



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Option One and Option Two 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:	<p>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?</p> <p>Does the request by Bickleton 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?</p>	
Possible Board Action:	<input type="checkbox"/> Review <input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The Board has before it both 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 Newport, Shoreline and South Bend School Districts. Shoreline's request was considered by the Board at the January 7-8 meeting and tabled to the March 11-12 meeting pending receipt of additional information requested from the district. Bickleton requests renewal for three years of the Option Two waiver of 30 days granted to the district in March 2012. In your packet you will find:</p> <ul style="list-style-type: none"> • A memo summarizing the three Option One and one Option Two waiver requests. • The Option One applications submitted by Newport, Shoreline and South Bend. • The additional information provided by Shoreline in response to the request by the Board at the January meeting. • A copy of WAC 180-18-040 (Waivers from minimum one hundred-eighty day school year requirement.) 	

-
- Evaluation worksheets for each Option One waiver application.
 - The Option Two application submitted by Bickleton.
 - 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.)
-



THE WASHINGTON STATE BOARD OF EDUCATION

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

OPTION ONE BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS

OPTION TWO BASIC EDUCATION PROGRAM WAIVER: CURRENT REQUEST

Policy Considerations

Do the requests by Newport, Shoreline and South Bend 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 Bickleton 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?

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.

As of February 2015, 49 districts had 180-day waivers under Option One. Another 31 districts had 180-day waivers for the sole purpose of parent-teacher conferences, granted under the procedure set forth in WAC 180-18-050(3).

Summary of Current Option One Requests

Newport, a district of about 1,100 enrollment in Pend Oreille County, requests waiver of five days for the 2015-16, 2016-17 and 2017-18 school years. This is a new request. Newport previously had a waiver of five days for the 2011-12, 2012-13 and 2013-14 school years.

Newport states that the purpose of the proposed waiver plan is to continue to improve student academic success through improved instructional practices. Newport names specific goals including (1) increasing student achievement in reading, mathematics and science for all students, (2) reducing achievement gaps in reading and math of its low-income student subgroup, (3) improving on-time and extended graduation rates by identifying and implementing instructional programs vertically aligned with state standards, and (4) improving data analysis to drive instructional practices. The district also says the waiver will provide additional time needed for Common Core alignment and the work of Professional Learning Communities.

Newport discusses how the waiver plan supports its district and school improvement plans. It says that by the end of this school year the district's Strategic Plan will be revised to reflect current strengths and practices. Waiver day plans, goals, activities and timelines will be directly tied to the new, five-year Strategic Plan. The locally selected STAR Enterprise Assessment (link) is used to measure student growth in reading and math. The district presents in tabular form fall 2014 scores, both district-wide and for its low-income subgroup. It then shows its goals for student achievement on [STAR Enterprise](#), both district-wide and for low-income students, in grades 3 through 10. A further goal is to increase Newport's on-time graduation rate to 90.6% (from 86.2% in 2012-13) and its extended graduation rate to 85.8% (from 84.5% in 2012-13).

The district describes how the waiver days will be used to pursue specific goals for professional learning. They include, for example, educating instructional staff on data analysis techniques, ensuring vertical alignment of curricula from one grade to the next and with Common Core, and monitoring student progress and the effectiveness of interventions. Processes may include direct instruction and strategies to learn from exemplary schools that are utilizing best practices. Staff will be surveyed following each waiver day to gather input on the professional development provided. A committee of teachers and administrators convenes regularly to evaluate the effectiveness of the professional development activities and make changes as needed.

The waiver plan reduces the number of partial days on Newport's calendar by six, leaving 13, of which 10 are for parent-teacher conferences. As a small, rural district with high poverty and two schools in improvement, it says, it has a need for professional development of staff, and attempts to provide it on school days have been hampered by a lack of substitute teachers. Newport has five teacher work days above 180 days. One is district-directed and four teacher-directed. Optional teacher days, the district says, "are not collaborated with the district (according to the CBA) and allow for activities such as report cards, classroom curriculum, and more individualized classroom essentials."

Shoreline requests waiver of five days for each of the next three school years. *Shoreline originally submitted this request for consideration at the Board's meeting on January 7-8. The Board tabled the motion for approval pending receipt of additional information requested from the district.*

The purpose of the Shoreline request, as for the one-year request in May 2014, is for professional development of teachers on Common Core State Standards and Next Generation Science Standards. The objectives are to reduce the achievement gap while increasing academic growth and proficiency of all students in meeting the new standards.

The stated goals of the waiver for student achievement are the same as for the waiver granted by the Board for the 2014-15 school year. They include, over the next three years:

1. Increase the academic achievement of all students on the Common Core State Standards (CCSS) in English Language Arts (ELA) and mathematics, measured by the percent of students reaching the grade level proficiency standard on the Smarter Balanced Assessments (SBAC).
2. Increase the academic growth of all students, as measured by changes in student growth percentiles on SBAC.

3. Close gaps between student subgroups in achievement of CCSS in English Language Arts and math, as measured by the percent of subgroups reaching proficiency on SBAC.
4. Increase academic achievement of all students on Next Generation Science Standards (NGSS) as measured by classroom-based assessments and the percent of students reaching proficiency on the state science assessments.

Shoreline provides considerable detail in its application. The district explains and documents alignment of its waiver plan with School Improvement Plans. Its Annual Measurable Objectives will be used to set and measure progress toward goals for student achievement, until such time as AMOs are replaced by new metrics based on Smarter Balanced tests. The district provides a narrative on the activities that will be undertaken on the proposed waiver days. Implementation of the plan will be documented in reports produced each February and June. It lists state and local assessments that will be used to collect evidence of the extent to which the goals of the waiver are being attained. It describes in detail the participation of staff, parents and the community in development of the waiver plan.

Shoreline's collective bargaining contract provides for 13 non-student work days, including the current five waiver days and eight teacher-directed days. Four of the five waiver days will be used for professional development focused on CCSS, NGSS, and strategies for effective core instruction. The fifth day will focus on accountability for the Washington Teacher Evaluation.

Shoreline states that it is using its current five waiver days as proposed in the prior request, and that it also used the five days as reported in its 2011-14 request. It describes in detail the professional development activities conducted through those waivers. "The work during the "2011-14 [waiver] provided the foundation for implementing the 2014-15 waiver and the requested renewal for 2015 through 2018."

In Part B, Shoreline provides a statistical table displaying the degree of progress toward student achievement goals from 2012-13 to 2013-14. The data show that the district achieved growth in most subjects and grades. For areas in which there were declines between the two years, such as grade 5 reading and math and grade 7 math, the district describes the steps taken to correct those results. It does not cite any changes in the waiver plan between the one being implemented and the one now proposed, though it does say that goals for growth will be revised when the Washington Achievement Index is updated.

Shoreline Additional Information

Shoreline has submitted the following materials in response to specific requests from members. They are included in your board packet.

- A letter to Executive Director Rarick addressing specific questions asked by members in January.
- Statistical tables showing (a) demographic changes in district enrollment over recent years and (b) achievement gap data for 7th graders in 2013-14
- Statistical tables with updated data on changes in measures of student achievement from 2010-11 through 2013-14.

In your additional material are charts distributed by Shoreline at the January meeting showing (1) on-time graduation rates for the district and each of its two high schools from 2010 through 2014, and (2) 2014 graduation rates by race and ethnicity, with the changes (increases) for each group from the corresponding rates for 2013.

In the letter to Mr. Rarick, Shoreline states that the district is in the middle of implementing the waiver plan approved by the Board for one year in May 2014, so will not have the opportunity to measure the results of implementing that plan until the end of this school year. “Principals are reporting,” however, “that Shoreline teachers are developing stronger student growth goals and measurements based on Common Core State Standards.”

South Bend requests waiver of three days for each of the three years. The request is for renewal of the waiver of three days granted in March 2012. The purpose of the waiver plan is to provide complete days during the school year for teachers to collaborate and obtain professional development targeted at increasing student achievement and student learning opportunities. The resolution adopted by the board of directors finds that “Full days designated for curriculum development and staff training are more productive than providing early release days for the same purpose.”

The district’s school improvement plans, it says, indicate the specific professional development activities that will be undertaken on the waiver days, linked to student achievement goals. The success of the activities depends on making time available for teachers to work on SIP implementation.

South Bend submits as goals of the waiver plan (1) increased student achievement on state assessments for math and reading, (2) increased achievement in reading based on DIBELS and [STAR](#) assessments, and (3) increased achievement in math using classroom-based assessments. State assessments will be used to measure progress toward goals for student achievement, in combination with DIBELS, [Accelerated Reader \(AR\)](#) and STAR.

Waiver days will be spent continuing work on implementing TPEP and for training on curriculum and instruction in math and reading. District staff will work on building leadership teams and organizing and discussing classroom walks. (Classroom walks are observations of how teachers implement a program practices that a district or school has adopted.) South Bend explains how building leadership teams helps identify professional development needs and assist the principal in planning the activities for each waiver day. The superintendent works with principals to make sure the plans align with building and district needs.

South Bend has three teacher work days above 180, all of which are teacher-directed. The district says that “Though we do have some days outside of the school year, we also need time during the school year so that we can take advantage of information and experiences in the moment. This helps us provide a ‘just in time’ approach to professional development needs to most impact student learning.”

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
Newport	5	3	Professional Development	175	5	N
Shoreline	5	3	Professional Development	175	8	R
South Bend	3	3	Professional Development	177	5	R

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.

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 Waiver Request

Bickleton is a district in Klickitat County with enrollment of 90 and one school serving children in grades K-12. It requests renewal of its Option Two waiver of 30 days for school years 2015-16 and 2016-17 (or as long as allowed by the RCW). The bell schedule provided by the district indicates that most school days run to 3:45 p.m. The proposed school calendar indicates that 14 of the 30 Fridays on which students would not be attending would be used for professional development of staff. Three others (two in August and one in May) are teacher in-service days.

Bickleton estimates that its current, compressed schedule of 150 days results in savings to the district of about \$79,000, or 4 percent of its budget. About \$38,000 of the savings are obtained in transportation, and \$20,000 in utilities. (The district notes that under an OSPI rule, a waiver under RCW 28A.305.141 to permit a shortened school year results in a reduced state allocation for Pupil Transportation, offsetting savings gained. The state's new Transportation funding formula, however, also adjusts allocations for districts with high costs such as Bickleton.) Other reported savings are in costs for substitute teachers, teachers' aides, and facility maintenance.

The district states that all of these savings are redirected to maintain salaries and benefits for their paraprofessionals. "Due to our combination classrooms, to make the reading, mathematics and science classes work we have to split each room into single grade levels. We use classified staff to accomplish this and keep the intervention structure intact. It is this structure that bring[s] below average students up and beyond state standards."

Two unscheduled Fridays per month are used for required professional development activities to implement Common Core, TPEP, SBAC, "and a myriad other pertinent trainings." Students may also receive tutoring with teachers on the unscheduled days. Field trips, sports and other activities are scheduled for Fridays and Saturdays so as not to disrupt the class schedule on school days.

The benefit of the compressed calendar for instruction, Bickleton says, is that the extended school day gives teachers and students a longer block of time – an hour compared to a typical class period of 40 minutes -- to complete lessons in subjects such as lab science and CTE courses. It allows for as much or more quality instruction time, the district says, as the traditional five-day schedule. The district lists as benefits of the calendar more teacher-student contact time, lower absenteeism of both students and staff, reduced need for substitute teachers, "meaningful professional development," and fewer long commutes.

Bickleton attaches a series of graphs and data tables demonstrating the benefits it attributes to the modified calendar and class schedule. These show:

- Significant declines, for each grade span, in the four-year averages of days of student absences from the 180-day calendar to the 150-day calendar, and in the average percentages of each year lost to student absences.
- A marked decline in the average days of teacher absences from the 180-day to the 150-day calendar.
- A small increase in the number of hours worked by teachers in the change to the 150-day calendar, with the reduction in hours for school days made up for by the increase in hours for professional development days.
- A reduction in lost "contact time" for absences, athletics and field trips.
- A sharp increase in the four-year average of students obtaining or pursuing college degrees.

Bickleton also attaches messages from teachers and other staff advocating for continuation of the waiver, and handwritten letters from children in the 5th and 6th grades, most dated January 27, about the benefits to them of the four-day school week.

Actions

The Board will consider whether to approve the requests for Option One waivers presented in the applications by Newport, Shoreline and South Bend 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 Bickleton School District and summarized in this memorandum.

If you have questions regarding this memo, please contact Jack Archer at jack.archer@k12.wa.us.



THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

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:

Jack Archer
Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035
jack.archer@k12.wa.us

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

Newport School District #56-415

P.O. Box 70
1380 W. 5th Street
Newport, WA 99156

NEWPORT SCHOOL DISTRICT NO. 56-415
Pend Oreille and Spokane Counties, Washington

Phone: (509) 447-3167
Fax: (509) 447-2553
Web: www.newport.wednet.edu

RESOLUTION NO. 03-2014-2015 ADOPTION OF 2015-2018 WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18); and

WHEREAS, the Newport School District Improvement Plan has goals for providing an effective educational system and enhancing the educational programs for all students; and

WHEREAS, the District staff, parents and advisory committees have established that staff need additional professional development days to further develop curriculum and instructional practices which support the goal for all students progressing toward achieving standard;

WHEREAS, staff and parents recommend waiver days to support these essential professional development activities; and

WHEREAS, the school district will offer the equivalent annual minimum program hour offerings are prescribed in RCW 28A.150.220; and

WHEREAS, we recognize that while these distribution of days results in a waiver request, the overall amount of learning time is equivalent and, in fact, more optimally structured; and

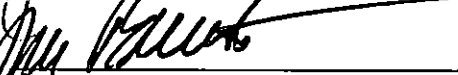
NOW THEREFORE, BE IT RESOVED by the Board of Directors of the Newport School District 56-41 hereby requests a five-day waiver from the minimum 180-day school year requirement under RCW 28A.150.220, WAC 180-18-040, WAC 180-18-050 for the 2015-18 school years resulted in a 175-day school year for all students in grades kindergarten through twelve. The District may or may not want to waiver all five days every year, but wish to have that option open.

Adopted at a regular open public meeting of the Board of Directors held on January 13, 2015, the following Directors being present and voting therefore.

NEWPORT SCHOOL DISTRICT 56-415



April Owen, Chair of the Board



Jim Brewster, Board Member



Keith Cordes, Board Member

Excused Absence

Paul Wilson, Vice Chair of the Board



Mitch Stratton, Board Member



David E. Smith, Jr., Secretary to the Board

BOARD OF DIRECTORS: Paul Wilson – Mitch Stratton – April Owen – Keith Cordes – Jim Brewster

ADMINISTRATION: Dave Smith, Superintendent – Tom Crouch, Business Manager – Michele Hunt, Coordinator of Special Programs

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	Newport School District
Superintendent	David E. Smith, Jr.
County	Pend Oreille County
Phone	(509) 447-3167 ext. 4501
Mailing Address	P. O. Box 70 Newport, WA 99156
Contact Person Information	
Name	Dave Smith / Michele Hunt
Title	Superintendent / Coordinator, Special Programs
Phone	(509) 447-3167 ext. 4501 / (509) 447-3167 ext. 4506
Email	smithdave@newport.wednet.edu huntmichele@newport.wednet.edu
Application type:	
New Application or Renewal Application	New Application
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	5
School Years	2015-16, 2016-17 and 2017-18
Will the waiver days result in a school calendar with fewer half-days? Yes	
Number of half-days reduced or avoided through the proposed waiver plan	6
Remaining number of half days in calendar	Total of 13 – 3 days are day before Thanksgiving, winter break and last day of school; and 10 half days are for parent/teacher conferences.
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 the waiver is to continue to improve student academic success through improved instructional practice by:

- increasing student achievement on assessments in reading, math and science for all students;
- increasing student achievement for our low income student subgroup by reducing the achievement gap in reading and math;
- improving on-time and extended high school graduation rates by using data from multiple measures to identify and implement instructional programs that are vertically aligned K-12 and with state standards;
- improving data analysis to drive instructional practices; and
- providing additional time needed for Common Core alignment and Professional Learning Communities (PLC) work.

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 waiver plan directly supports district and school improvement plans. The plan provides collaboration time for staff to engage in data analysis, planning, and implementing data driven instructional practices. The waiver time will be utilized to provide grade level teams, vertical level teams, building and district level trainings and peer collaboration time for supporting curriculum alignment; gathering, using and developing assessments to inform and plan instruction; and student intervention support.

In addition, by the end of this school year our Strategic Plan will be revised to reflect current strengths and challenges in our district. Our Strategic Plan will be written to cover a five-year period. Our waiver day plans, goals, activities and timelines will be directly tied to our Strategic Plan. Our Strategic Plan will be posted on our website. Currently our district and school improvement plans are posted on our website.

According to our fall 2014 STAR Enterprise testing data for **all students** our scores are as follows:

Reading	Level 1–Below 25 Percentile	Level 2 – 25-49 Percentile	Levels 3 and 4 – 50 th Percentile and Above
3 rd Grade – Class of 2024	27.7	21.7	50.6
4 th Grade – Class of 2023	25.8	12.1	62.1
5 th Grade – Class of 2022	26.2	29.8	44.1
6 th Grade – Class of 2021	26.9	22.6	50.6
7 th Grade – Class of 2020	29.6	32.1	38.3
8 th Grade – Class of 2019	17.1	28.6	54.3
10 th Grade –Class of 2017	31.0	29.0	40.0

Math	Level 1–Below 25 th Percentile	Level 2 – 25 th -49 th Percentile	Levels 3 and 4 – 50 th Percentile and Above
3 rd Grade – Class of 2024	13.4	12.2	74.4
4 th Grade – Class of 2023	16.2	8.8	75.0
5 th Grade – Class of 2022	20.2	20.2	59.5
6 th Grade – Class of 2021	16.1	20.4	63.5
7 th Grade – Class of 2020	19	24.1	57.0
8 th Grade – Class of 2019	10	14.3	75.7
10 th Grade – Class of 2017	9.1	14.1	76.8

Below is our STAR Enterprise Assessment data for our **low income sub group**:

Reading	Level 1–Below 25 Percentile	Level 2 – 25-49 Percentile	Levels 3 and 4 – 50th Percentile and Above
3 rd Grade – Class of 2024	50.0	18.0	32.0
4 th Grade – Class of 2023	42.5	30.0	27.5
5 th Grade – Class of 2022	32.1	35.7	32.1
6 th Grade – Class of 2021	32.7	34.5	32.7
7 th Grade – Class of 2020	37.0	34.8	28.3
8 th Grade – Class of 2019	24.2	42.4	33.3
10 th Grade –Class of 2017	32.6	28.3	39.1

Math	Level 1–Below 25th Percentile	Level 2 – 25th-49th Percentile	Levels 3 and 4 – 50th Percentile and Above
3 rd Grade – Class of 2024	21.6	25.5	52.9
4 th Grade – Class of 2023	22.5	25.0	52.5
5 th Grade – Class of 2022	25.0	19.6	55.4
6 th Grade – Class of 2021	29.1	12.7	58.2
7 th Grade – Class of 2020	22.7	29.5	47.8
8 th Grade – Class of 2019	12.1	27.3	60.7
10 th Grade – Class of 2017	14.6	18.8	66.7

Below are the links to our District Improvement Plan and individual School Improvement plans.

