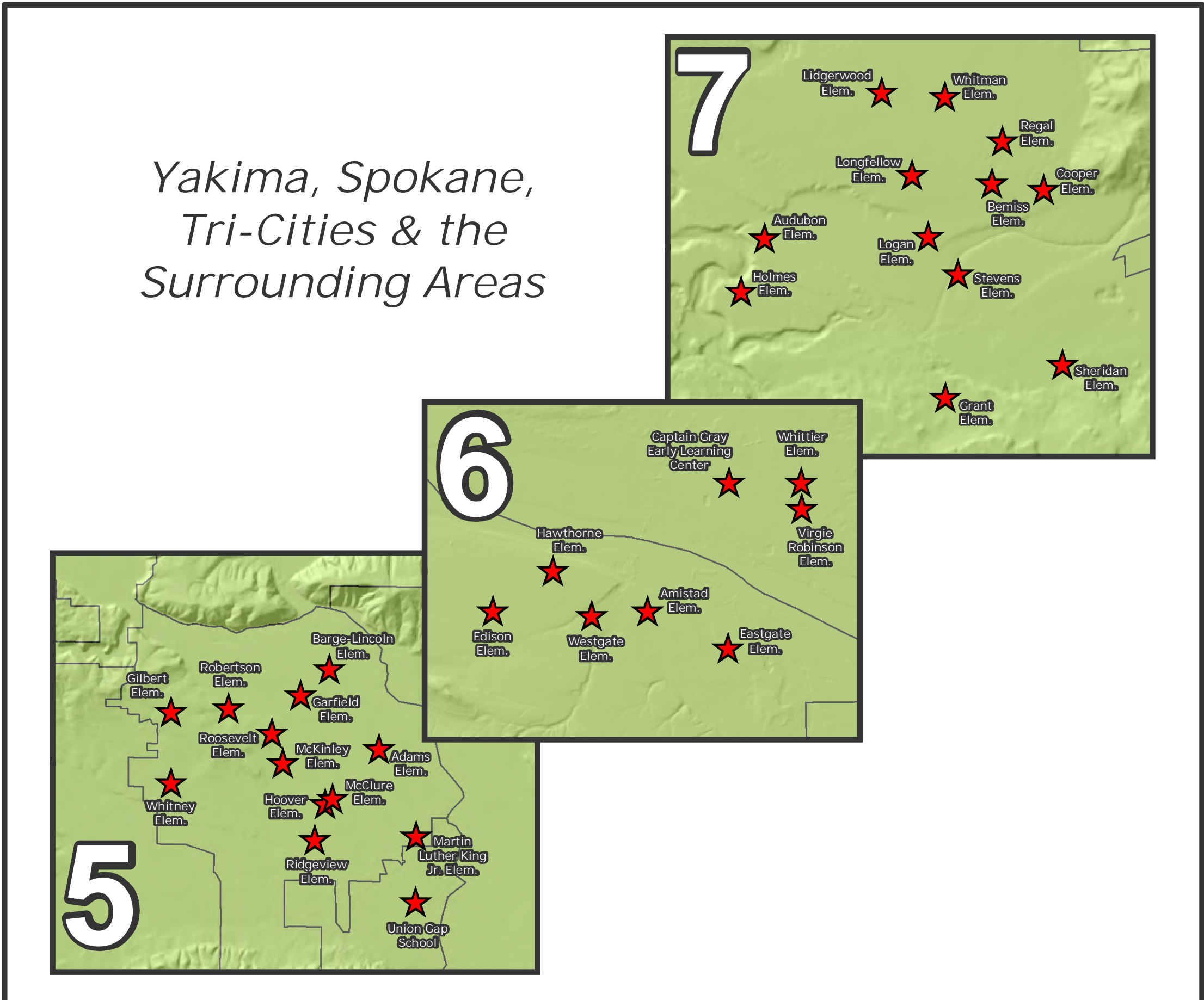
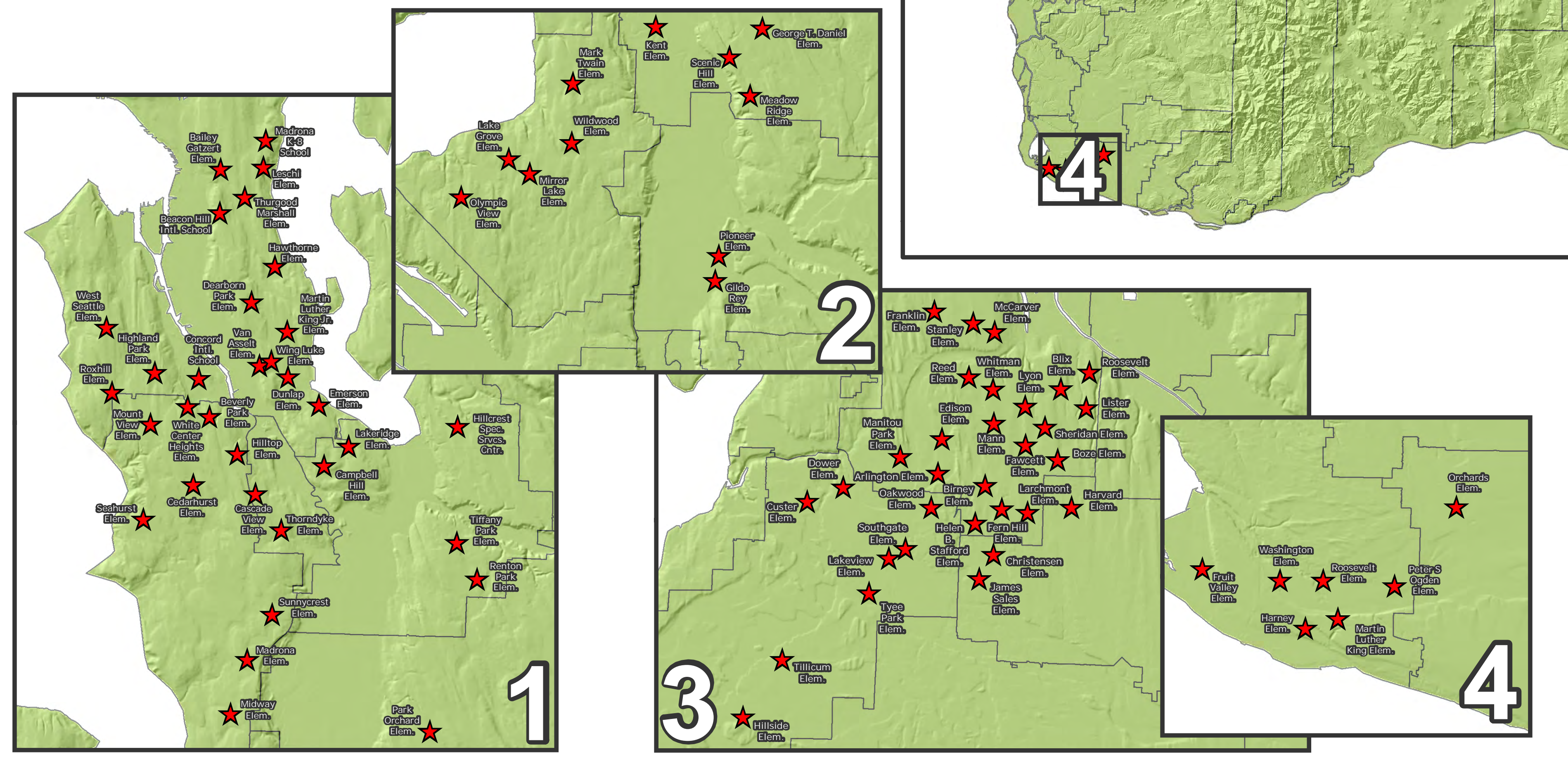
# State-Funded Full-Day Kindergarten Programs



