



PRIVATE SCHOOL APPROVAL PROCESS

Policy Considerations

At the May 2015 Board meeting, the Board will:

- Approve the list of private schools recommended by the Office of the Superintendent of Public Instruction. The complete list of recommended private schools is posted on the State Board of Education website at: http://www.sbe.wa.gov/materials.php#.VTwR_zbn9D8
- Consider approval of moving forward with amending WAC 180-90, by approving the filing of a form CR-102 to set a public hearing. (The draft amended rules and a summary of the proposed changes are included in this Board packet, under the Executive Director update section.)

Washington statute, RCW 28A.195.010, states that:

The legislature hereby recognizes that private schools should be subject only to those minimum state controls necessary to insure the health and safety of all the students in the state and to insure a sufficient basic education to meet usual graduation requirements.

Within these limited state controls, the State Board of Education (SBE) has an approval role in the annual certification of private schools. Each year private schools apply to the Office of the Superintendent of Public Instruction (OSPI). OSPI reviews the information in the applications and, if the information provided does not reflect any deviation from the requirements of the private school law, recommends the schools to the SBE for approval.

For the past few months, a committee of private school representatives, including the private school representative on the SBE Judy Jennings, has been meeting to review and amend private school rules, Chapter WAC 180-90. The purpose of the amendments are to streamline and update the review and approval of private schools.

A video summary of the Board’s role in private school approval is available at:

<http://www.sbe.wa.gov/materials.php#.VTIByzbn9D8>

Background

There are four reports throughout the school year, depicted in Figure 1, that require a response from private schools to remain in compliance with Washington state law. Each report requires the private school to electronically submit information to OSPI.

Figure 1



The process requires annual electronic submission of the State Standards Certificate of Compliance, which includes verification of:

- A minimum school day and instructional hour requirement
- One or more certificated educators are employed by the school
- Minimum health and safety requirements
- A report of student attendance.
- Any non- certificated teachers are supervised by a certificated educator.

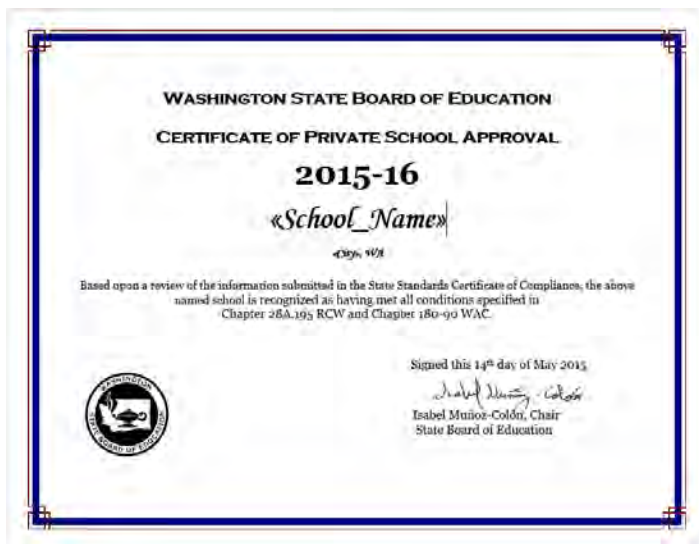
OSPI reviews these submissions for recommending approval to the SBE.

The following is a summary of the compliance process:

1. Each private school submits the Certificate of Compliance and other reports.
2. OSPI reviews the reports.
 - a. If no deviations are found, OSPI recommends the private schools to the SBE for approval.
 - b. If minor deviations are found it is OSPI’s practice to work with districts to resolve the issues. If the minor deviations are corrected, OSPI will recommend the private school for approval.
 - c. If major, or unacceptable deviations are found, OSPI notifies the school in writing and holds off on recommending full approval until a narrative report is received from the private school.
3. SBE receives recommendations from OSPI for schools with no deviations, and the narrative reports from schools with major or unacceptable deviations.
 - a. SBE will approve schools recommended by OSPI with no deviations.
 - b. If schools with major deviations can demonstrate through the narrative report and direct testimony to the SBE that the deviations can be corrected to the satisfaction of the SBE, then the Board may grant provision approval of up to one year.
 - c. Schools with unacceptable deviations will not be approved.

Following approval by the Board, private school are sent a certificate of approval, as shown in Figure 2, which provides documentation used by schools as proof that the school is an approved private school.

Figure 2



The full list of schools recommended by OSPI for approval by the SBE is part of the online packet and is posted on the SBE website at: <http://www.sbe.wa.gov/materials.php#.VTIByzbn9D8>. In the list, the enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation characteristics will be reported to OSPI in October. This report generates the teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.

Private schools may provide a service to the home school community through an extension program subject to the provisions of Chapter 28A.195 RCW. These students are counted for state purposes as private school students.

Action

At the May 2015 Board meeting, the Board may:

- Approve the list of private schools recommended by the Office of the Superintendent of Public Instruction.
- Consider approval of moving forward with amending WAC 180-90. (The draft amended rules and a summary of the proposed changes are included in this Board packet, under the Executive Director update section.)

If you have any questions regarding this memo, please contact Linda Drake, linda.drake@k12.wa.us.



SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

Date: April 30, 2015
To: Washington State Board of Education
From: Dan Newell, Assistant Superintendent
Re: Approval of Private Schools

Enclosed is a list of private schools we are submitting for approval by the State Board of Education at the May meeting. This represents the majority of currently approved private schools along with several initial applicant schools.

Of the initial applicant schools, we are requesting approval of four schools with deviations. Their deviations include:

1. Teachers in the process receiving their Washington certification have been stalled. At the present time, the Certification office is backlogged.
2. One school has had its health and safety inspection postponed due to a death in the inspector's family.
3. One school has just lost its location which was under renovation. They are working to secure a new location.

These four schools are in constant contact with program coordinator, Laura Moore, keeping her updating on each situation. If you have any questions regarding this submission, please contact Laura Moore at (360) 725-6433 or email laura.moore@k12.wa.us.

The complete list of private schools recommended for approval are posted on the State Board of Education website at:

<http://www.sbe.wa.gov/materials.php#may>

Big Brains Education

David Zook
16220 NE 2nd Street
Bellevue WA 98008-4414

WAC 180-90-112 (3)(b)

The application for initial approval was submitted with one teacher holding a Washington State substitute certificate only. At the April 24, 2013, meeting of the Private School Advisory Committee, the committee adopted a policy of not allowing a substitute certificate as the only certificate for an approved private school.

David Zook, head of school for Big Brains, also noted that a Texas certified teacher had been hired and was in the process of obtaining her Washington State certification. Mr. Zook also stated that they are in the process of trying to hire another certificated staff person to work at the schools.

A plan of action will be attached should the school not be able to hire another Washington certificate teacher or the teacher already on staff not be able to complete testing and receive her certificate prior to the May State Board meeting.

Based on the Plan of Action, we recommend approval of Big Brains Education.

Attachment: Plan of Action



Bellevue
16220 NE 2nd St
Bellevue, WA 98008

To whom it may concern,

With regard to the Application For Private School Initial Approval previously submitted for Big Brains Education, please find to additions/modifications below:

1. Name of School will be Big Brains Preparatory rather than Big Brains Education.
2. Per the staffing requirements in WAC 180-90-112, we have begun work on identifying and hiring a Lead Teacher per the following hiring plan and have already identified the following candidates in addition to those mentioned in our original filing.

Position Title	Education / Experience Qualifications	General Responsibilities	Percent FTE	Annual Salary
Lead Teacher	WA Teacher Cert & >5 years teaching exp.	Daily class teaching and supervision of other non-certified teachers	1.0	\$52,000
Teacher	WA Teacher Cert. & Science Specialization	Daily class teaching of lab science classes, Coaching of Robotics and Rocketry Clubs	.5-1.0 (based on enrollment)	\$44,000

Ms. Tiah Schindelheim, currently a teacher at Bellevue High School, and Ralph Levin, a teacher at Somerset Elementary, have had initial interviews and have expressed interest in the Lead Teacher position. We expect to make an offer to our final candidate by mid-June/July and have them fully on staff in August prior to the beginning of the new school year.

Please let us know if any additional clarifications are required.

Sincerely,

David Zook
Director – Big Brains Preparatory

Big Leaf Montessori School

Brittany Dennis
1428 22nd Avenue
Longview WA 98632-2828

WAC 180-90-112 (3)(b)

Big Leaf Montessori School submitted an application for initial approval with two items missing:

1. Administrative and instruction staff report—at the present time the school has not been able to hire a Washington State certified teacher. They are in the process of hiring.
2. They are seeking financial support from their sponsor to complete the health and safety and fire safety inspections as required. They expect the inspections to be completed by April 30, 2015.