District Improvement Plan:

<http://www.newport.wednet.edu/dynimg/ ANAAA /docid/0x0F8506E5B8CF3764/1/NSD%2BDistrict%2BImprovement%2BPlan.doc>

Stratton Elementary:

http://www.edlinesites.net/files/ ANDBz /854b2fb194d2169c3745a49013852ec4/SIP_2014-15_Stratton.docx

Sadie Halstead Middle School:

http://www.edlinesites.net/files/ AaBlp /f9a2e272fd356eee3745a49013852ec4/SHMS SIP_2014-2015_-_Revised_10-28-14.pdf

Newport High School:

http://www.edlinesites.net/files/ ANAky /b1aa6182d701acd63745a49013852ec4/Goal_Statements_2014-15.docx

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.

STAR Enterprise data will be used to measure student growth. We currently assess all students K-12 three times yearly. In addition, identified students are progress monitored monthly for growth.

Below are our specific, measurable, and attainable goals for student achievement:

STAR Enterprise goals for **all** students:

Reading	Level 1–Below 25 Percentile	Level 2 – 25-49 Percentile	Levels 3 and 4 – 50th Percentile and Above
3 rd Grade – Class of 2024	22.7	16.7	60.6
4 th Grade – Class of 2023	20.8	7.1	72.1
5 th Grade – Class of 2022	21.2	24.8	54.1
6 th Grade – Class of 2021	21.9	17.6	60.6
7 th Grade – Class of 2020	24.6	27.11	48.3
8 th Grade – Class of 2019	12.1	23.6	64.3
10 th Grade – Class of 2017	26.0	24.0	50.0

Math	Level 1–Below 25th Percentile	Level 2 – 25th-49th Percentile	Levels 3 and 4 – 50th Percentile and Above
3 rd Grade – Class of 2024	8.4	7.2	84.4
4 th Grade – Class of 2023	11.2	3.8	85
5 th Grade – Class of 2022	15.2	15.2	69.5
6 th Grade – Class of 2021	11.1	15.4	73.5
7 th Grade – Class of 2020	14	19.1	67
8 th Grade – Class of 2019	5	9.3	85.7
10 th Grade – Class of 2017	4.1	9.1	86.8

Using STAR baseline data in reading and math collected from the fall of 2014, per grade level cohorts: 5% of the at risk students will become basic, 10% of the basic will become proficient as measured by spring STAR scores 2018.

Our STAR Enterprise goals for our **low income sub group** are as follows:

Reading	Level 1–Below 25 Percentile	Level 2 – 25-49 Percentile	Levels 3 and 4 – 50th Percentile and Above
3 rd Grade – Class of 2024	45.0	13.0	42.0
4 th Grade – Class of 2023	37.5	25.0	37.5
5 th Grade – Class of 2022	27.1	30.7	42.1
6 th Grade – Class of 2021	27.7	29.5	42.7
7 th Grade – Class of 2020	32.0	29.8	38.3
8 th Grade – Class of 2019	19.2	37.4	43.3
10 th Grade –Class of 2017	27.6	23.3	49.1

Math	Level 1–Below 25th Percentile	Level 2 – 25th-49th Percentile	Levels 3 and 4 – 50th Percentile and Above
3 rd Grade – Class of 2024	16.6	20.5	62.9
4 th Grade – Class of 2023	17.5	20.0	62.5
5 th Grade – Class of 2022	20.0	14.6	65.4
6 th Grade – Class of 2021	24.1	7.7	68.2
7 th Grade – Class of 2020	17.7	24.5	57.8
8 th Grade – Class of 2019	7.1	22.3	70.7
10 th Grade – Class of 2017	9.6	13.8	76.7

Using STAR baseline data in reading and math collected from the fall of 2014, per grade level cohorts: 5% of the at risk students will become basic, 10% of the basic will become proficient as measured by spring STAR scores 2018.

Our second goal is to increase Newport School District’s on-time graduation rate to 90.6% and extended graduation rate to 85.8%.

- 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.**

To improve student success and effective instruction the Newport School District is committed to providing time and opportunity for grade level and vertical curriculum alignment. Through grade level and vertical teaming we will promote continuous use of student data to inform instruction and determine intervention needs for student success and adjustments needed in curriculum.

This waiver will allow time for:

- educating instructional staff on data analysis techniques;
- in depth analysis of current assessment data to identify students at-risk of not meeting state or district standards;
- developing differentiated instructional strategies to address the needs of a variety of learners
- continuation of curriculum alignment with CCSS and state learning requirements in all academic areas to improve student achievement;
- vertical alignment of curriculum from one grade to the next and ensure alignment with CCSS;
- monitoring student progress and effectiveness of interventions;
- developing effective instructional strategies that are aimed at learning targets based on individual student needs; and
- evaluating and reflecting on teaching practices based on assessment data.

This waiver is intended to allow for professional development of instructional staff in order to give them the tools needed to continue to positively impact student learning. Specifically, we intend to investigate those research-based strategies related to increased student achievement in literacy, and other core academics. Processes may include activities such as direct instruction, active reflection, and strategies to learn from exemplary schools who are utilizing effective best practices.

Attached you will find our proposed calendars for 2015-16, 2016-17 and 2017-18 school years with our proposed waiver days indicated.

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?

We will use multiple assessments and metrics to collect evidence of goal attainment. Our student achievement goals are aligned to STAR Enterprise assessments as we currently do not have Smarter Balanced Assessment data. According to Renaissance Learning, STAR Enterprise assessment is aligned to the SBAC. When SBAC data is available we will use this data in conjunction with our district assessment to measure student growth and to improve instructional strategies.

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?

Through the use of consistent and effective professional development time, we will work collaboratively to more effectively analyze test data, implement data-based instructional practices, and determine data-based interventions needed for student's achievement as an on-going process. This deeper understanding of data analysis allows teachers to engage students consistently at higher levels which will result in quality instructional time. We will continue district, vertical and grade level teaming activities for the duration of the waiver. Professional Learning Communities will continue to evolve and be implemented over the next three years. We will build on each year's activities and successes to meet the ever changing needs of our students.

In addition, staff will be surveyed following a waiver release day to gather input on the effectiveness of the professional development provided. The Professional Development Committee convenes to evaluate effectiveness of professional development and modifies professional development as needed based on teachers and administrative input and review of data.

We have a Professional Development Committee that consists of teachers and administrators that meet quarterly and following waiver release days to evaluate current professional development needs. We have agendas, minutes, and surveys that can be obtained upon request for the 2013-14.

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

Administrators, teachers, support staff, parents, and community members were involved in the development of the waiver request. Each building has a Site Council or Parent Advisory Committee that is made up of

administrators, teachers, staff, parents and community members. These teams and committees participated in the development and review of the waiver at the building level. In addition, the waiver was brought to the Newport School District Board of Directors for input from community members, parents and staff.

- 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.**

NSD Calendar Days	Number of Days
Total Student Contact Days	180
Full Instruction Days	171
Early Release Days	9*
Late Start Days	0
Parent-teacher conferences	10
Non-Instruction Days	0
Professional Development Days	0
Total Per Diem (TRI) Days	
District Directed-Mandatory	1
Teacher Directed-Optional*	4
Teacher Directed-Last Year of Teaching	2

**Three early release days are district directed professional development days.*

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

Student instructional days (as requested in application)	175
Waiver days (as requested in application)	5
Additional teacher work days without students	5
Total	185

- 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	0%			X
3	0%			X
4	0%			X
5	0%			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.

Newport School District is a small, rural school district with high poverty and two schools in improvement. We are in need of professional development time for vertical teaming, and data analysis from the district level to the classroom level. It enables teachers to collaborate with their colleagues and refine their instructional practices to help close the achievement gap. Whereas, our optional teacher days are not collaborated with the district (according to the CBA) and allow for activities such as report cards, classroom curriculum and more individualized classroom essentials.

In addition, the district has attempted to provide professional development on school days but has been unsuccessful due to the lack of substitutes for teachers. This has greatly impeded our ability to provide collaboration time during the school day. The approval of these waiver days will allow for us to provide meaningful, professional development for **all** staff not one or two staff at a time. Waiver days will provide staff much needed opportunities for professional development as required by federal grants due to school improvement as we are currently unable to meet the demands and needs of school reform. We have had to turn down professional development needs for our teachers due to the lack of substitutes in our District.

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.

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.

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.

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.

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.

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.

Option One Waiver Application Worksheet

District: **Newport**
Date: **March 2015**

Days requested: **5**
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						

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					

Shoreline School District No. 412
Shoreline, Washington

RESOLUTION NO. 2014-23

180-DAY WAIVER RENEWAL REQUEST FOR 2015-2016, 2016-2017, and 2017-2018 SCHOOL YEARS

A RESOLUTION requesting the State Board of Education grant a renewal of waiver of the minimum 180-day requirement for the 2015-2016, 2016-2017, and 2017-2018 school years (WAC 180-18-040);

WHEREAS, the Shoreline School District has established goals for making changes that will significantly increase student learning and individual achievement; and

WHEREAS, the Shoreline School District's goals include increasing understanding of the academic needs of students and restructuring instructional programs to provide more academic options for all students; and

WHEREAS, in order to achieve these goals, staff need additional non-student time for professional development, collegial teaming and collaborative activities which require whole staff release or collaboration between staff of different buildings and/or grade levels, including peer coaching, curriculum alignment, vertical teaming and/or planning for the following school year; and

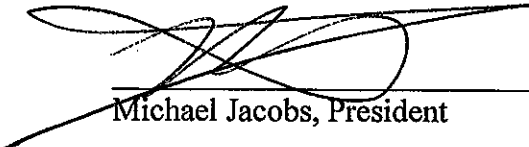
WHEREAS, the student contact hours and program offerings would exceed state requirements and certificated staff work hours would be according to the full teacher contract requirements; and

WHEREAS, the Washington Board of Education has recognized the importance of education improvements and has established waivers of the 180-day school year requirement for restructuring purposes.

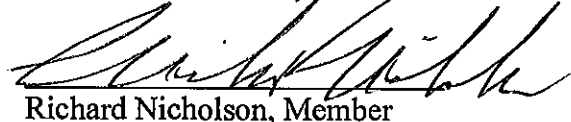
NOW, THEREFORE, BE IT RESOLVED, that the Shoreline School District No. 412 Board of Directors requests that the minimum 180-day school-day-year requirement be waived for the Shoreline School District to allow for up to five (5) waiver days in the school years 2015-2016, 2016-2017, and 2017-2018. During this time, students would not attend school in order to allow for all staff to participate in professional development, collegial teaming, and collaborative activities which would require whole staff release or collaboration between staff of different buildings and/or grade levels, including peer coaching, curriculum alignment, vertical teaming and/or planning for the following school year, for the purpose of enhancing the educational program as well as providing more academic options for all students.

ADOPTED by the Board of Directors of the Shoreline School District No. 412, Shoreline, Washington, in its regular meeting of November 17, 2014.

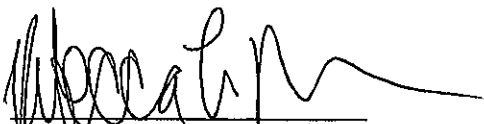
Shoreline Board of Directors



Michael Jacobs, President


Deborah Ehrlichman, Vice President


Richard Nicholson, Member

Attest: November 17, 2014


Rebecca L. Miner, Secretary
Shoreline School Board


Richard Potter, Member


David Wilson, Member



THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

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:

Jack Archer
Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035
jack.archer@k12.wa.us

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

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*
Dr. Deborah Wilds • Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www.sbe.wa.gov

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	Shoreline School District
Superintendent	Rebecca Miner
County	King
Phone	(206) 393-4203
Mailing Address	18560 1 st Avenue NE Shoreline, WA 98155
Contact Person Information	
Name	Teri Poff
Title	Director of Teaching and Learning
Phone	(206) 393-4222
Email	Teri.poff@shorelineschools.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	Five
School Years	2015-16, 2016-17, 2017-18
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	No. There are three scheduled half-days district wide: one on Oct. 24, one on the day before Thanksgiving, and one on the last day of school. Elementary students have seven half-days for parent conferences – three in October and four in January.
Remaining number of half days in calendar	Same as above.
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. Shoreline School District will comply with the State's instructional hour requirements for 2015-2018.

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 using the five days requested in this waiver is similar to the waiver request for 2014-2015. The focus is on reducing the achievement gap while increasing the academic growth and achievement of all Shoreline students in meeting the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Teachers will receive professional development on CCSS and NGSS, and will focus on improving instruction using the Danielson *Framework for Teaching* and the Washington Teacher Evaluation. Staff will be brought together on the waiver days to develop a common understanding and application of the shifts in instruction necessary for students to demonstrate achievement of CCSS and NGSS on the Smarter Balanced Assessment to be administered in spring, 2015.

The development of instructional delivery models to meet the needs of our increasingly diverse and low-income student populations is an essential focus of our work. Based on the CCSS and NGSS, teachers need to embed effective formative assessments to inform them of the progress of individuals and subgroups of students in order to provide targeted differentiated instruction. Cultural competency, strategies for ELL, and accommodations for students with disabilities are critical elements of professional development and collaborative activities.

In addition, Shoreline has increased graduation requirements for the Class of 2016, and we are working toward meeting the SBE 24-credit Career- and College-Ready Graduation Requirements for the classes of 2018 and 2019. Our requested waiver will support this work to ensure that every student graduates career and college ready.

Our goals for the waiver remain the same as the goals previously submitted for the 2014-15 school year and have been extended through 2018:

1. From 2015 to 2018, increase the academic achievement of all Shoreline students of the Common Core State Standards in English Language Arts and Mathematics, as measured by *the percent of students reaching the grade level proficiency standard* on the Smarter Balanced Assessments.
2. From 2015 to 2018, increase the academic growth of all Shoreline students in learning the Common Core State Standards in English Language Arts and Mathematics, as measured by *changes in student growth percentiles* on the Smarter Balanced Assessments.
3. By 2018, close gaps between student subgroups in achievement of Common Core State Standards in English Language Arts and Mathematics, as measured by the *percent of subgroups reaching proficiency* on the Smarter Balanced Assessments.
4. From 2015 to 2018, increase the academic achievement of all Shoreline students of the Next Generation Science Standards as measured by classroom based common assessments and *the percent of students reaching proficiency* on the state science assessments (MSP and EOC exams).

5. By 2018, eliminate student group disparities in representation in the Highly Capable Program and enrollment in secondary Honors, Advanced Placement, STEM and CTE courses.

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 waiver plan directly supports the Shoreline Board/Superintendent Priority #1: Increase the academic achievement of every student by:

- Creating a culture for learning
- Planning with data
- Aligning curriculum, instruction, and assessment
- Improving instruction and assessment practices
- Closing the gap

Our District Action Plan and our School Improvement Plans align with this Board priority. Our plans are reviewed every year to ensure consistency and coherence to the Board Priority. In 2014-2015, these plans include implementing the CCSS, NGSS, the Danielson *Framework for Teaching*, and the use of student growth goals and data to close achievement gaps and measure success. The desired outcomes of our District Action Plan and our School Improvement Plans are that students will meet more rigorous state standards and will be prepared to graduate career and college ready and to compete in a global society.

Shoreline School District Board/Superintendent Priorities for 2014-2015:

http://www.shorelineschools.org/school_board/14-15_priorities.pdf

School Improvement Plans for 2014-2015:

http://www.shorelineschools.org/schools/improvement_plans/bc_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/bks_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/el_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/ht_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/lfp_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/mp_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/pw_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/rc_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/sy_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/ck8_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/ae_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/fk_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/sc_school_improvement_plan.pdf
http://www.shorelineschools.org/schools/improvement_plans/sw_school_improvement_plan.pdf

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.

To determine success and identification of expected benchmarks and results, Shoreline will continue to use data from the official state assessments. Our state assessment system, however, is in transition between instruments based on Washington State standards (MSP and HSPE) and those based on the Common Core State Standards (the Smarter Balanced Assessments). We will continue to use MSP and HSPE data until we receive data from the Smarter Balanced Assessments in the fall of 2015.

The Annual Measurable Objectives (AMOs), which were established as part of the state waiver from the requirements of No Child Left Behind, remain our baseline by which to determine the extent of our achievement gap. These AMOs indicate where our students need to be in the coming years, so this is our expectation and is reported in Table 1. We will revise these data as the state provides new metrics based on SBA data.

Table 1. Annual Measurable Objectives for Shoreline Public Schools¹

Subject	Subgroup Name	Target 2016	Target 2017	Target 2018
Mathematics	All	83.6	85.9	88.2
	Asian	87.4	89.2	91
	Black	69.6	73.9	78.2
	Hispanic	71.8	75.9	80
	White	86.2	88.2	90.2
	Limited English	60.1	65.8	71.5
	Special Education	58.2	64.2	70.2
	Low Income	71.1	75.2	79.3
	Two or More Races	84.3	86.6	88.9
	Reading	All	89.1	90.7
Asian		90.6	91.9	93.2
Black		77.2	80.5	83.8
Hispanic		79.1	82	84.9
White		91.7	92.9	94.1
Limited English		59.5	65.3	71.1
Special Education		65.2	70.2	75.2
Low Income		79.6	82.5	85.4
Two or More Races		90.7	92.1	93.5

¹Values reported are percents of students in the subgroups who met or exceeded the state proficiency standard on the MSP (which will be replaced by the Smarter Balanced Assessments).

In addition, Shoreline will collect and examine evidence from several other sources to show whether our goals were attained:

Beginning Fall 2015 and beyond:

- Data from the Smarter Balanced Assessments, both aggregate (All) and for all ESEA subgroups (Asian, African American, Hispanic, White, Limited English, Special Education, Low Income)
- Achievement data from district formative assessments (Dynamic Indicators of Basic Early Literacy (DIBELS), Scholastic Reading Inventory (SRI), easyCBM® mathematics measures, and Renaissance-STAR Math)
- Student enrollment in the Highly Capable Program and advanced courses, disaggregated by ESEA subgroups (All, Asian, African American, Hispanic, White, Limited English, Special Education, Low Income)
- Student growth and achievement data from the common assessments determined in teachers' grade level and content area professional learning communities. Schools will also collect school-based data from district assessments and the Smarter Balanced Assessment

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.

The main focus of the waiver days will be to train teachers in the Common Core State Standards, the Smarter Balanced Assessment that will measure those standards, and the Next Generation Science Standards. Teachers will meet in grade level and content area teams to learn the new standards, understand the instructional shifts needed to ensure students meet those standards, and apply new instructional strategies to engage students in the CCSS and NGSS learning outcomes. Teachers will use student growth data to identify subgroups of students who need differentiated instruction and support to meet or exceed state standards.

To achieve our goals, Shoreline will continue to implement our action plan to meet our District Board Priority to increase the academic achievement of every student:

1. Create a culture for learning
2. Plan with data
3. Align curriculum, instruction and assessment
4. Improve instruction and assessment practices
5. Close the gap

To this end, the five waiver days will be used to provide high quality professional development and teacher collaboration around student learning. Specifically our staff will use the time to:

- Understand the Common Core State Standards and Smarter Balanced Assessments in English Language Arts and Math and the instructional shifts that teachers must embrace
- Apply understanding of the instructional shifts in the Common Core State Standards into new lessons, units, and assessments
- Learn and implement new instructional strategies to engage all students in learning Common Core State Standards
- Understand how to collect and analyze evidence of student academic growth
- Make instructional decisions to improve student growth for all students in order to close achievement gaps and provide enrichment and acceleration for those who are meeting or exceeding standard

- Understand the Next Generation Science Standards and the instructional changes that teachers must implement
- Apply understanding of the Next Generation Science Standards and new pedagogical strategies to develop and implement problem-based learning approaches integrating science, technology, engineering and math (STEM)
- Improve instruction for ELL students in a general education classroom setting using GLAD (Guided Language Acquisition Design) and SIOP (Sheltered Instruction Observation Protocol)
- Implement AVID (Advancement Via Individual Determination) strategies school-wide at secondary schools to ensure all students successfully access rigorous subject-area content
- Learn how to better deliver interventions immediately to students not meeting standards
- Learn how to better deliver curriculum enhancements, extensions, and accelerated instruction for students meeting or exceeding standard
- Provide targeted instruction, guidance and support to subgroups of students in order to eliminate discrepancies by race, gender, limited English, and disabilities in academic achievement and enrollment in advanced course work

The above planned activities represent research-based high-yield strategies. Implementation will be monitored and documented in our progress reports for our Board Priority Plan each February and June.