State Funded Full-Day Kindergarten Programs (2011-2012 School Year)

- ★ Program Sites
- School Districts

Seattle, Tacoma, Vancouver & the Surrounding Areas



Cathy Walker, MS-GIS  
 GIS Data Administrator/Analyst  
 Office of the Superintendent of Public Instruction  
 Data Sources: OSPI Public Policy & Planning Staff  
 Map Location: \\OSPI\_PublicPolicyAndPlanning\StateFundedFullDayKindergartenPrograms\_Nov2011  
 Map ID: StateFundedFullDayKindergartenPrograms.mxd  
 Date: November 7, 2011





## Family Connection

Every child entering kindergarten — including yours — has unique skills and abilities. The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is designed to help you build a relationship with your child's kindergarten teacher and share information about your child.

### What Families Can Expect from WaKIDS:

#### Collaboration with the Teacher

- You will be invited to meet with your kindergarten teacher before school starts or at the beginning of the school year. This meeting may be at the school or at another community location that you and the teacher agree upon.
- During this family connection meeting, you will share information about your child and get to know one another. You will be asked to fill out a booklet called “Introducing Me! / ¡Yo me presento!” (English / Spanish version), which allows you to share information about your child's likes, dislikes, family culture and more. This booklet will be available in additional languages by fall 2012.

