



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title: BEA Waiver Requests	
As related to:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts. <input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant to Board roles:	<input type="checkbox"/> Policy leadership <input checked="" type="checkbox"/> System oversight <input type="checkbox"/> Advocacy <input type="checkbox"/> Communication <input type="checkbox"/> Convening and facilitating
Policy considerations / Key questions:	Should the Option One requests presented for waiver of the minimum 180-day school year requirement be approved, based upon the criteria for evaluation in WAC 180-18-040? Are there deficiencies in any application that may warrant resubmittal of the application, with corrections, for consideration by the Board at a subsequent meeting per WAC 180-18-050? Does the request by Paterson School District for renewal of its waiver of the minimum 180-day school year requirement for purposes of economy and efficiency meet the criteria for approval in WAC 180-18-065
Relevant to business item:	Approval of Option One waiver requests from Central Kitsap School District and renewal for Zillah School District. Approval of Option Two waiver renewal request from Paterson School District
Materials included in packet:	<ul style="list-style-type: none">• A memo summarizing the two Option One and one Option Two waiver requests.• The Option One applications submitted by Central Kitsap and Zillah School District.• A copy of WAC 180-18-040 (Waivers from minimum one hundred-eighty day school year requirement).• Evaluation worksheets for both waiver applications.• The Option Two application from Paterson School District.• A copy of RCW 28A.140.141.• A copy of WAC 180-18-065 (Waiver from one hundred eighty-day requirement for purposes of economy and efficiency)
Synopsis:	The Board has before it two requests for Option One requests for waiver under RCW 28A.305.140 of the BEA program requirement of a minimum 180-day school year and a request for renewal of a 180-day waiver for purposes of economy and efficiency under RCW 28A.305.141, termed Option Two. The Option One requests are from Central Kitsap and Zillah School Districts. Paterson School District requests renewal for three years of the Option Two waiver of 34 days granted to the district in May 14, 2015.



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OPTION ONE AND TWO BASIC EDUCATION PROGRAM WAIVER REQUESTS

Policy Considerations

Do the requests by Central Kitsap and Zillah school districts for waivers of the minimum 180-day requirement merit approval by the Board, based on the criteria for evaluation adopted in WAC 180-18-040? If not, what are the reasons, with reference to the criteria, for denial of the request? If denied, what deficiencies are there in the application or related documentation that the district might correct for board consideration at a subsequent meeting per WAC 180-18-050?

Does the request by Paterson School District for renewal of its "Option Two" waiver merit approval by the Board, based on the criteria for evaluation in WAC 180-18-065?

Summary of Option One Waiver Applications

District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver	Student Instructional Days	Additional Work Days Without Students	New or Renewal
Central Kitsap	3	3	Parent-Teacher Conferences	177	7	New
Zillah	3	3	Professional Development	173 (With four PT-Conf Days)	11.5	Renewal

Background: Option One Waivers

The SBE uses the term "Option One" waiver to distinguish the regular 180-day waiver available to school districts under RCW 28A.305.140 from the "Option Two" waiver available to a limited number of districts for purposes of economy and efficiency under RCW 28A.305.141. RCW 28A.305.140 authorizes the Board to grant waivers from the minimum 180-day school year requirement of RCW 28A.150.220(5) "on the basis that such waivers are necessary to implement a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student."

WAC 180-18-040 implements this statute. It provides that "A district desiring to improve student achievement for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement . . . while offering the equivalent in annual minimum instructional hours . . . in such grades as are conducted by the school district." The Board may grant a request for up to three school years. There is no limit on the number of days that may be requested. Rules adopted in 2012 as WAC

180-18-040(2) and (3) establish criteria for evaluating the need for a new waiver and renewal of an existing one.

WAC 180-18-050 sets procedures to be followed to request a waiver. A district must provide, in addition to the waiver application, an adopted resolution by its school board requesting the waiver, a proposed school calendar for each year to which the waiver would apply, and information about the collective bargaining agreement with the local education association.

Summary of Current Option One Requests

Central Kitsap, a district of about 11,000 students on the Kitsap Peninsula in western Washington, requests waiver of three days for the 2017-18, 2018-19, and 2019-20 school years. The district states that it plans to use all three days for elementary school, two days for middle school, and high schools if needed. This is a new request.

The waiver plans to reduce the number of half-days by six at the elementary level and three at the middle school. Two half days will remain on the calendar. Central Kitsap will continue to meet its minimum instructional hour requirements.

Central Kitsap states that the purpose of the waiver is to replace the current use of half-days for parent-teacher conferences with full days. The district states that quality learning will happen better on full days than half-days. The district notes issues with absenteeism during half days used for conferences. Also, programs are shortened, students miss out on interventions and extensions, and food services are impacted by half days. The district provides a timeline for the implementation of these parent-teacher conference days.

The district aligns the waiver request to its Strategic Plan, offers a description of multiple measures that the district will use to measure performance under the waiver. Furthermore, the district is using a climate survey to understand the effectiveness of the conferences. The district has a goal of 100% of families involved in conferences during a year. The district plans to use the climate survey data to build on successes throughout the three years of the waiver.

The Central Kitsap bargaining team began negotiations with staff and outreach to the community during the 2015-16 school year regarding these waiver days. The team was supportive of the full days rather than half days. So were parents and teachers who were surveyed regarding the change. District administrators were also supportive of the change.

Additionally, Central Kitsap has seven additional workdays beyond the required 180-day schedule that are used for professional development for staff related to the Strategic Plan and School Improvement Plan.

Zillah, a district of about 1,300 students in Eastern Washington, requests renewal of a waiver of three days for the purpose of professional development for the 2017-18, 2018-19, and 2019-2020 school years. Zillah is also approved to use four days for the sole purpose of parent-teacher conferences.

As a renewal of a waiver, the approval will not result in any fewer half days. Zillah will still meet its minimum instructional hour requirements. In fact, one of the goals of Zillah is to use the waiver to increase total instructional time.

Zillah states the goal of the three professional development days is directly benefit the students through meeting with individual students, data analysis, intervention strategies, GLAD, TPEP, alignment to learning standards, implementing research-based instructional strategies, curriculum implementation, and use of technology in instruction.

Zillah has two schools in improvement status and the waiver plan addresses specific areas of the seven key areas for improvement in Indistar that the school is focusing on. These are communication and efforts with families and community, high quality professional development, and maximizing instructional time for students. In particular, the full day schedule allows time for trainers to improve practice within the school and for an overall increase in instructional time.

The district provided detailed information on the specific activities that will take place on the waiver days. The greatest focuses were on Transitional Bilingual support, Washington State Learning Standards, and TPEP, among others.

Zillah states that the Smarter Balanced Assessment in math and English and the English Language Proficiency Assessment of the 21st century will be used to measure if the goals have been met.

Waiver activities will be connected year-after-year to professional development that is centered on student achievement and use of research-based instructional strategies by staff. As the plan develops, Zillah will examine the needs of the students to offer the best professional development. The district will also be looking at best practices from the state and ESDs.

The development of the waiver was done by the Zillah District Improvement Team, which is made up of administrators, teachers, other district staff, parents, and the community. They also gathered input on the waiver in school buildings, at parent meetings, and at community meetings.

In addition to the waiver days and instructional days, the collective bargaining agreement provides for 11 and a half teacher work days without students. Five of these days are teacher-directed optional days and six and a half are district-directed optional days. Zillah notes the importance of these days to a variety of improvement efforts.

In response to the renewals questions for Zillah's waiver request, the district stated that the days in the original waiver were used as set forth by the plan and that they plan to move forward with a similar plan to the one they are renewing. They note the benefits of collaborative time for staff during professional development and data analysis. They cited high rates of graduation and graduates going on to postsecondary education.

Zillah states that there have been significant gains with the students. The changing demographics and increased poverty will mean that their students will have increased needs. They also state that staff needs for professional development in order to benefit the most from teacher evaluation, Common Core, curriculum, assessment, and other initiatives.

Zillah stated that they had widespread support in the community through a variety of groups. They noted the difficulty of moving back to a school year that relied on half days.

Background: Option Two Waivers

In 2009 the Legislature passed SHB 1292, authorizing a basic education waiver from the 180-day requirement for the purposes of economy and efficiency. The act is codified as RCW 28A.305.141. The waivers enable adoption of a flexible school calendar, typically resulting in a four-day school week with longer school days. The statute limits eligibility for the waiver to no more than five districts at any time, two for districts with "student populations" of less than 150, and three for districts with between 150 and 500. Waivers may be granted for up to three years.

The statute sets forth the information that must be provided in an application for an Option Two waiver. It includes, for example:

- A demonstration of how the BEA program requirement for instructional hours will be maintained by the district;

- An explanation of the economies and efficiencies to be gained from compressing the instructional hours into fewer than 180 days;
- An explanation of how monetary savings will be redirected to support student learning.

Four districts have applied for waivers under this statute: Bickleton, Paterson and Mill A for districts with fewer than 150 students, and Lyle for districts of 150 to 500. In November 2009 the Board approved requests from Bickleton for waiver of 30 days for three years, from Paterson for 34 days for three years, and from Lyle for 12 days and 24 days, respectively, for two years. Bickleton and Paterson were granted renewal of their waivers in March 2012. Both continue to operate on calendars of four-day school weeks. Lyle returned to a standard calendar after two years on a four-day week. Mill A was not approved for a waiver as it would have exceeded the cap on waivers for districts with fewer than 150 students.

The SBE adopted rules for evaluating requests for waivers under this section as WAC 180-18-065 in November 2012. The rules provide that a district requesting a waiver to operate one or more schools on a flexible calendar for purposes of economy and efficiency must meet each of the requirements for the application in RCW 28A.305.141. If more districts apply than can be approved under the statute, priority will be given to those waiver plans that best redirect projected savings to support student learning.

In establishing the waiver program in 2009, the Legislature placed an ending date of August 31, 2014 on the statute. It required the SBE to submit a report and recommendation to the Legislature by December 2013 on whether it should be continued, modified, or allowed to terminate on that date. The SBE recommendation was to focus on whether the program resulted in improved student learning as demonstrated by empirical evidence. The Board submitted an extensive [report](#), supported by best available data on academic outcomes from the shortened school calendars.

On November 15, 2013, the Board approved the following recommendation to the Legislature:

Recognizing that the data are inconclusive as to the question asked by the Legislature, Did the alternative program lead to measurable growth in student achievement, but that the data does show no measurable decline in student achievement and that other benefits were identified by the waiver district communities, the State Board recommends that Option 2 waivers be allowed to continue for an interim period.

In the 2014 Session the Legislature passed and the governor signed legislation continuing the SBE's authority to grant waivers under RCW 28A.305.141 through August 31, 2017. No changes were made to eligibility for the waiver or other significant provisions. There is no requirement for additional SBE study of the program.

Current Option Two Waiver Request

Paterson, a district of about 140 students in Southeastern Washington, is requesting renewal of an Option Two waiver for 34 days for the 2017-18, 2018-19, and 2019-20 school years. The district has stated that it will meet the minimum instructional hour requirements.

Paterson estimates that it saved \$51,350 in the 2015-16 school year due to savings on classified personnel, benefits, substitutes, utilities, food, and transportation. The included chart indicated that the amount of savings has grown for at least three consecutive years. From 2009 to August 2017, the district has been able to redirect \$370,000 to Tier 1, Tier 2, and enrichment programs.

The unscheduled days have been used for building staff meetings and professional development, teacher team planning outside of the school day, to make up snow days on the unused Fridays, and for educational field trips or experiences on "Adventure Fridays," and for extended day interventions.

The district provided a wide variety of public testimonials in support of the waiver. In summary, they noted the importance of the waiver days to their learning, educational experiences, and flexible scheduling in their community. These public testimonials included:

- Testimonials from teachers at each grade level;
- Parent comments
- Petitions of support
- Letters from students
- A letter from the district to Senator Steve Litzow, Chair of the Senate Early Learning and K-12 Committee

In response to questions 19 and 20, Paterson noted multiple benefits to students and families, including a list of academic benefits, among them:

- Longer blocks of time to delve into academic learning
- Lowered absenteeism
- More personalized education
- Fewer long commutes
- Opportunity to do field trips on Friday
- Ability to deal with snow storms and emergencies by making up days on Fridays
- Savings that were able to be redirected to instructional supports
- Reduced disruption to the student schedule

Paterson notes some benefits to employee retention due to the remote location of Paterson School District. For instance, employees who commute 70 or more miles are better retained with a four day week.

Paterson attached a considerable amount of data showing promising academic results for the students. Among the attachments, Paterson has received multiple Washington Achievement Awards and School of Distinction awards in recent years. The Washington State Achievement Index composite rating and tier rating has raised from 6.73 at “good” tier in 2013 to 7.08 “very good” tier in 2014 to 8.29 “exemplary” tier in 2015.

Actions

The Board will consider whether to approve the requests for Option One waivers presented in the applications by Central Kitsap and Zillah School Districts and summarized in this memorandum.

The Board will consider whether to approve the request for an Option Two waiver presented in the application by Paterson School District and summarized in this memorandum.

If you have questions regarding this memo, please contact Parker Teed at parker.teed@k12.wa.us or k12.wa.us.



THE WASHINGTON STATE BOARD OF EDUCATION

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Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

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

Instructions:

Form and Schedule

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documents must be received by the SBE at least **forty (40)** calendar days prior to the SBE meeting at which consideration of the waiver request will occur. The Board's meeting schedule is posted on its website at <http://www.sbe.wa.gov>. It may also be obtained by calling 360.725.6029.

Application Contents:

The application form must include, at a minimum, the following items:

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver. The resolution must identify:
 - The basic education program requirement for which the waiver is requested.
 - The school year(s) for which the waiver is requested.
 - The number of days in each school year for which the waiver is requested.
 - Information on how the waiver will support improving student achievement.
 - A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Applications for new waivers require completion of Sections A and C of the application form.
Applications for renewal of current waivers require completion of Sections A, B, and C.

Submission Process:

Submit the completed application with the local board resolution and supporting documents (preferably via e-mail) to:

Parker Teed
Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035
parker.teed@k12.wa.us

The SBE will provide written confirmation (via e-mail) of receipt of the application materials.

– Board of Directors –

ERIC K. GREENE JEANIE SCHULZE
ROBERT C. MACDERMID SCOTT R. WOHRMAN
BRUCE J. RICHARDS



Central Kitsap School District

DAVID MCVICKER
SUPERINTENDENT

9210 SILVERDALE WAY NW
MAILING ADDRESS: PO BOX 8
SILVERDALE, WASHINGTON 98383
(360) 662-1610 • Fax: (360) 662-1611
www.ckschools.org

Resolution No. 24-16-17

A RESOLUTION of the Board of Directors of Central Kitsap School District, Kitsap County Washington, to request a waiver for the 2017-18, 2018-19, and 2019-20 academic years from the 180-day school year requirement (RCW 28A.150.220) from the State Board of Education pursuant to RCW 28A.305.140, RCW 28A.305.141, and RCW 28A.655.180(1), as provided for in WAC 180-18-030, WAC 180-18-040, and WAC 180-40-050:

WHEREAS, the Central Kitsap School District seeks a three (3) day waiver from the 180-day calendar for elementary, and a two (2) day waiver for middle schools within the District, and high schools if needed, for the purpose of implementing full-day parent/guardian/teacher conferences;

WHEREAS, Central Kitsap School District will continue to meet the minimum instructional hours requirement of RCW 28A.150.220(2);

WHEREAS, parents and staff have supported full-day family/teacher conference schedule over the more traditional half-day schedule with early dismissals;

WHEREAS, Central Kitsap School District educators believe that the conference time with limited early dismissal disruptions, allowed by having full-day conferences twice per year at the K-5 level and once at the secondary, creates a more productive teaching and learning environment;

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes to permit schools to have schedules and programs that provide an effective educational system for all students or for individual schools in a school system (WAC 180-18);

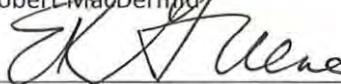
WHEREAS, the waiver for the purpose of full day conferences for K-12 schools supports increased academic achievement by: (1) eliminating half days of schedule changes in favor of full-days (less disruption for teachers and students and it protects instructional time); (2) allowing teachers to focus on teaching when teaching and conferencing when conferencing; (3) maintaining the focus on teaching and learning; (4) reducing the burden of families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules.

NOW, THEREFORE BE IT RESOLVED, that the Central Kitsap School District will operate on a 177-day student/teacher contact along with three (3) family/teacher conference days at the elementary level; and 178-day student/teacher contact along with two (2) family/teacher conference days at the middle school level and high schools that choose to conference.

ADOPTED by the Board of Directors of Central Kitsap School District No. 401, Kitsap County, Washington, at its regular meeting held on the 30th day of November, 2016.



Robert MacDermid

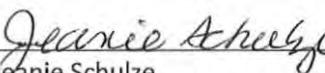


Eric Greene



Scott Woehrman

Bruce J. Richards



Jeanie Schulze

ATTEST:


Secretary, Board of Directors

Part A: For all new and renewal applications:

The spaces provided below each question for answers will expand as you enter or paste text.

School District Information	
District	Central Kitsap School District
Superintendent	Mr. David McVicker
County	Kitsap
Phone	(360) 662-1610
Mailing Address	Central Kitsap School District PO Box 8 Silverdale, WA 98383
Contact Person Information	
Name	Jeanne Beckon
Title	Assistant Superintendent Human Resources
Phone	(360) 662-1680
Email	Jeanneb@ckschools.org
Application type:	
New Application or Renewal Application	New
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	All elementary and middle schools (15 schools) must offer conference days for parents. High schools in the District may choose to offer conferences or have 180 student days.
How many days are requested to be waived, and for which school years?	
Number of Days	Three (3) day waiver for elementary, and a two (2) day waiver for middle schools within the District, and high schools if needed.
School Years	2017-18, 2018-19 and 2019-20
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	Six (6) for elementary Three (3) for secondary
Remaining number of half days in calendar	Two (2) (2 for schools that hold conferences and 1 for high schools that do not hold conferences.)
Will the district be able to meet the minimum instructional hour offering required by RCW	
Yes or No	Yes

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. What are the purposes and goals of the proposed waiver plan?

The purpose of the waiver is to reduce the number of half days the District currently offers and provide full days of release to hold parent conferences in all our elementary and middle schools across the District. High schools will still have the option to hold parent teacher conferences as in our current Collective Bargaining Agreement.