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?

- Data from the Smarter Balanced Assessments, both aggregate (All) and for all ESEA subgroups (Asian, African American, Hispanic, White, Limited English, Special Education, Low Income)
- Student growth metrics and achievement data collected from classroom-based common assessments determined in grade level and content area professional learning communities
- Data from district assessments: DIBELS, SRI, easyCBM®, and Renaissance-STAR Math
- Data on student enrollment for ESEA student subgroups in highly capable programs, honors and advanced coursework, and CTE/STEM coursework

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?

We will continue providing professional development and working in collaborative professional learning communities to strengthen and deepen our understanding and implementation of Common Core State Standards, Next Generation Science Standards and the Danielson *Framework for Teaching*. Teachers will need multiple opportunities to study and gain proficiency in the instructional shifts embedded in the new standards. Specific content needs will be determined based on staff feedback, but will likely include in-depth analysis of Smarter Balanced Assessment results, strategies to engage students in the CCSS mathematical practices, close reading of complex text, using evidence to support both written and verbal claims, application of Depth of Knowledge, greater use of formative assessment, use of the Digital Library resource, and engaging in engineering practices and problem-based learning. Additionally, in the following years, our certificated staff will be working to improve instruction,

as measured by the Danielson Framework and evidence of student growth. Areas of focus are likely to be student engagement, questioning and discussion techniques, using assessment in instruction, and analysis of student growth measures. This work also supports implementation of the new Washington Teacher and Principal Evaluation.

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

We have involved groups and individuals in the development of this waiver through participation in meetings and surveys in spring 2014 and in fall 2014:

- Feedback from 2014 Superintendent search focus groups and online survey on district goals and professional development (school board, administrators, teachers, support staff, parents and community)
- New Superintendent's entry plan (fall 2014), which involved interviews with many different stakeholder groups through the district and community
- District PTA Council (Feb. 2014) and PTA Presidents (Oct. 2014) were given the opportunity to provide feedback and to seek feedback from PTA members at individual schools
- Superintendent's Cabinet meetings (Deputy Superintendent, Executive Director of Schools, and Directors of Teaching & Learning, Student Services, Human Resources and Business/Finance)
- Instruction department staff meetings (district instructional administrators, teacher instructional specialists and support staff)
- Shoreline Education Association leadership summit meetings with district administrators
- Certificated staff surveys regarding professional development and school calendar
- Professional Development Committee meetings (district administrators, principals, classroom teachers, teacher instructional specialists, and union leadership)
- Elementary and Secondary Principals 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.

The 2011-2015 Shoreline Collective Bargaining Agreement specifies the use of non-student work days in sections 17.0 – 17.7. The thirteen (13) total non-students days are identified and defined as "Principal Time," "District Time," "Collegial Time," or "Individual Time." The CBA lists examples of activities that may be used during these time periods.

In addition, elementary teachers have three (3) early release days in October and four (4) early release days in January to hold parent-teacher conferences. All teachers have one (1) early release day for the purpose of participating in collegial work. Two (2) early release days are provided on the day before Thanksgiving and on the last day of school.

Appendix K (Memorandum of Understanding) states that employees shall have an optional eight (8) hours of additional paid time for collegial work to: a) focus on student learning; b)

develop result-oriented team goals; c) incorporate the regular collection and analysis of performance data into their work; d) develop and implement interventions to support student learning; or e) support implementation of the new classroom teacher evaluation system.

Link to the 2011-2015 Collective Bargaining Agreement:

<http://schools.shorelineschools.org/hr/files/2013/09/SEA-CBA-2011-2015-Final.pdf>

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

Student instructional days (as requested in application)	175
Waiver days (as requested in application)	5
Additional teacher work days without students	8
Total	188

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				X
2			X	X
3				X
4		X	X	X
5		X	X	X
6		X		X
7			X	X
8		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.

Four of the five waiver days will be used primarily for professional development activities focused on more in-depth learning of CCSS, NGSS and strategies for effective core instruction for all learners, including those struggling to meet standard and those that need enrichment and acceleration. One waiver day will be devoted to accountability for the Washington Teacher Evaluation by continuing to focus on creating student growth goals and measurements, and implementing all components of the evaluation process. The teacher

work days over and above the 180 school days will be used primarily for collegial and individual application of new learning into lessons, assessments, student interventions and enrichment. Waiver days for professional development are spaced throughout the school year. Additional teacher work days scheduled throughout the year are designated for teachers to apply new learning into their instruction and assessment practices to meet the changing academic growth needs for all of their students. Research is clear that this type of job-embedded professional development is most effective in improving teacher practice in the classroom. The blend of the waiver days and additional teacher work days will give teachers the knowledge and skills they need along with the collegial and individual time to embed that that knowledge into their instruction.

Our Collective Bargaining Agreement defines the use of Collegial Time: Collegially-directed time shall be used to improve student learning as planned and directed by collegial teams. The use of this time shall be within the discretion of the collegial teams, as long as the time is used to: (a) focus on learning; (b) develop result-oriented team goals; (c) incorporate the regular collection and analysis of performance data into their work; (d) develop and implement interventions to support student learning; or (e) support implementation of the new classroom teacher evaluation system.

Our Collective Bargaining Agreement defines the use of Individual Time: Individually-directed time shall be used to improve student learning as planned and directed by the individual certificated employee. Examples of activities which employees may choose to engage in on these days include, but are not limited to, classroom and workspace preparation, instruction and curriculum planning, student assessment, department, grade level and collegial planning, personally-directed professional development, grading and report card preparation and parent and student communication.

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.

For the 2014-2015 school year we are using the five waiver days as planned in our prior request. We have used one waiver day on September 29 dedicated to professional development and teacher implementation of student growth goals and measurements to meet the requirements of the Washington State Teacher Evaluation, criteria 3.1, 6.1, and 8.1. Teachers were given specific information about how to write effective growth goals and assessments. Teachers spent time in their professional learning community looking at student data and writing grade level or content area student growth goals, as well as individual teachers' student growth goals. On August 27 and October 24, teachers spent two waiver days becoming more familiar with the Smarter Balanced Assessment and the Depth of Knowledge levels of questions and performance tasks. Teachers also learned close reading strategies for complex text and academic language acquisition strategies for English Language Learners. In winter and spring 2015, teachers will learn more about specific strategies for implementing the instructional shifts of the Common Core and strategies to help all students build academic language, access complex grade level text, and writing claims supported with evidence. Teachers will also work in their professional learning communities to apply newly learned strategies into upcoming lessons and units of study.

The days were also used as reported in our 2011-2014 request. Our teachers met in grade level and content area teams to determine their power standards – those standards that were the

most critical for ALL students to meet. Teachers met in job-alike groups across the district so that standards were aligned both horizontally and vertically.

Since our focus for the 2011-2014 school years was in mathematics, our elementary and middle school teachers used their newly adopted math curriculum and materials to establish a common scope and sequence, match topic tests from the curriculum to the Washington State Standards, and match them to test items on the easyCBM® district math assessment. With a common scope and sequence and common assessments, teachers were better able to identify students needing interventions in math. Teachers then received professional development on how to use the interventions in their newly adopted curriculum materials to help individual students get the targeted assistance needed. In addition, elementary teachers received initial training in the Common Core State Standards in Mathematics and training on using modifications to the *enVision* curriculum that the district had adopted in 2010.

High school math teachers developed common semester and end-of-year assessments for algebra and geometry courses. They also received initial professional development on Common Core State Standards and met in professional learning communities by math course to determine how their current curriculum and common assessments needed to be adjusted to meet the new standards. Secondary math teachers also learned how to administer a new district math assessment (Renaissance-STAR) that promised better benchmark and progress monitoring data. Instructional specialists worked with secondary math teachers on waiver days to analyze student assessment results and make adjustments to instruction in order to ensure greater student growth in mathematics. As a follow-up to the professional development and collaborative work in professional learning communities on the requested waiver days, math teachers engaged in a lesson study model and peer observations. Teachers continue to request more professional development, especially around the Common Core State Standards and the Smarter Balanced Assessment.

While the focus of the 2011-2014 waiver days was on math for elementary teachers and for secondary math teachers, other secondary teachers focused on reading, writing, and content standards for their disciplines. Secondary teachers in all content areas aligned their curriculum, developed common assessments, and implemented strategies to strengthen reading, writing and math skills for their content areas. Science teachers focused on better alignment and implementation of the inquiry, applications, and systems strands of the science standards.

Building principals used part of the requested waiver days to work with their school staff on identification of students at-risk and to set up and maintain a system of interventions (Response to Intervention) and progress monitoring. As a result, staff members were very involved in developing a meaningful School Improvement Plan with action steps and measurable outcomes. This allowed staff to buy in to the school improvement process and to take ownership of the implementation of the plan and to take personal accountability for student achievement results.

The work during the 2011-2014 provided the foundation for implementing the 2014-2015 waiver plan and the requested renewal for 2015 through 2018.

- 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 current school year (2014-2015) is the implementation year for our most recent one-year waiver. Therefore we do not yet have data on outcomes from the activities described in our previous plan.

Table 2 contains the changes in achievement Shoreline students have shown in the 2013-14 school year, following implementation of the 2011-2014 waiver plan.

Table 2. Change in MSP/HSPE/EOC Results 2012-13 to 2013-14

Grade	Reading % Met Standard	Math % Met Standard	EOC Algebra % Met Standard	EOC Geometry % Met Standard	Writing % Met Standard	Science % Met Standard	EOC Biology % Met Standard
Gr. 3	-0.5	1.1					
Gr. 4	2.2	2.5			-0.6		
Gr. 5	-1.4	-3.3				0.8	
Gr. 6	1.7	6.4					
Gr. 7	0.4	-5.0			-4.6		
Gr. 8	4.4	2.3				3.9	
Gr. 9			5.1	1.3			
Gr. 10	2.4		2.5	-4.8	1.6		7.3

Although not all subjects and grades showed growth, the majority of them did. We anticipate continued growth during the period covered by the 2014-2015 waiver plan. In areas where there was a decline in student achievement results, the following steps are being implemented in the 2014-2015 school year:

- School Improvement Plans are focused more specifically on student achievement of Common Core State Standards in English Language Arts and mathematics
- Middle school social studies teachers are setting team goals around CCSS in writing
- One middle school math department is partnering this year with consultants from the University of Washington to implement a job-embedded coaching model for Complex Instruction. Our other secondary schools are exploring implementation of this model as well.
- The Renaissance-STAR Math assessment will be given to monitor progress of students in Geometry in addition to 7th & 8th Grade Math and Algebra I.

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.

Although we set a target of showing growth on the Washington Achievement Index in our 2014-2015 plan, the Index has not been updated based on 2013-2014 outcomes. Therefore we have not included the Index in our goals for the renewal request. We will continue to monitor growth on state and district assessments.

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.

The waiver will likely result in the advancement of the goals of the waiver plan as our students successfully complete a diploma meeting the SBE 24-credit Career- and College-Ready Graduation Requirements for the classes of 2018 and 2019.

With approval of the waiver, teachers will use the additional waiver days to fully understand the instructional changes that must occur in their classrooms and how those changes will improve student achievement of new standards. Teachers will be able to build district-wide consistency with implementation of Common Core, Next Generation Science Standards and new graduation requirements by collaborating with their grade level or content area teams across the district. They will examine district-wide, school-wide and classroom-based data and make collective agreements on how to best serve an increasing diversity of student learning needs and changing student demographics.

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 website provided information on student achievement, district priorities and initiatives, and school improvement plans. School newsletters informed parents about the professional development and collaborative work on waiver days. In addition, PTA groups and site councils were informed of the work planned on each waiver day and the outcome of that work. School assessment reports were mailed out informing parents of student achievement results in their schools. Parents received additional information regarding each student's individual progress and learning needs during parent-teacher conferences. Presentations to the Board of Directors and PTA Presidents also provided information to the public about progress on district priorities, state and district initiatives, and growth in student achievement.

Principals and other administrative staff met several times per year to review our District Action Plan for meeting our District Board Priorities and developed the plan for the following year. Additionally, the principals, district administrators and instructional specialists discussed and gave input on the specific activities for the waiver days. A district Professional Development Committee, consisting of classroom teachers, teacher instructional specialists, the Shoreline Education Association President, principals and district administrators, met several times during the year and gave input on the district professional development and activities planned for waiver days.

Question 8

Supplemental Information

Summary of Collective Bargaining Agreement Information Specified in WAC 180-18-050(1) Between the Shoreline School District No. 412 and the Shoreline Education Association September 1, 2011 – August 31, 2015

Section 16.1 establishes the base contract year of 180 days or as many days as the State funds as part of the base salary.

Section 16.3 states that the school calendar shall include a half-day for staff and students on the day before Thanksgiving and is recognized as a trade for evening parent conferences for grades K-6 and open house/curriculum night for grades 7-12.

Section 16.5 states that the District shall, if permitted, apply to renew the current waiver of five (5) instructional days unless the District and Association have agreed to an alternative work year model.

Section 16.6 states that the school calendar shall include a half-day for students in order to permit employees to focus on collegial work. The use of time is the discretion of collegial teams as long as the time is used to (a) focus on learning; (b) develop result-oriented team goals; (c) incorporate the regular collection and analysis of performance data into their work; (d) develop and implement interventions to support student learning; or (e) support implementation of the new classroom teacher evaluation system.

Section 17.1 of the CBA defines non-student work days:

- a) Five (5) waiver days included in the base contract as defined in section 16.1
- b) Seven (7) non-student work days on a supplemental contract
- c) One (1) additional non-student work day funded for the 2013-2014 through the 2016-2017 school years to support the implementation of the new classroom teacher evaluation system

Sections 17.2 through 17.4 define the how time is used in the following categories: (a) individual time used to improve student learning and directed by the individual certificated employee; (b) administrative time used to improve student learning and directed by building and District administrators; and (c) collegial time used to improve student learning and directed by collegial teams

Section 17.5 describes how the non-student work days will be used:

- a) Four (4) full individually-directed days (one before school and three at or near the end of a grading period)
- b) Two (2) full or four (4) half individually-directed days
- c) Six (6) full or twelve (12) half administratively-directed
- d) One (1) full or two (2) half collegially-directed days

Section 31.1 states that for grades kindergarten through six, the parties agree to schedule four (4) early dismissal half-days and one (1) evening in January and three (3) early dismissal half-days in October for the purpose of conferencing with parents regarding an individual student.

Appendix K (Memorandum of Understanding) states that the District shall offer each employee eight (8) hours of optional additional paid time for collegial work. The use of time is at the discretion of collegial teams, as long as the time is used to: (a) focus on learning; (b) develop results-oriented team goals; (c) incorporate the regular collection and analysis of performance data into their work; or (d) develop and implement interventions to support student learning. Plans for the use of this collegial time shall be shared with the building administrators. Each employee shall document the hours on a timesheet returned to the District prior to June 30.



Board of Directors

Deborah Ehrlichman
Mike Jacobs
Richard Nicholson
Richard Potter
David Wilson

Rebecca Miner
Superintendent
Secretary to the Board

February 5, 2015

Ben Rarick, Executive Director
State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206

Attention: Mr. Rarick

As the State Board of Education reviews the request by Shoreline School District for a waiver of five days of the basic education program requirement for school years 2015-16, 2016-17 and 2017-18, please consider these follow-up comments addressing some of the concerns expressed by Board members at the January 2015 State Board of Education meeting.

If the waiver is approved, Shoreline still exceeds minimum Total instructional time

- 1000 hours of instruction for grades 1-8
- 1080 hours of instruction for grades 9-12

Shoreline has not already bargained waiver days for future years

- Shoreline's current bargained contract with the Shoreline Education Association expires this year and is open for negotiation for the next school year.
- Draft school calendar for 2015-2016 shows waiver days for required professional development pending approval of the waiver by the SBE.
- The 2014-2015 school calendar designates waiver days for required district-directed professional development as outlined in Shoreline's approved waiver for this school year.
- Local levy funded days are designated for teacher-directed activities for the purpose of improving instruction and assessment to meet new Common Core State Standards and ensure all students graduate career and college ready. Teachers are held accountable for their professional practice through the new teacher evaluation system.

Student achievement data charts (attached) for 2009-2014 show steady progress, but work still needs to be done to close the achievement gap

- The percent of students meeting math standard on the 2014 MSP is lower than the district average for Hispanic students, low income, limited English and special education students.
- Disparities in representation exist in 8th grade advanced mathematics course enrollment for Hispanic, African American and Multiracial, low income, limited English, and special education students.

Last May 2014, the State Board of Education approved our waiver request for five days for the 2014-15 school year. Shoreline School District is currently in the middle of implementing the new plan and will not have the opportunity to measure results until the end of this year. However, as an outcome of professional

development delivered in the fall, significant progress has already been made toward meeting our stated goals. Principals are reporting that Shoreline teachers are developing stronger student growth goals and measurements based on Common Core State Standards. The work outlined in Shoreline's new waiver plan continues this work and cannot be done without using the time as proposed in the waiver request. We are confident that this time will be used effectively to bring higher quality instruction to students. Thank you for your consideration of Shoreline's waiver request.

Sincerely,

A handwritten signature in cursive script that reads "Teri Poff".

Teri Poff
Director of Teaching and Learning
Shoreline Public Schools

Achievement in Shoreline Public Schools, 2010-11 to 2013-14

Early Literacy: Percent of Students at Standard on DIBELS Reading Fluency Test

Grade	2010-11	2011-2012	2012-2013	2013-2014
Kindergarten	85	75	78	81
Grade 1	79	75	79	76
Grade 2	77	80	67	71

Note: The first and second grade scores reported here for 2011-2012 and 2012-2013 are slightly different than those reported on the May 2014 waiver application based on information posted in Feb. 2014.

Mastery of Washington State Standards: Percent of Students Meeting Standard*

Subject and Grade	2010-11	2011-2012	2012-2013	2013-2014
Math (Gr. 3-10)	72.4	73.5	75.3	75.4
Reading (Gr. 3-10)	80.7	83.1	83.1	84.7
Writing (Gr. 4, 7, 10)	80.1	82.8	79.7	78.5
Science (Gr. 5, 8, 10)	71.9	81.4	79.4	82.4

Adjusted Graduation Rates*: Shoreline Public Schools

	2009	2010	2011	2012	2013	2014
All	87.87	88.8	88	87	83.0%	88.2%
Black	n/a	87	83.7	82.6	76.2%	77.3%
Hispanic	n/a	76.1	88.1	82.4	57.5%	75.3%
Low Income	n/a	80.5	83.7	77.4	70.6%	78.8%

* 2009-2013 rates are adjusted 5-year extended graduation rates. 2014 is the 4-year graduation rate. The 5-year rate has not been released yet.