#### Teacher Observation

As the school year begins, your child will be observed by the teacher. This will help the teacher find out what your child already knows how to do. The teacher will be observing for:

- **Physical development, well-being, health and motor skills:** for example, can your child run smoothly, fold paper with some help, and use a fork and spoon?
- **Social and emotional development:** for example, does your child give social support to others and follow rules in different settings?
- **Cognition and general knowledge:** for example, can your child identify characteristics for comparison, such as size and color, and understand the concept of “same” and “different”?
- **Language, communication and literacy:** for example, can your child point to the title of a book when asked, and does your child know that print conveys meaning?
- **Mathematics:** for example, can your child count to 10 and beyond?

This information will be used to inform teacher instruction. It will not be used to make decisions about whether a child can enter kindergarten or to which classroom the child is assigned.

Contact Us:

WaKIDS@k12.wa.us

# WaKIDS Option One Waiver

- What is WaKIDS?
- Why a BEA waiver issue for SBE?
- How has SBE addressed the issue?
- What are the waiver requests?

# Basic education expanded to full-day Kindergarten

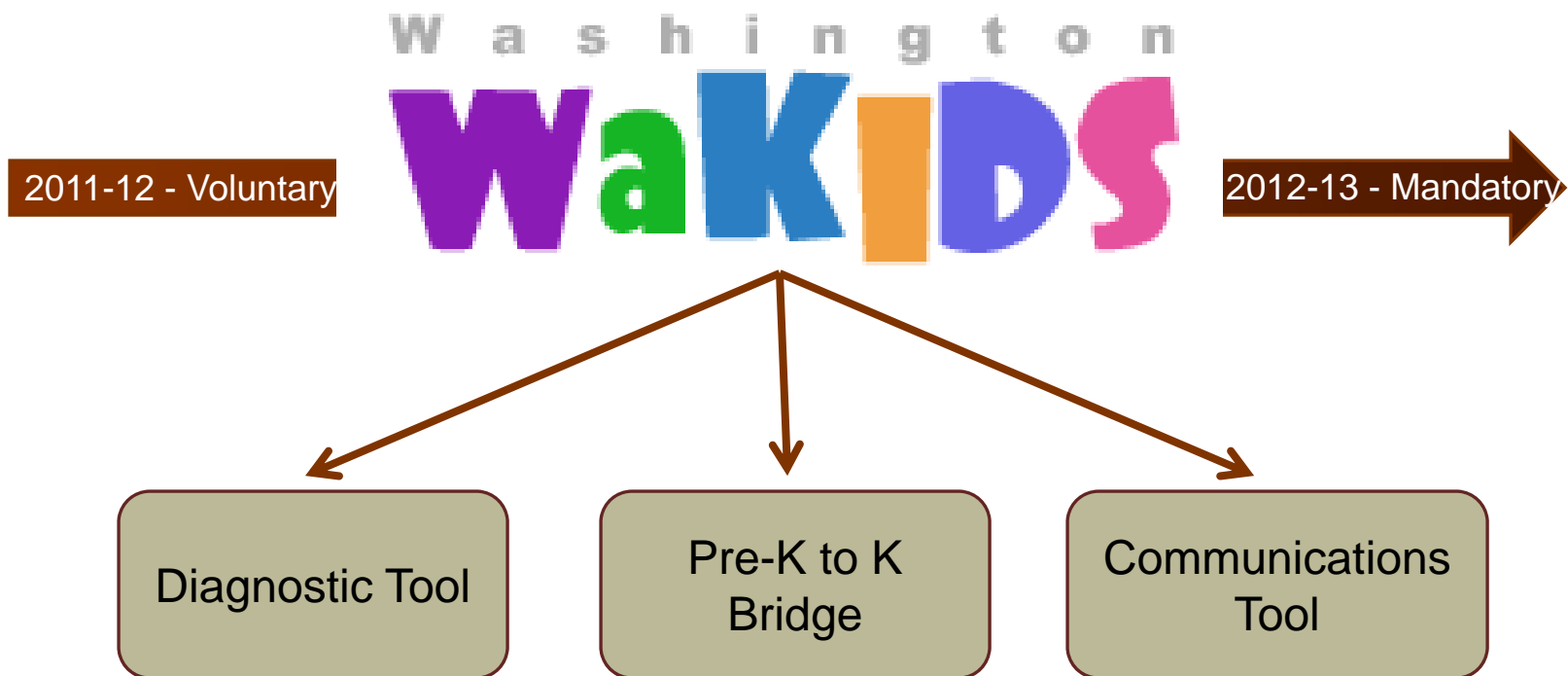
- ESHB 2261 (2009) – Kindergarten basic education program increased from 180 half days to 180 school days.
- SHB 2776 (2010) – Funding of full-day Kindergarten to be phased in until complete in 2017-18.