The [Central Kitsap School District Strategic Plan](#), provides the framework for initiatives within our district. The District has heard concerns from members of the community regarding the number of half days and the difficulties families face with these days. The purpose of the reduced number of half days provides families with fewer days to have to “scramble” for childcare and other concerns.

Half days of instruction are certainly not the best means to provide a quality learning environment for our students. In the secondary schools, often periods are cut in half, or classes are missed on certain days. In the elementary schools, programs are shortened and students sometimes miss out on intervention or extension groups. Absenteeism usually increases on half days for all levels. Transportation and food service operations are also impacted across the district on these half days.

2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

The [Central Kitsap School District Strategic Plan](#), Goal 1 states, *Assist students in creating achievable academic goals and in monitoring their own progress toward these goals.* Our proposal of moving conferences earlier in the school year supports progress toward this goal. Also, Goal 4, *Promote effective communication between home and school to strengthen family support for student learning...* is another focus for us at Central Kitsap. This proposal is a means to provide better opportunities for families to engage in communications between family and home.

3. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.

Measure	Description	Data Set
English Language Arts, Math and Science	The percentage of students meeting standard on the 3rd, 8th and 11th grade statewide English Language Arts (ELA) and math assessments, and 8th-grade statewide science assessment.	State Report Card Central Kitsap

Student Growth Percentiles in ELA and Math	Percentage of students making adequate growth toward proficiency in ELA/math as determined by Student Growth Percentiles in 4th and 6th grades.	SBA State Student Growth Central Kitsap
Graduation Rates	Four and five year graduation rates.	Graduation Rate Data
9 th Grade Course Failure	ELA, math and science course failure rates	Central Kitsap School District Course Failure Rates
Discipline	Suspension and expulsion rates	Student Discipline
Attendance	Chronic absenteeism	Attendance

Central Kitsap School District will use the OSPI Performance Indicators outlined above to measure the success of the changing structure of conferences for our families. Our belief is that improved opportunity for families to attend conferences, aligned with moving to more of a goal setting time of the year will help to improve the outcomes in the above areas.

4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.

Starting in the fall of 2017, the proposed waiver will be for two (2) full days devoted to parent conferences at all our elementary and middle schools, and any high school that chooses to conference. These days will replace the half days that are currently used for conferencing.

In the Spring of 2018, the proposal would eliminate two (2) half days for elementary conferences (only K-5 schools conference in the spring) and replace with one (1) full day.

The elementary schools schedule parents into specific times within the two (2) days for conferencing. In the secondary schools, families are scheduled into broader time slots in an attempt to meet with all the teachers the child may have during the day. At the high school level, conferences are usually arena style, while in the middle school, it is more of a mix of student led and arena style.

5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?

STAR, DIBELS and state assessments are metrics in our Strategic Plan. These tests can be used for evidence in support of increased student achievement as we work on our Strategic Plan goals.

Our district climate survey is another measure that will be used to determine the effectiveness of the conferences. Also, the percentages of conferences that schools hold each year is a measure principals use to determine effectiveness. The goal for buildings is 100% of families are conferenced with in the fall of each year.

6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?

The majority of the activities and process for conferences will be ongoing from year to year. Individual schools measure the effectiveness of the building level conference experience for their families. These exit surveys are used at the school level to adjust as necessary for more

effective conferences each year. Additionally, the District's climate survey is analyzed annually in order to determine the effectiveness of our communication between family and school.

Increasing family engagement will be a continued focus for the three (3) years of the waiver. Our Innovation and Achievement Director works with buildings to improve strategies to include increased engagement during conference time.

7. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.

The Central Kitsap Bargaining team (Central Kitsap Education Association/Central Kitsap School District) entered into negotiations during the 2015-2016 school year. The team agreed a change from half days to full days for conferencing would support communication between home and school. It would also support families in making alternate plans for fewer days during the school year. Lastly, instruction would improve within a full day model over fragmented half days. Teachers were surveyed regarding a potential change to the conferencing schedule. The majority of teachers were in favor of moving conferences to a full day schedule, as well as to earlier in the fall. Parents and community were also given an opportunity to provide feedback regarding the benefits or challenges that a change like this would have on the community. The vast majority of the respondents were in favor of a move to full days of conferences for the District. District administrators were also overwhelmingly in support of a two-day model for improved instructional purposes.

8. Provide information about the collective bargaining agreement (CBA) with the local education association, stating the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction days. 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.

[CKEA Collective Bargaining Agreement 2016 Ratification Agreements](#)

There are seven (7) professional development days for our staff. Every Thursday is an early release (36 days), there are:

Type of Day	Number of Days
Professional Development (Full days outside of the 180)	7
Early Release (90 minutes)	36
Conference Days (Half days)	7 (K-5) and 4 (6-12)
Full Instructional Days	135

9. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	7
Total	187

10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	X		
2	100		X	
3	100		X	
4	100		X	
5	100	X		
6	100	X		
7	100	X		
Check those that apply				

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.

Central Kitsap School District has seven (7) additional workdays beyond the required 180-day schedule. These days are used for professional development for staff for activities related to the District's strategic plan, as well as the building's school improvement plan. These days have been specifically negotiated in order to provide opportunities for training and collaboration toward the goals of the District.

New 180 Day Applications- Stop here and skip to Section C, "Last Steps".



DRAFT

2017-2018 School Calendar

ADOPTED:

August

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September

Mon	Tue	Wed	Thu	Fri
				1
4	5	FD	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	[22]	23	24
27	28	29	30	

December

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February

Mon	Tue	Wed	Thu	Fri
			1	*2
5	6	7	8	9
12	13	14	15	*16
19	20	21	22	23
26	27	28		

March

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

May

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	LD	*20	*21	*22
*25	26	27	28	29

July

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Significant Dates

September 4 Labor Day
 September 6 First Day of School
 October 9 Non-Student Day/Columbus Day Holiday
 October 26-27 Non-Student Day/Parent Conferences
 November 10 Veterans' Day Holiday
 November 22 Half-Day Release/Parent Conferences
 November 23-24 Thanksgiving Holiday
 December 18-January 1 Winter Break
 January 15 Martin Luther King, Jr. Holiday
 February 2 Non-Student Day/Possible Make-up Day
 February 16 Non-Student Day/Possible Make-up Day
 February 19 Presidents' Day Holiday
 March 12 Elem Non-Student Day/Parent Conferences
 April 2-6 Spring Break
 May 28 Memorial Day Holiday
 June 14 OHS Graduation
 June 15 ALT Graduation
 June 15 CKHS Graduation
 June 16 KSS Graduation
 June 19 Last Day of School
 June 20-25 Possible Make-up Days

LEGEND

- FD First Day of School
- Bold** 90 Minutes Early Release
- Parent Conference Day—No School
MAR: (Elem Only)
- [] Parent Conference Day—Half-Day Release
- Holiday/Break—No School
- Non-Student—No School
- ☒ Snow/Emergency Closure Day
- LD Last Day of School
- * Possible Make-up Day

ZILLAH SCHOOL DISTRICT NO. 205
State of Washington

RESOLUTION NO. 392
Waiver of 180-Day Calendar

WHEREAS, pursuant to WAC 180-18-040, a school district may request a waiver of the minimum 180-day school year for the purpose of a local restructuring plan to provide an effective educational system to enhance the educational program for all students in the district; and

WHEREAS, the Zillah School District has an improvement plan to improve student learning and achievement, and

WHEREAS, the Zillah Education Association is working with the Zillah School District to enhance educational opportunities for staff, and

WHEREAS, the Zillah School District Improvement Plan involves: improving instruction, increasing academic achievement, meeting individual student needs, data analysis, intervention strategies, GLAD, TPEP, Washington State Learning Standards, researched based instructional practices, curriculum development and implementation, and technology integration into instruction. The number of students meeting State Assessment Standards and High School Graduation Requirements is monitored by the Zillah Board of Directors and the Building Staff Teams;

WHEREAS, the Zillah School District No. 205 Board of Directors recognizes that:

1. Planning time is essential for implementing the identified goals and to align curriculum with state and federal guidelines for instruction and assessment.
2. Even with reduced student days of 177, the district will continue to offer programs that exceed minimum compliance requirements of teacher student contact time. Moving away from all early release days increases the student-teacher contact time for instructional purposes at every building.
3. Full days designated for planning, professional development, and inservice training for certified and classified employees are essential for school improvement to continue.
4. The state assessment scores and student growth data are of a high priority for improvement in the Zillah School District.

5. Building and District School Improvement Teams have produced plans that designate goals and actions that address improving student achievement.

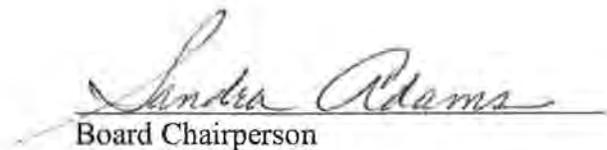
WHEREAS, the Zillah School District Board of Directors, attests that the district will meet the minimum instructional hours requirement of RCW 28A.150.220(2).

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC180-18);

NOW THEREFORE BE IT RESOLVED, that the Zillah School District Board of Directors requests a 180-day waiver of three school days to begin with the 2017-2018 school year through the 2019-2020 school year so that the three full school days per year can be devoted to instructional planning, staff professional development and school improvement efforts.

Respectfully submitted this October 27, 2016.


Secretary of the Board


Board Chairperson

Director


Director


Director


Director

Part A: For all new and renewal applications:

The spaces provided below each question for answers will expand as you enter or paste text.

School District Information	
District	Zillah School District #205
Superintendent	Doug Burge
County	Yakima
Phone	509-829-5911
Mailing Address	213 Fourth Avenue Zillah, WA 98953
Contact Person Information	
Name	Doug Burge
Title	Superintendent
Phone	509-829-5911
Email	doug.burge@zillahschools.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	7=4 parent/student conference days, 3 professional development days
School Years	2017-18, 2018-19, 2019-20
Will the waiver days result in a school calendar with fewer half-days? Same (none)	
Number of half-days reduced or avoided through the proposed waiver plan	0
Remaining number of half days in calendar	0
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. What are the purposes and goals of the proposed waiver plan?

The purpose of this waiver is to provide three (3) full days of professional development training for our district staff and four (4) full days of parent/teacher conferences. The goal of the professional development training is to provide our staff with the skills and knowledge that will directly benefit and impact our students in the Zillah School District. The focus is to increase academic achievement for all students. The District's Professional Development Plan includes; meeting individual student needs, student achievement data analysis, intervention strategies, GLAD, TPEP, Washington State Standards, researched based instructional practices, curriculum development and implementation, and technology integration into instruction. The goal is to have four full days of parent/teacher conferences (two in fall and two in spring) which provide opportunities for all of our parents to communicate effectively with teachers about their child's academic progress. We also strive to better engage our parents in their child's educational activities. Additionally, another purpose of this waiver is to increase instructional time. By eliminating half days and going to a one-hundred seventy-three (173) full day calendar we have increased the amount of instructional time for our students.

2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

The district has two schools in improvement status and have strategic plans to address their needs. The district has also adopted similar goals for the entire district. The turnaround principles, which are provided through the states monitoring tool, Indistar, identifies seven key areas for improvement. Specific areas the district and schools are focusing on; our communication and efforts with families and the community, providing high quality professional development aligned to best practices, and maximizing instructional time for students. The waiver plan supports these efforts by providing full day professional development opportunities for staff that are spread throughout the year. It is challenging to schedule and fund trainers to come to our district multiple times for different groups because of their different needs. A full day schedule allows us to secure trainers and allows for flexibility during those days to meet different group needs. The waiver also allows for the district to have ample dedicated time to meet the needs of our families. The structure of four full days of conferences allows the district to have different models of conferences at various times of a given day so families have options to be able to attend. We are also able to provide longer time slots for conferences so teachers can go over improvement efforts and share the progress of each child. Lastly, the waiver helps our district maximize instructional time. Two half days do not equate to one full day of instruction. The main reason for this is because we do not have to reduce class time/periods or reduce content to meet a time constraint.

3. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.

2015-16 Results (Administration Info)		
Grade Level	SBA ELA	SBA Math
<u>3rd Grade</u>	61.6%	77.9%
<u>4th Grade</u>	55.3%	55.3%
<u>5th Grade</u>	56.1%	60.6%
<u>6th Grade</u>	38.0%	13.3%
<u>7th Grade</u>	60.5%	42.5%
<u>8th Grade</u>	62.5%	41.9%
<u>11th Grade</u>	<u>Suppressed</u>	<u>Suppressed</u>

The district has goals to increase student achievement in a number of areas. We have a focus to increase overall grade level performance in Mathematics and English Language Arts by 10%. Even though this is our annual goal, we also look at student growth as a better measure of success. The way we intend to measure this is by reducing the number of student scoring at level 1 by 10% and by calculating the number of level 2 students who have moved to a level 3. Our goal is for 10% to make that move.

Our last goal is to increase the percentage of students being exited from the Bilingual Program. Last year, approximately 17% of students in program were exited. This year, our goals is for 30% of students to be exited.

4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.

Day 1

Differentiated Instruction Training

- **Interventions Support**
- **Supporting the Achievement Gap**
- **TPEP – Best Practices**
- **Tie to Washington State Standards and Curriculum**

Transitional Bilingual Part I Training

- **Supporting Sub-Group with Best Practices and Review of English Language Proficiency Standards**
- **Tie to Washington State Standards and Curriculum**
- **Introduction to GLAD**

Day 2

Substance of Talk Training

- **TPEP – Best Practices**
- **Tie to Washington State Standards and Curriculum**

Transitional Bilingual Part II Training

- **Supporting Sub-Group with Best Practices and Review of English Language Proficiency Standards**
- **Tie to Washington State Standards and Curriculum**

- **GLAD Participant Presentation**

Day 3

Ownership of Learning Training

- **TPEP – Best Practices**
- **Tie to Washington State Standards and Curriculum**

Transitional Bilingual Part III Training

- **Supporting Sub-Group with Best Practices and Review of English Language Proficiency Standards**
- **Tie to Washington State Standards and Curriculum**
- **GLAD Review**

5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?

The Smarter Balanced Assessment for Mathematics and English Language Arts as well as the English Language Proficiency Assessment of the 21st Century will be used to measure if the goal was obtained.

6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year? **Waivers in subsequent years are also for professional development purposes. The focus of the professional development has been and will continue to center on student achievement as well as providing more opportunities for research based instructional strategy practices for our staff. How the Zillah School District determines the exact type of professional development will be determined by the needs of our students in our school district. We also look at how we can better prepare our staff and give them opportunities for individual and team growth to better serve our students on a daily basis. We focus on meeting the needs of our students with reflection and evaluation of our current practices which are always taken into consideration. The district works closely with our ESD and state agencies to stay up with current trends and best practices that will continue to push us forward. The core purpose of the Zillah School District is to ensure high levels of learning for all students. Our district vision, “Educational Excellence for Everyone” is something we take great pride in and we feel this is extremely important to our community!**
7. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver. **The development and implementation of the waiver is done by the Zillah School District Improvement Team. This district leadership team is responsible for developing the district calendar and professional development at the district level and within each building in our district. The team is made up of all people listed within this question. Input is also gathered at building level and district level parent meetings and community meetings.**

8. Provide information about the collective bargaining agreement (CBA) with the local education association, stating the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction days. 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.

6.5 District Directed Optional Days (District determines agenda for the day)

5 Teacher Directed Optional Days (Individual teacher works with administrator for approval of work duties)

173 Full Instructional Days

4 Student/Parent Conference Days

3 Required Contract Days (District-wide information, building, district determines agenda for the day)

0 Half Days

0 Late Start Days

0 Early Release Days

9. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	11.5
Total	191.5

10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

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

.5	Optional	X	X	
Check those that apply				

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.
- Yes, the district does have other days during the year. These are extremely important to the Zillah School District. Five (5) of these days are Teacher Directed Optional Days that by contract are days that the district can not plan activities for. The focus of the professional development has been and will continue to center on student achievement as well as providing more opportunities for research based instructional strategy practices for our staff. How the Zillah School District determines the exact type of professional development will be determined by the needs of our students in our school district. We also look at how we can better prepare our staff and give them opportunities for individual and team growth to better serve our students on a daily basis. It is imperative that the district continues it's work with regards to increasing student achievement by providing quality professional development to our staff. This has been invaluable to our staff, and significant gains have been made with our students. The demographics of our students continue to change and our students who are considered at poverty continue to rise. This means that our students and their needs are increasing at the same time. In addition to the needs of students, our staff needs have increased in the area of professional development. Training with the teacher evaluation system, common core standard work, curriculum, assessment, intervention strategies, best practice research, and language acquisition strategies continue to be important professional growth opportunities for our staff. The need for the waiver continues to be of great importance to our district if we are going to improve student achievement and teacher effectiveness and quality.**

New 180 Day Applications- Stop here and skip to Section C, "Last Steps".

Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.

Days were used as set forth by the plan. Days were used for the professional development of the Zillah School District staff. Opportunities were given to staff that enhanced their abilities to meet the needs of students.

2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.

The Zillah School District has accomplished what it has set out to do many years ago and the district continues to do so each and every year. The waiver has allowed our staff to gain professional development during the school year and has allowed us to collaborate and implement instructional strategies that are making impacts on our students. Data analysis has also forced our staff to focus on the needs of our students as well as looking at student achievement. An extremely high percentage (95%) of our students graduate from high school on time and with the skills to pursue their interests in furthering their education or a career. According to data from 2014, 61% percent of the state's public school graduates enrolled in postsecondary education (colleges, universities, trade schools) within one year of graduation. Zillah led the way in the ESD 105 districts at 67%. The district puts a lot of stock in our high school graduation rates. This is very important to our community. Other data in the district is used to help make changes in programs, and continue to make our buildings better as we transition students through our buildings.

3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.

N/A Continue with similar plan.

4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.

It is imperative that the district continues it's work with regards to increasing student achievement by providing quality professional development to our staff. This has been invaluable to our staff, and significant gains have been made with our students. The demographics of our students continue to change and our students who are considered at poverty continue to rise. This means that our students and their needs are increasing

at the same time. In addition to the needs of students, our staff needs have increased in the area of professional development. Training with the teacher evaluation system, common core standard work, curriculum, assessment, intervention strategies, best practice research, and language acquisition strategies continue to be important professional growth opportunities for our staff. The need for the waiver continues to be of great importance to our district if we are going to improve student achievement and teacher effectiveness and quality.