Recommendation: We recommend approval of Big Leaf Montessori School *provided* that the health and safety and fire safety inspections have been completed and received by April 30; and that a certificated staff member has been hired by April 30, 2015.

Failing to meet those deadline would necessitate a new plan of action being submitted prior to the May State Board meeting.

Attachment: Plan of Action for Big Leaf Montessori School

April 9, 2015

RECEIVED

APR 14 2015

OSPI - SESS

RE: Application for Initial Private School Approval: Big Leaf Montessori

Attention: Office of Superintendent of Public Instruction

As stated in our March 5th letter of intent, Big Leaf Montessori is a private elementary school opening September 2, 2015 in Longview, Washington.

We are pleased to inform you that we have received funding for the required health inspections. Our staff were able to schedule a site assessment for the week of April 13th. We anticipate you will receive this report no later than April 30, 2015.

A code analysis completed by Richard Skreen, Architect on April 3, 2015 states, "Preliminarily I do not see any conditions that would keep this facility from being used as a Montessori elementary school operation." This report details necessary modifications to the building for ADA accessibility and safety, as well as a floor plan of the proposed site (see attached). This report was provided to the City of Longview Building and Planning department on April 8th, 2015 and we are moving forward with their recommendations.

A fire inspection was completed by Al Basso, Lieutenant, Fire Investigation Specialist, Longview Fire Department on September 11, 2014 (see attached report). There were two fire code violations that were corrected within 30 days of the inspection and are not located within the proposed school site.

Our hiring committee is beginning interviews for our Lead Teacher position April 18, 2015, thus we are unable to complete the *Administrative and Instructional Staff Report* by the April 14th deadline. We anticipate that we will be able to complete hiring of the Lead Teacher and teaching assistant by May 15, 2015. We will complete the *Administrative and Instructional Staff Report* at that time.

Our teaching position requires that applicants have a BA/S or higher in related teaching field and Association Montessori Internationale certificate, as well as completion of a Washington State Patrol background check (see attached job description and job posting). We believe AMI certification makes our staff uniquely qualified and does not require a Washington State Teaching certificate (RCW 28A.195.010), as there is no Montessori elementary counterpart in existence in Cowlitz County. In the event that a Washington State certified teacher is required for general supervision, Ryan Penner (Credential # 389884H) is available for support.

Big Leaf Montessori is eagerly moving forward with our plan to open September 2, 2015. Thank you for your support, and willingness to assist with our deviations from the Initial Private School Approval Application.

Sincerely,

A handwritten signature in black ink, appearing to read "Brittany Dennis", written in a cursive style.

Brittany Dennis
School Administrator & Board President

PO Box 1911 Castle Rock, WA 98611

Phone: 360-200-8976

St. Stephen's Episcopal Church
1428 22nd Ave. Longview, WA 98632

bigleafmontessori@gmail.com

COWLITZ COUNTY

Cowlitz County Health & Human Services Department

900 Ocean Beach Highway, Suite 1-B
Longview, WA 98632
TEL (360) 414-5599
FAX (360) 425-7531

Board of County Commissioners
Michael A. Karnofski District 1
Dennis Weber District 2
Joe Gardner District 3

PLAN REVIEW RECEIPT

ALLOW AT LEAST 30 DAYS from the date submitted for review of plans.

PLANS FOR:

- Food Establishment
- School (VW of CCH&HS)
- Public Water System
- Other: Site Assessment and Letter

ADDRESS OF PROPOSAL: 1428 22nd Ave. Longview, WA 98632

SUBMITTED BY:

NAME: Alicia Jackson

BUSINESS NAME: Big Leaf Montessori

ADDRESS: P.O. Box 1911

PHONE: 360-430-5578 EMAIL: bigleafmontessori@gmail.com

BILL ADDITIONAL PLAN REVIEW FEES to the following: (See reverse for hourly rates)

NAME: same as above

MAILING ADDRESS: _____

CONTACT:

NAME: same as above

BUSINESS NAME: _____

ADDRESS: _____

PHONE: _____ EMAIL: _____

Submitted by:

Alicia Jackson
Signature

4/12/15
Date

OFFICE USE ONLY

Received by: _____ Date Received: _____

Type of Plan Review :

- Minimum \$292 (hourly after 2 hrs) (5649)
- Limited \$365 (hourly fees apply after 2 hrs.) (5622)
- Complex \$584 (hourly fees apply after 2 hrs.) (5620)
- Multiple Permits \$1022 (hourly fees apply after 4 hrs.) (5621)
- On-Site Inspection \$292 (hourly fees apply after 2 hrs.) (5623)

School \$887 (includes kitchen) () Water System \$444 (5207)

Fast Track Fee (6020 - Schools, Pools; Food; Drinking Water)

Total Fee Paid: _____ Date Paid: _____ Clerk Initials: _____ Client ID Number: _____

Date Entered into Database: _____ By: _____

Date of Final Review/Approval: _____ By: _____

PAID

Richard B. Skreen, ARCHITECT
PO Box 35 147 C Street SW
Castle Rock WA 98611

TEL: 360 274- 8848
NET: richardskreen@Q.com

April 3, 2015

Big Leaf Montessori Elementary School Attn: Alicia Jackson
St Stephens Episcopal Church
1428 22nd Ave
Longview, WA 98632

PROJECT: Feasibility Study to lease Second Floor classroom space within existing church building.

This report is made to establish the feasibility of a Montessori Elementary School second floor teaching space within the existing church building prior to development of construction document phase. The existing classroom space on the second floor is currently unused by the Church.

Existing building is a combination structure (Construction Type V-B, fully fire sprinklered) of masonry and wood framed exterior walls. The existing (religious education) classroom spaces and toilet room to be used as Montessori school function are on an upper level accessed by a single run stair; this upper level will require a platform lift for accessibility requirements. The two main classrooms are of unequal size. The larger having twice the area of the smaller with an operable dividing curtain wall. Toilet facilities include an upper level Boys space with two toilets, two lavatories and a urinal (not ADA compliant at the toilet stalls) and a lower level (stair access) Girls space with three toilets and two lavatories (not ADA compliant at the toilet stalls.)

IBC 2012 Basic Code Related issues: (See attached PDF partial floor plan)

1. The three classrooms in the upper right of plan would be leased by Montessori group. Area is $3 \times 15' \times 20' = 900$ Sf divided by OLF of 20 = 45 occupants.
2. Determine Occupancy Group: 303.1.2 (Group A) occupant load less than 51 could be accessory to A-3 or B occupancy types, 305.1.1 (Group E) accessory to places of religious worship with OL less than 100 could be A-3 occupancy. This use may be classified as A-3 or B Occupancy type.
3. The exterior entry is already accessible with an exterior ramp. The single run stair from the entry lobby to the upper floor level could be made accessible with a platform lift system. The second exit consisting of stairs at the other end of the corridor is not an accessible path.
4. Current toilet facilities consist of a "Boys" room on the upper level (Montessori) and a "Girls" room on the lower (Church) level. If the upper level toilet room is converted to an accessible unisex toilet room (ADA toilet stall) for common use by both boys and girls (particularly boys if ADA function is not required by enrolled students) for ADA accessible toilet would need to be a monitored single use rather than a gang toilet use as necessary. Existing toilet facilities will comply with fixture count requirements.
5. The current building is fully fire sprinklered so any occupancy separation required by Section 508 will have an inherent 1-hour rating.
6. The classroom spaces are heated by wall mounted electric forced air (Cadet) heaters. Large operable exterior windows could provide ventilation as needed. There is no central HVAC unit with ducted air supply in this portion of building.
7. Existing lighting (surface fluorescent fixtures) appears to be adequate for classroom function.

The facility seemed to be appropriate for the Montessori school use; these are some preliminary observations relating to upgrade requirements:

1. The two main classrooms are of unequal size. The larger having twice the area of the smaller with an operable dividing curtain wall. I think it would not be cost effective to create two equal sized rooms, but an opening could be framed in the existing common wall to connect the two teaching spaces if needed.
2. The large exterior windows at the classrooms may be upgraded with Low E glazing to improve comfort levels. These will need to operable units for ventilation requirements.
3. The adjacent toilet room would need modification to be ADA accessible. Probably eliminate one toilet to create a larger stall area with necessary clearances, grab bars and hardware. Verify mounting heights of lavatories and urinal for accessibility.
4. The exterior entry used for access is already accessible. A platform lift added to the stair going to the upper level will make the classroom area accessible. Only one accessible entry is required; the second egress stair would not require modification and will provide access to the existing Girls toilet room at lower level.
5. The heating is provided by small wall mount electric (Cadet) forced air units. These are probably acceptable but small children could potentially get burned if they physically touch a hot grille. If changes to heating are required we will need to investigate alternate methods. There is no central fan coil unit with ducting, so fresh outside air (ventilation) would need to come from operable windows. I believe this is acceptable for an existing building condition (rather than mechanical ventilation.)
6. Existing ceiling lighting conditions appeared to be acceptable for classroom function.
7. May need to investigate nuances like door hardware and upgrade to meet ANSI A117.1 accessibility requirements, but this is not a difficult change to make.
8. The fire sprinkler system will provide any fire resistive requirements needed by code without modifying existing construction.