Advanced Placement Award

The College Board included Shoreline Public Schools on the 2014 5th Annual AP Honor Roll — a list of 547 school districts across the U.S. and Canada being honored for increasing access to AP course work while simultaneously maintaining or increasing the percentage of students earning scores of 3 or higher on AP Exams. Reaching these goals indicates that these districts are successfully identifying motivated, academically prepared students who are likely to benefit from rigorous AP course work.

Table 1. Demographic Changes in Shoreline Public Schools, 2009-10 to 2013-14

Subgroup	2009-10	2010-11	2011-12	2012-13	2013-14
Race/Ethnicity¹					
Asian/Pacific Islander	18.1	15.4	15.5	15.1	14.6
Black/African American	7.3	6.5	6.5	6.5	6.4
Hispanic/Latino	6.6	10.7	11.3	11.5	12.2
White	60.9	56.1	55.4	55.6	55.6
Two or More Races	n/a	10.7	10.7	10.8	10.9
Free or Reduced-Price Meals ²	25.2	26.0	27.9	28.2	27.1
Special Education ²	12.6	12.4	12.6	12.4	12.0
Transitional Bilingual ²	6.3	6.9	7.1	7.0	6.7

¹Values are percents. American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander excluded due to small numbers. Reported in October. Source: <http://reportcard.ospi.k12.wa.us>

²Values are percents. Reported in May. Source: <http://reportcard.ospi.k12.wa.us>

Shoreline has a growing body of evidence of achievement gaps. We have known from state assessment data (WASL/MSP) and accountability measures (AYP, AMOs, Washington Achievement Index ratings) that demographic factors (race, family income, etc.) are significant predictors of student achievement in our district. Table 2 presents a sample of more recent evidence.

Table 2. Recent Achievement Gap Data in Shoreline Public Schools, Grade 7 in 2013-14

Subgroup	N ¹	Percent of students in district grade level enrollment ¹	Percent of students meeting math standard on 2014 Grade 7 MSP ¹	Median student growth percentile in math (SGP) ²	% of current 8 th grade students enrolled in advanced mathematics course ³
Race					
African American	50	7.3	n/a ⁴	56	4.8
Asian	108	15.7	82.4	46	19.9
Hispanic	81	11.8	43.7	45	3.4
Multiracial	85	12.3	79.2	53	10.0
White	361	52.4	78.3	50	59.5
Low income	220	31.9	56.7	51	15.1
Limited English	36	5.2	31.2	61	1.3
Special education	77	11.2	12.6	55	1.0
Total	689	100.0	72.9	58	42.9

¹Based on 2014 MSP data from [OSPI Report Card](#)

²Based on individual student growth percentile data, based on 2013 and 2014 MSP scores, released by OSPI in Fall 2014. The state average of growth for any group of academic peers is 50.

³Based on middle school transcript data for Fall 2014. Advanced math courses are Algebra I and Geometry.

⁴Not available due to data suppression by OSPI.Hi

Option One Waiver Application Worksheet

District: Shoreline
Date: March 2015

Days requested: 5
Years requested: 3
New or Renewal: R

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

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					

SOUTHBENDSCHOOLDISTRICTNO. 118
405 East First Street
South Bend WA 98586

RESOLUTION 1-2015

Request of Waiver of Minimum 180-Day School Year

A RESOLUTION OF THE BOARD OF DIRECTORS of the South Bend School District No. 118 in Pacific County to request a waiver for students in grades K-12 from the minimum 180 day school year (WAC 180-18-040) to 177 days, for the 2015-16, 2016-17, 2017-18 school years;

WHEREAS, the South Bend School District Board of Directors recognize that:

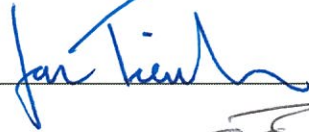
1. Planning time is essential for staff to review and revise our P-12 curriculum and align with the standards in all core subjects; and
2. Staff training is necessary for assessment strategies for reading, writing, math and science; and
3. Staff training is needed in the use of technology as an instructional tool; and
4. Planning time is requisite to research and to analyze test data (MSPE, HSPE, MAPS, Dibels) so we can provide the best instructional practices which will improve student learning; and
5. Full days designated for curriculum development and staff training are more productive than providing early release days for the same purpose; and

WHEREAS, the Washington State Board of Education has recognized the importance of and established waivers for restructuring purposes;

NOW, THEREFORE LET IT BE RESOLVED that the Board of Directors of the South Bend School District No. 118 does, hereby, request the minimum 180 day requirement waived from 180 days to 177 days for the 2015-16, 2016-17, 2017-18 school years. Should the waiver be 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).

Dated this 15th day of January 2015.

Board Secretary

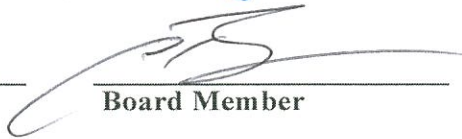


Board Chairman



Board Member

Board Member



Board Member

Board Member



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	South Bend
Superintendent	Jon Tienhaara
County	Pacific
Phone	360-875-6041
Mailing Address	PO Box 437 South Bend, WA 98586
Contact Person Information	
Name	Jon Tienhaara
Title	Superintendent
Phone	360-875-6041
Email	jtienhaa@southbendschools.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	3
School Years	2015-16, 2016-17, 2017-18
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	0
Remaining number of half days in calendar	7
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 and goal for the waiver plan is to provide complete days during the school year for teachers to collaborate and gain professional development. In coordination with each building principal, teachers are able to plan with each other and implement building and department initiatives targeted at increasing student achievement and student learning opportunities.

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 school improvement plans indicate specific professional development activities that will occur during the proposed waiver days, as well as student achievement goals. These activities depend on the time made available for teachers to work on SIP implementation, and to increase our capacity to meet the student achievement benchmarks.

[South Bend Junior/Senior High School Improvement Plan](#)

[Chauncey Davis Elementary School Improvement Plan](#)

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.

Specific goals of the waiver days related to student achievement are: increased achievement on the state assessments for math and reading at the elementary and high school level, increased student achievement in reading utilizing DIBELS and STAR assessments, and increased student achievement in math using classroom based assessments.

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.

Continuing work toward learning about and implementing TPEP, training on curriculum and instruction related to math and reading/language arts, technology, and other techniques in supporting student learning. Teacher/staff collaboration in building leadership teams, organization of classroom walks and the dialog and discussion/reflection of classroom walks.

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 district will utilize the state annual assessments to measure student achievement. This achievement will be impacted by many of the activities and initiatives resulting from the teacher

collaboration and training during the waiver days. We will also utilize DIBELS, AR and STAR assessments to measure goal progress for student achievement.

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 District evaluates progress on the school improvement plans, as well as progress gained from all professional development days. This evaluation will be used to adjust future waiver day activities to be in line with recommended changes and/or needs. We will also utilize state assessment data to adjust the focus of specific professional development. This will be done on a yearly basis as scores become available.

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

Administrators, both building and district, teachers and staff all contribute to planning professional development activities, including activities occurring during the waiver days. Building leadership teams work to develop professional development needs and assist the principal in planning for the waiver days. The superintendent works with building principals to ensure the plans align with building and district needs. The plan is shared with the community through the board of directors and allows for feedback.

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.

Our current contract allows for 180 instructional days, and up to 5 days outside of this. Three of these extra days are optional, though our teachers are very good at wanting and attending offered professional development. The other two days are district provided LID days that the state has failed to fund.

[Link to Specific CBA Language](#)

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	5
Total	185

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	X	
2	100	X	X	
3	Optional			X
4	Optional			X
5	Optional			X
6				
7				
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.

The District believes that more collaborative time is needed for teacher professional development. Though we do have some days outside of the school year, we also need time during the school year so that we can take advantage of information and experiences happening in the moment. This helps us provide a “just in time” approach to professional development needs to most impact student learning.

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.

The waiver days were used for extensive collaboration and professional development for teachers and staff. This related to TPEP implementation as well as curriculum and instruction changes related to Common Core and Smarter Balanced assessments. The days were used as planned and resulted in needed progress toward these and other building goals.

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.

Our math scores in the high school have been increasing. We also were awarded achievement awards from the state at the junior-senior level. We still have work to do on getting all students up to the needed achievement levels. Our elementary is struggling in math and reading, though we are working on implementing new curriculum and teacher training for teachers.

Schools all over the country have continual issues in getting every student to pass the state and now federal achievement tests. There are countless issues that impact these scores. In South Bend, we have high poverty and ELL challenges. Though every waiver goal may not have been met, the activities implemented in the waiver days help our staff become better prepared to teach students.

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.

We are proposing very similar goals to the previous waiver goals, though we will be working on focused math and reading activities. We are going to focus on these goals in an effort to raise student achievement in these areas. Part of this work will center on adopting new curriculum and professional development training in the areas of math and reading instruction. We will also be planning for a 7 period day to provide increased opportunities for students. TPEP training will also be a continual topic.

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.

Schools wanting to increase student learning need time to plan, collaborate, and receive training. We cannot accomplish our goals for professional development for staff without these waiver days. The days are highly structured and regarded as useful by all stakeholders and participants.

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.

Parents and community are given the opportunity to learn about the waiver and offer input through school board meetings, parent nights, newsletters and the school website. I have personally had administrators, teachers, and parents comment to me on the usefulness of the waiver days. The days are expected in our school community and are highly regarded.

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.

Option One Waiver Application Worksheet

District: South Bend
Date: March 2015

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

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

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					

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.]



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:

Jack Archer
State Board of Education
PO Box 47206
Olympia, Washington 98504
360-725-6035; Fax 360-586-2357
Jack.archer@k12.wa.us

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

BICKLETON SCHOOL DISTRICT NO. 203

3626 Bickleton Highway, P.O. Box 10, Bickleton, Washington 99322

Phone: 509 896-5473 Fax: 509 896-2071

Ric Palmer, Superintendent-Principal

Judy Naught, Business Manager

**180-DAY WAIVER
BICKLETON SCHOOL DISTRICT
BICKLETON, WASHINGTON 99322
Flexible Calendar
Resolution No. 15-01-01**

WHEREAS: Bickleton School District No. 203 requests a waiver of thirty days for the 2015-16, 2016-17 school years, and

WHEREAS: Bickleton School District understands at the end of each school year if the State Board of Education determines that student learning is adversely affected, Bickleton School District #203 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: Bickleton School District #203 assures it will meet the annual average 1080 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) and,


WHEREAS: Bickleton School District #203 assures it will collect and provide data on school attendance rates of students and teachers, and provide satisfaction surveys of parents, students, and teachers with a target of 60% or greater participation from each group,

THEREFORE BE IT RESOLVED: by the Board of Directors of the Bickleton School District No. 203 the request to continue obtaining a 180-day waiver from the Basic Education Program Requirement for the purpose of Economy and Efficiency be approved.


ADOPTED ON 01-27-15

**Bickleton School District No. 203
Bickleton, Washington**

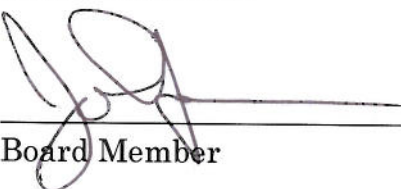
ATTEST:




Board Chairman



Board Member



Board Member



Board Member



Secretary to the Board

BICKLETON SCHOOL DISTRICT NO. 203

Ric Palmer-Superintendent
Principal

P.O. Box 10, 100 Market St.
Bickleton, WA 99322

Phone-509-896-5473
Fax-509-896-2071

Judy Naught-Business Manager
Administrative Assistant

January 27, 2014

To: Ben Rarick and Jack Archer

Re: Economies and Efficiencies Waiver

Enclosed is a renewal application to continue the economies and efficiencies waiver through 2017 when the statute ends.

We have had the waiver for the last six years and feel it has been very beneficial for our students, staff, and community. Statistically, this waiver has not been detrimental to the education of our students. We still have a 100% graduation rate and a 0% drop-out rate. As the enclosures indicate, we have increased the percent of students who continue on to four year institutions by using the modified schedule. Everyone in this community supports the waiver and we have worked extremely hard to get the most out of it. Since we have been there from the beginning, Bickleton School would like to see the waiver through the time of its expiration. Please give us this chance so we can better prepare for when the law finally sunsets.

If you have any questions, please feel free to contact me at any time. (509-896-5473) I look forward to discussing our options with you in greater detail.

Sincerely,



Ric Palmer
Superintendent
Bickleton Schools

Board of Directors:
Tom Mains, Chairman; John Jensen, Vice Chairman;
Gary Hess, and Holly Harvey



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:

Jack Archer
State Board of Education
PO Box 47206
Olympia, Washington 98504
360-725-6035; Fax 360-586-2357
Jack.archer@k12.wa.us

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

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

1. Contact Information (Please complete all information below)

Name	Ric Palmer
Title	Superintendent
School District	Bickleton School District #203
Phone	509-896-5473
Email	rpalmer@bickleton.wednet.edu
Mailing Address	P.O. Box 10, Bickleton, WA 99322

2. Student Count:

	Count	Year
Most recent student count for the district (please identify year)	90	2014
Forecast for the next student count (if available)	90	2015

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

Yes	If yes, explain: We are currently under the economies and efficiency waiver from the state.
-----	---

4. Is the request for all schools in the district? If no, which schools or grades are included?

Yes	If no:	Bickleton Elementary & High School	Grades
			K-12

5. Number of waiver days requested:

School Years	2015-2016	2016-2017	Choose
Number of Days	30	30	Choose

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

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

The areas that has helped us with economies are transportation, utilities, maintenance, aide salaries and substitute teacher costs. Our school district is over 500 sq. miles and almost 90% of our students utilize the bus to get to school. With the flexible schedule, we are saving almost \$79,000. The key to our success is the assurance of a non-interrupted school day. Our students are not being pulled from classes because of athletics, activities or appointments. Staff miss student contact time for the same reasons. Throughout the pilot program, staff and students have not been out of the classroom. We are experiencing lower absences for both students and staff and maintaining the necessary pacing for all curriculum.

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

Fuel	\$6,995.46
Transportation	37,890.00
Utilities	20,021.43
Sub-costs	4,000.00
Aide Salaries	7,000.00
Maintenance	3,000.00

Total: \$78,906.89

This is over 4% of our total budget and the transportation savings is recouped by the state.

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

While participating in the pilot program we have recouped lost revenue that supports the very programs in which our students have had so much success. All of the money saved has been used to maintain our parapro salaries and benefits. Due to our combination classrooms, to make the reading, mathematics, and science classes work we gave to split each room into single grade levels. We use classified staff to accomplish this and to keep the intervention structure in tact. It is this structure that bring below average students upa dn beyond state standards. We would like to keep the waiver for the next two years, that the legislature allows, to continue with our successful programs. Once the pilot program ends, parapro staff will have to be cut.

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.

Two days per month, the staff participate in professional development activities. It allows us to have a system wide conversation on how students are doing and what

needs to be implemented to realize student success. Curriculum is discussed at length. It has allowed us to implement common core, TPEP, SBAC, and a myriad of other pertinent trainings to keep up with the demands of OSPI. Along with PD days, students are able to get one-on-one tutoring with teachers when needed. All extra-curricular activities are held on the unscheduled day. It also allows us to make up any missed days due to inclement weather.

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

Since we have been participating in the waiver, there were not many comments. People were more concerned about losing this format. Enclosed is a sign-up sheet on who supported or not supported the flexible schedule. There are approximately 100 signatures and out of those only 1 signature that opposed the waiver.

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

We do not have a free and reduced-priced school child nutrition service.

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

N/A

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

There is no impact on recruitment. When the waiver expires, some paraprofessionals will lose part of their employment. We are a non-union shop.

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

Over the last six years of the waiver, this has not been an issue. All of our students have parents, grand-parents, aunt and uncles and siblings that live in the community. All students have a safe place to go. This is supported by the community and the school board.

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

The extended day gives students a longer block of time to complete lessons such as science labs and vocational classes. It has created opportunities to personalize education to meet the needs of all students. It has allowed more direct instruction time for math, reading, and science. The key is the non-interrupted school day. Our current schedule gives as much or more quality instruction as does the interrupted five day schedule.

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

We use state tests (MSP, HSPE, End-of-Course, Progress Monitoring, CBA's, PSAT, and SAT's. The best data we use however is graduation rates and dropout rates. We have a 100% graduation rate, a 0% drop-out rate and most of our students go on to post-secondary education successfully.

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.

N/A This is a renewal application.

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).

More teacher-student contact time
Lower absenteeism from staff and students
Less substitute time
Meaningful Professional Development
Fewer long commutes

Please see attachedment.

For Renewal Requests

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

Please refer to questions # 7,8,and 9 of the application.

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.

Please refer to questions 7,8, and 9.

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

Please refer to question #9

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).

Please refer to question #10

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

Please refer to question #11

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.

N/A We do not have a child nutrition program.

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

Please refer to question #14

27. Describe the impact on students whose parents work during the missed school day.

Please refer to question #15

28. Describe how instruction was adjusted to accommodate the waiver calendar for elementary and secondary grade levels.

Please refer to question #16

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

See Attachment

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).

Please refer to question #19

Aug.						
S	M	T	W	T	F	S
23	24	25	26	27	28	29
30	31					

Sept.						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Oct.						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
24	26	27	28	29	30	31

Nov.						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Dec.						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

August
 27-28 Tch. Ins.
 1st Student Day 31

September
 7 Labor Day

October
 1st Qtr Ends 29

November
 5 Conf.
 11 Vet's Day
 25-29 Thanks.

December
 21-31 Xmas

January
 18 MLK
 2nd Qtr Ends 25

February
 22 Pres. Day

March
 29 3rd Qtr Ends
 31 Conference Day

April
 1-10 Spring Break

May
 30 Mem. Day

June
 Graduation Promotion
 9 Last Student Day
 10 Inservice Day

February						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11

July						
S	M	T	W	T	F	S

Holidays (No school)
 Inservice Day (Tchrs. Only.)
 School begins/ends/qtrs/sem.
 No school
 Conferences
 Professional Dev. Staff Only

Quarter Ends
 1st Oct. 29
 2nd Jan. 25
 3rd Mar. 29
 4th Jn. 9

Semester Ends
 1st Jan. 25
 2nd Jn. 9
 165 Staff Days
 150 Student Days

#1 Jan. 25, 2015

BICKLETON SCHOOL DISTRICT NO. 203

Ric Palmer-Superintendent
Principal

P.O. Box 10, 100 Market St.
Bickleton, WA 99322

Phone-509-896-5473
Fax-509-896-2071

Judy Naught-Business Manager
Administrative Assistant

Modified School Schedule

The data attached are some of the benefits the Bickleton School District is currently experiencing due to a modified school schedule. When we first started this process six years ago, we were primarily looking at economies and efficiencies. We certainly accomplished those goals. However, the data presented is something we did not anticipate.

This document compares four-year averages in student absences, teacher absences, hours worked by teachers, student contact time, post-secondary successes and hours lost to activities and athletics. The data is staggering.

Our modified school schedule has allowed us to keep pace with instruction and with all the demands that OSPI requires. One benefit that has been huge is our Professional Development days (15). We are able to sit down as a full staff and discuss and strategize what is best for our students from gifted to those who struggle. It has allowed on-site trainings in Common Core, Smarter Balanced, TPEP, Next Generation Science Standards and Safe Schools. This is just a few of the opportunities our Professional Development days make a reality.