5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

The district calendar and information about the waiver is published on our district website. Students, administrators, teachers, classified employees, parents and community members all support our current schedule and the waiver. All union groups (ZEA, ZPSE, ZPA, ZCA) support this proposal. Our community is use to this schedule and are in great support of it continuing. Specifically, the parents of the Zillah School District are supportive of the waiver due to the fact of not having half days which would impact day care, and other supervision issues. Parents like to know that everyday their child goes to school it is a complete full school day. It would be very difficult for the Zillah School District to go back to a school calendar with half days, early release and/or late start days. The current model works extremely well for our school district, and we are hopeful we can continue with this format.

C. Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

**ZILLAH SCHOOL DISTRICT NO. 205
2017-2018 CALENDAR**

AUGUST 2017		FEBRUARY 2018						
August	S	M	T	W	T	F	S	February
17—1 st District Directed Optional Day/Certified Staff/Non-Student Day			1	2	3	4	5	16—5 th District Directed Optional Day/Certified Staff/ Non-Student Day
21—1 st Teacher Contracted Work Day/ Non-Student Day	6	7	8	9	10	11	12	19—President's Day/Non-Student Day
22—All Staff In-service Day/2 nd Teacher Contracted Work Day/Non-Student Day	13	14	15	16	17	18	19	22—Board Meeting-ZMS 7:00 PM
23—3 rd Teacher Contracted Work Day/ Non-Student Day	20	21	22	23	24	25	26	
24—Student's First Day of School-1 st Semester Begins (-Days)	27	28	29	30	31			18/113
24—Board Meeting-ZMS 7:00 pm						6		
SEPTEMBER 2017		MARCH 2018						
September	S	M	T	W	T	F	S	March
4--Labor Day/Non-Student Day						1	2	6—2 nd Semester Ends
22—Board Meeting-ZMS 7:00 PM								7—6 th District Directed Optional Day/Certified Staff/ Non-Student Day
25—2 nd District Directed Optional Day/Certified Staff/Non-Student Day	3	4	5	6	7	8	9	8—3 rd Semester Begins (-Days)
	10	11	12	13	14	15	16	22—Board Meeting-ZMS 7:00 PM
	17	18	19	20	21	22	23	29-31—Parent/Teacher/Student Conferences
	24	25	26	27	28	29	30	
						19/25		19/133
OCTOBER 2017		APRIL 2018						
October	S	M	T	W	T	F	S	April
13—3 rd District Directed Optional Day/Certified Staff/Non-Student Day	1	2	3	4	5	6	7	2-6—Spring Break/Non Student Days
26—Board Meeting-ZMS 7:00 PM	8	9	10	11	12	13	14	26—Board Meeting-ZMS 7:00 PM
26-27—Parent/Teacher/Student Conferences	15	16	17	18	19	20	21	
	22	23	24	25	26	27	28	
	29	30	31					15/147
						19/44		
NOVEMBER 2017		MAY 2018						
November	S	M	T	W	T	F	S	May
10—Veteran's Day/Non-Student Day				1	2	3	4	24—Board Meeting-ZMS7:00 PM
16—Board Meeting-ZMS 7:00 PM	5	6	7	8	9	10	11	28—Memorial Day/Non-Student Day
21—1 st Semester Ends	12	13	14	15	16	17	18	
22-24—Thanksgiving Break/Non-Student Days	19	20	21	22	23	24	25	
27—4th District Directed Optional Day/Certified Staff/Non-Student Day	26	27	28	29	30			22/169
28—2 nd Semester Begins(-Days)						17/63		
DECEMBER 2017		JUNE 2018						
December	S	M	T	W	T	F	S	June
14—Board Meeting-ZMS 7:00 PM						1	2	6—Last Day of School
18-29—Winter Break/Non-Student Days	3	4	5	6	7	8	9	7--5-District Directed Optional Day/Certified Staff
	10	11	12	13	14	15	16	28—Board Meeting ZMS 7:00 PM
	17	18	19	20	21	22	23	
	24	25	26	27	28	29	30	
	31					11/74		4/173
JANUARY 2018		JULY 2018						
January	S	M	T	W	T	F	S	July
1—New Year's Day observed/Non-Student Day		1	2	3	4	5	6	26-Board Meeting-ZMS 7:00 PM
2—Student's Return from Winter Break	7	8	9	10	11	12	13	
15—Martin Luther King, Jr. Day/Non-Student Day	14	15	16	17	18	19	20	
25—Board Meeting-ZMS 7:00 PM	21	22	23	24	25	26	27	
	28	29	30	31				
						21/95		

180 Certificated Contract Days = (173 student days/4 conference days/3 contracted (non-student days) Plus 5.5 District Directed Optional Days

☐ 173 Student Days ☐ Non-Student Days ☑ Board Meeting

Board Approved:

Kekoa K. Gabriel
141 Temby Lane
Granger, WA 98932
(509)895-4935

To Whom It May Concern:

The purpose of this letter is to express my personal support and the support of the Zillah Education Association for the continuation of the 173 student day school year in the Zillah School District. Prior to implementing the 173 student day school year, we had the traditional 180 day student school year with half days monthly with the intention of using the monthly half days for staff development, some conference time and a variety of other uses. The overwhelming majority of staff came to feel that the monthly half days were useless for a variety of reasons, (1) shortened days fragmented education in the classroom, (2) attendance was negatively impacted, (3) staff development was fragmented, little meaningful could be done in the short time allotted. The Zillah School District listened to staff, community and students in determining to go a 173 student day, full day school year. We never have half days. Student seat time was actually increased by the 173 day schedule and doing away with half days versus the 180 day schedule with monthly half days. The student day, never being shortened by half, remained consistent and isn't fragmented. The 7 non-student days are used for concerted staff development, or conference time or whatever the Zillah School District along with the Zillah Education Association and our community determines is the best use of time. Parents in the Zillah School District appreciate the schedule as well because we don't have to go scrambling to find day care for younger children on half days or worry about where older children are going to be on those days.

As a high school teacher, I have been positively impacted by the 173 student day full day schedule. Along with implementing the 173-day schedule Zillah High School implemented a 5 period, 3 trimester school year. Over time numerous successful class offerings and programs within the school day and outside have evolved enriching the education of Zillah students and inspiring the creativity of staff. A committed staff, supportive community, and an engaged student body have made Zillah High School a great school with opportunities for students that aren't often found at small schools or found at schools with the traditional 180 day, 6 period, two semester school year schedule. Losing the 173 day schedule would have a horrendous impact on those programs, students and staff. It hardly seems that it would be intent of the State of Washington and the Office of the Superintendent of Public Instruction to devastate a school that has successfully functioned for the past twenty years using the 173 day school year that has the whole hearted approval of all the stakeholder within that school.

The Zillah School District, ZEA, and our community support the way our school year is constructed and wish to remain as it has been for the past twenty years. The way we collectively arrived at and implemented the 173 student day is a model of how communities and educators (and for many of us in Zillah the two are inseparable) can come together and create and sustain ideas that work and encourage the better education of our children. Frankly, the State of Washington would be well served to come here and see how we have created a school system that works and works well.

Sincerely,



Kekoa Gabriel

Zillah High Teacher
Zillah Education Association, Co-President

11/1/16

To whom it may concern,

My name is Bev Sevigny. I am the president of the Zillah School District classified employee's local union.

I am writing this letter to give my support of school waivers.

Zillah School District uses our waivers to make sure each school day is the best it can be for all involved.

Students know that all school days are full school days – we don't have to change our schedule to accommodate early release, so students work each day because it is "normal."

Parents don't worry about their children needing part time daycare.

Our staff, both teachers and classified work diligently to make each day we are in school productive.

The ability to have a full day for conferences gives working parents time to meet with teachers.

We also have the added advantage to have full days of district directed optional days which gives us training we would not have time for if we did not receive the waiver.

Sincerely,

A handwritten signature in cursive script that reads "Bev Sevigny".

Bev Sevigny

Public School Employees of Washington, Zillah Chapter

WAC 180-18-040

Waivers from minimum one hundred eighty-day school year requirement.

(1) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW [28A.305.140](#) and WAC [180-16-215](#) while offering the equivalent in annual minimum instructional hours as prescribed in RCW [28A.150.220](#) in such grades as are conducted by such school district. The state board of education may grant said waiver requests for up to three school years.

(2) The state board of education, pursuant to RCW [28A.305.140\(2\)](#), shall evaluate the need for a waiver based on whether:

(a) The resolution by the board of directors of the requesting district attests that if the waiver is approved, the district will meet the required annual instructional hour offerings under RCW [28A.150.220\(2\)](#) in each of the school years for which the waiver is requested;

(b) The purpose and goals of the district's waiver plan are closely aligned with school improvement plans under WAC [180-16-220](#) and any district improvement plan;

(c) The plan explains goals of the waiver related to student achievement that are specific, measurable, and attainable;

(d) The plan states clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of the stated goals;

(e) The plan specifies at least one state or locally determined assessment or metric that will be used to collect evidence to show the degree to which the goals were attained;

(f) The plan describes in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the plan.

(3) In addition to the requirements of subsection (2) of this section, the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:

(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan;

(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement;

(c) Any proposed changes in the plan to achieve the stated goals;

(d) The likelihood that approval of the request would result in advancement of the goals;

(e) Support by administrators, teachers, other district staff, parents, and the community for continuation of the waiver.

[Statutory Authority: RCW [28A.305.140\(2\)](#) and [28A.305.141\(3\)](#). WSR 12-24-049, § 180-18-040, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter [28A.305](#) RCW, RCW [28A.150.220](#), [28A.230.090](#), [28A.310.020](#), [28A.210.160](#), and [28A.195.040](#). WSR 10-23-104, § 180-18-040, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW [28A.305.140](#) and [28A.655.180](#). WSR 10-10-007, § 180-18-040, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW [28A.150.220\(4\)](#), [28A.305.140](#), [28A.305.130\(6\)](#), [28A.655.180](#). WSR 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. WSR 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

WAC 180-18-050

Procedure to obtain waiver.

(1) State board of education approval of district waiver requests pursuant to WAC [180-18-030](#) and [180-18-040](#) shall occur at a state board meeting prior to implementation. A district's waiver application shall include, at a minimum, a resolution adopted by the district board of directors, an application form, a proposed school calendar, and a summary of the collective bargaining agreement with the local education association stating the number of professional development days, full instruction days, late-start and early-release days, and the amount of other noninstruction time. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution must include a statement attesting that the district will meet the minimum instructional hours requirement of RCW [28A.150.220\(2\)](#) under the waiver plan. The resolution shall be accompanied by information detailed in the guidelines and application form available on the state board of education's web site.

(2) The application for a waiver and all supporting documentation must be received by the state board of education at least forty days prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education shall review all applications and supporting documentation to insure the accuracy of the information. In the event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek state board approval at a subsequent meeting.

(3) Under this section, a district seeking to obtain a waiver of no more than five days from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW [28A.305.140](#) solely for the purpose of conducting parent-teacher conferences shall provide notification of the district request to the state board of education at least thirty days prior to implementation of the plan. A request for more than five days must be presented to the state board under subsection (1) of this section for approval. The notice shall provide information and documentation as directed by the state board. The information and documentation shall include, at a minimum:

(a) An adopted resolution by the school district board of directors which shall state, at a minimum, the number of school days and school years for which the waiver is requested, and attest that the district will meet the minimum instructional hours requirement of RCW [28A.150.220\(2\)](#) under the waiver plan.

(b) A detailed explanation of how the parent-teacher conferences to be conducted under the waiver plan will be used to improve student achievement;

(c) The district's reasons for electing to conduct parent-teacher conferences through full days rather than partial days;

(d) The number of partial days that will be reduced as a result of implementing the waiver plan;

(e) A description of participation by administrators, teachers, other staff and parents in the development of the waiver request;

(f) An electronic link to the collective bargaining agreement with the local education association.

Within thirty days of receipt of the notification, the state board will, on a determination that the required information and documentation have been submitted, notify the requesting district that the requirements of this section have been met and a waiver has been granted.

[Statutory Authority: RCW [28A.305.140](#)(2) and [28A.305.141](#)(3). WSR 12-24-049, § 180-18-050, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter [28A.305](#) RCW, RCW [28A.150.220](#), [28A.230.090](#), [28A.310.020](#), [28A.210.160](#), and [28A.195.040](#). WSR 10-23-104, § 180-18-050, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW [28A.305.140](#) and [28A.655.180](#). WSR 10-10-007, § 180-18-050, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), [28A.305.130](#)(6), [28A.655.180](#). WSR 07-20-030, § 180-18-050, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), and [28A.305.130](#)(6). WSR 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. WSR 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]

Option One Waiver Application Worksheet

District: Central Kitsap
Date: 1/12/2017

Days requested: 3
Years requested: 3
New or Renewal: N

WAC 180-18-040 (2)	(a) Resolution attests that if waiver is approved, district will meet the instructional hour requirement in each year of waiver.	(b) Purpose and goals of waiver plan are closely aligned with school/district improvement plans.	(c) Explains goals of the waiver related to student achievement that are specific, measurable and attainable.	(d) States clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of stated goals.	(e) Specifies at least one state or local assessment or metric that will be used to show the degree to which the goals were attained.	(f) Describes in detail participation of teachers, other staff, parents and community in development of the plan.
Satisfies criterion Y/N						
Comments						

Option One Waiver Application Worksheet

District: Zillah
Date: 1/12/2017

Days requested: 3
Years requested: 3
New or Renewal: R

WAC 180-18-040 (2)	(a) Resolution attests that if waiver is approved, district will meet the instructional hour requirement in each year of waiver.	(b) Purpose and goals of waiver plan are closely aligned with school/district improvement plans.	(c) Explains goals of the waiver related to student achievement that are specific, measurable and attainable.	(d) States clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of stated goals.	(e) Specifies at least one state or local assessment or metric that will be used to show the degree to which the goals were attained.	(f) Describes in detail participation of teachers, other staff, parents and community in development of the plan.
Satisfies criterion Y/N						
Comments						

District:

Renewals: "In addition to the requirements of subsection (2), the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:"

WAC 180-18-040 (3)	(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan.	(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement.	(c) Any proposed changes in the plan to meet the stated goals.	(d) The likelihood that approval of the request would result in advancement of the goals.	(e) Support by administrators, teachers, other staff, parents and community for continuation of the waiver.
Meets criterion Y/N					
Comments					



Option Two Waiver from 180-Day School Year Requirement for Purposes of Economy and Efficiency

Districts with fewer than 500 students are eligible to receive a 180-day waiver for the purposes of economy and efficiency. The application materials must be submitted to the State Board of Education (SBE) no later than 30 days before the regular SBE meeting at which the request will be considered. The schedule of SBE meetings can be found at the SBE home page at the tab titled "Meetings."

Under the pilot program created in RCW 28A.305.141, SBE may grant waivers from the basic education requirement of a 180-day school year to districts that propose to operate one or more schools for purposes of economy and efficiency. The SBE has termed these "Option Two waivers." The waivers may be granted to no more than five districts. Two of the five may be granted to school districts with student populations of less than 150 students, and three to school districts with student populations of between 150 and 500. Waivers may be granted for up to three years.

Districts approved for the waiver must still offer an annual instructional hour offering of at least 1,000 hours, pursuant to RCW 28A.150.220.

The economy and efficiency waiver program expires on August 31, 2014.

The SBE has adopted criteria for evaluation of requests for Option Two waivers as WAC 180-18-065.

Application materials must include:

1. A proposed calendar for the school day and school year that demonstrates how the instructional hour requirement will be maintained.
2. A school board resolution requesting the waiver and affirming that the district will meet the requirements of RCW 28A.150.220(2) for minimum offerings of instructional hours.
3. The completed application form (attached).

Completed application materials should be submitted by e-mail no later than 30 days before each SBE meeting to:

Parker Teed
State Board of Education
PO Box 47206
Olympia, Washington 98504
360-725-6047; Fax 360-586-2357
Parker.teed@k12.wa.us

Applications must include all three documents listed above to be considered complete.



PATERSON SCHOOL DISTRICT No. 50

P.O. Box 189 Paterson, WA 99345 Phone (509)875-2601 Fax (509) 875-2067

Option 2 Waiver from 180-Day Requirements for Economy and Efficiency RESOLUTION # 05-2016

WHEREAS, the Paterson School District is applying to the State Board of Education for an **Option 2 Waiver from 180-Day Requirements for Economy and Efficiency**; and,

WHEREAS, the Paterson School District #50 requests a waiver of 34 days for each of the 2017/2018, 2018/2019 and 2019/2020 school years; and,

WHEREAS, the Paterson School District #50 understands at the end of each school year, if the State Board of Education determines student learning is adversely affected, Paterson School District #50 shall discontinue the flexible calendar as soon as possible, but not later than the beginning of the next school year after the determination has been made; and,

WHEREAS, the Paterson School District #50 assures it will meet an annual instructional hour offering of at least 1,000 hours, pursuant to RCW 28A.150.220; and,

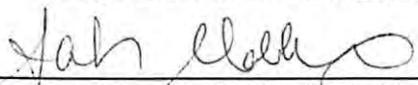
WHEREAS, the Paterson School District #50 assures it will collect and provide data upon request on attendance rates, student achievement, and staff and parent satisfaction.

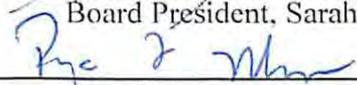
NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of Paterson School District, Benton County, Washington, the request for an **Option 2 Waiver from the 180-day Requirements for Economy and Efficiency** be approved.