Preliminarily I did not see any conditions that would keep this facility from being used as a Montessori elementary school operation.

Sincerely,



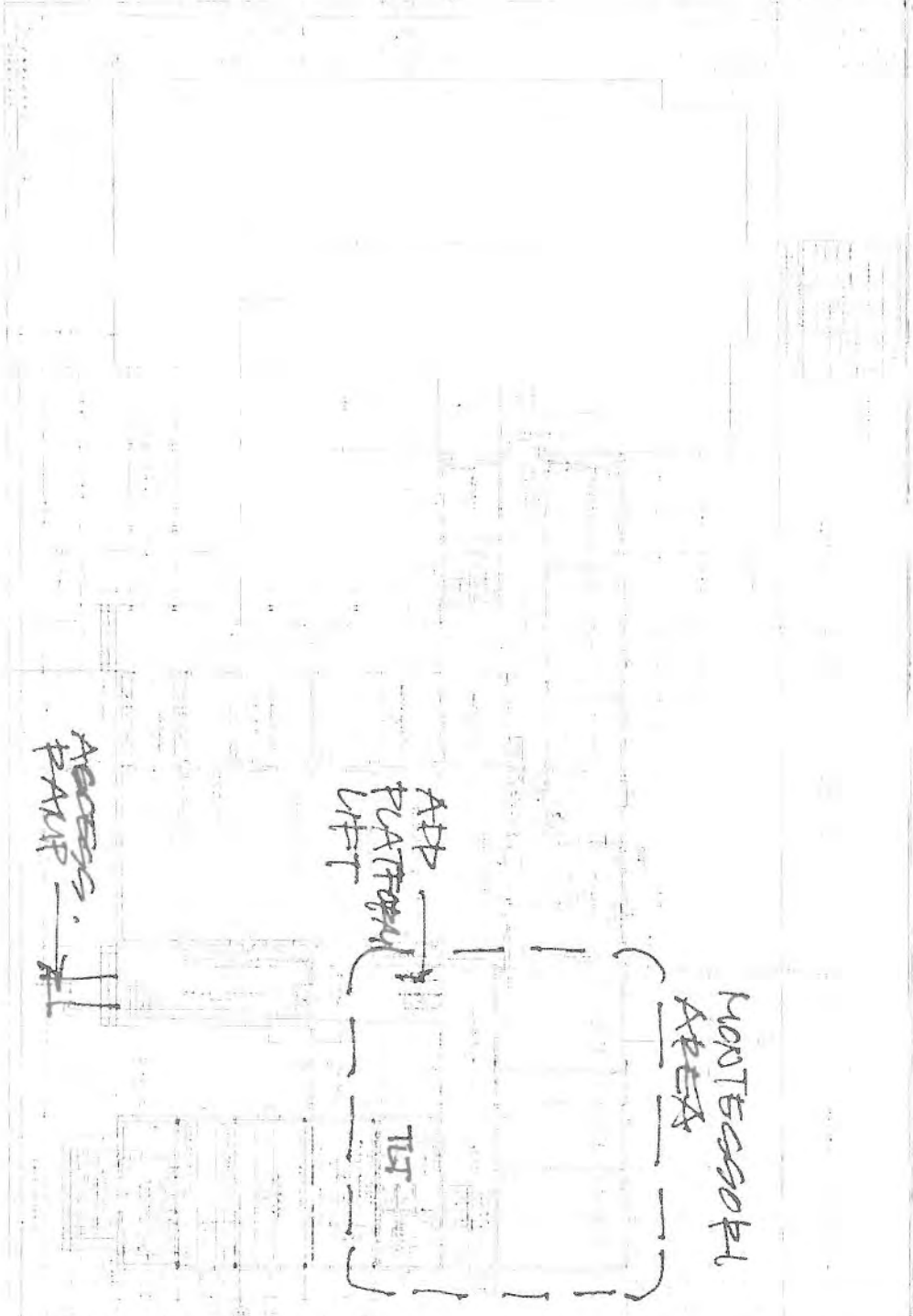
Richard B Skreen, Architect

PO Box 35

147 C St SW

Castle Rock WA 98611

(360) 274-8848



MORTISSOPL
AREA

APP
PLANT
LIFT

TJS

ACCESS
PUMP



- Ability to maintain confidentiality
- Ability to establish and maintain effective working relationships with a variety of people in a multi-cultural, diverse setting
- Ability to make supplemental Montessori materials for classroom
- Ability to fully participate as a team member in a professional learning community
- Ability to embrace and incorporate Montessori philosophy

Reporting Relationships

Reports to Administrator/ Big Leaf School Board; provides lead direction to assigned assistants and volunteers.

Minimum Qualifications Education and Experience

- AMI trained and certified
- BA/S or higher preferred
- Washington State Teaching certificate preferred
- Previous experience in teaching in a Montessori setting preferred

Big Leaf Montessori, located in beautiful Southwest Washington State, is searching for a dedicated, dynamic, creative, and motivated person to teach in our 6-12 program.

Starting date will be August 2015.

We are a small, not for profit elementary school located in Longview, WA, opening in September 2015. Our parents and are dedicated to the Montessori philosophy and development of the school community. As a parent-driven school, we are looking forward to collaborating with teaching staff at all stages of the process as we grow our program. This is an outstanding opportunity for the right teacher to get in at the ground floor and help design their classroom and curriculum. We are offering a competitive salary and benefits commensurate with an applicant's Montessori credentials and experience.

Big Leaf Montessori is inspired by the Big Leaf Maple, Douglas Fir, Hemlock, and Western Cedar trees that cover much of Cowlitz County's rugged terrain. The county is home to theaters and art galleries, antique dealers, farms, parks, micro breweries, wineries, and is considered the Gateway to the Mt. St. Helens National Monument. Longview is less than an hour's drive from Portland and Vancouver, one hour from Olympia, 90 minutes to the beach, and two hours from Seattle. The cost of housing is significantly less than nearby metropolitan areas.

Interested candidates may send resumes and contact information to:

Other links to tell you more about us and our state:



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
 Office of Private Education
 Old Capitol Building
 PO BOX 47200
 Olympia WA 98504-7200
 (360) 725-6433 TTY (360) 664-3631

FIRE INSPECTION AND COMPLIANCE

This form is provided for your convenience and the convenience of the appropriate fire authorities. The form should be used to verify that the school facility meets reasonable standards of local fire safety codes. A letter or form from the appropriate fire official indicating compliance with fire regulations is satisfactory.

If your school is approved/licensed by the Department of Health or Department of Social and Health Services (e.g., childcare center, group care facility, etc.) and such approval/license requires compliance to fire safety codes, then a copy of such approval/license may be attached in lieu of this fire inspection form.

If your school has multiple sites, each site shall be properly inspected.

NAME OF SCHOOL Big Leaf Montessori		
LOCATION ADDRESS 1428 22nd Ave		
CITY Longview	STATE WA	ZIP CODE 98632
MAILING ADDRESS 1428 22nd Ave		
CITY Longview	STATE WA	ZIP CODE 98632
CHIEF SCHOOL ADMINISTRATOR Brittany Dennis		
PHONE 360 200 8976	FAX	

CERTIFICATION

On the basis of applicable fire regulations, I certify that the subject facility, identified above, has been inspected by the local fire department. The facility has been found to meet the minimum fire/life safety requirements as currently adopted by the local jurisdiction.

Signature _____ (Local Fire Authority) _____ Date _____

Print Name _____ Title _____

Fire District _____

Telephone _____

Return to: Office of Superintendent of Public Instruction
 Office of Private Education
 Old Capitol Building
 PO BOX 47200
 OLYMPIA WA 98504-7200



INSPECTION FORM

Longview Fire Department
 740 Commerce Avenue
 Longview, WA 98632 ■ (360) 442-5503

Inspection Date: <u>11/15/13</u>	Re-inspection Date:
Key Box/Location?	Business License/Permits?