It also gives us time to be on the cutting edge of technology, involvement in the School Nurses Corps, Special Education Cadre as well as giving our students opportunities with activities and athletics that do not take them out of the classroom. It is no wonder we have a 100% graduation rate and a 0% dropout rate. The modified school schedule is the only way we as a small, rural school district with limited resources are able to keep up with the demands of the state and meet the 1080 hour requirement. Our community, school board, staff, parents, students and teachers all support this endeavor. Over 20 states and Canada have successfully used this approach for many years. Please help us continue our success story.

Sincerely,

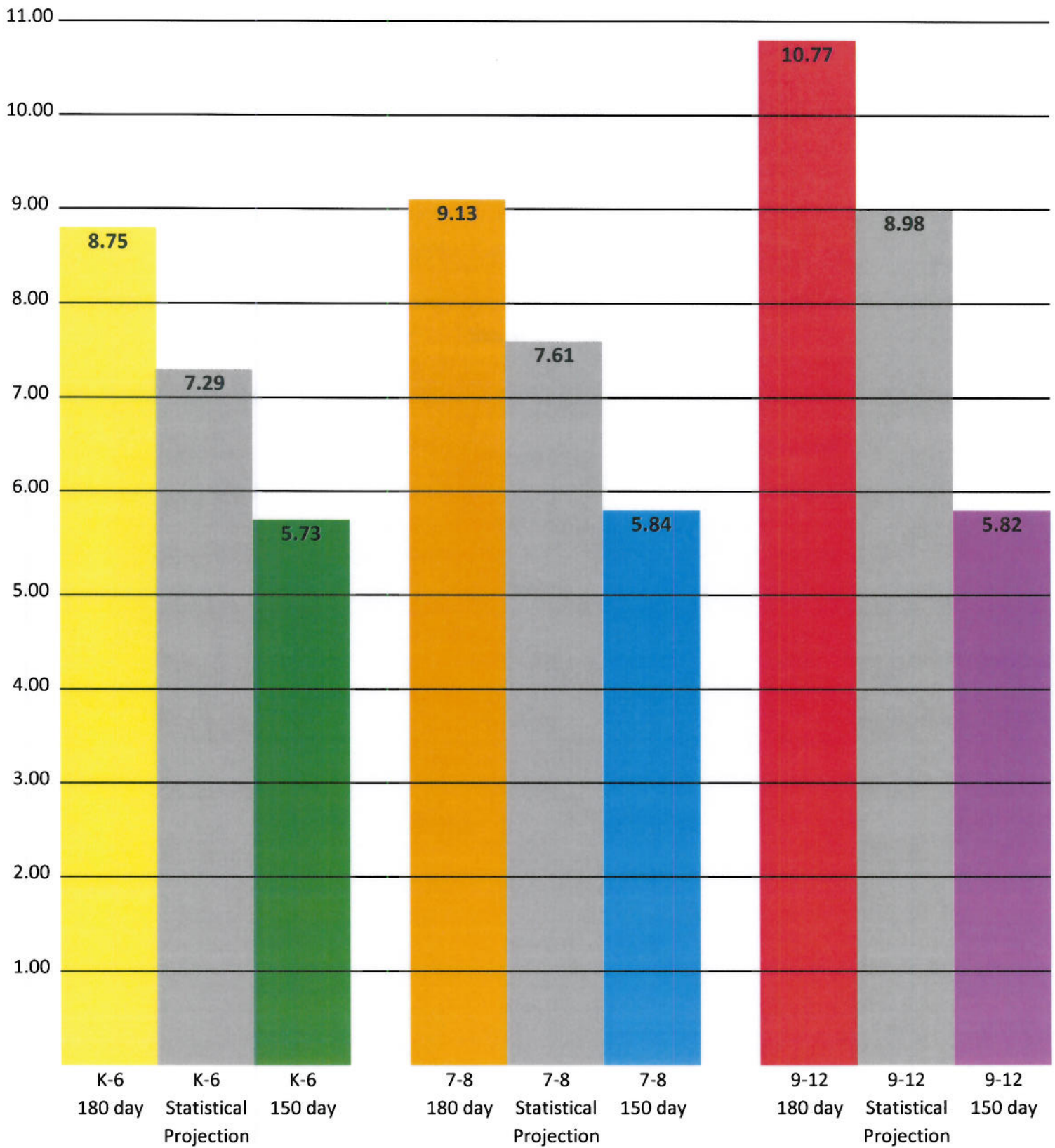


Ric Palmer
Superintendent
Bickleton Schools

Board of Directors:
Tom Mains, Chairman; John Jensen, Vice Chairman;
Gary Hess, and Holly Harvey

AVERAGE DAYS OF STUDENT ABSENCES

Comparing 4-Year Averages



Statistical Projection is calculated at 5/6 since 150 is 5/6 of 180.

In the groupings of the 3 bar graphs:

The bar on the left shows the average during the 180 day school year.

The bar in the center shows the average that should have occurred statistically with the 150 day school year.

The bar on the right shows the actual average during the 150 day school year.

Student Attendance Comparison

TOTAL ABSENCES		05/06	06/07	07/08	08/09	4 year avg				
Grades						10/11	11/12	12/13	13/14	4 year avg
K-6		543	444	451	548	291	298	291	176	264
7-8		176	141.5	175	151	94	149	174	57	118.5
9-12		311.5	335.5	454	314	140	171	223	234	192

ABSENCES PER STUDENT		05/06	06/07	07/08	08/09	4 year avg				
Grades						10/11	11/12	12/13	13/14	4 year avg
K-6		10.44231	8.072727	7.516667	8.983607	6.326087	6.930233	5.938776	3.744681	5.734944
7-8		8.8	10.10714	9.210526	8.388889	5.529412	6.772727	7.25	3.8	5.838035
9-12		9.439394	10.16667	13.35294	10.12903	5.833333	4.75	6.027027	6.685714	5.824019

% SCHOOL ABSENCE PER STUDENT		05/06	06/07	07/08	08/09	4 year avg				
Grades						10/11	11/12	12/13	13/14	4 year avg
K-6		5.80%	4.48%	4.18%	4.99%	4.22%	4.62%	3.96%	2.50%	3.82%
7-8		4.89%	5.62%	5.12%	4.66%	3.69%	4.52%	4.83%	2.53%	3.89%
9-12		5.24%	5.65%	7.42%	5.63%	3.89%	3.17%	4.02%	4.46%	3.88%

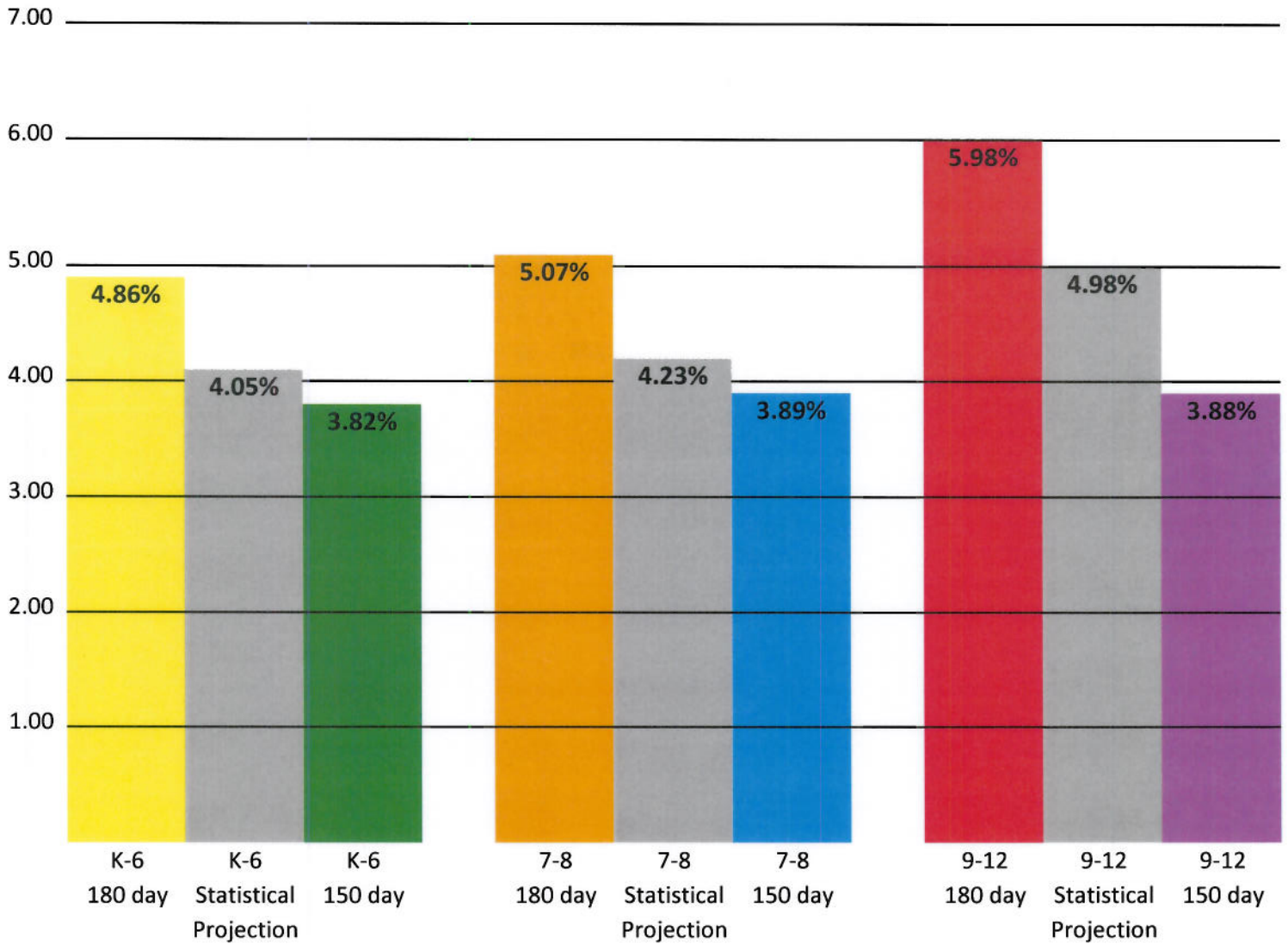
5.3% OVERALL

3.86% OVERALL

Note: 80% of 5.3% would be 4.24%
Bickleton's % of absence is 3.86%.

AVERAGE PERCENT OF EACH YEAR LOST TO ABSENCES

Comparing 4-Year Averages



Statistical Projection is calculated at 5/6 since 150 is 5/6 of 180.

In the groupings of the 3 bar graphs:

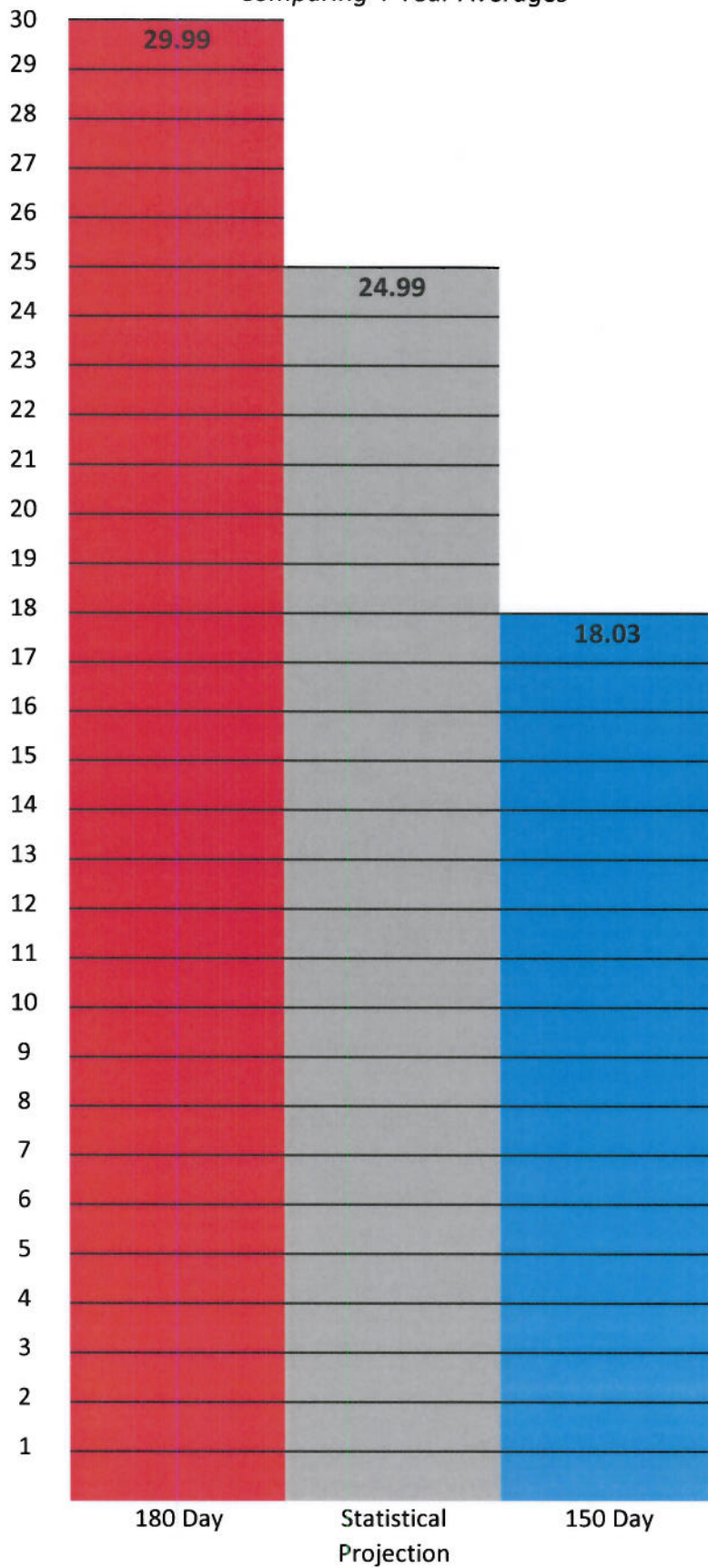
The bar on the left shows the average during the 180 day school year.

The bar in the center shows the average that should have occurred statistically with the 150 day school year.

The bar on the right shows the actual average during the 150 day school year.

AVERAGE DAYS OF TEACHER ABSENCES

Comparing 4-Year Averages



Statistical Projection is calculated at 5/6 since 150 is 5/6 of 180.

In the groupings of the 3 bar graphs:

The bar on the left shows the average during the 180 day school year.

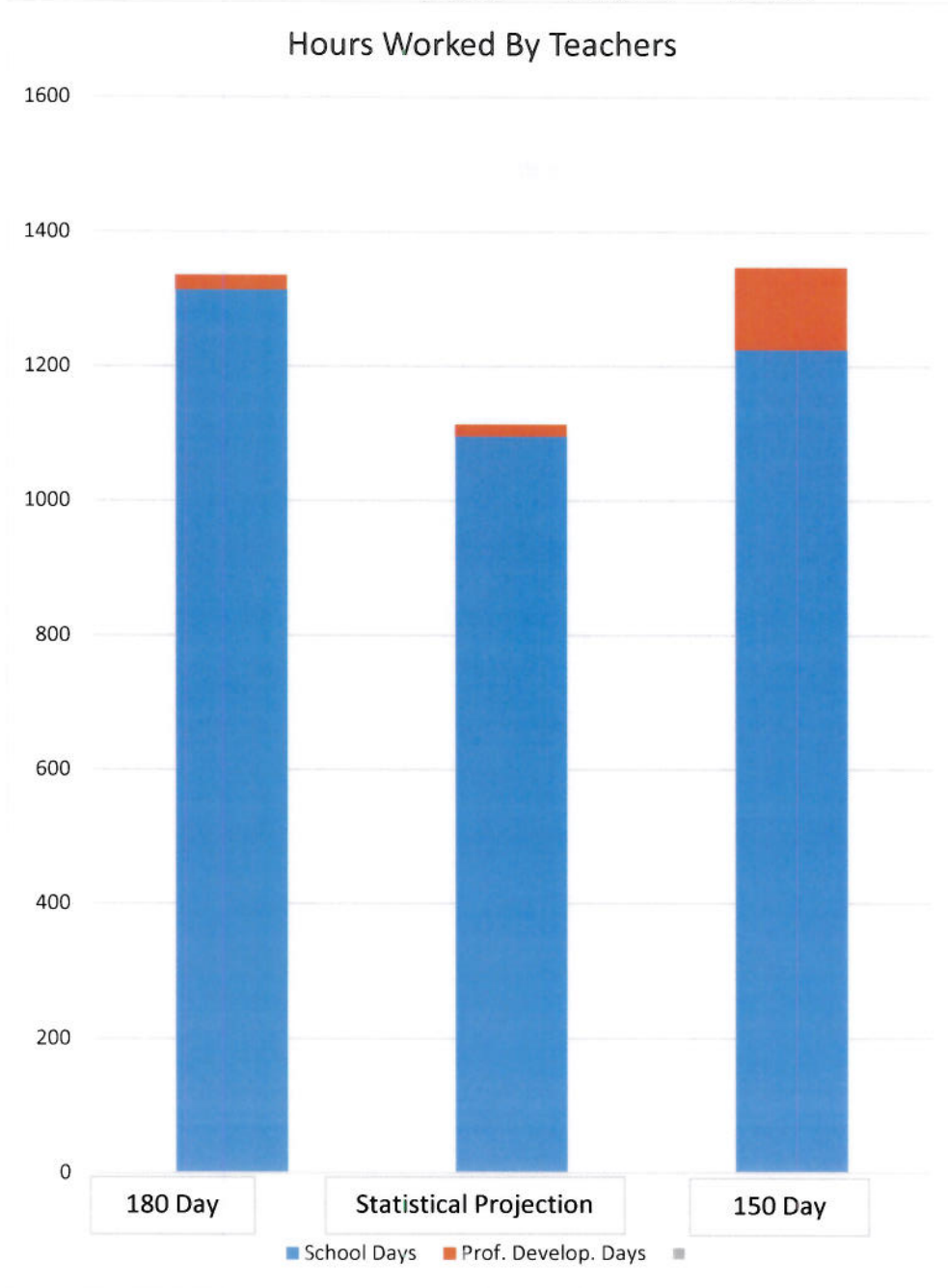
The bar in the center shows the average that should have occurred statistically with the 150 day.

The bar on the right shows the actual average during the 150 day school year.

HOURS WORKED BY TEACHERS

Comparing 4-Year Averages

	180 Day	Stat. Proj.	150 Day
School Days	1314	1095	1225
Prof. Develop. Days	21.9	18.25	122.5
Totals	1335.9	1113.25	1347.5



In the groupings of the 3 bar graphs:

The bar on the left shows the average during the 180 day school year.

The bar in the center shows the average that should have occurred statistically with the 150 day.

The bar on the right shows the actual average during the 150 day school year.