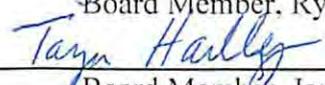
Adopted and Signed this
21st day of November, 2016


John Seaton, Clerk of the Board

Board of Directors,
PATERSON SCHOOL DISTRICT NO. 50


Board President, Sarah Maddox


Board Member, Ryan Munn, Vice-President


Board Member, Jarrod Boyle


Board Member, Taryn Hartley

Application for Option 2 Waiver from 180-day Requirement for Purposes of Economy and Efficiency

1. Contact Information (Please complete all information below)

Name	JOHN SEATON
Title	SUPERINTENDENT
School District	PATERSON NO. 50
Phone	509-875-2601
Email	johnse@paterson.wednet.edu
Mailing Address	PO Box 189, Paterson, WA 99345

2. Student Count:

	Count	Year
Most recent student count for the district (please identify year)	139	2016-17
Forecast for the next student count (if available)	140 est.	2017-18

3. Does the district currently have any waivers? If yes, please explain.

YES	<i>In the May of 2015, the State Board of Education renewed Paterson School District's Option Two waiver of 34 days for 2015-16 and 2016-17. At this time, Paterson has been on an alternate academic calendar for nearly eight school years.</i>
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4. Is the request for all schools in the district? If no, which schools or grades are included?

Yes	If no:	Schools	Grades
		Paterson School District	K-8

5. Number of waiver days requested:

School Years	2017-18	2018-19	2019-20
Number of Days	34	34	34

6. If the request is granted, will the district meet the requirement of RCW 28A.150.220(2) that all districts offer a minimum 1,080 instructional hours in each of grades 7-12 and 1,000 instructional hours in each of grades 1-6?

Yes, Paterson will exceed the minimums set by RCW.28A.150.220.2a ("...at least one thousand instructional hours for students in grades one through eight...") in fact, Paterson's grades K-8 all follow the same school calendar. The calendar has 1046 instructional hours and, additionally, 24 hours for conferences.

7. Explain and estimate the economies and efficiencies expected to be gained from compressing the instructional hours into fewer days.

The Paterson District anticipates that we will continue to see the same economies and efficiencies that are evident in the prior seven-eight years of the modified flexible calendar. Monetary savings on fuel, food, utilities and salaries of some classified workers has been noted.

8. Estimate the expected savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.

	Pre-December 2009 SAVINGS(est.)	2010-11 SY SAVINGS	2013-14 SY SAVINGS	2014-15 SY SAVINGS	2015-16 SY SAVINGS
Personnel (Classified):	\$(11,000)	\$(21,171)	\$ (22, 250)	\$ (22, 600)	\$ (23,000)
Benefits (34%):	\$ (3,350)	\$ (7,198)	\$(7,565)	\$(7,680)	\$(7,850)
Substitutes:	\$ (1,500)	\$ (8,030)	\$(8,500)	\$(8,500)	\$(8,500)
Utilities:	\$(3,000)	\$ (2,470)	\$(2,800)	\$(3,000)	\$(3,200)
Food:	\$ (5,120)	\$ (5,862)	\$(6,100)	\$(6,700)	\$(7,300)
Transportation (Fuel/Tires):	\$ (4,500)	\$ (717)	\$(1,500)	\$(1,500)	\$(1,500)
TOTAL SAVINGS:	\$ (28,470)	\$ (44,014)	\$ (48,715)	\$ (49,980)	\$ (51,350)

9. Explain how monetary savings from the proposal will be redirected to support student learning.

The waiver has allowed Paterson to maintain the fidelity of proven, successful programs. During fiscally challenging times, beginning in 2009, Paterson has been able to redirect the Economy and Efficiency monetary savings (nearly \$370,000 over the duration of the waiver from inception to August 31, 2017 est.) into Tier 1, Tier 2, and enrichment programs.

10. Explain how unscheduled days may be used for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar.
- Building staff meetings and staff development opportunities are planned outside of the regular instructional day
 - Reduced the need for substitutes
 - Reduced the disruption to the student learning process
 - Maintains instructional momentum for staff and predictability for families regarding child-care, etc.
 - Teachers do extended individual and block/team planning outside of the regular student day

- Provides additional time during the student instructional calendar for direct instruction, projects, Socratic seminars, writing and reading as well as working with students in the classroom.
- Opportunities for teachers to attend ESD Foundational Science LASER and NGSS workshops as part of Paterson's development of a aligned STEM curriculum
- Days lost to inclement weather (a.k.a. Snow Days) are made up on the unscheduled Fridays
 - This has allowed the District to maintain the integrity of the calendar year.
- Adventure Friday concept was developed, implemented, and expanded because of the opportunities afforded by the modified 146-day calendar
 - Children return to the school on selected Fridays during the calendar year for enrichment programs: e.g., "Engineering is Everywhere" made available by the Boston Museum of Science the theme for 2014-16
 - Furthermore, ove the last two years, Paterson revised its Science Fair to become a STEM Fair (grades 1-8) and at least two Adventure Fridays helped students prepare their projects. Adventure Fridays supported studetns projects for the 2015-16 STEM Fair theme "One Agriculture, One Science" as we worked to focus on our local, rural strengths.
 - In May, 2016—in collaboration with our PTO—Paterson took 100% of its students to the Portland Zoo in order provide all students an opportunity that many families could not afford on their own.
 - During 2016-17 we are continuing to use field trips or outside specialists to energize student enthusiasm for STEM and the art:
 - ✓ Two trips to the mammoth excavation and dig site near Kennewick as well as its Ice Age Flood museum (September and October)
 - ✓ Ft. Sacajawea Heritage Days (September)
 - ✓ The B-Reactor Tour at Hanford (October)
 - ✓ Traveling Lantern Theater (at school in December and March)
 - ✓ Doktor Kaboom! Look Out! Science is coming! (Capital Theater, February)
 - ✓ LIGO Tour Hanford, spring 2017
 - Please, in addition to the funds generated by the Economy and Efficiency waiver , the district
 - uses funding from appropriate federal and state sources as well as BEA and M&O monies to support these activities.
- Paterson uses monetary savings from the unscheduled days to provide an extended day intervention program beyond the regular student day, Monday—Thursday.
 - The monetary savings pays for staffing and transportation costs
 - The extended day runs from 3:45 to 4:30
 - Students work at the school on Fridays for homework support as staff are present.

11. Summarize the comments received at one or more public hearings on the proposal and how concerns will be addressed.

(see APPENDIX D: Advocacy Documents as well as comments below)

The issue of the modified/flexible calendar continues to be supported parents, staff and the school board. It has been discussed at a variety of different meetings (PTO, PAC, professional development/staff meetings, school board, 1:1 and small group discussions.

Paterson's daily schedule has the student day start at 8:05AM and end at 3:40 PM. This day provides 7.16hrs of instruction daily, with 146 calendar days per year (1045.4 hrs). Kindergarten students have the same schedule as the 1st-8th grades.

General Comments:

- “The longer blocks of time blocks of time for instruction really help—especially in math.”
- “This schedule makes it easier to do projects for the STEM Fair, lab experiments, and reading.”
- “I feel that we will be better able to provide interventions to struggling students.”
- “On Fridays I can work with students projects or in enrichment activities or field trips. It makes kids see teachers and learning in a different light.”

Kindergarten:

The modified schedule allows more observation time and 1::1 time with students. Most assessments in kindergarten take place by observation and direct student/teacher interaction (such as the WA-Kids evaluation). Additionally, the extra time in the Kindergarten day is used for learning centers/stations or intervention activities. This gives the children a chance to review, build upon, enhance and complete activities they have worked on throughout the day and week. They also have the time to play and interact one with another—learning necessary social and community skills. In the past, I have felt this piece was missing with such a fast pace and rigorous learning schedule. The students look forward to the last forty minutes for these reasons. -- **Mrs. Patty Clark, Kindergarten**

Grade 1:

In my opinion, the four day schedule has been very beneficial to my students. We are able to spend the extra time in the day in developing the depth and breadth of knowledge that our students need to attain mastery of the subjects they study. Having the extra time in the day helps us keep the momentum of learning. If the day were shorter, we would not have as much time to finish lessons, and learning would be lost.

Parents have responded favorably to our schedule. Families have related that they now schedule appointments on Fridays so that students don't have to miss school. There are very few students who are gone for appointments now.

Professionally, the four day week has been beneficial to me. I am able to lesson plan better, and attend professional development opportunities without disruption to my class.

--**Mrs. Brandi Thornbrugh, Grade 1**

Grade 2:

In my opinion, the four-day school schedule has been extremely beneficial for my students. The additional time we now spend in school has allowed me to spend more time in all subjects. Previously, it was not uncommon to run out of class time before finishing a lesson. The lesson would then have to be carried over to the next school day which often resulted in the momentum of the lesson being lost in reviewing. My students have been better prepared for class since we switched to the four-day week. They appear to be more rested and I have witnessed fewer absences. Additionally, I currently have two students who have professional weekly therapy on Fridays. One receives psychological therapy every Friday and the other receives vision therapy on Fridays. If our district were required to begin attending school on Fridays again; these students would be missing a minimum of one school day per week in order to attend these appointments due to the rural location of their homes.

Professionally, having no students on Fridays has allowed me necessary time to prepare better lessons for my students. Lastly, I have noticed an increase in the number of students turning in completed homework assignments.

--**Mrs. Tonya Steinbock 2nd grade**

Grade 3:

After years of teaching in a school system with a traditionally structured calendar, I was lucky to be hired by Paterson. Three words describe how I feel about our modified calendar—I love it! First of all, our kids have more time for either remediation or enrichment which ever they may need which means that students are more engaged with what they learn. We have time to use a variety of instructional strategies and even more importantly it feels like we have more 1::1 time with students. I also like to work on my lessons on Fridays—it allows me to be more thoughtful. Student absences and attendance issues are not the problem other systems have since, as my colleagues may have noted, our families, staff, and teachers are able schedule medical, dental, and personal appointments on Fridays. Plus, any weather cancellations or things like that are built into the calendar so the year isn't unnecessarily extended. I've worked all the Adventure Fridays and really appreciate the fact that kids are able to come to school or go on field trips for enrichment activities (e.g., Mammoth Site Dig, trip to Hanford). Finally our professional development happens without shortening the day for students or lengthening the day for teachers—using Fridays means that teachers are rested and able to be more engaged and collaborative.

--Kimberly Wheeler, 3rd Grade

Grade 4:

The quality of learning has increased since the inception of the shorter week. The students are able to be immersed within instructional settings for a longer period of time and it promotes more meaningful teaching and learning. Students have more time to practice the skills they are learning with an extended period and day--, students' scores are an example of this. Also, the students are excited to learn and know they get Fridays to do their homework or catch up on their projects. So they are working diligently all four days and take their learning seriously. The discipline problems have decreased because students are more engaged in learning.

The modified schedule has prevented students from having to miss school because of needs like dental appointments since they can be scheduled on a Friday.

Finally, the modified schedule allows me to plan for the next week and the next units more efficiently.

--Ms. Kerry Evans, 4th Grade.

Middle Grades Social Studies and History

*The modified schedule has provided me with additional time to incorporate current event research that helps supplement our history curriculum. This allows students to gain a diverse perspective on various historical content and how it relates and corresponds with our current state of affairs. The modified schedule has allowed for 15-20 more minutes of instruction time for each of my classes that helps complete topics in a more timely fashion. The modified schedule has been a positive benefit to our History classes. We are able to tackle projects, hold seminars in an extended manner, and this is the third year we have incorporated the National History Day project into our curriculum. The extended day provides students additional work time to develop research and collaborate on these projects. I strongly believe the modified calendar has been one of the most positive developments within our school district.-- **Mr. Corey Ingvanson -- History, Social Studies***

Middle Grades Science and Math:

The extended class time, as allowed with the four day week, allows for increased student exposure to the scientific practices. Students have more time to collaborate, ask questions, and design and carry out investigations. Additionally, we have the class time to have active discussions, participate in scientific argumentation, and work as a community of learners to further classroom learning and understanding. During this time students have been able to work on many different investigations addressing the crosscutting concepts and content standards, and dissections in our advanced science afternoon class.

Students have productively used their out of school time to complete detailed STEM Fair projects, as well as complete homework. --Ms. Jessica Wheeler, Math, Grade 5 and Science Grades 6-8

Middle Grades ELA Block:

It is hard to believe that Paterson has been on a modified calendar for over seven years already. Our students and families are thriving, and our student population continues to grow. As a teacher, the benefits I found in the first few years of the modified calendar, still stand true.

1. The kids do not have an "it's-Friday-afternoon-and-I-Am-tired" attitude. They work from bell to bell everyday of the week.
2. We continue to bring students back to school approximately one Friday a month (funded through Option Two savings as well as M&O dollars) this allows for educational enhancements including fieldtrips.
3. I am in my classroom every Friday so students are welcome to come in for additional assistance.
4. We continue to meet students' needs. The fifth through eighth grade students have additional time everyday for math, language arts, and or science. Our seventh and eighth graders have two periods of science this year and our fifth and sixth grades are receiving two periods of language arts. Some students have additional math as well. The education the students are receiving is quite rigorous.
5. Fridays have given me additional time for lesson planning and correcting of papers.

The modified calendar has become part of the culture of our school. The students and families enjoy the extra day together. The students continue to work diligently to complete their work and are engaged in their lessons. The teachers continue to have high expectations of the students.

--Mrs. Monica Burnett -- Language Arts, Honors Reading, HS Algebra, 6th-8th Math

Parent Comments, Petition of Support, and Student Letters: (see APPENDIX D as well)

- Children and I enjoy the schedule!
- I love having my children home more.
- It was hard to adjust to the homework schedule and longer days at first. Now we use our Fridays to get homework completed and our weekends are free to do family activities.
- Love all of the activities on Adventure Fridays!
- We now schedule all of our appointments on Fridays. My children are missing less school.
- Absolutely love it!!! We feel very blessed to be in such a great environment for our kids. We are spoiled!
- My children are doing better in their classes.
- As a parent, I have found the extended day/no Friday weeks superior to the traditional shorter day/five day a week program. I find that we are able to spend more time together when we have a full day. We have more time to do educational activities at home and to discuss how they are doing in general. Furthermore, we are able to schedule medical and dental appointments for these days, thereby eliminating having to do so during school time. My children prefer the four-day week as well. Thank you for creating this opportunity for our families.

12. Explain the expected impact on students who rely upon free and reduced-price school child nutrition services.

- *All Paterson children will continue to be provided with FREE breakfast and lunch.*
- *The District's long history of community support to ensure that ALL children are provided with FREE breakfast and lunches will continue and is part of the commitment in the M&O levy funding.*
- *Further, the District will continue to provide up to 15 extra enhancing and enriching days (e.g., Adventure Friday, academic remediation days or test prep days) on the non-scheduled Fridays. All students who attend on these days are provided with a free snack and lunch. (The meals provided on non-scheduled Fridays are not reimbursable meals – the total cost for these meals is supported by the community.)*

13. Explain the expected impact on the ability of the child nutrition program to operate an economically independent program.

- *The District receives reimbursement for approximately 55% of the total cost that we spend for food and labor.*
- *The unfunded balance of these costs has been support by the community through their M&O taxes and/or absorbed through basic education dollars.*
- *By moving to the modified/flexible calendar we have been able to save approximately \$6000-\$7000/in the overall cost for running this program allowing the BEA funds to support instructional programs*

14. Explain the expected impact on the ability to recruit and retain employees in education support positions.

Some time ago, during the heightened funding difficulties beginning in the 2009/10 school year, Paterson School District found itself in a situation where we had to eliminate two classified teacher assistant positions. Furthermore, the District lost the funding for part of its certificated reading specialist. However, the savings due to the Efficiency and Economy waiver allowed Paterson to retain the classified support staff that otherwise would have been eliminated.

- *The loss of hours for classified employees as Paterson moved from a 5-day/week calendar to a 4-day/week calendar is still partially recouped by offering the staff the option of working on the non-scheduled Fridays for enrichment or remediation activities when we use federal dollars as well as support through our M&O levy. Naturally, the longer school day itself keeps many of the hours intact.*

We cannot stress enough that Paterson is a remote location (30+/- miles from Prosser and 35+/- miles to the Tri-Cities), and the lack of housing in the district, requires nearly all employees to travel up to 70 miles per day to work. By moving to a modified calendar, staff is able to save up to 20% of their out-of-pocket travel expenditures.

On professional development days held on Fridays, the staff meets at the Benton County Fire Station or the PUD building in Prosser—thus, teachers can meet effectively for several hours (3-4 hours) to collaborate without having those PD hours at the end of the traditional school day, and due to our remote location, PD of that duration within a traditional model would get staff home to their families at around 8:30 or 9:00pm.

Many smaller remote schools express difficulty finding and retaining staff members. Many of the Paterson staff have worked together for several years: as the district recruits and selects new staff

members, the modified calendar—when coupled with the academic successes of the students, the strong bonds between the school and families of the students, the commitment to equity and closing the opportunity gap—provides a “tipping point” when making an employment decision that weighs “quality of the environment”, “work/life balance”, where to work and why. Paterson School’s improved quality of life for students, staff, and families is enhanced by the modified calendar whose instructional time clearly exceeds the minimum requirements by approximately 5%—the additional hours are the equivalent of 7-8 days of instruction, or think of it this way: a school with a 180 day calendar and meeting a minimum standard would need to increase to an 187-day calendar in order to match Paterson’s instructional time.

How can we feel confident about these conclusions? Simple. Paterson’s student population is growing: in October, 2010—78 students; October, 2012—111 students; October, 2014—132 students ; October 2015—135 student; and October 2016—139 students. Paterson’s enrollment has grown approximately 56% in seven years.

Parents from neighboring districts are ‘choicing in’ their children to Paterson. Thus, Paterson can add additional staff members and increase opportunities. Currently, over 55% of Paterson’s enrolled students have “waived in” to the district—despite the distance and the travel time, they have chosen Paterson because of its success, climate of high expectations, and discernible student-centered mission. And when families talk about a successful school such “word of mouth” spreads quickly which, again, makes recruitment and retention of employees less difficult—and it improves the talent pool of interested candidates.

15. Explain the expected impact on students whose parents work during the missed school days.

- *Paterson is a unique, remote, and rural farming community. Many families are multi-generational households and have at least one parent or one grandparent off work throughout the year or from the time harvest ends in the Fall until crops are again ready to be planted in the spring.