ID:	Occupancy: <u>100</u>	Phone:
Address:		
Contact/Title:	Phone:	
Contact/Title:	Phone:	

- Code**
- IFC 906.1 Provide 2A:10BC fire extinguisher
 - IFC 2305.5 Provide 2A:20BC fire extinguisher (fuel dispensing station/flammable liquids)
 - IFC 906.5 Fire extinguisher must be accessible and visible
 - IFC 906.9 Mount fire extinguisher on wall 3' to 5' from floor
 - IFC 901.6 Service extinguisher annually
 - IFC 901.6 Auto-sprinklers/fire alarm maintained and operable/yearly inspection
 - IFC 315.3.1 Provide 18" clearance below sprinklers (24" non-sprinkled)
 - IFC 904.11.5 Hood extinguishing system – Class K extinguisher required within 30'
 - IFC 904.11.6.2 Hood extinguishing system – service every 6 months
- Life Safety**
- IFC 1030.3 Means of egress/exits – do not obstruct
 - IFC 1030.3 Exit doors – maintain in operable condition
 - IFC 1008.1 Exit doors – proper hardware and direction of swing
 - IFC 1006.3 Provide exit illumination – emergency lighting
 - IFC 1011.1 Exit signs – indicate direction of exit, minimum 6" letters, illuminate

- Fire Equipment & Systems**

- Code**
- IFC 605.1 Misc. electrical hazards
 - IFC 605.5 Extension cords – not to be used for permanent wiring
 - IFC 605.4 Multi-plug adapters without over-current protection – prohibited
 - IFC 605.3 Electrical panels access – minimum 30" x 78" clearance
- Building & Storage**
- IFC 505.1 LMC 16.28 Address numbers required (clearly visible from street & alley)
 - IFC 703.1 Restore reqd. fire resistive construction
 - IFC 703.2 Fire assembly – fire doors/dampers/maintenance required
 - IFC 703.2 Fire door/assembly obstructed
 - IFC 304.3 Rubbish/oily rags not in approved containers
 - IFC 304.1 General housekeeping
 - IFC 315.3.3 Mechanical/electrical rooms – storage prohibited
 - IFC 305.1 Heat appliance – maintain clearance
 - IFC 315.3.4 Attic, under floor, concealed spaces – storage beneath prohibited unless fire resistive
 - IFC 5303.5.3 Compressed gas cylinders – secure
 - IFC 5704.3.4.4 Storage cabinets – flammable liquids >10 gal.
 - IFC 5003.1 Hazardous materials – maximum allowable quantities exceeded
- _____ **Violation(s) not listed above**

Notes:
 Return Card Given? _____

* 1. Fire extinguisher not located in proposed school site

* 2. Hallway door not in operable condition

Your attention is called to the above violation(s) of the International Fire Code (IFC) and other applicable state and national codes. We appreciate your cooperation in correcting violation(s). Failure to correct violation(s) may result in the issuance of a citation per LMC 18.10.100 (6).

Occupancy Representative: <u>[Signature]</u>	1st Inspector: <u>[Signature]</u>	2nd Inspector:
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Big Leaf Montessori School
Job Description
Lead Montessori Teacher
Elementary

Essential Job Function

- Develops lesson plans, classroom routine, and manages the learning experiences for students to ensure the needs of the groups and individual students are met.
- Assists students toward self-directed learning and normalization.
- Maintains a neat, well organized, and attractive prepared environment consistent with Montessori pedagogy.
- Participates in professional activities designated by the Administrator/ Big Leaf School Board, which may include workshops, curriculum retreats, meetings, grade reporting, planning, and other professional pursuits.
- Attends all pre-announced staff meetings and professional sessions, including staff, level, committee and, evening parent meetings.
- Works to develop close and effective relationships with parents, including opportunities to discuss and understand the child's individual progress; encourages them to bond with both the class and the larger school community; provides individualized tracking of student progress.
- Participates in the admissions process, including meetings with prospective families--at the request of the Administrator/ Big Leaf School Board.
- Follows the school's policies and procedures for student evaluation and record keeping, meeting all due dates as required; includes the administration of standardized tests (if applicable).
- Assesses the needs of the class and prepares requests for materials, furnishings, etc.
- Track attendance, and students in/out and report to the Administrator
- Receive and welcome students; greet parents/caregivers
- Consult with other teachers/mentor teacher for curriculum ideas, sharing materials
- Supervise Assistant Teacher offering guidance and support
 - Give demonstration lessons to Assistant
 - Mentor Assistant in the Montessori philosophy
 - Convey information concerning the special needs of some children; propose possible strategies that will support positive behavior and minimize negative behavior.
- Other job duties as assigned.

Knowledge, Skills and Abilities

- Knowledge and skill in instructional principles, methods and techniques of Montessori program.
- Skill in obtaining, clarifying and exchanging information
- Skill in classroom management
- Skill in handling student discipline
- Ability to organize and coordinate activities
- Ability to serve as role model and treat students as individuals in a professional manner

The Gift Learning Academy

A Mappala
The Gift Learning Academy
3021 S Walden St
Seattle, Washington 98144-6925

WAC 180-90-112 (3)(b)

The Gift Learning Academy submitted an application for initial approval with one item missing:

1. The proposed school has lost its location very suddenly—the building was being renovated to accommodate the school. The school was notified that the contract would not be completed. The school is in the process of securing a new location. They will keep OSPI staff apprised of the progress in finding a new, suitable location.

Recommendation: We recommend approval of The Gift Learning Academy *provided* that a new location is secured and inspected prior to the start of school.

Attachment: Plan of Action for Salish Sea Deaf School

From: FORAA2 [<mailto:foraa2@outlook.com>]
Sent: Wednesday, April 29, 2015 11:22 AM
To: Laura Moore
Subject: Circumstances beyond our control
Importance: High
Sensitivity: Private

Hello Ms. Moore:

We have just encountered unforeseen circumstances regarding our location. As you know we have been waiting for our building to be renovated and have set up appointments for the health and fire inspectors to come. Unfortunately the building will not be available to us and our contract negotiations with them have fallen through.

Our move now is to immediately attain a new venue. We do not know how this affects our Private School Application, however, we are hoping for a bit of time in order for us to resolve this matter.

We ask that you please advise us.

Regards,

A. Mappala
THE GIFT LEARNING ACADEMY

Salish Sea Deaf School

Cathy Graffuis
1610 Commercial Ave Suite 200
Anacortes WA 98221-2275

WAC 180-90-112 (3)(b)

Salish Sea Deaf School submitted an application for initial approval with one item missing:

1. Administrative and instruction staff report—at the present time the school has not been able to hire a Washington State certified teacher. The teacher that has been hired needs one exam to complete his certificate; he is meeting resistance from the testing company (acceptance of his audiogram from his audiologist showing that he is deaf and needs an accommodation).

Recommendation: We recommend approval of Salish Sea Deaf School *provided* that a certificated staff member has received certification prior to the start of school.

Attachment: Plan of Action for Salish Sea Deaf School

From: Cathy [<mailto:codacat@live.com>]
Sent: Wednesday, April 29, 2015 11:44 AM
To: Laura Moore
Cc: Pandora Aspelund; Tonda Smit
Subject: Salish Sea School - Sped O70

Good morning Laura,

We at Salish Sea Deaf School are so excited for the upcoming Board Meeting on May 14th! We have a big group of people alongside us eagerly waiting to hear if we get our approval. Do you feel like we are ready, with all information intact? Is there anything you need us to strengthen or add to our application?

I have recently spoke with Jason Stewart, our lead teacher, and he has signed up, and paid, for the Sped 070 test over 3 weeks ago. This is the only test he needs to take in order to get his state cert. He had requested an interpreter to be present at the test site for any explanations prior to the test, and the person he spoke with said someone would get back with him within three weeks. After that time frame passed, he followed up a couple of times to check on the status of acquiring an American Sign Language interpreter, and was recently told that he needed to provide a doctor's note. He explained that he could give them a copy of his audiogram, issued by an audiologist, confirming that he is indeed Deaf, and they seem to be rejecting this as proof. As this situation seems to be dragging on, Jason went ahead and scheduled his test to be done on May 20th at the Skagit Valley College site, especially because we know time is of the essence, and we want to make sure the Board has our assurances that he will indeed have his State Certification before school opens this fall. However, he will NOT be given an interpreter at this point. This just does not seem right, or legal.
Do you have any suggestions as to who we follow this up with?

Thank you for any input you may have,

Cathy Graffuis
Parent/Founder
Salish Sea Deaf School



LOCATION AND DATE CHANGES FOR THE 2014-2015 BOARD MEETING CALENDAR

2015 Board Retreat Date and Location Change

In 2013 the Board approved the September 9-11, 2015 retreat to be held in Spokane. Chair Muñoz-Colón will not be available to attend the retreat in September 2015 and has requested the retreat be moved to July 2015.

Recommendation

The Executive Committee is recommending the date and location for the 2015 board retreat be changed to July 8-10 in Seattle. This change would result in the September meeting date being shortened to the dates of September 9-10 in Spokane.

Action

Members will be asked to take action on approving the recommended location and date change for the 2015 board retreat.