TEACHER TIME

5 DAY WEEK

438 min/day
2190 min/week
78840 min/year
1314 PD in minutes

80154 total min/year
1335.9 hrs/year

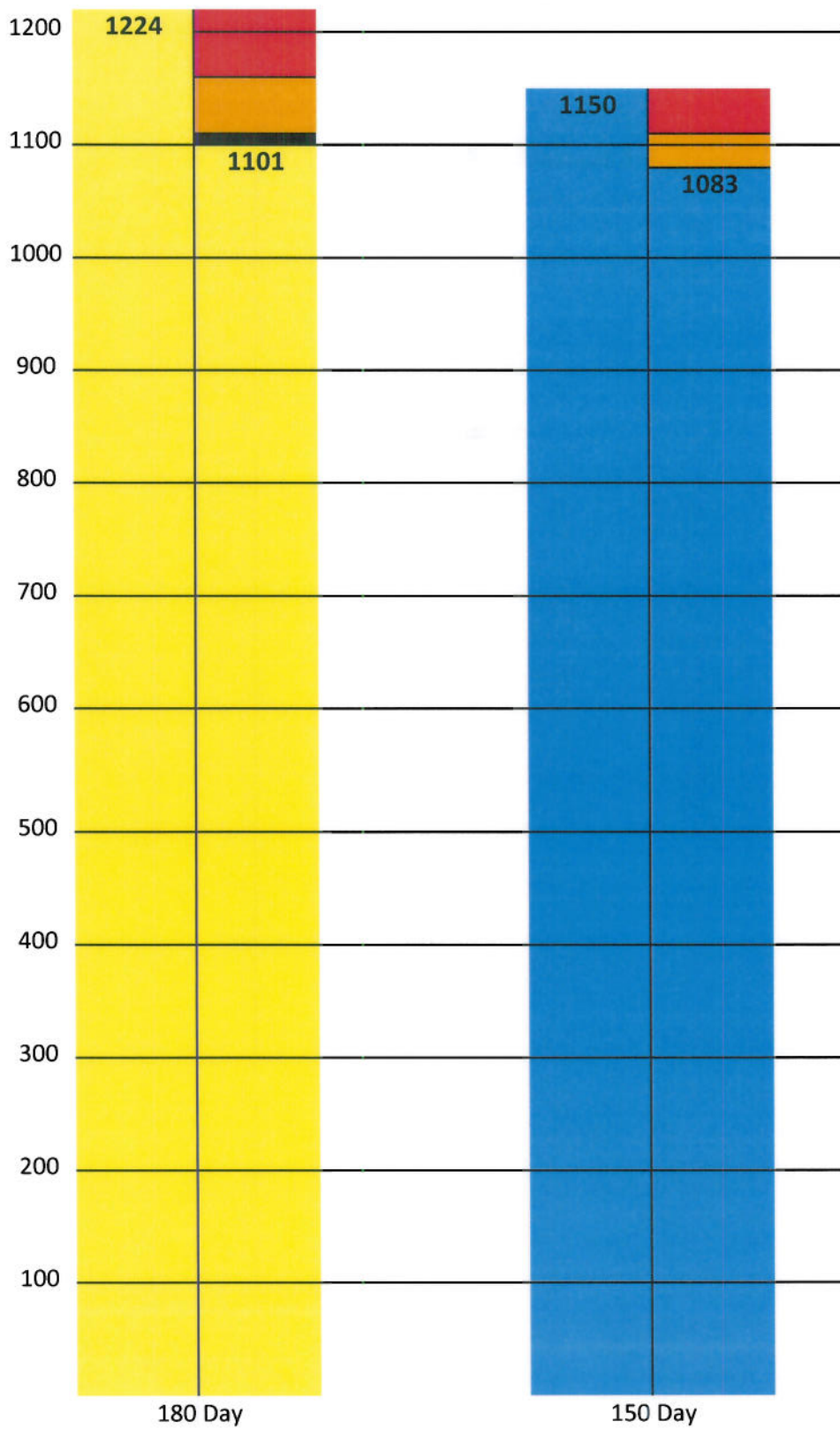
4 DAY WEEK

490 min/day
1960 min/week
73500 min/year
7350 PD in minutes

80850 total min/year
1347.5 hrs/year

CONTACT TIME AND LOSS

Comparing 4-Year Averages



1224	Scheduled Contact Hours	1150
64.872	Time lost to absences	44.39
44.875	Time lost to athletics	22.85
13	Time lost to field trips	0
1101.25	Net Contact Hours	1082.76

Meets the state's 1080 contact hour requirement.

CONTACT TIME

5 DAY WEEK
M-Thur 8:20-3:20 Fri 8:20-2:20
34 hours per week
 hr/year

HOURS LOST
Absences 64.872
Athletics 44.875
Field Trips 13
NET HOURS

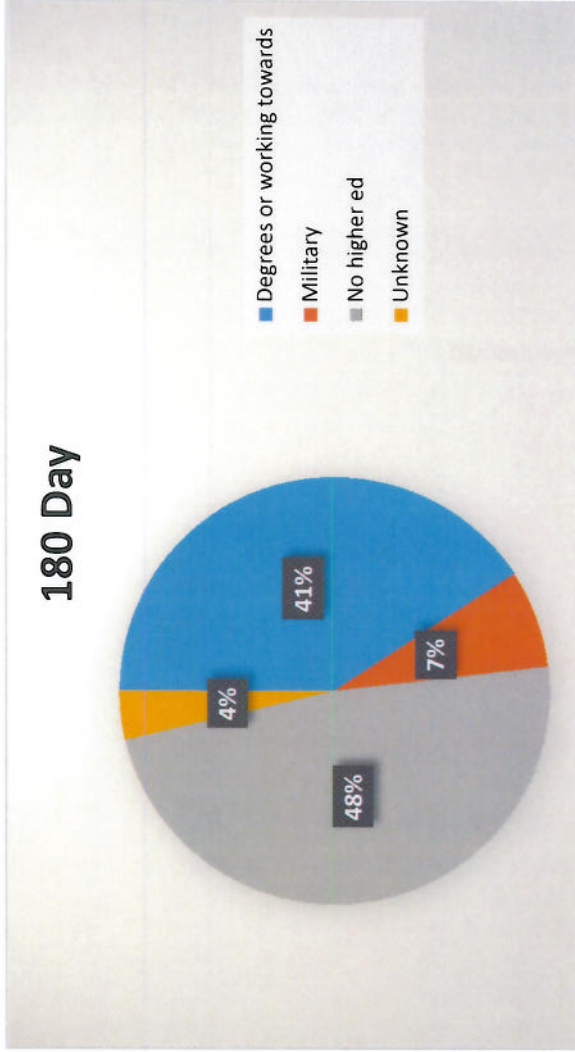
4 DAY WEEK
M-Thur 8:00-3:40
7 hr 40 min per day
 hr/year

HOURS LOST
Absences 44.39
Athletics 22.85
Field Trips 0
NET HOURS

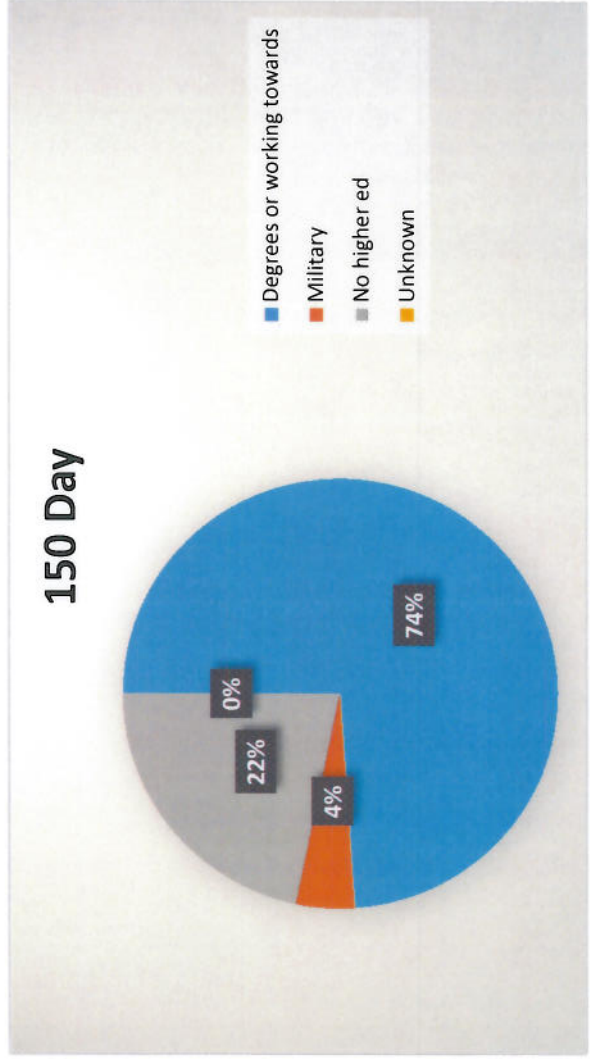
POST SECONDARY

Comparing 4-Year Averages

	180 Day
Degrees or working towards	11
Military	2
No higher ed	13
Unknown	1
Total Students	27



	150 Day
Degrees or working towards	17
Military	1
No higher ed	5
Unknown	0
Total Students	23



Post High School

	05/06	06/07	07/08	08/09	%	10/11	11/12	12/13	13/14
Degrees or working towards	3	1	3	4	40.74%	3	2	10	2
Service	0	1	1	0	7.41%	1	0	0	0
No higher ed	4	3	2	4	48.15%	1	1	2	1
Unknown	0	0	1	0	3.70%	0	0	0	0
Total students in class	7	5	7	8	27 students	5	3	12	3
									23 students

Degrees	05/06	06/07	07/08	08/09	10/11	11/12	12/13	13/14
WSU	3	1	3	4	3	2	10	2
WSU	0	1	1	0	1	0	0	0
Voc	4	3	2	4	1	1	2	1
Seattle	0	0	1	0	0	0	0	0
Pacific	7	5	7	8	5	3	12	3
WSU		WSU	WSU	CWU	WSU	EWU	WSU	CWU
WSU			WSU	EWU	EWU	CWU	WSU	Heritage
CWU			CWU	EWU	EWU		WSU	
				YVCC			WSU	
							CWU	
							CWU	
							CWU	
							CWU	
							EWU	
							Whitworth	

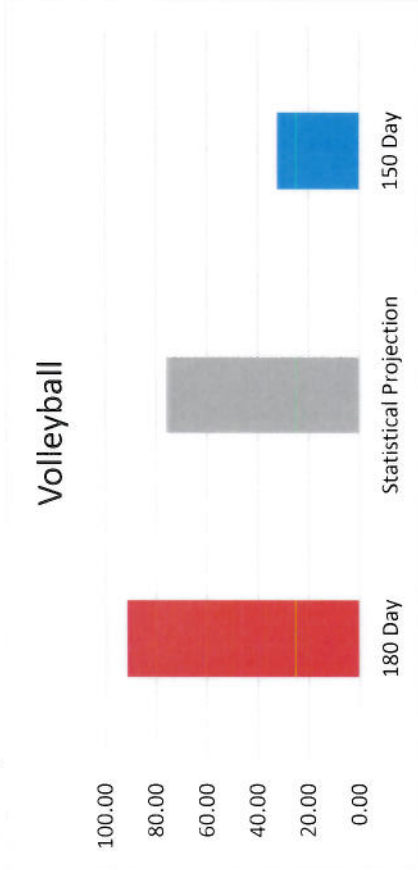
TIME IN HOURS LOST TO ATHLETICS

Comparing 4-Year Averages

Volleyball

180 Day
Statistical Projection
150 Day

91.25
76.04
32.50



Volleyball

100.00
80.00
60.00
40.00
20.00
0.00

Statistical Projection
150 Day

Cross Country

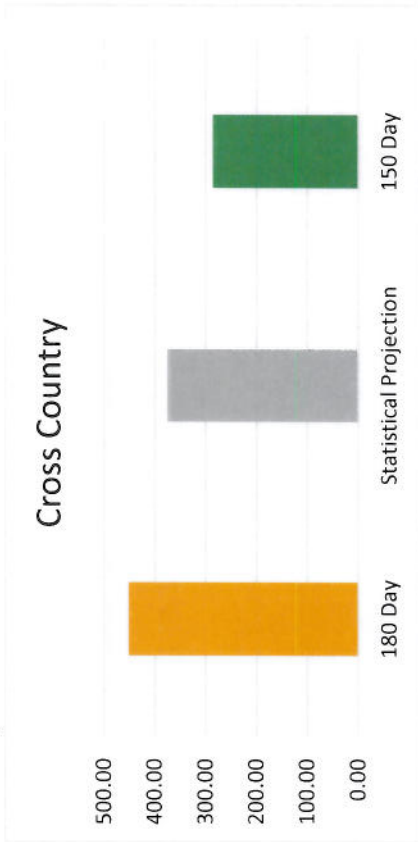
500.00
400.00
300.00
200.00
100.00
0.00

Statistical Projection
150 Day

Cross Country

180 Day
Statistical Projection
150 Day

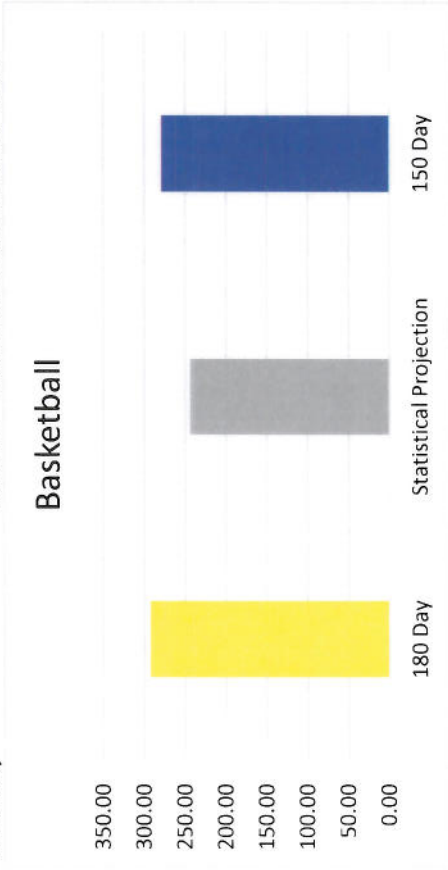
451.25
376.04
286.25



Basketball

180 Day
Statistical Projection
150 Day

292.50
243.75
278.75 *Middle School still Mon & Thurs



Basketball

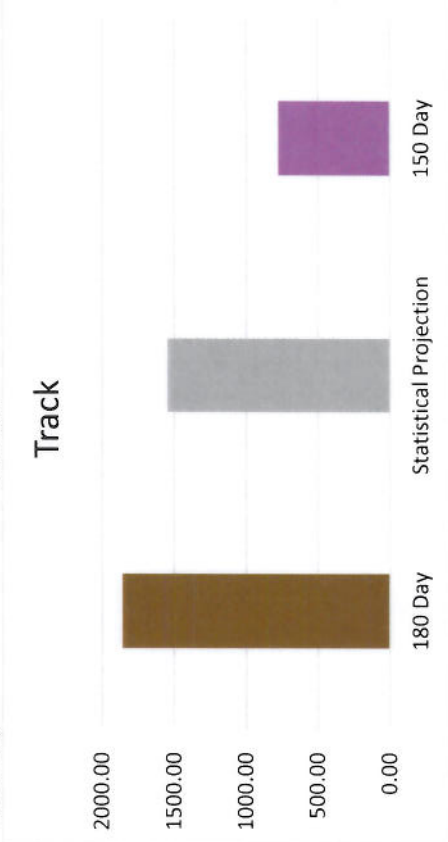
350.00
300.00
250.00
200.00
150.00
100.00
50.00
0.00

Statistical Projection
150 Day

Track

180 Day
Statistical Projection
150 Day

1857.50
1547.92
773.75



Track

2000.00
1500.00
1000.00
500.00
0.00

Statistical Projection
150 Day

In the groupings of the 3 bar graphs:

The bar on the left shows the average during the 180 day school year.

The bar in the center shows the average that should have occurred statistically with the 150 day school year.

The bar on the right shows the actual average during the 150 day school year.

Time Lost to Athletics in Minutes

	05/06	06/07	07/08	08/09	Average	10/11	11/12	12/13	13/14	Average
vb	20	40	35	270	91.25	0	15	0	115	32.5
xc	490	520	395	400	451.25	285	400	160	300	286.25
bball	0	320	295	555	292.5	200	265	225	425	278.75
track	2075	1235	2095	2025	1857.5	1320	785	300	690	773.75
					Avg Lost					Avg Lost
Min Lost	2585	2115	2820	3250	2692.5	1805	1465	685	1530	1371.25
Hr Lost	43.08333	35.25	47	54.16667	44.875	30.08333	24.41667	11.41667	25.5	22.85417

Teacher Input

4 elementary teachers taught here under the 180 day/5 days a week system and are still here currently teaching in the 150 day/4 day a week system.

When surveyed all 4 stated that without a doubt, they are getting as far in their curriculum in the 4 day week as they were in the 5 day week. Some reasons given are as follows:

"The reading curriculum is better suited to a 4 day week so when we were on the 5 day week many times I did not start a new story. I did something supplemental on the 5th day."

"We are actually getting farther in some of my curriculum because my classtime is more focused on it."

4 junior high and high school teachers that taught under both systems were surveyed.

When surveyed all 4 stated that they were still able to cover the same amount of curriculum in the 4 day week. Some comments were:

"I was covering 12 chapters during the 180 day school year system and am still covering the 12 chapters. In the 180 day school year system, I built in several days a quarter that I knew I was going to lose students and class time to athletics, assemblies etc. I no longer have those built in 'non-contact days' because we don't lose classtime anymore."

"Actually, most of my CT curriculum is designed to be implemented over 4 days. I haven't lost anything."

"I am getting 100% of the way through my curriculum."

Ric Palmer

From: Judy Naught
Sent: Tuesday, January 27, 2015 9:39 AM
To: Ric Palmer
Subject: 180-day waiver

Ric,

I want to let you know that I am completely supportive of our current 180-day waiver. I have been the Business Manager at Bickleton for 35 years, so have observed, and worked, in both the 180-day student system, and now the 150-day student system, and can tell you without reservation that the 150-day system has increased our student success rate because of the enriched, uninterrupted academic program we are able to offer, has provided greatly enhanced professional development for our teachers while keeping them in the classroom at a much higher teacher/student contact time ratio, and has provided fiscal savings to the district. We have been able to reach these goals while still assuring over 1080 hours of student seat time. It would be a great loss to our students, staff, and district if we had to revert back to the 180-day system. Please add my voice to those who support the State Board of Education, OSPI and our legislators in providing this waiver to the Bickleton School District.

Judy Naught
Business Manager

Reasons I feel the 4-day week is more beneficial than the 5-day week:

Even though I now teach 150 days instead of 180 days, I am still able to cover the same amount of curriculum. I am able to do this because when we had the 180 day year I had to build in "free days" into my teaching calendar. I put these free days in to cover all of the days that our athletes missed school due to athletic contests as well as days to cover student absences. Larger districts don't have to worry as much about athletes' absences, but as a small school we do. Missing 3 out of a class of 30 does not disrupt a class, like missing 3 out of a class of 4 does in our school. Since being on the 150 day school year, our athletes miss significantly less days. In fact this year, I have had 0 class periods affected by early athletic releases. Additionally, our student absence rate has dropped considerably as well. While students still get sick, students are not missing days for appointments and other miscellaneous outings. We try and encourage our students to make doctor, dentist, driver's license etc appointments on Friday. This may not be significant to a school that is not rural like us. However, you must keep in mind that we have to drive at least 35 miles sometimes 70 miles in order to go to the doctor, dentist etc. I think student absences are also lower now because we are trying to schedule all "away" athletic contests on Fridays or Saturdays. This means no more late night outings during the week for our athletes which in the past deprived them of much needed sleep on a school night which in turn made them more susceptible to getting sick. Plus, exhausted students do not learn as well as students who are not. On the four day week, our class periods are about 10 minutes longer. This additional 10 minutes has been very beneficial to my math students. It has afforded me more flexibility in my lecture time while still allowing adequate independent practice time for my students. I have more "quantity" time with my students daily and I believe this is also more "quality" time.