 - *In order to adapt to the needs of the families, Adventure Friday dates are clustered in early fall and late spring when parents might be working. Even remediation days or test prep days can be scheduled readily.**
- *In our agricultural community, many parents or households work a modified, shortened schedule (Monday thru Thursday) during the winter months. So, a non-school Friday becomes an advantage during long period of the academic year. (see the next bullet)*
- *The pay day for many of the agricultural workers is Thursday evening. So families plan their shopping trips and appointments for Fridays. The long distance (up to 45 miles one way) for parents to travel for services, food, medical/dental/legal appointments, means they often plan routine appointments for their children on the same day that they do their banking and shopping—which is on Friday.*
- *The modified calendar has resulted in lower student absenteeism.*
- *The longer educational day (8:05--3:40 PM) has not had a negative impact for our students

 - *Prior to the implementation of the modified calendar, many students would arrive at the school before 8:00 AM and would stay for after-school activities on most evenings until staff left at 4:10 PM**

16. Explain how instruction will be adjusted to accommodate the waiver calendar for elementary and secondary grade levels.

- *PACING CALENDARS: In preparation to implement the modified calendar in January 2010, the staff adjusted their instructional calendars so they could complete a full year's worth of student learning (180 day) in a 146 day schedule. Due to the extended length of the day and its class periods, the change to a 146 day calendar continues to be neither onerous for staff nor rushed for students. As an example, we have implemented the use of engageNY/Eureka Math which has a specific 180day pace; however, due to our longer day, we are able to adapt the curriculum to fit our calendar as well as properly prepare our students for the SBAC.*
- *INTEGRITY OF INSTRUCTIONAL BLOCKS: The educational week has been structured to maintain the number of minutes provided in each core curricular area.*
 - *For example, the older 90 minute daily reading blocks became 113 minute instructional blocks. (450 minutes per week)*
- *INTERRUPTIONS: Interruptions are kept to a minimum during the regular school week.*
 - *Many of the "other" activities (field trips, student leadership meetings, etc.) have been shifted to Adventure Fridays.*
- *ABSENTEEISM for both staff and students has been greatly reduced.*
 - *Parents and staff have been able to take advantage of the unscheduled Fridays to take care of personal appointments—which previously meant that staff and students would miss hours of school for medical/dental appointments due to Paterson's geographical distance from Prosser or the Tri-Cities. Thus, during a time when "subs" are notoriously difficult to find for so many districts, Paterson has reduced its need for substitute teachers since staff generally schedule personal appointments for Friday and PD is conducted on a non-school day Friday.*
- *INTERVENTION TIME: More Tier 1 and Tier 2 Intervention time is available in the core curriculum areas every day.*
 - *Additional 10-25 minutes in math, language arts and science*
 - *Further, students can take advantage of remediation or tutoring opportunities on Friday.*
- *ADVANCED LEARNERS: More learning opportunities are available for advanced students:*
 - *Advanced Middle School Science, Advanced Math/HS Algebra, HS Geometry, Honors Reading and National History Day Competitions.*

17. Describe the assessments and observations the district will use to analyze student achievement over the course of the waiver.

The Paterson School District will continue to use iReady or IXL assessment results (Grade 2-8 throughout the year), Dibels, MSP State Assessments), WELPA, MSP results from previous years, SBAC results from the current and future years, student and staff attendance records, end of unit tests, teacher created assessments, and student work itself to analyze student achievement over the course of the waiver.

18. Provide a set of student achievement data for the two previously-analyzed years (provide attachments, if preferred). If the district is applying for a renewal, skip this question and answer Question 30 instead.

GO TO #30 AND APPENDIX C: Achievement Data, Demographics, et al)

19. Indicate the potential academic benefits that the district expects from a flexible calendar and why the district anticipates such results (e.g. lower absenteeism of students and staff, fewer long commutes for students, additional time on off day to provide enrichment and enhancement activities, enhanced quality of instruction).

Academic Benefits for Paterson Students and Families due to modified calendar:

- *Longer blocks of time available to complete lessons or projects such as lab, STEM projects, National History Day projects, community service events, drafting and editing essays*
- *More opportunities to personalize education to meet the needs of our students*
- *Lower absenteeism of students and teachers*
 - *Staff schedule more routine appointments on Fridays*
 - *Reduced need for substitute teachers has reduced the disruption to the student learning process and has increased the direct instructional time students spend with their regular classroom teacher*
 - *Parents schedule more routine appointments for their children on Fridays*
- *Additional direct instruction time and academic remediation is available for math and reading interventions. (This will positively impact our fragile learners, and in particular Paterson's ELL students.)*
- *More opportunities to continue our curriculum review, improve professional development and create an enhanced PLC aligned with the state's aspirations for improving teacher quality*
- *Building staff meetings and staff development are planned outside of the student instructional day*
 - *Reduced the need for substitutes*
 - *Reduced the disruption to the student learning process*
- *Teachers do all individual and block/team planning outside of the regular student day*
 - *Provides additional time during the student instructional day for direct instruction*
- *Overall quality of teaching and the lessons has improved through the use of the modified calendar*
- *Fewer long commutes for students and staff: some students spend 1.5-2 hours/day on the bus; all certificated staff drive 70+/- miles/day*
- *Paterson has continued our Adventure Friday opportunities to provide enrichment and enhancement activities such as field trips, fine arts, special project-based learning (STEM Fair, National History Day, "Engineering is Everywhere"), homework support – this will limit the disruptions to the regular instructional schedule. The Adventure Friday days are in addition to the 146-days (1046+/-hours) of instructional time. A plan was approved by voters in 2016 to use M&O Levy funds to support Adventure Fridays as well as provide transportation to expand the number of students who can participate in the extended day in the event that federal dollars or other grant dollars are lost or reduced.*
- *Days lost to unforeseen emergencies or inclement weather (Snow Days)*
 - *Made up as soon as possible on the first available unscheduled Friday. This has allowed the District to maintain the integrity of the calendar year.*

For Renewal Requests

20. Explain and estimate the economies and efficiencies that were gained from compressing the instructional hours into fewer days.

	Pre-December 2009 SAVINGS(est.)	2010-11 SY SAVINGS	2013-14 SY SAVINGS	2014-15 SY SAVINGS	2015-16 SY SAVINGS
Personnel (Classified):	\$(11,000)	\$(21,171)	\$ (22, 250)	\$ (22, 600)	\$ (23,000)
Benefits (34%):	\$ (3,350)	\$ (7,198)	\$(7,565)	\$(7,680)	\$(7,850)
Substitutes:	\$ (1,500)	\$ (8,030)	\$(8,500)	\$(8,500)	\$(8,500)
Utilities:	\$(3,000)	\$ (2,470)	\$(2,800)	\$(3,000)	\$(3,200)
Food:	\$ (5,120)	\$ (5,862)	\$(6,100)	\$(6,700)	\$(7,300)
Transportation (Fuel/Tires):	\$ (4,500)	\$ (717)	\$(1,500)	\$(1500)	\$(1500)
TOTAL SAVINGS:	\$ (28,470)	\$ (44,014)	\$ (48,715)	\$ (49,980)	\$ (51,350)

21. Explain the effect that the waiver had on the financial condition of the district, including savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.

The successful model that we have in place at Paterson has allowed us to weather some of the current and ongoing fiscal storms. The waiver has allowed Paterson to maintain the fidelity of our basic programs; however, we have also been able to expand some of the more personalized instructional opportunities for both our fragile learners and our advanced students.

- *Classified positions (TAs, kitchen staff, and bus drivers) were modified to reflect the longer student day, but reduced school week*
- *Reduced benefits are a direct reflection of the reduced wages*
- *Staff missed fewer days due to illness, appointments, staff development during the regular instructional day—consequently, Paterson had a reduced need for substitutes*
- *Utility savings aren't quite as high as initially projected but still significant. But, the modified calendar has made it easier to absorb rate spikes in power, natural gas, waste management, etc.*
- *The savings we found in our food services budget is significant. ALL children are provided with FREE breakfast and lunches. Since the district started the "all kids eat for free" program in September 2010, we have seen a dramatic increase in the average daily meals that are served to students. Breakfast counts went from 40% participation to 75-85 %. Lunch participation went from 72% to 85-90%.*
- *The full day kindergarten program runs on the same 146-day schedule*
- *Our Pre-K program is 60 days with two, 2.5 hour blocks each day – AM class and PM class*
- *This year we are introducing an art appreciation and enrichment component using the services of a local artist who has BFA in Illustration.*

22. Explain how monetary savings from the proposal were redirected to support student learning.

The waiver has allowed Paterson to maintain the fidelity of proven, successful programs. With the loss of state and federal grants beginning in 2009, Paterson has been able to redirect the monetary savings we have recouped (almost \$100,000 during the years 2012-13 and 2013-14 SY; nearly \$370,000 over the duration of the waiver through August 2017 est.) into Tier 1 and Tier 2 programs.

Specifically, the savings has allowed for the following:

- *Monetary savings on fuel, food, utilities and salaries of some workers have been redirected to maintain the integrity of Tier 1 and Tier 2 programs*
 - *Allowed for continuation of the preschool program*
 - *Maintain part-time bilingual specialist*
 - *Has conducted a full day Kindergarten on a 146-day calendar schedule (1046 hours)for two and one-half years*
- *Personalized education meets the needs of students*
 - *Additional 55 minutes of instruction time is provided during the school day for math , language arts as well as reading intervention and enrichment*
 - *Personalized education has positively impacted fragile learners, and in particular ELL students*
 - *Personalized education has positively impacted higher-level learners (HS Algebra, HS Geometry, Honors Reading,Speech)*

Additonal positive impacts:

- *The savings in our food services budget is significant. ALL children are provided with FREE breakfast and lunches. Since the district started the “all kids eat for free” program in September 2010, we have seen a dramatic increase in the average daily meals that are served to students. Breakfast counts went from 40% participation to 75-85 %. Lunch participation went from 72% to 85-90%.*
- *Our Pre-K program includes 60 days with two, 2.5 hour blocks each day – AM class and PM class*
- *This year we are introducing an art appreciation and enrichment component using the services of a local artist who has BFA in Illustration.*

23. Describe how non-school days were used (e.g. for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar).

Building staff meetings and staff development are planned outside of the student instructional day

- *Reduced the need for substitutes and keeps the teacher with her/his students*
- *Reduced the disruption to the student learning process*
- *Maintains instructional momentum for staff and predictability for families regarding child-care, etc.*

Teachers do extended individual and block/team planning outside of the regular student day

- *Provides additional time during the student instructional calendar for direct instruction, projects, Socratic seminars, writing and reading as well as working with students in the classroom.*
- *Opportunities for teachers to attend ESD Foundational Science LASER and NGSS workshops as part of Paterson development of a aligned STEM curriculum*

Days lost to inclement weather (Snow Days) are made up on the unscheduled Fridays

- This has allowed the District to maintain the integrity of the calendar year.

Adventure Friday concept was developed, implemented, and expanded because of the opportunities afforded by the modified 146-day calendar

- Children return to the school on selected Fridays during the calendar year for enrichment programs: e.g., “Engineering is Everywhere” made available by the Boston Museum of Science the theme for 2014-16
- Furthermore, over the last two years, Paterson revised its Science Fair to become a STEM Fair (grades 1-8) and at least two Adventure Fridays helped students prepare their projects. Adventure Fridays supported student projects for the 2015-16 STEM Fair theme “One Agriculture, One Science” as we worked to focus on our local, rural strengths.
- In May, 2016—in collaboration with our PTO—Paterson took 100% of its students to the Portland Zoo in order to provide all students an opportunity that many families could not afford on their own.
- During 2016-17 we are continuing to use field trips or outside specialists to energize student enthusiasm for STEM and the art:
 - ✓ Two trips to the mammoth excavation and dig site near Kennewick as well as its Ice Age Flood museum (September and October)
 - ✓ Ft. Sacajawea Heritage Days (September)
 - ✓ The B-Reactor Tour at Hanford (October)
 - ✓ Traveling Lantern Theater (at school in December and March)
 - ✓ Doktor Kaboom! Look Out! Science is coming! (Capital Theater, February)

Please note, in addition to the funds generated by the Economy and Efficiency waiver, the district uses funding from appropriate federal and state sources as well as BEA and M&O monies to support these activities.

Paterson uses monetary savings from the unscheduled days to provide an extended day intervention program beyond the regular student day, Monday—Thursday.

- The monetary savings pays for staffing and transportation costs
- The extended day runs from 3:45 to 4:30
- Adventure Fridays used federal grant dollars (e.g. Gear UP grant ended in 2015) to bring children back into the school during the year for enhancing and enriching activities
 - Allows the District to maintain and, in some cases, expand important enrichment activities
 - Shifts the financial burden from our basic operating budget for these additional days
 - The AF program is dependent on continuation of federal or other appropriate grant dollars
- Adventure Friday model allows us to maximize the staffing resources
 - For any small rural district, the greatest challenge that we face is finding quality staff to deliver enriching programs
 - The District’s certificated staff and classified staff have been involved in teaching and supporting activities held on non-school Fridays: e.g., “Engineering is Everywhere”; National History Day; community service projects.
 - Our delivery model has allowed us to maximize the resources that we already have available....and has created a win-win situation for children

- Delivery model has allowed us to bring in local experts for special projects, as well as lengthen our instructional program time to better support "project learning"
 - A local Benton County fisheries biologist is working with elementary students as a partnership of our "Salmon in the Classroom" program
 - All of Paterson's students will tour McNary Dam after the salmon release in May
 - Medieval enthusiasts, dressed in the attire of the era, presented a program on the Middle Ages to students
 - Traveling Lantern Theater performs 1-2 times a year at the school
 - Portland Opera comes to the school every other year.
 - The STEM Fair at the end of March involves all grade levels and uses community members as part of the evaluation and awards process.
 - Use of local artist with BFA in Illustration for art enrichment

24. Summarize the comments received at one or more public hearings on the proposal and how concerns were addressed.

Please refer to APPENDIX D: ADVOCACY DOCUMENTS

25. Explain the impact on students who rely upon free and reduced-price school child nutrition services and the impact on the ability of the child nutrition program.

All children will continue to be provided with FREE breakfast and lunch.

The District's long history of community support to ensure that ALL children are provided with FREE breakfast and lunches; they will continue and it is part of the commitment in the M&O levy funding. Since the district started the "all kids eat for free" program in September 2010, we have seen a dramatic increase in the average daily meals that are served to students. Breakfast counts went from 40% participation to 75-85% (85-95 students). Lunch participation went from 72% to 85-90% (105-115 students).

Further, the District will continue to provide up to 15 extra enhancing and enriching days (e.g., Adventure Friday, academic remediation days or test prep days) on the non-scheduled Fridays. All students who attend on these days are provided with a free snack and lunch. (The meals provided on non-scheduled Fridays are not reimbursable meals – the total cost for these meals is supported by the community.)

26. Describe the impact on the district's ability to recruit and retain employees.

Some time ago, during the heightened funding difficulties beginning in the 2009/10 school year, Paterson School District found itself in a situation where we had to eliminate two classified teacher assistant positions. Furthermore, the District lost the funding for part of its certificated reading specialist. However, the savings due to the Efficiency and Economy waiver allowed Paterson to retain the classified support staff that otherwise would have been eliminated.

- *The loss of hours for classified employees as Paterson moved from a 5-day/week calendar to a 4-day/week calendar is still partially recouped by offering the staff the option of working on the non-scheduled Fridays for enrichment or remediation activities when we use federal dollars as well as support through our M&O levy. Naturally, the longer school day itself keeps many of the hours intact.*

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- *ADVANCED LEARNERS: More learning opportunities are available for advanced students:*
 - *Advanced Middle School Science, Advanced Math/HS Algebra, HS Geometry, Honors Reading and National History Day Competitions.*

29. Provide a set of student achievement data for the previous waiver years (provide attachments, if preferred). Describe and explain student achievement trends.

SEE APPENDIX C: Achievement Data, Demographics, et al

30. Describe the academic benefits that the district gained from the flexible calendar (e.g. lower absenteeism of students and staff, fewer long commutes for students, additional time on off day to provide enrichment and enhancement activities, enhanced quality of instruction).

Academic Benefits for Paterson Students and Families due to modified calendar:

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 - This has allowed the District to maintain the integrity of the calendar year.*

Appendix C—Achievement Data

1. Achievement Awards
2. Demographics—OSPI Report Card
3. State Board of Education Achievement Index Summary:
 - a. 2014-2015 Exemplary 8.29
 - b. 2013-2014 Very Good 7.08
 - c. 2012-2013 Good 6.73
4. Longitudinal Grade Level Comparison
 - a. SBAC/MSP Science 2015 and SBAC/MSP Science 2016
5. MSP Data 8th Grade Classes of 2015-2021
6. Comparison of Paterson/Valley Schools/State
 - a. MSP 2013, 2014
 - b. SBAC 2015, 2016
7. EOC Algebra results-2014 and Comparison Paterson/Valley Schools/State WLPT

ACHIEVEMENT AWARDS

2008

*State Superintendent's Learning Improvement Award
School of Distinction*

2009

Washington Achievement Award: Overall Excellence

2013

Washington Achievement Award: High Progress

2014

Washington Achievement Award: High Progress

2015

*State Superintendent's Learning Improvement Award
School of Distinction*

2016

*State Superintendent's Learning Improvement Award
School of Distinction*

2016 School of Distinction

One of the 5% highest improving schools in the State of Washington
for increased ELA/Math achievement and Graduation Rate over the past 5 years.

Presented to

Paterson Elementary School

Paterson School District



A handwritten signature in black ink, appearing to read 'Greg Lobbell'.