August 2015 Special Board Meeting Date Change

At the March 2015 meeting, the Board approved a special board meeting scheduled for August 25, 2015 to take action on the graduation threshold score. The scoring schedule for the new tests will allow the data to be returned earlier than was previously possible. The procedure for determining the recommended cut scores that has been recommended by OSPI and approved by the State Board will also require less time to complete than previous methods. Scheduling the meeting for the Board to set those cut scores earlier in August provides more time for the districts to disseminate information to families and to make necessary course schedule determinations prior to the start of the school year.

Recommendation

Staff are recommending the special board meeting on graduation threshold scores be rescheduled to August 5, 2015.

Action

Members will be asked to take action on approving the recommended date change for the August special board meeting.

If you have questions regarding this memo, please contact Denise Ross at denise.ross@k12.wa.us.

WAC 180-17-020 Process for submittal and approval of required action plan. (1) Except as otherwise provided in WAC 180-17-030, and in subsection (5) of this section, school districts designated as required action districts by the state board of education shall develop a required action plan according to the following schedule:

(a) By April 15th of the year in which the district is designated, a school district shall submit a required action plan to the superintendent of public instruction to review and approve that the plan is consistent with federal guidelines for the receipt of a School Improvement Grant. The required action plan must comply with all of the requirements set forth in RCW 28A.657.050.

(b) By May 1st of the year in which the district is designated, a school district shall submit a required action plan approved by the superintendent of public instruction to the state board of education for approval.

(2) The state board of education shall, by May 15th of each year, either:

(a) Approve the school district's required action plan; or

(b) Notify the school district that the required action plan has not been approved stating the reasons for the disapproval.

(3) A school district notified by the state board of education that its required action plan has not been approved under subsection (2)(a) of this section shall either:

(a) Submit a new required action plan to the superintendent of public instruction and state board of education for review and approval within forty days of notification that its plan was rejected. The state board of education shall approve the school district's required action plan by no later than July 15th if it meets all of the requirements set forth in RCW 28A.657.050; or

(b) Submit a request to the required action plan review panel established under RCW 28A.657.070 for reconsideration of the state board's rejection within ten days of the notification that the plan was rejected. The review panel shall consider and issue a decision regarding a district's request for reconsideration to the state board of education by no later than June 10th. The state board of education shall consider the recommendations of the panel and issue a decision in writing to the school district and the panel by no later than June 20th. If the state board of education accepts the changes to the required action plan recommended by the panel, the school district shall submit a revised required action plan to the superintendent of public instruction and state board of education by July 30th. The state board of education

shall approve the plan by no later than August 10th if it incorporates the recommended changes of the panel.

(4) If the review panel issues a decision that reaffirms the decision of the state board of education rejecting the school district's required action plan, then the school district shall submit a revised plan to the superintendent of public instruction and state board of education within twenty days of the panel's decision. The state board of education shall approve the district's required action plan by no later than July 15th if it meets all of the requirements set forth in RCW 28A.657.050.

(5) For required action districts designated in 2015 only, the schedule for plan submittal and approval of required action plans will be as follows:

(a) A school district shall submit a required action plan for approval by the office of the superintendent of public instruction by June 13, 2015.

(b) A school district shall submit a required action plan approved by the office of the superintendent of public instruction to the state board of education for approval by June 20, 2015.

(c) The State board of education shall, by July 12, 2015 either approve the school district's required action plan or notify the district

that the required action plan has not been approved stating the reasons for the disapproval. The district shall either:

(i) Submit a new plan to the office of the superintendent of public instruction and the state board of education by August 10, 2015.

(ii) Request a review of the plan by the required action plan review panel by July 22, 2015. The review panel shall consider and issue a decision regarding the district's request for reconsideration to the state board of education no later than August 8, 2015. If the state board of education accepts the changes to the required action plan recommended by the panel, the school district shall submit a revised required action plan to the superintendent of public instruction and the state board of education by August 15, 2015. The state board of education shall approve the plan no later than August 25, 2015, if it incorporates the recommended changes of the panel. If the review panel issues a decision the reaffirms the decision of the state board of education rejecting the school district's required action plan, then the school district shall submit a revised plan to the superintendent of public instruction and the state board of education by August 15, 2015. The state board of education shall approve the district's required action plan by no later than August 25, 2015, if it meets all of the requirements set forth in RCW 28A.657.050

[Statutory Authority: RCW 28A.657.120. WSR 10-23-083, § 180-17-020,
filed 11/16/10, effective 12/17/10.]



THE WASHINGTON STATE BOARD OF EDUCATION

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

SCHOOL DISTRICT REQUESTS FOR TEMPORARY WAIVER OF CAREER- AND COLLEGE-READY GRADUATION REQUIREMENTS MAY 2015

Requesting School District	Date of Waiver Application	Date of School Board Resolution	Proposed Graduating Class for Implementation
Bellingham	5/1/2015	5/7/2015	2021
Camas	3/30/2015	4/27/2015	2021
Castle Rock	3/24/2015	3/24/2015	2021
Coupeville	4/27/2015	4/27/2015	2020
Deer Park	2/9/2015	4/13/2015	2021
Eastmont	4/13/2015	4/13/2015	2021
Elma	12/17/2014	1/14/2015	2021
Finley	3/16/2015	3/16/2015	2021
Granite Falls	2/9/2015	2/4/2015	2021
Kennewick	4/23/2015	4/22/2015	2021
Kettle Falls	4/14/2015	4/27/2015	2021
Lakewood	3/18/2015	3/18/2015	2021
Napavine	4/3/2015	4/20/2015	2021
Olympia	4/13/2015	4/20/2015	2021
Quilcene	4/7/2015	4/22/2015	2021
Shelton	2/28/2015	4/14/2015	2021
Sumner	1/30/2015	2/18/2015	2021
Taholah	2/16/2015	11/17/2014	2021
Touchet	5/8/2015	4/23/2015	2021
Tukwila	2/28/2015	3/10/2015	2021
Tumwater	3/27/2015	3/26/2015	2021
Vancouver	5/1/2015	4/28/2015	2020
Walla Walla	3/30/2015	3/30/2015	2021
Wenatchee	4/21/2015	4/28/2015	2021
Winlock	4/25/2015	4/28/2015	2021
Yelm	4/23/2015	4/23/2105	2021



APPLICATION Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014

Instructions

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

“In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application.”

The SBE has adopted rules to implement this provision as WAC 180-51-068(11). The rules provide that the SBE must post an application form on its public web site for use by school districts. The rules further provide:

- The application must be accompanied by a resolution adopted by the district’s board of directors requesting the waiver. The resolution must, at a minimum:
 1. State the entering freshman class or classes for whom the waiver is requested;
 2. Be signed by the chair or president of the board of directors and the superintendent.
- A district implementing a waiver granted by the SBE under this law will continue to be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school year or years for which the waiver has been granted.
- A district granted a waiver under this law that elects to implement the career and college ready graduation requirements in WAC 180-51-068 during the period for which the waiver is granted shall provide notification of that decision to the SBE.

Please send the application and school board resolution electronically to:

Jack Archer
Director, Basic Education Oversight
360-725-6035
jack.archer@k12.wa.us

For questions, please contact:

Jack Archer
Director, Basic Education Oversight
360-725-6035
jack.archer@k12.wa.us

Linda Drake
Research Director
360-725-6028
linda.drake@k12.wa.us

RESOLUTION NO. 10-15

**TEMPORARY WAIVER FROM HIGH SCHOOL GRADUATION REQUIREMENTS
UNDER CHAPTER 217, LAWS OF 2014**

A resolution of the Board of Directors of the Bellingham School District to submit application to the State Board of Education (SBE) for a temporary waiver from the revised career and college ready graduation requirements for entering freshmen in 2015 and 2016.

WHEREAS, on January 9, 2014, the Washington State Board of Education (SBE) approved revised career and college ready high school graduation requirements effective for freshmen entering high school in 2015 and beyond (Graduating class of 2019); and

WHEREAS, the SBE allows for districts to apply for a temporary waiver (up to two years) in implementing these revised graduation requirements to provide districts additional time to plan for and effectively implement the required changes; and

WHEREAS, the Bellingham School District needs additional time to address funding, staffing and facilities issues created by these new graduation requirements;

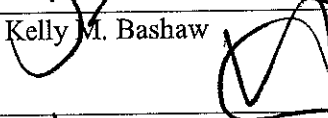
THEREFORE, BE IT RESOLVED the School Board of Directors approves the application for a temporary, two-year waiver in implementing the revised career and college ready high school graduation requirements for freshmen entering high school in 2015 and 2016 (Graduating classes of 2019 and 2020, respectively).

ADOPTED THIS 7th DAY OF MAY 2015.