My students are still performing **very well** (if not better) on the state standardized tests like the EOC Algebra and EOC Geometry, and national tests like the ACT and SAT. If you look at my students' passing rate on the EOC, you will see that since we have been on the 4 day week, only 1 student has not passed the EOC Algebra the first time. (He passed it the second time though.) And only 1 student has not passed the EOC Geometry. (However, this student transferred into our district from another district and I only had him in class for the 1 year.)

With the 4-day week, we are also having a lot more time for Professional Development. We have 15 Fridays built into our school calendar that are totally devoted to professional development. This has allowed our district to address issues "in house," but we have also had the opportunity to have others from a variety of resources come in and give us professional development. We did not have this type of quality (and quantity) of time when we were on the 180 day school year.

The bottom line for me is that even though I may have less contact time "on paper," I am actually having more uninterrupted, quality contact time with my students. Additionally, I am having professional development opportunities now that I didn't have before. Both of these aspects are positively impacting student learning which is my ultimate goal as an educator!

A handwritten signature in black ink that reads "Kim Clinton". The signature is written in a cursive, flowing style with a large initial "K".

Ric Palmer

From: Tom Whitmore
Sent: Tuesday, January 27, 2015 9:57 AM
To: Ric Palmer
Subject: Flexible Schedule

Four Day Week:

The four-day student week has been a very positive change in my classroom.

1. The extended day allows seven, one-hour classes. The one-hour class provides time to present the lessons, engage students in lessons, do examples, check for understanding and most importantly, have time to begin homework and check students one-on-one for understanding before they leave the classroom.
2. The students are more motivated Monday morning than they were on the five-day schedule.
3. Students are given homework for the weekend and I have a higher instance of it being completed than when we were on the five-day student week.
4. Students have fewer absences because most of them take care of their out of school business on Friday (Dr. ppts., job shadows, down time, etc...). This is very helpful because of our geographic location. When a student is gone, it is for most of the day, if not all day, because of the driving distance to get to services.
5. The district is committed to keep students in school for four days and use Fridays for field trips and sporting events. Again, this promotes fewer absences.
6. Professional Development on Fridays has been very good for several reasons.
 - a. We have the time to actually get something done. We have had trainings in TPEP, SBAC, Medical Trainings, Safe Schools, Assessments, Classroom Management, Student Needs, Common Core, Curriculum Collaboration, teaching collaboration, etc....
 - b. PD day is a regular work day vs. having PD at the end of a work day with limited time and fatigue from the work day, so our trainings and time spent discussing school issues are more productive and meaningful. There is no conflict with staff being gone because of school activities.

There has been an increase in student motivation and focus since we started the flexible schedule and that, together with the reduced absences, has made a tremendous increase in how much I can teach and what the students are learning.

Tom Whitmore
Business Education Teacher
Coach
Technology Coordinator

To: The Washington State Board of Education

From: Julie McBride

Date: January 27, 2014

Subject: Four-Day School Week

As both a parent and an educator in the Bickleton School system, I strongly urge you to consider extending the four-day school week for our district. I have been quite impressed with the academic progress and performance of our students. I see first-hand how our students benefit from the intense focus on uninterrupted instructional time in our classrooms as a result of prioritizing our school days to meet the high standards our district has set for our young people. I strongly believe that we accomplish more in a four-day school year than we did during the five-day due to the longer class periods, reduced absenteeism, and the reduction of non-academic distractions.

As an instructor, I feel better prepared to meet the individual and collective needs of my entire class due to the professional days that are built into our yearly calendar. We have the opportunity to meet as a staff and collaborate as a team to provide needed interventions and make curriculum decisions that benefit our entire student body. During the professional development days teachers also have a substantial amount of time in classrooms to prepare lessons and assess student performance which greatly enhances our teaching time with students. Bi-monthly in-service days have been essential in helping our district transition into common core curriculums which will greatly benefit the education of our students.

Our district is small and remote. The four-day week works for us because we have families that value education and are committed to working with their children to help them be successful. Because it takes a great deal of time to travel to local cities from where we live, parents have been very responsible about using the day off each week to plan for doctor/dentist/orthodontist appointments when at all possible. Thus, students are not missing out on educational time.

Thank you for the opportunity you have given our district to experiment with the four-day school week. I strongly urge you to allow us to continue providing for our students in this manner. If you have any questions or concerns, I would be most willing to address them. The four-day school week has been very beneficial for our district!

Julie McBride

5/6 Regular Education Teacher

Bickleton Elementary

jmcbride@bickleton.wednet.edu

Four day school week

Miss. Kathryn Leuthauser: 7th-12th grade Science Teacher

In-class time: Having 4-day school weeks lead to longer class periods each day, which as a science teacher, is crucial. I know from previous experiences teaching science at other schools, 40 minute periods can cause too much rushing through work. As a science teacher, these longer class times are needed for setting up, and conducting experiments. Hour long class periods allow students to explore science in the hands-on manner that it should be.

These longer periods, along with a small class size, ensures that all students are able to get the attention, and help that they need during each class. I am able to walk around the room during labs, or monitor a class discussion about the days topic without feeling too pressed for time. The students and I are able to take full advantage of the hour, and be sure that minimal points are missed during each lesson.

Professional development days: One of the greatest points about the 4-day work week has been the opportunity it gives us staff to collaborate on a regular, structured basis. These professional development days are spent discussing student performance, making sure no students are falling behind, and communicating strategies to better student performance. Also, these days offer chances to have people come up from the ESD, and various other places to talk about matters such as evaluation, learning standards, safety, student health, and many other topics. Because we are rural and far from a lot of these resources, these Fridays have been incredibly beneficial to my professional development, and I have learned, and continue to learn a great deal that makes me a more effective teacher.

Ric Palmer

From: Crystal Merfeld
Sent: Tuesday, January 27, 2015 10:35 AM
To: Ric Palmer

I feel the four day work week is successful for many reasons. The school day is longer which gives us more time to accomplish an assignment or learn a new concept. I have seen the test scores improve since moving to the four day work week. I teach Kindergarten and Special Education. These two groups of children need the extra day to rest and get ready for school. When we were on a five day week the children seemed more tired. They were absent from school and it was harder for them to keep up with the class.

Thank You,

Crystal Merfeld

Kindergarten, Special Education and 7th and 8th grade Language Arts

Ric Palmer

From: Chris Venema
Sent: Tuesday, January 27, 2015 11:05 AM
To: Ric Palmer
Subject: 4 day week

From the perspective of a CTE educator who teaches construction trades, three of the major benefits of a four day schedule are longer periods, a fifth day to gather materials and maintain machinery and following the scope and sequence of the typical 4 section chapters of my textbooks.

*The shop classes are far more productive when I have the students for a full hour. Time spent during each class taking out tools and getting ready to work and returning tools and cleaning up at the end of class leave a small window of time to be productive.

*Having Fridays to gather materials and maintain shop equipment allow me to be more productive when students are in class.

*All of the textbooks that I currently use seem to be designed with a four day work week in mind. Chapters are typically divided into three or four sections making topics covered in each chapter fit nicely into the four day week.

As a teacher I appreciate the longer days that are part of the four day week. Having longer days creates more uninterrupted teaching time. With less time lost in transitions, we are able to cover more material in greater depth each day.

In addition to having longer days, with this schedule we are able to have professional development twice a month on the non-student days. During this professional development time we are able to collaborate with each other on how to best serve our students, receive training in content specific areas and instructional practices, and work on setting goals for student growth.

With the remote location of our community I also believe that the students, their families, and the staff benefit from the four day week by having the fifth day available for doctor appointments and other personal needs. A typical doctor, dentist, or orthodontist visit that would only require a student or staff member to miss an hour of school in most cases results in at least a half day absence in our district due to the distance we have to travel in order to receive this care. Currently we are able to schedule most of those appointments for the day we are not in school.

Regan Alires
Third and Fourth Grade Teacher
Bickleton Elementary School

Ric Palmer

From: Maureen Baughan <mnmbaughan@gmail.com>
Sent: Tuesday, January 27, 2015 8:45 AM
To: Ric Palmer
Subject: Fwd: Economies and Efficiencies Waiver

FYI, Ric this is what I wrote to Mr. Archer and Mr. Rarick during x-mas break.

Mark

----- Forwarded message -----

From: Maureen Baughan <mnmbaughan@gmail.com>
Date: Fri, Jan 2, 2015 at 9:24 AM
Subject: Economies and Efficiencies Waiver
To: Ben.rarick@k12.wa.us, jack.archer@k12.wa.us

Good Morning Gentlemen,

I have never written either of you prior to today. I am new to the Bickleton School district. I had previously been teaching in Goldendale School district for 12 years. My perspective on the 4-day school week is probably very different from the other teachers from Bickleton. I had been working Mon-Fri with shorter days which means shorter class time (42 min classes), 25-32 students per class, 9% absenteeism in my classes (middle school), Core classes in the afternoon when athletes in sports/band/field trips/ASB officers are not in class and a host of other ill's when attempting to hold class 5-days per week.

In Bickleton, the 4-day week provides efficiencies to fix many things wrong with our 180 day requirement.

1. Absenteeism- it is extremely hard to teach anything with 9% absenteeism. Yes, at GMS they report better numbers because the office accepts any excuse provided by parents, so unexcused absences are they only thing reported. I don't care if a student is gone, their absent and loose that knowledge of the lesson forever. No, we don't have the time to repeat every lesson when students are gone. The average student in my past two years missed 16 days per year. Not good. 180-16 is 164 days by the way. This is not an efficient way to run a school. Half way through the school year my 7th and 8th graders in Bickleton have missed 2% total days. Braces and dental appointments causing this.

2. One-Hour classes - every class I get more taught per day than 42 min classes, I feel it, I can cover more material, review more concepts and make more connections for students. It's efficient. By the way, industrial settings that I worked for 28 years did away with the 8 hour/5day work week about 30 years ago, why because 4-10's are more efficient. Saves money for the company and the employees, funny thing I see it's the same for schools.

3. Massive transportation issues. Bickleton covers approximately 250 square miles of Klickitat county. Bus cost alone are approximately 30K per school year, plus buses don't necessarily pick up students at their home. Parents must transport students to specific bus stops throughout this region. By doing away with the 4-day week it will drive costs up 20% (simple math) fro all concerned. District buses, parents and staff. This district operates more like a school in Colorado or Wyoming, it's desolate, it's not like the I-5 corridor. Why would you want to increase costs?

4. Sports- students are simply in class Mon-Thur. Sports are on Friday and Saturday's for the most part.

5. Sub-teaching pay- in my previous district 150K/year was common place. In Bickleton, as of this writing not one red cent has been paid for a sub teacher, ZERO costs. How does this happen, because teachers care for kids,

and get things done on Fridays when not in school... not possible on the 180 day required schedule. Please take the hand-cuffs off.

6. Professional Development Days - the biggest difference. Teach all day long, then go to a PD/5 hour training module and attempt to stay focused. Doesn't happen. Early release days are a joke!!!! PD days in Bickleton start at 9:00am and go to 1:00pm on Fridays/no students. All staff attend, all are fresh and focused to the issues at hand. We discuss kids, what are we seeing, what can we do to get better, are there and safety issues. etc..... everyone is involved in educating kids, isn't that what we are supposed to be doing? By the way it's more efficient.

In conclusion, Washington is not the only state with a 4-day week Colorado has been doing it for 20 years with no difference academically either way but, more efficient schools, the east side is different geographically than the west side. Here are 6-great reasons to take the hand-cuffs off and let districts get creative for their community. Maybe the year long school is even better I don't know, I do know that this school on the 4-day week is efficient and is spending state money wisely. I encourage you to listen to our Sup. Ric Palmer or better yet come for a visit. I totally support the 4-day school week, it saves money.

Thank you for your time, Mark Baughan Junior High teacher, Bickleton School district

Ric Palmer

From: Maureen Baughan
Sent: Tuesday, January 27, 2015 10:08 AM
To: Ric Palmer
Subject: 4 day school week

Ric here are some of my thoughts:

Being new to the Bickleton School District this year but coming from Goldendale School District I see these benefits.

4 day week

Longer day = longer time for a class (less movement, more education) Fridays off means Staff members do not use sick time or sub time to do DR. appointments, all members are present everyday which equal better quality instruction. Fridays off for students means Friday Professional Development Days are staff only. Staff is there rested and ready to learn themselves.

I know the items below should be happening with a 5 day week but seem more evident here in Bickleton.

Both students and teachers engaged during the school day. Ready to learn and teach. Rested.

As a parp pro I seem to be able to help more students as a one to one, to help those students that need just a bit more help.

Personally I feel the four day week works very well. I hope that Bickleton is able to continue with this schedule for myself as a staff member and for our students.

Maureen

Reflection on 4-day school week: Teacher

The four-day school week has worked well from the point of view of efficiency: work that would have been done in the classroom on Fridays can just as easily be taken care of at home (silent reading and journal entries or writing essays). One does not need to travel for an hour on a school bus to accomplish that work. Our district is rural and vast; some students live far away from the school and can work at home on their school work.

School seat time has drastically improved: students never/rarely make appointments during the Mo-Thu week and sports are scheduled for Fridays and Saturdays, thereby not affecting class time.

On Fridays, teachers have professional development time during which we work on our evaluations and common core lesson plan alignments.

However, this system works only if students are actually working on their academics over the weekend, so parents must enforce that.

Dear Washington State Board Of Education,

In my own opinion I feel that the four day school week should still be maintained due to the fact that it allows the opportunity, not for long weekends, but for school sports and events to have a day to themselves. This year and those previous that fell under the four day school week allowed for us to schedule games that were mostly on Fridays and Saturdays. This allowed us to have an efficient amount of time to work on our school studies as well as any time necessary for extracurricular activities such as out practices. The longer weekends allow us to, not just schedule games to prevent loss of school time, but make it easier to study for our classes, especially before any large test. I do now feel that the GPA average of this school has fallen or risen, but it defiantly makes a difference to those that have trouble in school and need more time to get their grade up. If we had returned to the regular school week, the students in sports, which is most of the student body, will lose the school time. This time is well used when we have the four day school week. We should maintain and would greatly appreciate the four day school week.

4-Day school week

To whom it may concern, I strongly believe that the 4 day school week enhances student learning. First of all with longer time in school and longer classes everyday students focus more; 1 hour class time compared to 40 min is substantially more effective. Teachers can prepare longer lessons and get across more information. Also I hope that you realize that we are actually in class MORE with a 4 day school week. Also sporting events can take place on Fridays and Saturdays and never miss any time in the classroom. The longer weekends recharge students, causing less absences. The 4 day school week is more practical in almost every sense, expenses, absences, classroom time, and student learning.

State Board of Education in 

The four day school week is very helpful for students. The extra day off gives us time to do all of the homework we are given, and extra time to study and review for tests the next week. And even though we have an extra day off, we are still in school for an hour longer than any other school. I have come from a school that you attend five days a week and it is very stressful to keep grades up and to stay on top of all your assignments. The four day school week allows us to stay on top of all of these things and keep good grades. These are just a few of the reasons why I like the four-day school week.

Paragraph to State Board of Education.

For a 4-day school week.

Dear State Board of Education,
We have had the 4-day school week for a few years now and I have really enjoyed getting Fridays off. It lets Friday be a study day for school and it really helps me do better in school. Although we have longer school days, everyone is use to it and it allows us to catch up for the 5th day we don't go to school. I would like you to consider keeping us in this 4-day week to keep test scores up Bickleton High School.

For a Four Day School Day.

- They already add an hour to each day so we make up a day lost throughout each day of the week
- An extra day on the weekend gives us much needed time for studying and home work
- I need it in particular because I don't have a computer except at our business so I especially need the extra day to complete portfolio and other assignments.
- I am constantly helping my parents at their job so this extra day is essential to my future career.
- It also gives our teachers an extra day to grade our home work assignments
- Compared to other schools, even though we only have a four day week we are still academically elite.

Dear State Board of Education,

I, [REDACTED], believe that the four day school week has helped the students with extra studying. Studies have shown that students have done better on tests & quizzes since the four day school week has been in effect. All seven of my High School teachers have agreed with me.

1/27/18

4-Day week

The 4-Day school week allows more time to do homework over the weekend, it gives an extra for sports games, and the Friday also gives us a day for field trips. My thoughts are that the ~~the~~ 4 day week is a good thing and should stay.

4-Day School week

I think that the four day school week is beneficial to students, because I really enjoy the extra day off. I use it to catch up on homework, and it makes it easier to go places on the weekends without missing time from school.

Dear State Board of Education,

The school that I attend, Bickleton school, is currently experiencing a 4-day school week. I for one can not find any fault in this. There are many reasons why our 4-day school week works. Throughout the week we come to school and attend school for an hour extra than most other schools. As students we work hard in class and on our homework to receive good grades. We love our 3-day weekend and use that extra day to finish up all our homework. The 4-day school week does not take away from our education but helps us learn responsibility and time management skills. I believe that Bickleton school should keep the 4-day school week.

Dear State Board of Education, our 4-day school week is clearly beneficial because of a few different reasons. The first; I believe most test scores are improving. Mine personally are, but being a student I don't know for sure about everyone else. We should also be allowed to keep the 4-day school week because it gives longer school days, which means more class time. Our teachers don't have to worry about having to teach us the entire lesson, and they can more thoroughly do so. It also gives us more time in class to work on homework so we have less of it in our own distracting households. We have more time to get help from the teachers. The 4-day school week is also good because without school on Fridays, they are open to do other things such as sports games, doctors appointments and homework. These things can be done on Fridays instead of taking time away from during the week to go to games and doctors appointments.

- I think the 4 day School is right
- It's a way to get our school work done from long days at school
- It's hard for me in school because I wake up at 5:30am to go to school that starts at 8:00am then school gets out at 3:40pm, next is practice and that's over at 6:00pm, by the time I get home and do schoolwork it's midnight and it's not healthy to sleep for 5 to 6 hours everyday so I think it's necessary to have a 4 day school week

Four day School week

The reasons why I think the four day school week is good is that it gives us more time to do our homework. Ever sense we started this four day school week, I have been getting my work done earlier and able to check it, so I have been getting better grades.

Another reason why it is good for the school is that it gives us time to do other things such as go to the doctor, or maybe a family event, which will make it so that more kids will be at school. It can also help with sports, giving us a day to put basketball games or Track meets to schedule on.

The final reasons is that it will cost the school less if we have a four day school week. We will not have to run everything on Friday, which will make the community happy.

4 Day School week

As a highschool student I love the 4-day school week. We can do things on Fridays without having to worry about school or missing any work. Kids have better grades. We have more time to do homework on the weekends. The cost for teachers that sub goes down, the cost for fuel for the bus goes down, and its just overall cheaper. Highschool students are less tired, and not so many kids are missing school so attendance and grades are overall just better. One hour classes which more time for learning. I hope you keep it.

Mr. Palmer
4 day week
27, Jan 2015

4 day week

Having the four day school week is amazing. Our school has an awesome attendance. We all love the four day school week because we can all take the Friday we get off & use it to study, go to appointments, & get all of our homework done. Having Friday off is a blessing. How many kids get to say they only go to school for four days. And plus, going to school on Friday's is costing teachers & parents to drive that extra mile.

Our kids here in Bickleton, well most of us get one on one teaching from the teachers. This for our grades & averages stand out in the state. Why take away the four day school week if we are doing so well?

We should really keep the four day school week. No kid wants to go to school on Friday's. Please & thank you.

Four Day School Week

Personally, I like having the four day school week. You have time on Fridays to go to doctor/dental appointments and do other stuff you can't generally do on Saturdays & Sundays. Besides, our absences aren't nearly as much because of this. During the four day week, it shortens transportation costs and lengthens class periods, so you actually have time to learn something in class. Also, for those of us students that do sports, we need an extra day to do homework because we're gone all the time for games - sometimes during school.