Greg Lobbell, CEO



The Center for Educational Effectiveness



2016 School of Distinction Repeat Winners

ESD	District	School	School ID	Winning Years										Awards
				2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	
ESD 121	Tacoma	Wilson High	3246					2011	2012	2013	2014	2015	2016	6
ESD 101	Mead	Mead Education Partnership Prog	1858					2011	2012	2013	2014		2016	5
ESD 121	Bethel	Evergreen Elementary	4099					2011	2012	2013	2014		2016	5
ESD 121	Federal Way	Technology Access Foundation Academy	5138						2012	2013	2014	2015	2016	5
ESD 171	Coulee-Hartline	Almira Coulee Hartline High	2968			2009	2010			2013		2015	2016	5
ESD 113	Olympia	Avanti High	1768					2011		2013	2014		2016	4
ESD 121	Bethel	Centennial Elementary	4331							2013	2014	2015	2016	4
ESD 121	Seattle	Cleveland High	2392							2013	2014	2015	2016	4
ESD 121	Seattle	Hazel Wolf K-8	5175						2012	2013		2015	2016	4
ESD 121	Seattle	Olympic Hills Elementary	2976	2007			2010					2015	2016	4
ESD 101	Odessa	Odessa High	2443		2008			2011					2016	3
ESD 105	Yakima	Discovery Lab	3023	2007								2015	2016	3
ESD 113	Grapeview	Grapeview Elementary & Middle	2145	2007			2010						2016	3
ESD 113	Raymond	Raymond Jr Sr High	2357							2014	2015	2016	2016	3
ESD 113	Southside	Southside Elementary	2744							2014	2015	2016	2016	3
ESD 121	Clover Park	Carter Lake Elementary	3457	2007								2015	2016	3
ESD 123	Paterson	Paterson Elementary	2133		2008							2015	2016	3
ESD 101	Almira	Almira Elementary	2860			2009							2016	2
ESD 101	Mary Walker	Mary Walker High	3311									2015	2016	2
ESD 101	Ritzville	Ritzville Grade School	2719			2009							2016	2
ESD 101	Spokane	Bryant Center	3008									2015	2016	2
ESD 101	Tekoa	Tekoa Elementary	2052									2015	2016	2
ESD 105	Sunnyside	Sunnyside High	2959									2015	2016	2
ESD 105	Yakima	Barge-Lincoln Elementary	3138									2015	2016	2
ESD 105	Yakima	Robertson Elementary	3264									2015	2016	2
ESD 105	Zillah	Zillah Middle	4481									2015	2016	2
ESD 112	Castle Rock	Castle Rock Elementary	2762									2015	2016	2
ESD 112	Longview	R A Long High	2416									2015	2016	2
ESD 112	Washougal	Canyon Creek Middle	4549	2007									2016	2
ESD 113	Aberdeen	Central Park Elementary	3216			2009							2016	2
ESD 113	Montesano	Montesano Jr-Sr High	2180			2009							2016	2

2009 WASHINGTON ACHIEVEMENT AWARDS

by award category

schools listed alphabetically by level – districts in parentheses

OVERALL EXCELLENCE

Elementary Schools

- Audobon (Lake Washington)
- Beacon Hill International (Seattle)
- Bryant (Seattle)
- Cascade View (Snoqualmie Valley)*
- Challenge (Edmonds)*
- Clyde Hill (Bellevue)*
- Crestwood (Sumner)
- Crownhill (Bremerton)*
- East Ridge (Northshore)*
- Enatai (Bellevue)*
- Evergreen Forest (North Thurston)
- Fall City (Snoqualmie Valley)*
- Fidalgo (Anacortes)*
- Fisher (Lyden)*
- Glacier Park (Tahoma)*
- Grant (Ephrata)
- Grant (Eastmont)
- Happy Valley (Bellingham)
- Hay (Seattle)*
- Hutton (Spokane)*
- Island Park (Mercer Island)*
- Juanita (Lake Washington)
- Kettle Falls (Kettle Falls)
- Lakeridge (Mercer Island)
- Lakeview Terrace (Moses Lake)
- Larrabee (Bellingham)
- Laurelhurst (Seattle)
- Liberty Lake (Central Valley)
- Lincoln (Kennewick)
- Mann (Lake Washington)*
- Martin Sortun (Kent)
- McAuliffe (Lake Washington)
- McGilvra (Seattle)*
- Mead (Lake Washington)
- Mill Creek (Everett)*
- Moran Prairie (Spokane)*
- Morgen Owings (Lake Chelan)*
- Nooksack (Nooksack)*
- Prosser Heights (Prosser)
- Redmond (Lake Washington)
- Ridge View (Kennewick)*
- Rock Creek (Tahoma)
- Rock Island (Eastmont)
- Samish (Sedro-Woolley)
- Sherwood Forest (Bellevue)
- Silver Firs (Everett)
- Skyline (Tacoma)
- Smith (Lake Washington)*
- Sunrise (Northshore)*
- Washington (Kennewick)*
- Wellington (Northshore)
- Wilder (Lake Washington)*
- Wilson (Spokane)

Middle & Junior High Schools

- Chief Kanim (Snoqualmie Valley)*
- Fairhaven (Bellingham)
- Federal Way Public Academy (Federal Way)
- Gateway (Everett)
- Icicle River (Cascade)

- Illahee (Federal Way)
- Inglewood (Lake Washington)
- Kellogg (Shoreline)*
- Liberty (Camas)
- Mercer (Seattle)
- Nooksack Valley (Nooksack)
- Orcas Island (Orcas Island)
- Sakai (Bainbridge)
- Skyridge (Camas)
- Sterling (Eastmont)
- Stevens (Port Angeles)
- Tahoma (Tahoma)*
- Tillicum (Bellevue)
- Tyee (Bellevue)

High Schools

- Almira Coulee Hartline (Coulee-Hartline)*
- Aviation (Highline)*
- Bainbridge (Bainbridge Island)*
- Bellevue (Bellevue)*
- Bridgeport (Bridgeport)*
- Camas (Camas)*
- Chelan (Lake Chelan)*
- Colville (Colville)
- Eastlake (Lake Washington)
- Friday Harbor (San Juan)
- Hazen (Renton)*
- Kettle Falls (Kettle Falls)
- Mercer Island (Mercer Island)
- Newport (Bellevue)
- Orcas Island (Orcas Island)*
- Palouse (Palouse)*
- Quincy (Quincy)*
- Taholah (Taholah)*
- Tonasket (Tonasket)
- Waitsburg (Waitsburg)*

Comprehensive Schools

- Almira Elementary (Almira)
- CAM Junior Senior (Battle Ground)*
- Clallam Bay High & Elementary (Cape Flattery)
- Colton (Colton)*
- Continuous Curriculum (East Valley – Spokane)
- Curlew Elementary & High (Curlew)*
- Lacrosse Elementary (Lacrosse)
- Liberty Bell Junior Senior (Methow Valley)
- Maplewood Parent Cooperative (Edmonds)
- Napavine Junior Senior (Napavine)
- Naselle Junior Senior (Naselle)*
- Pateros (Pateros)*
- Paterson (Paterson)
- Ritzville Grade (Ritzville)
- Vancouver School of Arts and Academics (Vancouver)
- Wilson Creek (Wilson Creek)

LANGUAGE ARTS

Elementary Schools

- Captain Charles Wilkes (Bainbridge Island)
- Challenge (Edmonds)*
- Clyde Hill (Bellevue)*
- Crownhill (Bremerton)*
- Discovery (Lake Washington)
- East Ridge (Northshore)*
- Fidalgo (Anacortes)*
- Fisher (Lyden)*
- Island Park (Mercer Island)*
- Mill Creek (Everett)*
- Morgen Owings (Lake Chelan)*
- Ridge View (Kennewick)*
- Washington (Kennewick)*
- Wilder (Lake Washington)*

Middle & Junior High Schools

- Kellogg (Shoreline)*
- Tahoma (Tahoma)*

High Schools

- Academy of Citizenship (Highline)
- Almira Coulee Hartline (Coulee-Hartline)*
- Bridgeport (Bridgeport)*
- Camas (Camas)*
- Chelan (Lake Chelan)*
- Eagle Harbor (Bainbridge Island)
- Health Sciences & Human Services (Highline)
- Lincoln (Port Angeles)
- Lindbergh (Renton)
- Mariner (Mukilteo)
- Mount Baker (Mount Baker)
- North Thurston (North Thurston)
- Onalaska (Onalaska)*
- Quincy (Quincy)*
- Republic (Republic)
- South Bend (South Bend)
- Sprague (Sprague)
- Waitsburg (Waitsburg)*

Comprehensive Schools

- Naselle Junior Senior (Naselle)*
- Wilson Creek (Wilson Creek)*

MATH

Elementary Schools

- Challenge (Edmonds)*
- Crestwood (Sumner)*
- Crownhill (Bremerton)*
- East Ridge (Northshore)*
- Garfield (Garfield)
- Hay (Seattle)*

High Schools

- Almira Coulee Hartline (Coulee-Hartline)*
- Taholah (Taholah)*

* Indicates a school receiving recognition in multiple categories

The children we serve have multiple at-risk characteristics that jeopardize their academic success. Below are the demographics for our student body over the last two years as compared to the state demographics.

Paterson School District Student Demographics School Year 2015-2016

Enrollment

October 2015 Student Count	136
May 2016 Student Count	136

Gender (October 2015)

Male	79	58.1%
Female	57	41.9%

Race/Ethnicity (October 2015)

Hispanic / Latino of any race(s)	64	47.1%
American Indian / Alaskan Native	1	0.7%
Native Hawaiian / Other Pacific Islander	1	0.7%
White	70	51.5%

Special Programs

Free or Reduced-Price Meals (May 2016)	>95%
Special Education (May 2016)	12 8.8%
Transitional Bilingual (May 2016)	37 27.2%
Migrant (May 2016)	23 16.9%
Section 504 (May 2016)	0 0.0%

Paterson School District Student Demographics School Year 2014-2015

Enrollment

October 2014 Student Count	135
May 2015 Student Count	130

Gender (October 2014)

Male	77	57.0%
Female	58	43.0%

Race/Ethnicity (October 2014)

Hispanic / Latino of any race(s)	61	45.2%
American Indian / Alaskan Native	1	0.7%
Native Hawaiian / Other Pacific Islander	1	0.7%
White	72	53.3%

Special Programs

Free or Reduced-Price Meals (May 2015)	>95%
Special Education (May 2015)	13 10.0%
Transitional Bilingual (May 2015)	39 30.0%
Migrant (May 2015)	24 18.5%
Section 504 (May 2015)	0 0.0%
Foster Care (May 2015)	N<10

Other Information (more info)

Unexcused Absence Rate (2014-15)	0 0.0%
----------------------------------	--------

State Student Demographics

Enrollment

October 2015 Student Count	
May 2016 Student Count	

Gender (October 2015)

Male	559,073
Female	525,286

Race/Ethnicity (October 2015)

Hispanic / Latino of any race(s)	243,149
American Indian / Alaskan Native	13,911
Asian	79,427
Black / African American	47,852
Native Hawaiian / Other Pacific Islander	11,191
White	608,390
Two or More Races	80,413

Special Programs

Free or Reduced-Price Meals (May 2016)	477,828
Special Education (May 2016)	146,807
Transitional Bilingual (May 2016)	117,223
Migrant (May 2016)	19,826
Section 504 (May 2016)	33,130

Other Information (more info)

Unexcused Absence Rate (2015-16)	691,478
----------------------------------	---------

State Student Demographics

Enrollment

October 2014 Student Count	
May 2015 Student Count	

Gender (October 2014)

Male	554,168
Female	520,939

Race/Ethnicity (October 2014)

Hispanic / Latino of any race(s)	233,616
American Indian / Alaskan Native	16,221
Asian	77,421
Black / African American	48,248
Native Hawaiian / Other Pacific Islander	10,680
White	612,625
Two or More Races	76,274

Special Programs

Free or Reduced-Price Meals (May 2015)	482,024
Special Education (May 2015)	143,304
Transitional Bilingual (May 2015)	111,325
Migrant (May 2015)	19,909
Section 504 (May 2015)	28,937
Foster Care (May 2015)	8,612

Other Information (more info)

Unexcused Absence Rate (2014-15)	625,971
----------------------------------	---------

The children we serve have multiple at-risk characteristics that jeopardize their academic success. Below are the demographics for our student body over the last two years as compared to the state demographics.

Paterson School District Student Demographics 2013-2014

Enrollment		
October 2013 Student Count		104
May 2014 Student Count		117
Gender (October 2013)		
Male	56	53.8%
Female	48	46.2%
Race/Ethnicity (October 2013)		
Native Hawaiian / Other Pacific Islander	1	1.0%
Hispanic / Latino of any race(s)	45	43.3%
White	58	55.8%
Special Programs		
Free or Reduced-Price Meals (May 2014)	114	97.4%
Special Education (May 2014)	7	6.0%
Transitional Bilingual (May 2014)	36	30.8%
Migrant (May 2014)	26	22.2%
Section 504 (May 2014)	0	0.0%
Foster Care (May 2014)	0	0.0%
Other Information (more info)		
Unexcused Absence Rate (2013-14)	0	0.0%

Student Demographics 2012-2013

Enrollment		
October 2012 Student Count		111
May 2013 Student Count		110
Gender (October 2012)		
Male	57	51.4%
Female	54	48.6%
Race/Ethnicity (October 2012)		
Hispanic / Latino of any race(s)	56	50.5%
White	55	49.5%
Special Programs		
Free or Reduced-Price Meals (May 2013)	107	97.3%
Special Education (May 2013)	14	12.7%
Transitional Bilingual (May 2013)	36	32.7%
Migrant (May 2013)	34	30.9%
Section 504 (May 2013)	0	0.0%
Foster Care (May 2013)	0	0.0%
Other Information (more info)		
Unexcused Absence Rate (2012-13)	15	0.1%

State-Wide Student Demographics 2013-2014

Enrollment	
Gender (October 2013)	
Male	51.6%
Female	48.4%
Race/Ethnicity (October 2013)	
Native Hawaiian / Other Pacific Islander	1.0%
Hispanic / Latino of any race(s)	21.1%
White	58.0%
Special Programs	
Free or Reduced-Price Meals (May 2014)	45.9%
Special Education (May 2014)	13.2%
Transitional Bilingual (May 2014)	9.7%
Migrant (May 2014)	1.9%
Section 504 (May 2014)	2.4%
Foster Care (May 2014)	0.7%
Other Information (more info)	
Unexcused Absence Rate (2013-14)	0.5%

State-Wide Student Demographics 2012-2013

Enrollment	
Gender (October 2012)	
Male	51.6%
Female	48.4%
Race/Ethnicity (October 2012)	
Native Hawaiian / Other Pacific Islander	0.9%
Hispanic / Latino of any race(s)	20.4%
White	59.1%
Special Programs	
Free or Reduced-Price Meals (May 2013)	46.1%
Special Education (May 2013)	13.0%
Transitional Bilingual (May 2013)	9.0%
Migrant (May 2013)	1.7%
Section 504 (May 2013)	2.3%
Foster Care (May 2013)	0.2%
Other Information (more info)	
Unexcused Absence Rate (2012-13)	0.5%

District | Non-District | ESD | P-20 High School Feedback

Tools: Compare My School

Summary | AYP | CTE | AMO | WaKIDS | HS Dual Credit | Graduation Progress Report
 MSP/HSPE | EOC | Smarter Balanced | WAAS PORT | WA-AIM | ELPA21 | NAEP

Summary Paterson School District

Search: School District

District > Washington State > Office of Superintendent of Public Instruction > Paterson School District

[Print Friendly](#)

Paterson School District

Superintendent John Seaton
509.875.2601

51409 W PRIOR RD PATERSON 99345-0189
Educational Service District 123

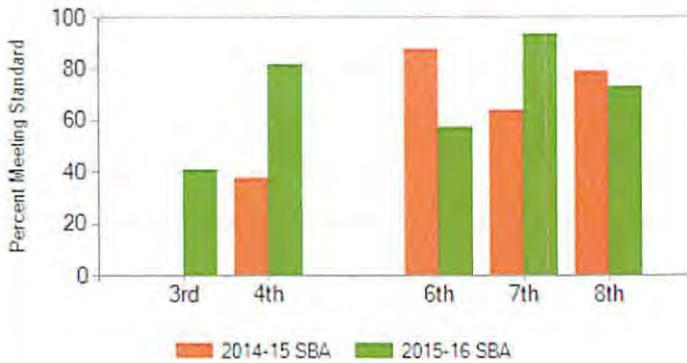
Select a year: 2015-16

2015-16 Results (Administration Info)

Grade Level	SBA ELA	SBA Math
3rd Grade	41.1%	29.4%
4th Grade	81.8%	90.9%
5th Grade	Suppressed	Suppressed
6th Grade	57.1%	57.1%
7th Grade	93.3%	80.0%
8th Grade	72.7%	45.4%

Grade Level	MSP Science
5th Grade	Suppressed
8th Grade	63.6%

English Language Arts



Student Demographics

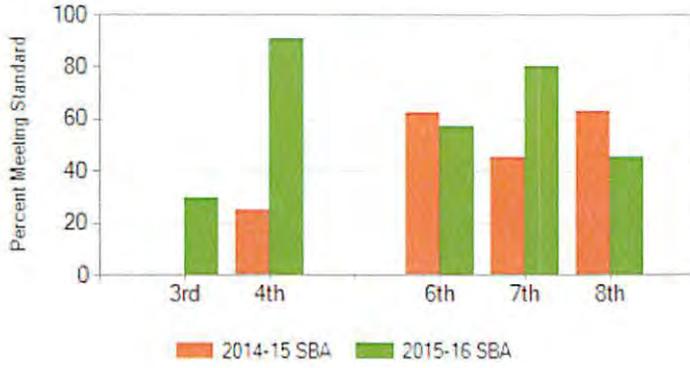
Enrollment		
October 2015 Student Count		136
May 2016 Student Count		136
Gender (October 2015)		
Male	79	58.1%
Female	57	41.9%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	64	47.1%
American Indian / Alaskan Native	1	0.7%
Native Hawaiian / Other Pacific Islander	1	0.7%
White	70	51.5%
Special Programs		
Free or Reduced-Price Meals (May 2016)	>95%	
Special Education (May 2016)	12	8.8%
Transitional Bilingual (May 2016)	37	27.2%
Migrant (May 2016)	23	16.9%
Section 504 (May 2016)	0	0.0%

Teacher Information (2015-16) (more info)

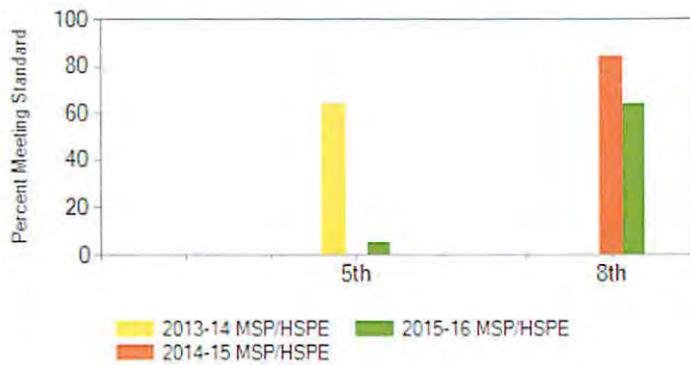
Classroom Teachers	9
White	9
Average Years of Teacher Experience	15.4
White	15.4
Teachers with at least a Master's Degree	66.7%
Total number of teachers who teach core academic classes	5
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%
Total number of core academic classes	6
ESEA Highly Qualified Teacher Information	
% of classes taught by teachers meeting ESEA highly qualified (HQ) definition	100.0%
% of classes taught by teachers who do not meet ESEA HQ definition	0.0%
% of classes in high poverty schools taught by teachers who meet ESEA HQ definition	100.0%
% of classes in high poverty schools taught by teachers who do not meet ESEA HQ definition	0.0%
% of classes in low poverty schools taught by teachers who meet ESEA HQ definition	100.0%

% of classes in low poverty schools taught by teachers who do not meet ESEA HQ definition	0.0%
---	------

Math



Science



[Frequently Asked Questions](#)

[Contact Us](#)

[Glossary](#)

[Data Files](#)

[OSPI Home](#)



Washington State Board of Education - Achievement Index

[Index Help](#) [Printing Help](#)

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2014-2015 | Educational Service District 123 | Paterson | Paterson Elementary School

- Home
- Achievement Index
- Ed. System Health
- School Code Lookup
- Historic Index Data
- Index FAQ

School Details

Name: Paterson Elementary School
 Code: 2133
 Type: Public
 Category: Comprehensive
 District: Paterson
 ESD: Educational Service District 123

2014-2015 Smarter Balanced Assessment Participation Rate		
ELA	87.36%	School Did Not Meet Federal Accountability Participation Requirements
Math	86.21%	

PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST ↑ ↓ LOWEST	7.89	10.00
	6.85	<7.89
	5.75	<6.85
	4.26	<5.75
	3.63	<4.26
	1.00	<3.63

Achievement Index	Awards and Designations	Performance Details
-------------------	-------------------------	---------------------

Proficiency					
	ELA	Math	Science	Average	Proficiency Average
All Students	7.00	5.00	7.00	6.33	5.72
Targeted Subgroups	5.00	3.33	7.00	5.11	

Growth				
	ELA	Math	Average	Growth Average
All Students	10.00	10.00	10.00	10.00
Targeted Subgroups	10.00	10.00	10.00	

2015 INDEX RATING	8.29
--------------------------	-------------

[Printable Index Data Report](#)

Participation Rates

Students who do not participate in required assessments are assigned a score of zero for the calculation of the school's Achievement Index rating.