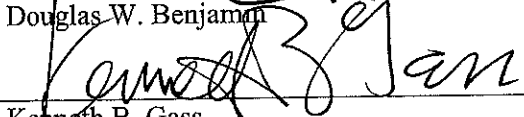
**Board of Directors
Bellingham School District No. 501
Whatcom County, Washington**




Kelly M. Bashaw



Douglas W. Benjamin



Kenneth B. Gass

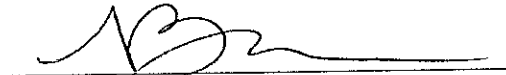


Camille Diaz Hackler



Steven H. Smith

Attest:



Greg W. Baker
Secretary to the Board

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Bellingham School District #501
2. Contact information
Name and title: Steve Clarke, Assistant Superintendent of Teaching and Learning
Telephone: 360-676-6532
E-mail address: Steve.Clarke@bellingshamschools.org
3. Date of application: 5/1/2015
4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

Bellingham School District currently has a six period day. Most students take six classes per year for four years. Thus, students would need to pass every class each year to reach the 24 credits needed for graduation. We have attempted to provide increased opportunities by providing for zero and seventh hour classes; making more credits available in eighth grade; started an on-line learning program (Bellingham Virtual Learning); and developed additional CTE equivalencies opportunities. We have made great progress, but continue to see that the six period day provides very little room for error for many students who are unable to access additional credit opportunities outside of the regular school day.

In anticipation of the new requirements, we convened high school and middle school schedule committees to review new schedule opportunities that could better address the needs presented through a 24 credit diploma. Both committees recommended a new schedule based on a 7 period day, which would have increased credit opportunities to 28 for Bellingham high school students. The proposed schedules also included expanding the school day by 30 minutes and moving the high school start time later. After processing these proposed changes with our school community, we have determined that more fine tuning of the proposal needs to be done. The requested waiver for two years will give us additional time to develop, refine and implement proposed changes for the Class of 2021.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

The Bellingham School Board believes that time and funding is needed to develop additional credit opportunities for students and to find appropriate staff to teach these new courses. The requested additional two years would allow us time to implement a new daily schedule that could potentially include more credit earning opportunities for students, provide new course offerings, as well as to hire additional staff to teach the new course offerings. If the district were to move to a 7 period day, this would require increasing the teaching staff at the high school level by approximately 16%, which would

not only require hiring more staff as mentioned previously, but facility issues will also need to be addressed, as we will need to add additional teaching space to accommodate the new staff. This will require time for us to determine how to consolidate space, as well as potentially increase capacity through additional portables or other facility modifications.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

1. Communication with community, teachers, parents, and students will begin this year and continue in future years to ensure all stake holders are aware of the new graduation requirements.
2. Hiring new staff, as well as helping with the transition of existing district staff to assignments that align with new graduation priorities, will continue to occur over the next two years.
3. Facility and space considerations will be addressed in order to accommodate the additional staff hired to support the increased course offerings related to new the requirements.
4. Administration will work with the school communities to develop and implement new schedule opportunities that would allow students the chance to earn more credits during the school year. Increased staffing will be needed in order to implement this option.
5. Administration will continue developing equivalency credits through approved CTE courses as well as credit for proficiency opportunities for students.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

Camas School District No. 117

Resolution No. 14-10

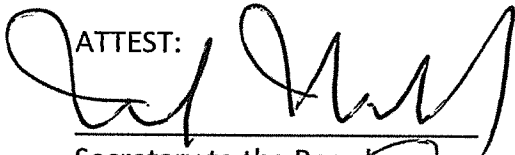
A resolution of the Board of Directors of the Camas School District No 117 to apply to the State Board of Education for a temporary waiver from high school graduation requirements under Chapter 217, Law of 2014, as allowed under WAC 180-51-068 (11).

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019;

WHEREAS, a temporary waiver will allow district staff and students to more adequately prepare for the new graduation requirements;

WHEREAS, a temporary waiver will also allow more time for the district to address facility and staffing needs to accommodate the added graduation requirements;

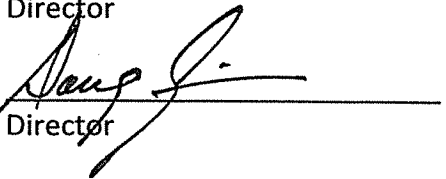
THEREFORE BE IT RESOLVED that the Board of Directors for the Camas School District No 117 requests a two year waiver from the college ready graduation requirements to begin with the graduating class of **2021** instead of the class of 2019.

ATTEST: 

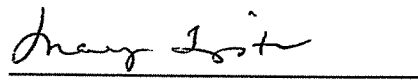
Secretary to the Board

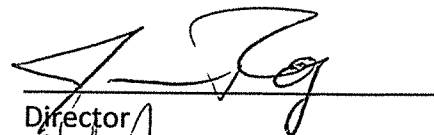


Director

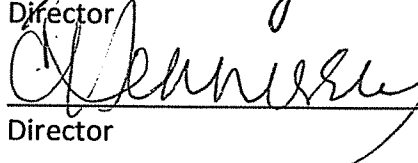


Director


School Board President



Director



Director

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Camas School District

2. Contact information
Name and title: Jeff Snell, Deputy Superintendent
Telephone: (360) 833-5413
E-mail address: Jeff.Snell@camas.wednet.edu

3. Date of application: 3/30/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

We embrace the idea of raising expectations for our students and appreciate the challenge of meeting the new requirements. We are confident that we can meet the new requirements for the vast majority of our students, but worry about a small percentage of students that for whatever reason may struggle to meet all of the requirements. We do not want their struggles to be as a result of us not having sufficient time to ensure systems are in place to support them.

Given our current high school schedules there could be a greater need for credit recovery capacity. In the 6 period schedule we do not have that capacity. The waiver gives us additional time to review scheduling options that could possibly provide more opportunity for students. We were successfully awarded the Bridge to College Transition Grant through OSPI that will help us create mathematics and ELA pathways for students. We are currently in an enrollment growth cycle as a district, especially in our secondary grade levels. We are anticipating adding secondary offerings for students and would appreciate some flexibility as we look at different models to serve our students. We are reviewing credit recovery and looking at online learning options as well. We have partnered with SW WA STEM to look at dual credit options and internships. These will be piloted next year.

One of the biggest obstacles to implementation is our capacity. We will be looking to go out for a bond in 2016, but that doesn't impact these initial classes. Capacity issues mean limited space for additional classes in targeted content areas. We have struggled to fill openings for language opportunities for students. We piloted a program for online Mandarin with the University of Oregon and are looking to expand that in the coming years. The scale of the program as we develop is limited compared to the need from students. An initial analysis of past graduate transcripts show about 1/3 of students would not meet the specific new requirements.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

One of the biggest obstacles is our capacity. We will be looking to go out for a bond in 2016, but that doesn't impact these initial classes. Capacity issues mean limited space and capacity for additional classes in targeted content areas. We have struggled to fill openings in language opportunities for students. We piloted a program for online Mandarin with the University of Oregon and are looking to expand that in the coming years. The scale of the program as we develop is limited compared to the need from students. We have limited options for credit recovery within the 6 period day. In an initial analysis of past graduates, we estimated about 1/3 of students would not meet the specific new requirements.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

We have launched a long range facilities task force to address capacity issues. The task force is made up of parents, students, staff and community members. We are preparing for a possible bond in the near future. As a district team we are exploring different pathways for 9-12 structure. We are visiting other districts and learning more about different models. We are establishing a team to consider online options for students and look at different types of credit recovery models. We have representation on the SW WA STEM steering committee that is exploring dual credit options. We are working within our system, aligning scope & sequences to new standards, and looking beyond our current system to support our students towards the 24 credit requirement. We believe that with a waiver we can create systems that will ensure our students have engaging and sustainable options that will serve them beyond high school. The waiver will help us make sure we don't leave any students behind while we continue to enhance our system to include the opportunities all students need to be successful.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

Castle Rock School District No. 401

Resolution No. 2015-53

A resolution of the Board of Directors of Castle Rock School District No. 401 to apply to the State Board of Education for a temporary waiver from high school graduation requirements under Chapter 217, Law of 2014, as allowed under WAC 180-51-068 (11).

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019;

WHEREAS, a temporary waiver will allow district staff and students to more adequately prepare for the new graduation requirements;

WHEREAS, a temporary waiver will also allow more time for the district to address facility and staffing needs to accommodate the added graduation requirements;

THEREFORE BE IT RESOLVED that the **Board of Directors** for Castle Rock School District No. 401 requests a two year waiver from the college ready graduation requirements to begin with the graduating class of **2021** instead of the class of 2019.

ATTEST:

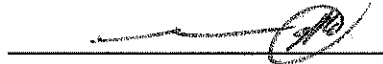
Approved this 24th day of March, 2015.