## Implementation Costs, Full-Day K Provisions of SHB 2776 Near General Fund-State, \$000s

Fiscal Year						
2012	2013	2014	2015	2016	2017	2018
\$1,136	\$3,887	\$28,361	\$63,106	\$99,484	\$136,283	\$174,067

Office of Program Research. Preliminary estimates, Jan. 2012.

# What is WaKIDS?





# Family Connections

- A required component
- Family-teacher conferences



# SBE and District Issue

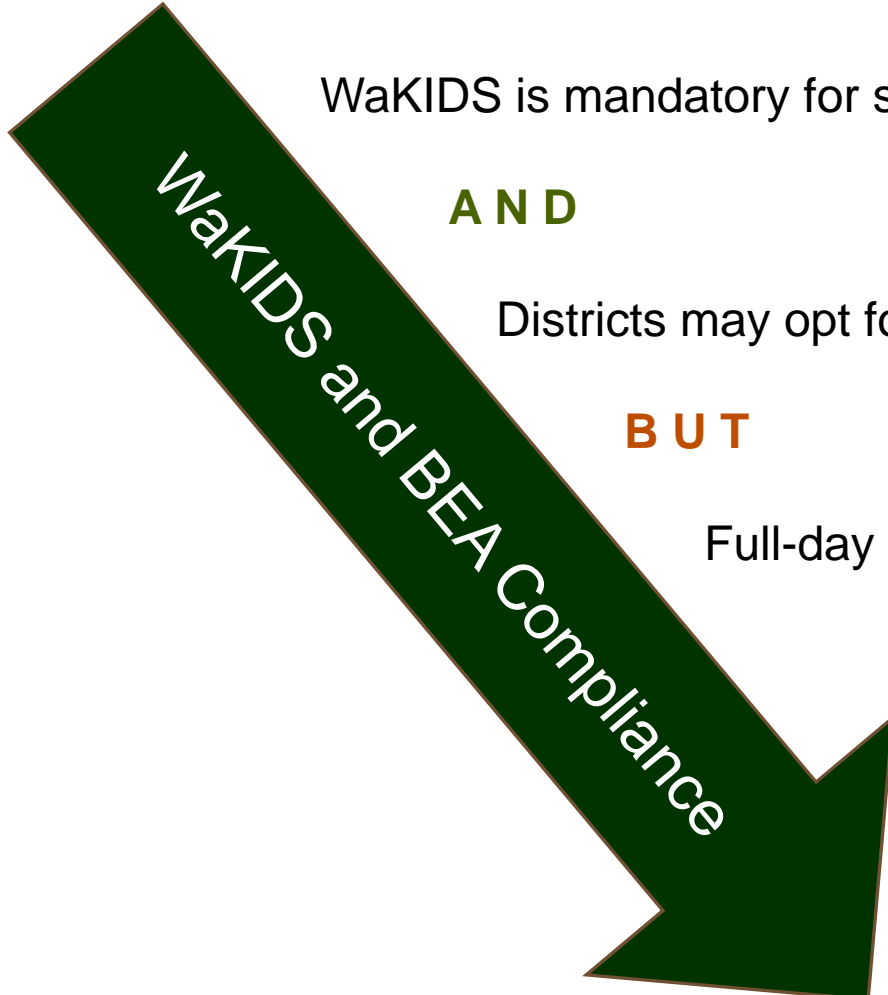
WaKIDS is mandatory for state-funded full-day K

**A N D**

Districts may opt for full-day implementation

**B U T**

Full-day conferences are not a “school day.”



WaKIDS and BEA Compliance

# “School Day”

*“School day” means each day of the school year on which pupils enrolled in the common schools of a school district are engaged in academic and career and technical instruction planned by and under the direction of the school. -- RCW 28A.150.203*

Understood to mean *all* pupils.

# The WaKIDS Waiver

One-year waiver  
for districts  
electing full-day  
Family  
Connections  
implementation



# WaKIDS Waiver Requests

District	Days	Schools
Anacortes	3	1
Edmonds	3	1
Everett	3	9
Federal Way	1	6
Highline	2	8
Royal City	2	1