[Learn more about Index ratings.](#)

| [Index FAQ](#) | [Index Methodology](#) | [Index Glossary](#) | [Achievement Excel Data](#) | [Washington Achievement Awards](#) |

State Board of Education Achievement Index Summary:

2014-2015	Exemplary	8.29
2013-2014	Very Good	7.08
2012-2013	Good	6.73



Washington State Board of Education - Achievement Index

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2013-2014 | Educational Service District 123 | Paterson | Paterson Elementary School

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- Index FAQ

School Details

Name: Paterson Elementary School
 Code: 2133
 Type: Public
 Category: Comprehensive
 District: Paterson
 ESD: Educational Service District 123

PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST ↑ ↓ LOWEST	7.94	10.00
	6.97	<7.94
	5.93	<6.97
	4.88	<5.93
	3.82	<4.88
	1.00	<3.82

Achievement Index	Awards and Designations	Performance Details				
Proficiency						
	Reading	Math	Writing	Science	Average	Proficiency Average
All Students	8.00	7.00	7.00		7.33	7.00
Targeted Subgroups	7.00	6.00	7.00		6.67	
Growth						
	Reading	Math	Average	Growth Average		
All Students	7.00	7.00	7.00	7.13		
Targeted Subgroups	7.50	7.00	7.25			
2014 INDEX RATING						7.08
Printable Index Data Report						

[Index FAQ](#) | [Index Methodology](#) | [Index Glossary](#) | [Achievement Excel Data](#) | [Washington Achievement Awards](#) |



Washington State Board of Education - Achievement Index

[Index Help](#) [Printing Help](#)

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2012-2013 | Educational Service District 123 | Paterson | Paterson Elementary School

- Home
- Achievement Index
- Ed. System Health
- School Code Lookup
- Historic Index Data
- Index FAQ

School Details

Name: Paterson Elementary School
 Code: 2133
 Type: Public
 Category: Comprehensive
 District: Paterson
 ESD: Educational Service District 123

PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST ↑ ↓ LOWEST	7.85	10.00
	6.81	<7.85
	5.86	<6.81
	4.84	<5.86
	3.77	<4.84
	1.00	<3.77

Achievement Index	Awards and Designations	Performance Details				
Proficiency						
	Reading	Math	Writing	Science	Average	Proficiency Average
All Students	8.00	6.00			7.00	6.50
Targeted Subgroups	7.00	5.00			6.00	
Growth						
	Reading	Math			Average	Growth Average
All Students	6.00	8.00			7.00	6.88
Targeted Subgroups	5.50	8.00			6.75	
2013 INDEX RATING						6.73
Printable Index Data Report						

[Index FAQ](#) | [Index Methodology](#) | [Index Glossary](#) | [Achievement Excel Data](#) | [Washington Achievement Awards](#) |



Washington State Board of Education - Achievement Index

[Index Help](#) [Printing Help](#)

Use the ESD or District dropdowns to filter the available schools. Select a School or enter a School Code below.

2011-2012 | Educational Service District 123 | Paterson | Paterson Elementary School

- Home
- Achievement Index
- Ed. System Health
- School Code Lookup
- Historic Index Data
- Index FAQ

School Details

Name: Paterson Elementary School
 Code: 2133
 Type: Public
 Category: Comprehensive
 District: Paterson
 ESD: Educational Service District 123

PERFORMANCE LEVEL	RATING RANGE	
	From	To
HIGHEST ↑ ↓ LOWEST	7.85	10.00
	6.81	<7.85
	5.86	<6.81
	4.84	<5.86
	3.77	<4.84
	1.00	<3.77

Achievement Index	Awards and Designations	Performance Details				
Proficiency						
	Reading	Math	Writing	Science	Average	Proficiency Average
All Students	7.00	6.00	4.00	7.00	6.00	5.63
Targeted Subgroups	5.50	4.50	4.00	7.00	5.25	
Growth						
	Reading	Math	Average	Growth Average		
All Students	4.00	4.00	4.00	3.75		
Targeted Subgroups	3.50	3.50	3.50			
2012 INDEX RATING						4.50
Printable Index Data Report						

[Index FAQ](#) | [Index Methodology](#) | [Index Glossary](#) | [Achievement Excel Data](#) | [Washington Achievement Awards](#) |

PATERSON SBAC RESULTS TRACKING SAME COHORT OF STUDENTS

SBAC (Level 3 and Level 4) % COMPARISON: YEAR TO YEAR** / LONGITUDINAL

SBAC ELA

Grade	# tested	%	# tested	%
		2015		2016
3	9	67	15	47
4	12	50	10	90
5	13	46	14	57
6	15	93	19	63
7	10	70	15	93
8	17	88	8	100

**Matching colors are the same cohorts of students in 2015 and 2016
(e.g., 2015 3rd graders are the same cohort of 2016 4th graders)

SBAC MATH

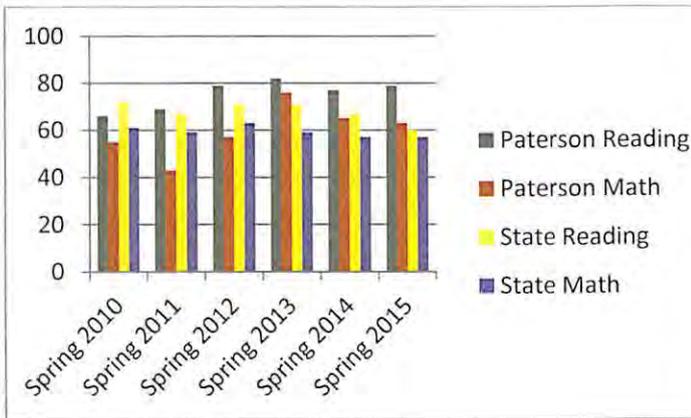
Grade	# tested	%	# tested	%
		2015		2016
3	9	44	15	33
4	12	33	10	100
5	13	54	14	57
6	15	67	20	60
7	10	50	15	80
8	16	75	8	63

MSP SCIENCE

Grade	# tested	%	# tested	%
		2015		2016
5	15	50	14	64
8	19	84	8	88

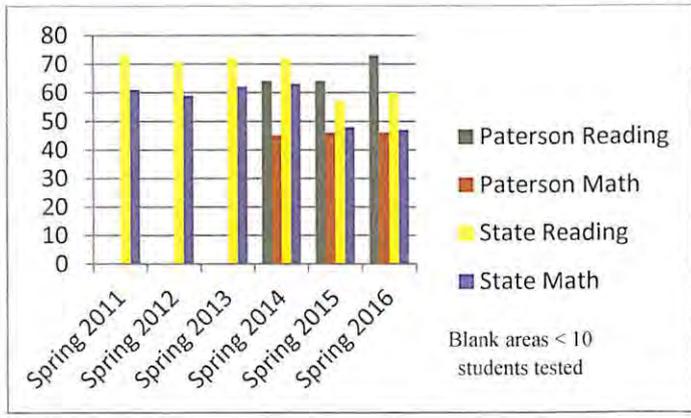
A Longitudinal Look at Paterson SBAC Scores: 2015 and 2016

Paterson School implemented the modified calendar in January of 2010. That spring, the state changed state assessments from WASL to MSP. In SY 2014-15 the state fully implemented SBAC testing. The following information is individual grade state testing progress throughout the modified calendar from for those two years. Please note--- some fluctuation in scores could be due to the change of tests in the Spring of 2015 from MSP to SBAC.



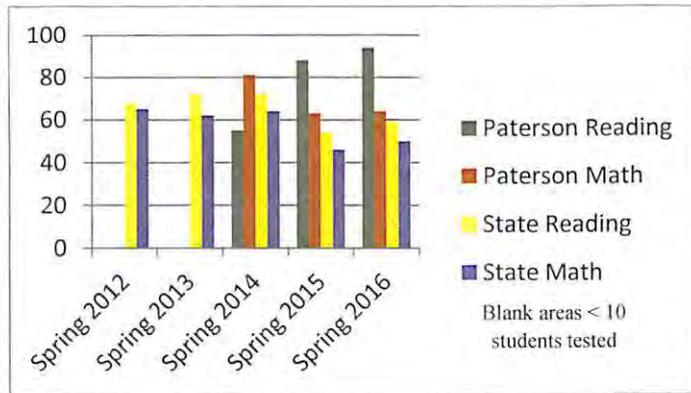
Paterson Class of 2015

Spring 2015 was the first year students took the SBAC at Paterson. As a class, the 8th grade students performed remarkably well. Not only did they flourish during the modified calendar pilot, they showed continued growth on the SBAC. In reading they grew from a passing rate of 68% in third grade to a passing rate of nearly 80% in eighth grade. In math their passing rate grew from 43% to 63%. These students performed above state passing rates.



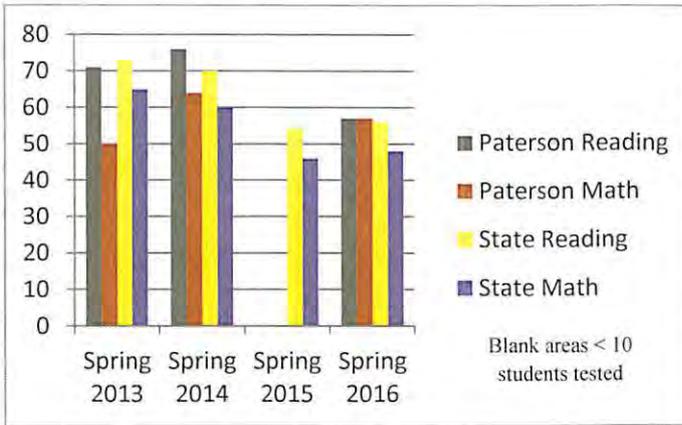
Paterson Class of 2016

The Paterson Class of 2016, currently freshmen in high school, was very small and their enrollment fluctuated due to migrant movement. This class has suppressed information beginning in 3rd grade. However, their last two years they had 11 students testing as two new students came to us from Mexico. Each student accounts for 9 percentage points. They graduated achieving high passing rates in both reading and math. During their eighth grade year, 3 students moved and did not test; they were counted as not meeting standard. However, the remaining student, 100% passed the reading SBAC at level 3 or higher.



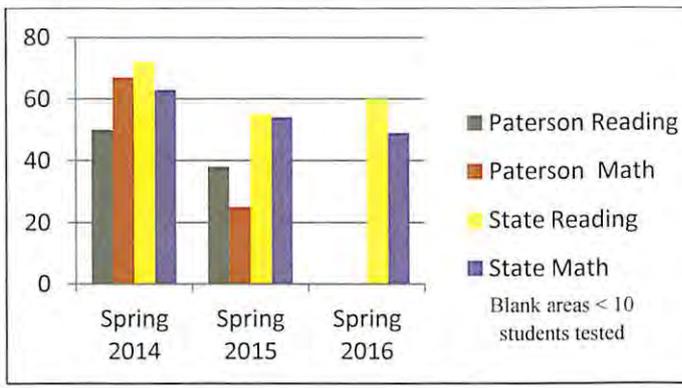
Paterson Class of 2017

The Paterson Class of 2017, our current eighth grade had their scores in 3rd and 4th suppressed due to the low enrollment. Their class grew to 11 students in the fifth grade and they passed reading at 54.5% and math at 81.8%. They have grown again and are currently 16 strong. The students are outperforming the state in passing rates and have grown dramatically in reading.



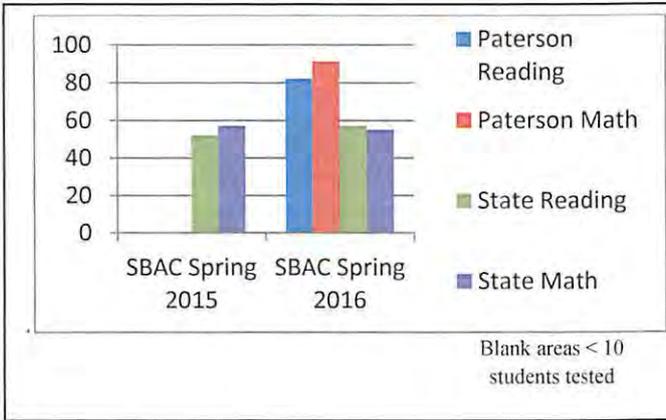
Paterson Class of 2018

The Paterson Class of 2018, our current seventh grade had 14 students tested in the spring of 3rd grade. Each student represented approximately 7 percentage points. For the first year testing, the students performed statistically at the state average in reading. Our students were slightly below the state average of passing in math. In fourth grade their scores increased to 76.4% passing reading and 64.7% passing math. Their fifth grade scores were suppressed, but their 6th grade scores show them to be on par with the state as a whole.



Paterson Class of 2019

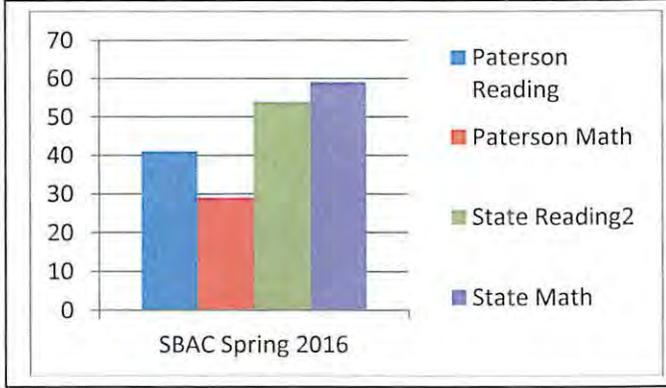
The Paterson Class of 2019, our current sixth grade had 12 students tested in the spring of 3rd grade. Each student represented approximately 8.3 percentage points. For the first year testing, the students averaged of 50% passing in reading and 66.6% passing in math. This class had the unfortunate experience of having two teachers who would not engage in common core. They are no longer teaching at Paterson School. Additionally, the numbers in their class shrunk in 2016, but they will have available test results this spring.



Paterson Class of 2020

Note Change in colors: Students who have only take SBAC

The Paterson Class of 2020, our current fifth grade is achieving above state levels. 82% passed ELA in the fourth grade, and approximately 91% passed math. Their third grade test results are suppressed due to the small number that took the exam.



Paterson Class of 2021

Note Change in colors: Students who have only take SBAC

The Paterson Class of 2021, our current fourth grade had the unfortunate experience of having a teacher who would not engage in common core math. She is no longer teaching at Paterson School. Our current fourth grade teacher assures us that the students are growing by leaps and bounds this year.

COMPARISON INFORMATION: PATERSON SCHOOL, VALLEY SCHOOLS, AND WASHINGTON STATE

SBAC State Test Results – Spring 2016: Overall, the District’s students continue to show strong academic growth. The Paterson District met the State’s AYP (Adequate Yearly Progress) again for 2015/16. The demographics of the District mirror the school districts in the Yakima Valley – *high poverty and ESL*. The charts below compare the Spring 2016 SBAC results of the Paterson District to the other Yakima Valley schools and to the over-all statewide scores.

ELA	State	Valley Feeder Schools*	PATERSON	PATERSON WA Comprehensive Assessment Program
3	54.3%	33.1%	41.1%***	47%
4	57.0%	36.63%	81.8%	90%
5	60.1%	39.55%	suppressed	57%
6	56.5%	30.53%	57.1%	63%
7	58.5%	36.35%	93.9%	93%
8	59.7%	38.5%	72.7%	100%

MSP Science	State	Valley Feeder Schools*	PATERSON	PATERSON WA Comprehensive Assessment Program
5	65.3%	40.9%	Suppressed	64%
8	67.5%	49.13%	63.6%	88%

MATH	State	Valley Feeder Schools*	PATERSON	PATERSON WA Comprehensive Assessment Program
3	58.9%	44.53%	29.4%***	33%
4	55.4%	41.75%	90.9%	100%
5	49.2%	31.58%	suppressed	57%
6	48.0%	25.33%	57.1%	60%
7	49.8%	31.53%	80.0%	80%
8	47.8%	31.35%	45.4%	63%

*Valley Feeder Schools have included Prosser, Ki-Be, Grandview, and Sunnyside Schools
 ***Our 3rd grade teacher from this testing cycle has changed positions and is no longer teaching at Paterson School District.