4 Day school week

I like having 4 Day week Because when you have a dentist appointment I could do it in Fridays, And you could do some other things in Fridays that you want to do, so when you go to another appointment and its on Sunday and you have a five day week that appointment its going to be closed.

In some schools they do five day week and they don't get to do things in Friday and they get to leave early in some schools because they do sports and miss schools in Fridays So thats why its better having 4 day weekend you have more things to do in Fridays, Saturdays, and Sunday

Four Day School Week

I think the four day school weeks are a great benefit. I find that with the extra day off I get extra rest and time to do longer weekend assignments. Last year I attended GHS, Granger High School was a quite poor school for me to attend. Now I have transfered to BHS I see that with the extra Friday off I can sleep in and rest then do my homework for the weekend. This helps so much because I'm always busy on the weekends either working or just having fun, but that's not the point what I'm getting at is that this day helps with assignments.

Not only is the extra day useful for assignments, but attendance is better. We have an advantage to go to doctors on Fridays and not miss school. And teachers get to go to meetings on Fridays and the school doesn't have to pay for substitutes. This four day week system is all beneficial.

four day school week

I am personally all for the four day week. There are so many advantages to it such as students early miss school for any doctor appointments, or any other excuses check ups. It also allows our athletic director to schedule sports events on Fridays so no one misses any school so no one starts to fall behind academically.

Another reason that a four day school week is so beneficial is that it saves the school so much money for transportation our school district is a big one and running the bus that distance. The last thing is it allows classes to be an hour long which let students have a longer time to learn what they need to to have a brighter future.

Four Day School Week

As I have been in school here in Bickleton I have learned that the four day school week has really helped me with my school work. I usually have time to go to the Dentist or to a Doctor's appointment on Friday as well as get work done from getting home late after a basketball game.

When I was in Prosser I didn't have the time to work or go somewhere important, now that I have four days of school I can spend more time on work and less time worrying how long I have left. Lastly, if I start golfing for Sunnyside Christian, I will not even be in school some days due to tournaments.

I came from a large school in a southwestern town in Illinois. There were over 500 children and we had five day school weeks. Our days were short compared to Bickleton High School's but far more cramped with schoolwork. I noticed as soon as I started going to school in Bickleton that I was learning more and in a far less stressful way. My previously five-day weeks were altered to four days, and although the school days were longer, there was far less of a rush to get work done. I had plenty of time over the weekend to finish my homework and get done with matters I ordinarily would struggle finding time with, and although at first my grades struggled from the sudden rise in the difficulty in academics, they eventually rose higher than ever. The four-day school week has highly benefited me and my fellow Bickleton High School students, and I believe that not only should we keep our unique school week, but that other schools should consider following our example and shortening their school weeks.

Over the past four years, since my seventh grade year, our school has been partaking in the 'experiment' of the four-day school week. In this span of time, however, our four-day week has gone from feeling like an experiment to just everyday life; I could not imagine going back to a five-day week. I love the four day week because during our three-day weekends, I have more time to complete or catch up on homework, more time to spend on family outings, and more flexibility allowed for special occasions, and (being very important for a teenager like myself) more time to spend with friends. Also, considering sporting events usually come on weekends, the elongated weekend gives me more time during a game day to focus and not worry so much about school, while still leaving plenty of time to complete homework.

The four day school week definitely has its advantages. For example, weekends full of basketball games and family outings takes up a lot of time, .. and doesn't leave a lot of time for homework. But with one extra day, I'm stress free to get homework done so I'm worry free and can enjoy my weekend.

Of course, there's always disadvantages. Longer school days, practice, and a long night of homework every day. Because we only have 4 days, we receive more homework. If we had a shorter school day, I think it would benefit more than people think. It would provide more time to get homework done and have more time for chores, family, or relaxing time. Also, it would give students a chance to increase their grades.

The four day school week definitely has its advantages. For example, weekends are open for homework and sports, family outings and hanging out with friends.

I enjoy the four day school week because I have time for homework on Friday and the rest of the weekend is free time.

There are disadvantages also, such as there not being another day in school that we can use to get help. Also, with longer school days and practice, we don't get home until later which cuts into our homework time. If the school days were a bit shorter, we would have more time for homework even after practice. But overall, I think the four day school week benefits everyone.

1-23-15

I think that having a 4 day week at school is better than having 5 days at school because we get to spend more time with our family, so we could be together more often.

With a 4 day week of school we don't miss school that often because we can make our appointments on Friday. Since each of our classes is one hour long we get alot of things done.

4-day school week


I like a 4-day because it gives me more time to study through the three day weekend. Anything I struggle with I get more time to study. When assignments come I can know how to work it out.

I also would like to say that school is important, but family is important. Everyone needs to spend time with his/her family. Family can also give you help on your studies and over-weekend homework.

The students in class also need some rest for school. This three day weekend can give the students more time to sleep. This can help the students stay awake during school the next week, and not be so tired and cranky.

four day a week

I think that it's good to have a four day week because if you have a doctor's appointment you can set the appointment for Friday and you will not miss school at all and you can learn just as much in four days as a five day week in school and it gives you time to spend with your family and help them with yard work and other things these teachers have never miss a day from a appointment because there is no school on Friday's and they go then and knowing the school you can learn just as much as five days



I honestly think having a four day week is better than a five day week at school, because having a four day school week gives us more time to get all of our homework done.

It also gives us a lot more time to spend with our families and go to doctor's or other things we need to do. And we learn more on the days we do have school.

I think we should keep our four day school week because with that extra day off I can spend time with my family. During the weekend I also have an extra day to finish my homework.

With a 4-day week I don't have to worry about missing two-or-three periods of school on Friday. Also, with the 4-day school week the periods are longer so there is no time to mess around.

On our 3-day weekend I have so much extra time to do all of my homework. Also with a 4-day school week we only have a certain amount of time to get to sports practice if we do sports. That is why I think we should keep our 4-day-school weeks.

4 day weekend

I think being in a four day school is very good. I spent more time with my family & I also have time to do my homework. I get enough rest in the weekend.

You get a long day in school & each class is 1hr. I use to go to Prosser Middle School & its really different from this school. The classes are longer & the Day more attention to you.

So, I think we should have a four day school every day its way much better than a five day school day. You have enough time for everything.

E-27415

four day school week

I think we should keep the four day school week because it gives kids time with their family on the weekend for kids like me I don't get to see my dad very often but with the three day weekend it gives me more time with him. It also gives students more time to do homework so that it is always done and turned in on Monday. The four day school week also saves the school money by not having to drive the buses on Friday's. In my opinion I think we need to keep the four day school week because it saves money, and it lets kids have time with family and friends, and they will have more time to do their homework.

4 school days per week

1/27/14

Having a 4 day school week is much better than having a 5 day school week because it gives you a three day weekend and more time to relax and having longer days helps with sports. Since we get out of school at 3:40 PM, we do not have to wait around for practice to come we can go right away to practice. Having a 4 day school week helps with people not being absent and having to miss school. And having longer periods helps with having time to do home work.

11/26/15

4 day week

Having 4 day school week is good because it gives the students time to go on doctor appointments on Friday's so you won't have to go absent from school to go to a doctor appoi.

Having a 4 day school week will give students who are currently in sports more time to rest than just two days & also help your family like babysitting or doing chores while their gone at work.

Having a 4 day school week

1.27.15

ESSAY

Hi my name is Dawson Naught.
I am a student in the Bickleton
school district. I am writing
this essay to tell you why
I like the four day school
week.

I like the four day school
week because with three
days of week and we can
schedule appointments in
the offices that are open.
Such as the dentist or doctor.

I like it also because
we can have more fun
and family time. As well as
get some work done
around the house.

So I hope I told you
enough about why I like the
four day school week good bye.

Four Day School Week

I think that our school should keep our four days. Why, you may ask, you've probably thinking that we want our three day weekend, but the truth is we do need it. Most people think we want it because we can sleep in & watch other kids suffer the wrath of going to school on Friday. I'll admit, I do sleep in every Friday, but because I need my sleep. Did you know teenagers need about 9-10 hours of sleep each night? I use my Fridays to catch up on my sleep. I also use my Friday as a study day. It's a good time to get caught up on studying & getting my homework done.

The four day week

I like having a four day school week because it help out with doing homework an catching up on things for school. Doing sports is harder to do when you have to worry about your grades. But having that extra day to finish your work makes it easier to stay eligable for sports.

Having Fridays off helps with not missing school for doctor an other things like the dentist. If you are sick and miss a day of school it is easier to get your grades back up because you have a whole day to work on your homework.

No school on fridays helps with making up for snowdays and times we dont have school because of the power or the school is closed for some reason you could go to school on

Four day week
1/27/15

I think we should keep our four day school week because we barely have absents, we don't leave school early on Fridays for games, and the cost of a four day week is cheaper than a five day school week would be.

When you go to school for only four days a week you don't miss school as often because you have 3 day weekends that you can be sick on or can get homework done. You can also get stuff done on the weekend that you didn't have time to do during the week. You also don't have to leave school early for sports because you don't have school to leave from. You also don't spend as much money on gas and tires for the school busses. Around here most of the kids get rides from either their parents or an older sibling unless you live down the hill or really far away.

In conclusion, I think we should keep the four day week because less cost for the school, don't miss school for sports, and there's hardly any absents.

The 4 day week

11/7/15

School for only for 4 days is common sense because kids are not stressed out with all this homework for two days and have to catch up on assignments. With a 3 day weekend kids can do there homework on Fridays and do things on Saturday + Sunday. It helps our busses from being torn up on roads, and if we had school on Fridays more parents would have to pay school even more.

As you can see 4 day school weeks are the best because you can have appoints on Fridays. Also the teachers get to come Friday to catch up on grading papers.

The four day school week

Maybe if you didn't know the Bickleton School district K-12 is one of the smallest school in the state of Washington. We kids have longer days than any other school and most schools have a half day on Friday anyway. I think that if you're in school for all the hours that you shouldn't have to worry about 4 day school weeks.

This school has about 8-10 teachers. There rarely isn't any subs unless something bad happens and subs are never here cause we have most of our teacher cause they have most of their opporunities on Friday which they can do things cause they have the day off. If we had subs we really don't look much because we're given homework then just do it by ourselves.

I believe that kids love the 4 day school week because we have that extra day to relax and do homework or get chores done around the house. So if you keep the 4 day school week we will do better in school and beyond that.

4 day OF the week

I like it because I new in this school
In my old school I had five day of school
that didn't help me because I didn't
have time to do my homework and
if I didn't finish my homework
I get a tardy that gave me detention.
But we want have more time with
my family's not just worrying
about doing your homework. It
is awesome have 4 day because we only have 3
day weekend and we don't have
to worry about not doing your
homework. When it starts Monday
you feel good and fresh ready
to start a day.

Imagine if your kids are in school
five day a week working hard to
keep they grades up. He get lots
of homework in a Friday he so
tired of all those days of hard working
he listings to the teacher he get a's but
he trying to keep his grades he works
at nights finishing his homework
he finishes at mid night when he sleeps
and in morning he wants to sleep more
but he can't because he has to go
to school he sleep during some classes
because he never gets lots of sleep
that it is one reason why it is best
to have a 4 day weekend think about it.

I like the four day school week because it allows me and the rest of my school to get an extra day off of school. It allows me to get away from the stress that school brings. It's always nice to get a break when you work really hard for a while. I mean am I right? The three day weekend that the four day school week brings is that it gives students like myself to have more time to study for big tests and/or quizzes. Not only does it give us students an extra day to relax, but it also allows for more time to do homework as well. Every day during the school week, we students will have homework and have to get it all done that night. Sometimes, the homework is so piled up that we end up finishing all of it by 10:00 at night or maybe a little earlier during the weekdays. What I'm getting at, is that by the time our homework is complete it's time for us students to go to bed and rest up for the next day; we don't even have any time to ourselves! But the four day school week has given us students and myself something to look forward to. Also the four day school week has even given us students more learning time as well. Every class period of every day, the students and I have a whole hour to be taught a lesson for each individual class period. This allows us students to intake more, allowing us to improve our knowledge and our grades too. Also it has improved our school's attendance as well. Now that we have been able to get an extra day off of school, we can schedule any doctor appointments or whatever other errands that our families have planned on Fridays too. I feel that having the four day school week these past few years has really benefited me and has prepared me for my future. I am now currently a senior and feel that I have learned a lot from having this four day school week. It has given me confidence in myself to know that I can go out in the future and make something of myself.

The bottom line is, I believe that we should continue to have a four day school week. It something that both the students and teachers look forward to and can be beneficial to us as well. So please, take into consideration of the idea that we should keep the four day school week at our school.

TO: the Washington state board of Education
FROM: [REDACTED]
Date: January 27, 2015
Subject: FOUR-day School week

Hello there! I'm writing to talk about our four day school week. I actually like the four day school weeks because at the beginning of the week you come to school well-rested and ready to learn because of the three day weekend. The three day weekend is good because you get more time to go to town because maybe you want to go to the doctors or you need to do laundry or maybe you have a meeting to go to. About the school days, the class periods are longer so we get more education. We get two hours of math, forty-five minutes of science, almost two hours of reading, forty-five minutes of band, and those are all the examples of long periods. So, for four-day school weeks, we get more education! We need four day school weeks. They are very helpful.

Sincerely,

[REDACTED]

To: The Washington State Board
of Education,

From: [REDACTED] 6th grade student

Date: January 27, 2015

Subject: Four day school week

I think our four-day school week is beneficial for me, because I am getting enough sleep on the weekends, which means I get more done. Also, I can schedule my dental and orthodontist appointments on off school days so I don't miss class time. Why do you want to change our four day school week that excels in providing our education?

Sincerely,

[REDACTED]

To: Washington State Board of Education

From: [REDACTED]

Date: January 27, 2015

Subject: Four-day school work

I am enjoying our four-day school week because

we get a better education. I think we get a better education

because our class periods are longer and we learn more.

I also think that we should stay on a four-day school week

because we have more time to rest and do homework

on the weekends. We come to school ready to learn!

PLEASE let us stay with our four-day school week.

[REDACTED]

To: The Washington State Board of Education
From: [REDACTED]
Date: January 27, 2015
Subject: Four-Day School week

I am enjoying our four-day school week. We live a great ~~a great~~ distance from cities so on Fridays we can go to the doctor and we don't have to miss school.

Another reason I like the four-day week is our class periods are longer and we have more time to study about a subject. The teacher is able to help us more with our papers due to the fact that we have more in-class time.

I think the four-day school week works very well for me and my family!

[REDACTED]

To: The Washington State Board of Education

From: [REDACTED]

Date: January 27, 2015

Subject: four-day school week

I think our four-day school week has been beneficial for me because I live 45 minutes from the nearest medical center & grocery store. When I go to the doctor it usually takes a whole day. With the extra day on the weekend, I can make appointments and not miss school.

Our longer school days, four days a week, gives us longer periods for learning each subject. The time is focused and we have plenty of time to get instructions, ask questions, and practice what we are learning. I think we wouldn't have enough education if we switched to a five day school week.

Sincerely,
[REDACTED]

To: The Washington State Board of Education
From: [REDACTED]
Date: January 27, 2018
Subject: Four day week.

I am enjoying our four day weekend because we get a lot of time to work on all the subjects. I like P.E. and Math are two of my favorites! Bickleton is the closest school to my house because we live in a rural area. They have all the materials to teach students. When we don't have school, I think of it as a time to do my chores or to work outside. School is a time to work hard on academics and to respect your classmates. The four day school week has been a good thing for my family. I like it!

[REDACTED]

To The Washington board of education

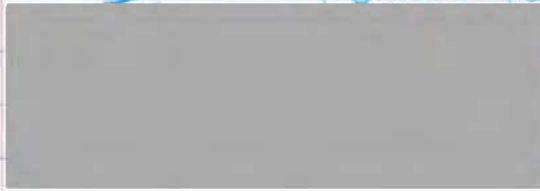
From: 

Date: January 27, 2015

Subject: Four day school week

The four day school week is good!!! I'll tell you why. We have time to run errands, relax, and spend time with family on weekends. Then we come back to school ready to study. We live in the country so we can go to town after school. The extra day on the weekend helps us not to miss school for appointments. We also stay in class longer and get a more focused education. I love math and I get to stay longer because of our longer in class, because of our longer school days. But one question why do you want us to change to five day school week and not just keep it the same as a four week?

Good Bye



To: The Washington State Board of Education

From: [REDACTED]

Date: January 27, 2015

Subject: four-day school week

I am enjoying our four-day school week and we're getting a good education. We need a four-day school week so that we can have an extra day of rest so that we can get our homework done, our chores done, and so we can go to appointments in town. (We live in the country.)

If we can have a four-day school week, we can go to the doctor, the dentist, or anywhere else on the extra days so that way, we won't miss school.

We also have longer periods too, like for example: Math, from 8:00 to 10:00. That's why we need a four-day school week, so we can get a better education.

[REDACTED]

The four day school week

Maybe if you didn't know the Bickleton School district K-12 is one of the smallest school in the state of Washington. We kids have longer days than any other school and most schools have a half day on Friday anyway. I think that if you're in school for all the hours that you shouldn't have to worry about 4 day school weeks.

This school has about 8-10 teachers. There rarely isn't any subs unless something bad happens and subs are never here cause we have most of our teacher cause they have most of their appointments on Friday which they can do things cause they have the day off. If we had subs we really don't learn much because we're given homework then just do it by ourselves.

I believe that kids love the 4 day school week because we have that extra day to relax and do homework or get chores done around the house. So if you keep the 4 day school week we will do better in school and beyond that.

4 day of the week

I like it because I new in this school in my old school I had five day of school that didn't help me because I didn't have time to do my homework and if I didn't finish my homework I get a tardy that gave me detention. But we want have more time with my family not just worrying about doing your homework. It is awesome have 4 day because we only have 3 day weekend and we don't have to worry about not doing your homework. When it starts Monday you feel good and fresh ready to start a day.

Imagine if your kids are in school five day a week working hard to keep they grades up. He get lots of homework in a Friday he so tired of all those days of hard working he listings to the teacher he get a's but he trying to keep his grades he works at nights finishing his homework he finishes at mid night when he sleeps and in morning he wants to sleep more but he can't because he has to go to school he sleep during some classes because he never gets lots of sleep that it is one reason why it is best to have a 4 day weekend think about it.

There are many reasons why I like the four day school week. It's not just because I like the break although that is nice sometimes. Coming from a bigger school that goes five day a week I know the difference, one reason I like the four day is that if the teacher has a paper due on Monday or any other assignment you have a full day to do nothing but work on your homework and our grades stay above average throughout the year. Another reason why I like and think the four day school week is a great thing is because it gives the students a chance to have a job or something that gives them an insight of the real world. Having a four day school week is a great all around idea for grades and real life situations.

RCW 28A.305.141

Waiver from one hundred eighty-day school year requirement — Criteria. (Expires August 31, 2017.)

(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 shall 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. No more than five districts may be granted waivers. Waivers may be granted for up to three years. After each school year, the state board of education shall 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 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. All waivers expire August 31, 2017.

(a) Two of the five waivers granted under this subsection shall be granted to school districts with student populations of less than one hundred fifty students.

(b) Three of the five waivers granted under this subsection shall be granted to school districts with student populations of between one hundred fifty-one and five hundred students.

(4) This section expires August 31, 2017.

[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.]