COMPARISON INFORMATION: PATERSON SCHOOL, VALLEY SCHOOLS, AND WASHINGTON STATE

SBAC State Test Results – Spring 2015: Overall, the District’s students continue to show strong academic growth. The Paterson District met the State’s AYP (Adequate Yearly Progress) again for 2014-2014. The demographics of the District mirror the school districts in the Yakima Valley – high poverty and ESL. The charts below compare the Spring 2015 SBAC results of the Paterson District to the other Yakima Valley schools and to the over-all statewide scores.

ELA	State	Valley Feeder Schools*	PATERSON	PATERSON WA Comprehensive Assessment Program
3	52.1%	30.75%	suppressed	67%
4	54.6%	34.35%	37.5***	50%
5	57.6%	34.35%	suppressed	46%
6	54.0%	33.28%	87.5%	93%
7	56.9%	35.92%	63.6%	70%
8	56.9%	39.37%	78.9%	88%
MSP Science	State	Valley Feeder Schools*	PATERSON	PATERSON WA Comprehensive Assessment Program
5	63.4%	36.52%	suppressed	50%
8	60.7%	39.4%	84%	84%
MATH	State	Valley Feeder Schools*	PATERSON	PATERSON WA Comprehensive Assessment Program
3	56.7%	46.25%	suppressed	44%***
4	54.0%	33.8%	25.0%***	33%***
5	48.1%	25.78%	suppressed	54%
6	45.5%	23.63%	62.5%	67%
7	48.0%	29.0%	45.4%	50%
8	46.1%	31.88%	63.1%	75%

*Valley Feeder Schools have included Prosser, Ki-Be, Grandview, and Sunnyside Schools

*** The teacher from this particular year has retired as he did not believe in common core.

COMPARISON INFORMATION: PATERSON SCHOOL AND VALLEY SCHOOLS

End of Course (EOC) Exam – High School Algebra

During the 2013/14 school year the District offered High School Algebra to sixteen students (4- 8th graders and 12- 7th graders). All sixteen students took the State's EOC Algebra exam. 87.5% successfully passed this high school test and have fulfilled this part of their obligation for graduation.

Paterson WLPT II Student Scores Spring 2014:

Transitional (English Proficient)		7.6%
Level 4 (Transitional)		7.6%
Not Transitional (Limited English)		92.3%
Level 3 (Advanced English)		66.6%
Level 2 (Intermediate English)		25.6%
Level 1 (Beginning English)		0.0%
No Score*		0.0%
Total	39	100.0%

Valley Feeder Schools WLPT II Student Scores Spring 2014:

Transitional (English Proficient)		6.15%
Level 4 (Transitional)		6.15%
Not Transitional (Limited English)		93.85%
Level 3 (Advanced English)		59.5%
Level 2 (Intermediate English)		31.3%
Level 1 (Beginning English)		2.06%
No Score*		0.99%
Total		100.0%

*Valley Feeder Schools have included Prosser, Ki-Be, Grandview, and Sunnyside Schools

COMPARISON INFORMATION: PATERSON SCHOOL, VALLEY SCHOOLS, AND WASHINGTON STATE

MSP State Test Results – Spring 2014: Overall, the District’s students continue to show academic growth in all areas. The Paterson District met the State’s AYP (Adequate Yearly Progress) again for 2013/14. The demographics of the District mirror the school districts in the Yakima Valley – *high poverty and ESL*. The charts below compare the Spring 2014 MSP results of the Paterson District to the other Yakima Valley schools and to the over-all statewide scores.

READING	State	Valley Feeder Schools*	PATERSON
3	72.0%	52.1%	50.0%
4	70.0%	47.83%	76.4%
5	72.4%	48.6%	54.5%
6	72.7%	50.2%	63.6%
7	67.7%	43.97%	76.4%
8	71.6%	50.07%	suppressed

NOTE: suppressed = <10 students

WRITING	State	Valley Feeder Schools*	PATERSON
4	62.1%	46.2%	41.1%
7	71.1%	58.9%	76.4%

MATH	State	Valley Feeder Schools*	PATERSON
3	63.0%	46.8%	66.6%
4	60.8%	37.47%	64.7%
5	63.5%	35.97%	81.8%
6	63.6%	45.6%	45.4%
7	57.8%	44.93%	64.7%
8	55.9%	45.66%	suppressed
EOC Algebra	58.3%	47.26	87.5%

NOTE: suppressed = <10 students

*Valley Feeder Schools have included Prosser, Ki-Be, Grandview, and Sunnyside Schools

COMPARISON INFORMATION: PATERSON SCHOOL, VALLEY SCHOOLS, AND WASHINGTON STATE

MSP State Test Results – Spring 2013: Overall, the District's students continue to show academic growth in all areas. The Paterson District met the State's AYP (Adequate Yearly Progress) again for 2012/13. The demographics of the District mirror the school districts in the Yakima Valley – high poverty and ESL. The charts below compare the Spring 2013MSP results of the Paterson District to the other Yakima Valley schools and to the over-all statewide scores.

READING	State	Valley Feeder Schools*	PATERSON
3	73.0%	59.5%	71.4%
4	72.5%	56.5%	suppressed
5	72.7%	56.75%	suppressed
6	71.5%	54.3%	82.3%
7	68.7%	48.825%	suppressed
8	66.3%	55.9%	suppressed

NOTE: suppressed = <10 students

WRITING	State	Valley Feeder Schools*	PATERSON
4	62.1%	54.2%	suppressed
7	71.0%	50.9%	suppressed

MATH	State	Valley Feeder Schools*	PATERSON
3	65.2%	46.8%	50.0%
4	62.5%	51.3%	suppressed
5	62.6%	53.73%	suppressed
6	59.3%	54.6%	76.4%
7	63.8%	45.5%	suppressed
8	53.3%	45.66%	suppressed
EOC Algebra	53.1%	42.4%	suppressed

NOTE: suppressed = <10 students

*Valley Feeder Schools have included Prosser, Ki-Be, Grandview, and Sunnyside Schools

Appendices

Appendix A—Paterson School District Calendars

Appendix B—Paterson School Board Resolution #05-2016

Appendix C—Achievement Data

1. Achievement Awards
2. Demographics—OSPI Report Card
3. State Board of Education Achievement Index Summary:
 - a. 2014-2015 Exemplary 8.29
 - b. 2013-2014 Very Good 7.08
 - c. 2012-2013 Good 6.73
4. Longitudinal Grade Level Comparison
 - a. SBAC/MSP Science 2015 and SBAC/MSP Science 2016
5. MSP Data 8th Grade Classes of 2015-2021
6. Comparison of Paterson/Valley Schools/State
 - a. MSP 2013, 2014
 - b. SBAC 2015, 2016
7. EOC Algebra results-2014 and Comparison Paterson/Valley Schools/State WLPT

Appendix D—Additional Supporting Documents

1. Petition of Support
2. Student Letters
3. Letter to Senator Steve Litzow, Chair and
Members of the Senate Early Learning& K-12 Committee

PATERSON School District No. 50

2016-2017 Student School Calendar for Website Start 8/22/16

July 2016					August 2016					September 2016				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
				1	1	2	3	4	5				1	2
4	5	6	7	8	8	9	10	11	12	5	6	7	8	9/AFri
11	12	13	14	15	15	16	17	18	19	12	13	14	15	16
18	19	20	21	22	22	23	24	25	26	19	20	21	22	23
25	26	27	28	29	29	30*	31			26	27	28	29	30
					7DAYS					16 DAYS				
October 2016					November 2016					December 2016				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
				7/AFri		1	2	3	4/AFri				1	2
10	11	12	13	14	7	8	9	10	11	5	6	7	8	9
17	18	19	20	21	14	15	16	17**	18	12	13	14	15	16
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
31					28	29	30			26	27	28	29	30
					16 DAYS					10 DAYS				
January 2017					February 2017					March 2017				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
2	3	4	5	6			1	2	3			1	2**	3
9	10	11	12	13	6	7	8	9	10	6	7	8	9	10/AFri
16	17	18	19	20/AFri	13	14	15	16	17/AFri	13	14	15	16	17
23	24	25	26	27	20	21	22	23	24	20	21	22	23	24
30	31				27	28				27	28	29	30	31-Mar
					15 DAYS					18 DAYS				
April 2017					May 2017					June 2017				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
3	4	5	6	7	1	2	3	4	5				1**	2
10	11	12	13	14/AFri	8	9	10	11	12	5	6	7	8	9
17	18	19	20	21	15	16	17	18	19	12	13	14	15	16
24	25	26	27	28/AFri	22	23	24	25	26	19	20	21	22	23
					29	30	31			26	27	28	29	30
					18 DAYS					1 DAYS				

Aug 22	First Day of School
Aug 24	Open house
Aug 30	First day for Prosser Schools
Sep 5	No School / Labor Day
Sep 9	Adventure Friday
Sep 23	Staff Prof Development
Oct 7	Adventure Friday
Oct 17-21	Conferences
Oct 28	Staff Prof Development
Nov 4	Adventure Friday
Nov 11	No School / Veterans' Day
Nov 17	End of First Trimester
Nov 23-24	No School / Thanksgiving Holiday
Dec 2	Staff Prof Development
Dec 15	Holiday Program
Dec 19	No School / Winter Holiday 12/19-01/02

Jan 3	Back to School-Happy New Year
Jan 16	No School / MLK Holiday
Jan 20	Adventure Friday
Feb 20	No School / Presidents' Day
Feb 17	Adventure Friday
Mar 2	End of Second Trimester
Mar 10	Adventure Friday
Mar 27-31	STEM Fair & Conferences
Apr 3-7	Spring Break
Apr 14	Adventure Friday
Apr 28	Adventure Friday
May 1-11	State Testing Period, grades 3-8
May 17-18	MSP Science Testing Gr 5th & 8 th
May 29	No School / Memorial Day
May 31	Graduation
Jun 1	Last Day of School

TRIMESTER END DATES**: (1) NOVEMBER 17 (2) MARC (3) June 1

146 Day Student Year / 8:00 to 3:40 Instructional Day



PATERSON SCHOOL DISTRICT No. 50

P.O. Box 189 – Paterson, WA 99345 – Phone (509)875-2601 – Fax (509) 875-2067

Daily Schedule (7.17 hrs/day x 146 days/yr = 1046.82 instructional hours):

- 7:45 Building Opens/Certificated Staff Arrival
- 7:45-8:00 Buses Arrive
- 8:05-8:15 Homeroom/Academic check-in
- 8:15-11:45AM Instructional Block
- 11:45 – 12:25Lunch and recess for students (teachers at lunch)
- 12:25-3:40 PM Instructional Block
- 3:40 Student Dismissal
- 3:45 Buses Depart
- 3:45-4:30 Extended Day Program/Academic Assistance w/ Intervention Staff
- 4:10 Certificated Staff Departure

Appendix D – Additional Supporting Documents

In Appendix D, Paterson School District included three petitions of support for this waiver request from students and parents in the community and sixteen student letters in support of the waiver days. These letters highlighted the importance of their waiver to the students' learning, engagement, and flexible scheduling in the community. These letters are not included in this packet due to printing volume, please contact Parker Teed at parker.teed@k12.wa.us if you wish to request these letters.

This appendix also contains a letter to Senator Steve Litzow, Chair and Members of the Senate Early Learning and K-12 Committee



PATERSON SCHOOL DISTRICT No. 50

P.O. Box 189 – Paterson, WA 99345 – Phone (509)875-2601 – Fax (509) 875-2067

February 23, 2016

The Honorable Steve Litzow, Chair
Members of the Senate Early Learning & K-12 Education Committee
464 J. A. Cherbourg Building
Olympia, Washington 98504

Senator Litzow and Committee Members:

Due to my current position as the Superintendent of the Paterson School District, I am unable to travel across the state today to Olympia, but please accept my testimony as follows in this letter.

Paterson School District is one of the two districts (both rural) who have been able to utilize the Option Two 180 Day Waiver for Purposes of Economy and Efficiency in a manner that provides a successful learning environment for its students while reinvesting budget monies saved by using an alternate academic calendar in which students meet four days a week into programs that serve children. Here are a few of the benefits the Paterson School students, staff and community experiences:

- An increased academic day that has longer blocks of instructional time available to complete lessons or projects such as labs, STEM projects, National History Day projects, community service events, drafting and editing essays. Consequently, we have more opportunities to personalize our teaching to meet the needs of our students.
- Additional direct instruction time and academic remediation is available for math and reading interventions. This positively impacts our fragile learners, and in particular Paterson's ELL students.
- Lower rates of absenteeism for students and teachers because staff and families schedule routine appointments on Fridays.
- Reduces the need for substitute teachers so there is less disruption to the student learning process. It has increased the direct instructional time students spend with their regular classroom teacher.
- Building staff development is planned outside of the student instructional day which reduces the need for substitutes and reduces disruption to the student learning process.
- Fewer long commutes for students and staff: some students spend 1.5-2 hours/day on the bus; all certificated staff drive 70+/- miles/day.
- Paterson has Adventure Friday opportunities during select Fridays to provide enrichment and enhancement activities such as field trips, fine arts, special project-based learning (STEM Fair, National History Day, "Engineering is Everywhere"), homework support – this limits the disruptions to the regular instructional schedule. Our Adventure Friday enrichment days are in addition to the 146-days (1046+/-hours) of instructional time.
- Days lost to unforeseen emergencies or inclement weather (Snow Days) are made up on available Fridays so the integrity of the calendar year is maintained

Our School Board is deeply supportive of the Option Two alternative calendar that has been part of the Paterson success for many years; so much so, that at the February 16th Board meeting they affirmed Resolution #01-2016, supporting House Bill 2476.

Please note that Paterson has received the Washington State School of Distinction award in 2008 and 2015 as well as the Washington State Achievement award in 2009, 2013, and 2014. Additionally, Paterson's testing results have been consistently high, well-exceeding state averages—even on the SBAC. Should the Option Two waiver terminate in 2017, the required shift in funds will have a significant impact on our annual budget and that shift in funding will have dramatic affect on the successful school programs that currently serve our students and community so well.

Sincerely,

John Seaton, Superintendent

RCW 28a.305.141

Waiver from one hundred eighty-day school year requirement—Criteria.

(1) In addition to waivers authorized under RCW [28A.305.140](#) and [28A.655.180](#), the state board of education may grant waivers from the requirement for a one hundred eighty-day school year under RCW [28A.150.220](#) to school districts that propose to operate one or more schools on a flexible calendar for purposes of economy and efficiency as provided in this section. The requirement under RCW [28A.150.220](#) that school districts offer minimum instructional hours may not be waived.

(2) A school district seeking a waiver under this section must submit an application that includes:

(a) A proposed calendar for the school day and school year that demonstrates how the instructional hour requirement will be maintained;

(b) An explanation and estimate of the economies and efficiencies to be gained from compressing the instructional hours into fewer than one hundred eighty days;

(c) An explanation of how monetary savings from the proposal will be redirected to support student learning;

(d) A summary of comments received at one or more public hearings on the proposal and how concerns will be addressed;

(e) An explanation of the impact on students who rely upon free and reduced-price school child nutrition services and the impact on the ability of the child nutrition program to operate an economically independent program;

(f) An explanation of the impact on employees in education support positions and the ability to recruit and retain employees in education support positions;

(g) An explanation of the impact on students whose parents work during the missed school day; and

(h) Other information that the state board of education may request to assure that the proposed flexible calendar will not adversely affect student learning.

(3) The state board of education shall adopt criteria to evaluate waiver requests under this section. A waiver may be effective for up to three years and may be renewed for subsequent periods of three or fewer years. After each school year in which a waiver has been granted under this section, the state board of education must analyze empirical evidence to determine whether the reduction is affecting student learning. If the state board of education determines that student learning is adversely affected, the school district must discontinue the flexible calendar as soon as possible but not later than the beginning of the next school year after the determination has been made.

(4) The state board of education may grant waivers authorized under this section to five or fewer school districts. Of the five waivers that may be granted, two must be reserved for districts with student populations of less than one hundred fifty students, and three must be reserved for districts with student populations of between one hundred fifty-one and five hundred students.

[[2016 c 99 § 1](#); [2014 c 171 § 1](#); [2009 c 543 § 2](#).]

NOTES:

Finding—2009 c 543: "The legislature continues to support school districts seeking innovations to further the educational experiences of students and staff while also realizing increased efficiencies in day-to-day operations. School districts have suggested that efficiencies in heating, lighting, or maintenance expenses could be possible if districts were given the ability to create a more flexible

calendar. Furthermore, the legislature finds that a flexible calendar could be beneficial to student learning by allowing for the use of the unscheduled days for professional development activities, planning, tutoring, special programs, parent conferences, and athletic events. A flexible calendar also has the potential to ease the burden of long commutes on students in rural areas and to lower absenteeism.

School districts in several western states have operated on a four-day school week and report increased efficiencies, family support, and reduced absenteeism, with no negative impact on student learning. Small rural school districts in particular could benefit due to their high per-pupil costs for transportation and utilities. Therefore, the legislature intends to provide increased flexibility to a limited number of school districts to explore the potential value of operating on a flexible calendar, so long as adequate safeguards are put in place to prevent any negative impact on student learning." [[2009 c 543 § 1.](#)]

WAC 180-18-065

Waiver from one hundred eighty-day school year requirement for purposes of economy and efficiency—Criteria for evaluation of waiver requests.

(1) In order to be granted a waiver by the state board of education under RCW [28A.305.141](#) to operate one or more schools on a flexible calendar for purposes of economy and efficiency, a school district eligible for such waiver must meet each of the requirements of RCW [28A.305.141\(2\)](#).

(2) In the event that a greater number of requests for waivers are received that meet the requirement of subsection (1) of this section than may be granted by the state board of education under RCW [28A.305.141\(3\)](#), priority shall be given to those plans that best redirect monetary savings from the proposed flexible calendar to support student learning.

[Statutory Authority: RCW [28A.305.140\(2\)](#) and [28A.305.141\(3\)](#). WSR 12-24-049, § 180-18-065, filed 11/30/12, effective 12/31/12.]