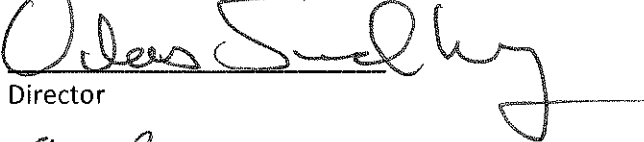
President, Board of Directors



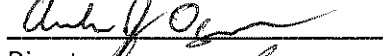
Director



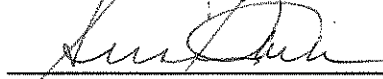
Director



Director



Director



Secretary to the Board

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Castle Rock School District

2. Contact information

Name and title: Susan Barker

Telephone: 360-501-2940

E-mail address: sbarker@crschools.org

3. Date of application: 3/24/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The addition of one credit beyond our current requirements is compounded by the challenges of increased requirements in Personal Pathway, science and world languages. We will need to research options to our current master schedule and credit retrieval program in addition to considering certain staffing and physical arrangements necessary to meet a 24 credit graduation requirement. Our 6-period day schedule will prove challenging to provide alternatives should students find themselves in need of credit recovery. We need additional time to explore all possibilities in a thoughtful manner and address the logistics of any required change; attend to the steps of board and public approval; communicate same with our patron and what these changes will entail.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Our current 23 credit requirement does not include the extensive preparation and support beginning at the eighth grade. We anticipate needing to establish high quality, thoughtful planning and support in terms of counseling, Personal Pathway exploration and development, and High School and Beyond plans. We will need time and resources to develop appropriate practices and staffing to meet these needs.

We face staffing, space, materials and equipment challenges implementing courses different or new to those currently offered. Art, STEM, world languages, and lab courses present particular challenges in this regard.

Additionally, we have not yet had the opportunity to develop the master schedule and retrieval options which are likely to challenge our budgetary resources. We have not yet addressed all the associated issues with a particular implementation plan, nor have we had the opportunity to engage all stakeholders in necessary discussion about resolution of all attendant issues.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Administrative work has begun in terms of research of scheduling options and will continue as will consideration of appropriate supports beginning with our eighth grade students engaged in development of Personal Pathways. Commensurate with examination and selection of master scheduling options, we will engage in appropriate staff development, materials and equipment acquisition.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

COUPEVILLE SCHOOL DISTRICT NO. 204
Island County, Washington
April 27, 2015
Resolution 2015-03

A RESOLUTION of the Board of Directors of Coupeville School District No. 204, Island County, Washington, requesting a temporary waiver from the State Board of Education career and college ready graduation requirements, as authorized under RCW 28A.230.090(1)(d)(ii).

WHEREAS, the Board of Directors of the Coupeville School District has adopted graduation requirements for the classes of 2015-2018 and 2019 that are aligned with the State Board of Education standards; and

WHEREAS, the district has been unable to develop the necessary courses to comply with career and technical course frameworks under RCW 28A.230.090(a)(d)(ii), and consequently has been unable to identify course equivalencies under WAC 180-51-068(7); and

WHEREAS, the State Board of Education has been authorized to grant a temporary waiver from the career and college ready graduation requirements, upon submission of an application from the district and a resolution of the Board;

NOW, THEREFORE, IT IS HEREBY RESOLVED that the Coupeville School District Board of Directors petition the State Board of Education for a one year waiver from the current career and college ready graduation requirements, as authorized under RCW 28A.230.090(1)(d)(ii), said waiver to impact the Coupeville High School class of 2020.

The foregoing resolution was adopted on the 27th day of April, 2015, at a regular meeting of the Board of Directors of the Coupeville School District and duly authenticated by the signatures of the directors voting in favor thereof.

The following directors were present and voting:

Christine Sears

Alonda Mervine

Chris E. Chen

Kathleen Anderson

Venessa Munk

ATTEST:

Jim Dross
Secretary to the Board of Directors

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Coupeville School District No. 204

2. Contact information

Name and title: Dr. Jim Shank, Superintendent

Telephone: 360-678-2401

E-mail address: jshank@coupeville.k12.wa.us

3. Date of application: 4/27/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The district's Board of Directors has adopted graduation requirements for the classes of 2015-2018 and 2019 aligned with the State Board of Education standards. However, an extra year is requested to allow a yet-to-be-hired STEM teacher to work with existing staff in identifying CTE courses to be offered, and to develop course equivalencies with teachers in other content areas.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Three key factors were at play this year:

- 1) The Coupeville School District began the 2014-2015 school year with a new high school principal (relocating from Vermont), a new high school counselor, and a change in administrative configuration.
- 2) During the current year, the high school investigated scheduling options and is in the process of changing to a 5x5 schedule.
- 3) The current CTE teacher is retiring this year, and a replacement has not yet been hired.

The confluence of these circumstances limited the possibilities for developing the CTE courses and equivalent credit options necessary under WAC 180-51-068 (7).

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

The district will employ a STEM / CTE teacher prior to the start of the 2015-2016 school year. That individual will work with staff in multiple content areas to develop courses that will meet the state requirements for CTE credit. School administrators will lead the process of determining equivalent courses under RCW 28A.700.070, using the "Equivalency Credit Toolkit 3.3" developed by the Office of the Superintendent of Public Instruction.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

DEER PARK SCHOOL DISTRICT NO. 414
Spokane County, Washington
Resolution No. 4 – 2014-15

A RESOLUTION NOTIFYING THE STATE BOARD OF EDUCATION OF THE DEER PARK SCHOOL DISTRICT'S DECISION TO DELAY IMPLEMENTATION OF THE 24 CREDIT GRADUATION REQUIREMENT UNTIL THE CLASS OF 2021

WHEREAS, it is the desire and intent of the Deer Park School District board of Directors to graduate students well-prepared for success in post-secondary education, work, and life; and

WHEREAS, the legislature passed E2SSB 6552 which raises the number credits required for graduation to 24 specified credits for the Class of 2019; and


WHEREAS, the legislature also provided in E2SSB 6552 the opportunity for school districts to request a waiver and delay implementation of the 24 credit requirement until 2020 or 2021; and

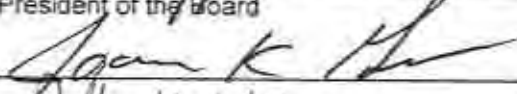
WHEREAS, the Deer Park School District Board of Directors has discussed this issue at several meetings and has carefully considered the necessary time and resources required to implement the new requirement in a reasonable manner;

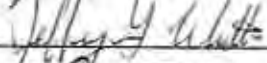
THEREFORE BE IT RESOLVED, the elected Deer Park School District Board of Directors No. 414, Spokane County, Washington, in accordance with provisions of RCW 28A.230.090 (1)(d)(ii) hereby requests a waiver of the 24 credit requirement for the class of 2019 and will implement the 24 credit requirement beginning with the class of 2021.


APPROVED by the Deer Park School District Board of Directors No. 414, Spokane County, Washington, in a Special Session meeting thereof held on the 13th day of April 2015.

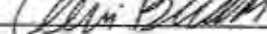
DEER PARK SCHOOL DISTRICT NO. 414
Board of Directors

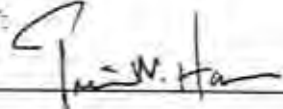


President of the Board








ATTEST: 

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Deer Park School School District

2. Contact information
Name and title: Cheryl Henjum, Director of Teaching and Learning
Telephone: 509.464.5519
E-mail address: cheryl.henjum@dpsdmail.org

3. Date of application: 2/9/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The Deer Park School District requests a waiver for the graduation classes of 2019 and 2020. Our request is based upon the complex challenges the legislature has put before us. Because the DPSD is committed to support our students fully to meet these complex challenges, we need time to develop a strong plan and to elicit the community and staff support necessary to ensuring that the Class of 2021 will be up to the challenge. We are fully aware that supporting students to meet their new testing and college-career readiness goals will take complex and interrelated changes in our high school scheduling and advisory program as well as our middle and high school credit acquisition and staffing-curriculum resources. Finally we are deeply aware that because we are community schools, we need time to communicate effectively such a comprehensive culture change.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

The greatest impediment to the meeting this complex challenge is the time it takes to A) create and implement a plan which will ensure that our students will be up to the challenge and B) build consensus with staff, students, parents and the community that our plans will lead to overall student success. So many aspects—scheduling, curriculum and CTE equivalencies, personal pathways, staffing, and resources—all need to be addressed, coordinated, and effectively communicated. Without an addition of time, we truly worry that we may not be fully ready to support the Class of 2019 and 2020 toward their graduation and college-career goals.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.
 Class of 2020
 Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

The Deer Park School District resolves to put the following plan into place:

- A. Scheduling: we will research, analyze, evaluate, and reach consensus upon a high school schedule which will empower staff and student learning. Our current 6 period schedule does not provide the realistic flexibility needed to accommodate inevitable student struggles. We have begun thinking about such options as a 7 period schedule, a 0 hour option, a 7th period option, an afterschool credit acquisition and academic support option (including funds for student transport), and a summer school option (including funds for student transport).
- B. Credit acquisition: middle and high school staffs will research, analyze, evaluate, and ultimately develop new science, mathematics, language arts, and foreign language curriculum to meet the new credit acquisition and testing graduation requirements. The CTE staff will engage with their academic colleagues in order to develop new credit equivalencies.
- C. Personal Pathways development: high school staff will research, analyze, evaluate, and develop a college and career Personal Pathway program and ultimately integrate it into our current advisory program. The DPSD will communicate new pathways and testing and credit acquisition graduation requirements to parents.
- D. Staffing and curriculum resources: in order to meet components 1 and 2, administration will research, analyze, evaluate, and implement a plan maximizing middle and high school staff and curriculum resources as well as targeting areas for additional staff and curriculum resources.
- E. Consensus building: the school board will work with administration, staff, students, parents, and the community to ensure that the response to the complex challenges outlined in 1-3 are received as supportive of (and not punitive toward) Deer Park School District children.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

EASTMONT SCHOOL DISTRICT #206

East Wenatchee, Washington

RESOLUTION NO. 2015-02

A RESOLUTION FOR A TEMPORARY WAIVER FROM HIGH SCHOOL GRADUATION REQUIREMENTS UNDER CHAPTER 217, LAWS OF 2014 (E2SSB 6552)

WHEREAS, the Board of Directors of the Eastmont School District has received notification from the Executive Director of Secondary Education that the Washington State Board of Education (SBE) has authorized school districts to apply for a temporary waiver of the career and college ready graduation requirements beginning with the graduating classes of 2019 and 2020; and

WHEREAS, Additional time is being sought for building staffing and scheduling capacity to meet these new requirements; and

WHEREAS, the Superintendent has approved this request and concurs that additional time for implementation will be necessary and advantageous to Eastmont School District.

NOW THEREFORE, BE IT RESOLVED THAT that the Board of Directors of Eastmont School District No. 206, Douglas County, State of Washington approves this request for waiver application.

ADOPTED by the Board of Directors of Eastmont School District No. 206, Douglas County, Washington, at a regular meeting thereof, held on April 13, 2015 with the following Directors being present and voting thereon.

ATTEST:




Secretary to the Board/Superintendent

4-13-2015

Date

BOARD OF DIRECTORS



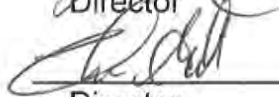
Board President



Director



Director



Director

Director

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Eastmont School District #206

2. Contact information
Name and title: Mark S. Marney, Executive Director of Secondary Education
Telephone: 509 8847169
E-mail address: marneym@eastmont206.org

3. Date of application: 4/13/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.
Classroom space limitation, shortage of highly qualified staff in English Language Arts, Science, Fine Arts, and World Languages. We are currently at capacity in World Languages and Fine Arts.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.
Staffing capacity is inadequate for additional requirements. We will need to build capacity in staff and physical plant. In particular Science is currently at capacity including cross crediting in Agricultural Sciences.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.
 Class of 2020
 Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.
Reassigning staff to areas where they will have to earn status as highly qualified.
Recruiting qualified staff for areas that are difficult to fill i.e. World Languages teachers.
In some cases we will have to determine which electives to eliminate in order to use those staff for additional requirements. Schedule modifications to access classrooms throughout the schedule.

Final step

ELMA SCHOOL DISTRICT NO. 68

RESOLUTION NO. 6 1415

Waiver from High School Graduation Requirements

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019.

WHEREAS, Elma High School is requesting a waiver to study credit options and class schedules that would work best for students and community.

WHEREAS, the Elma High School will use this time to look at expanding course offerings, competency-based credit granting and possibility to earn pre-9th grade credit.

WHEREAS, Elma High School Class of 2021 will implement the career and college ready graduation requirements.


NOW THEREFORE BE IT RESOLVED that the Board of Directors of the Elma School District No. 68 approves the waiver from high school graduation requirements for the Class of 2019 and Class 2020, with the implementation of career and college ready requirements for the Class of 2021.


ADOPTED at the regular meeting of the Board of Directors held on the 14th day of January 2015.

ATTEST:

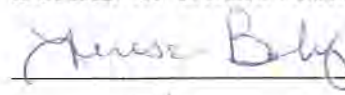


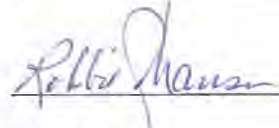
Secretary to the Board

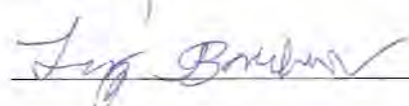




BOARD OF DIRECTORS







Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Elma School District

2. Contact information

Name and title: Kevin Acuff, Elma High School Principal

Telephone: 360-482-3121

E-mail address: kacuff@eagles.edu

3. Date of application: 12/17/2014

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

So that the District can look at options to satisfy these requirements by reviewing options for the number of credits students are able to learn during a typical four year high school career, and to examine alternative methods to earn credits.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Limitations on the number of credits students can earn in a typical four year high school career as well as limited alternate paths to earning credits.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Explore models other districts are following to mitigate the above factors and working collaboratively with the School Board and staff to create those credit earning options.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

Finley School District #53

RESOLUTION 2015-01

RESOLUTION NOTIFYING THE STATE BOARD OF EDUCATION OF THE FINLEY SCHOOL DISTRICT'S DECISION TO DELAY IMPLEMENTATION OF THE 24 CREDIT GRADUATION REQUIREMENT UNTIL THE CLASS OF 2021

WHEREAS it is the desire and the intent of the Finley School District Board of Directors to graduate students well-prepared for success in post-secondary education, work and life; and

WHEREAS the legislature passed E2SSB 6552 which raises the number of credits required for graduation to 24 specified credits for the class of 2019; and

WHEREAS the legislature also provided in E2SSB 6552 the opportunity for school districts to request a waiver and delay implementation of the 24 credit requirement until 2020 or 2021; and

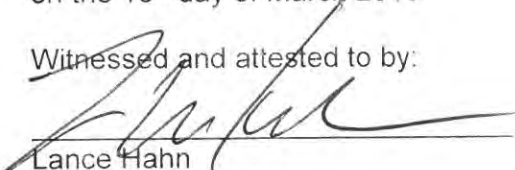
WHEREAS the elected School Board of the Finley School District has discussed this issue and has carefully considered the necessary time and resources required to implement the new requirement in a reasonable manner;

THEREFORE, BE IT RESOLVED that the Board of Directors of Finley School District No. 53, Benton County, Washington in accordance with the provisions of RCW 28A.230.090(l)(d)(ii) hereby requests a waiver of the 24 credit requirement for the class of 2019 and 2020 and will implement the 24 credit requirement beginning with the class of 2021.

APPROVED by the Board of Directors of Finley School District No. 53, Benton County, Washington, in a regular meeting thereof held on the 16th day of March 2015.

Recorded in the Board Minutes
on the 16th day of March 2015

Witnessed and attested to by:



Lance Hahn
Secretary to the Board

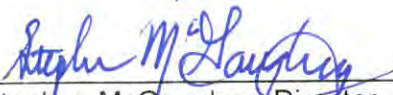


Larry Ayre, Chair

Priscilla Crane, Director



Ken Cox, Director



Stephen McGaughey, Director



FINLEY SCHOOL DISTRICT #53

ALL KIDS ACHIEVING

224606 E Game Farm Rd, Kennewick WA 99337 509-586-3217 FAX 509-586-4408

March 18, 2015

Washington State Board of Education
Attention: Jack Archer, Director
Basic Education Oversight
Jack.archer@k12.wa.us

Dear Mr. Archer:

Finley School District is applying for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduating class of 2021.

Enclosed is Finley School District's Application for Temporary Waiver from High School Graduation Requirements and a Board Resolution 2015-01 requesting the waiver adopted by Finley School District's Board of Directors at their March 16, 2015 board meeting.

If you have any questions, please contact Lance Hahn, Finley School District Superintendent at lhahn@finleysd.org or Bryan Long, RVHS Principal at blong@finleysd.org. Thank you in advance for your consideration of our application.

Sincerely,

Gail Maguire
Personnel Manager
Finley School District

Enclosures

Cc: Lance Hahn, Superintendent
Bryan Long, RVHS Principal
File

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Finley School District

2. Contact information

Name and title: Lance Hahn, Superintendent

Telephone: 509-586-3217

E-mail address: lhahn@finleypsd.org

3. Date of application: 3/16/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

After careful review by the Finley School District staff and school board we do not believe that the addition of credits is to the advantage of students in our system. Many have advocated for a delay in the implementation of the 24 credit requirement for as long as possible. Considerable planning will need to be in place to make this change within our district as our system only offers a 6 period day. This means that on 6 periods a day students take 6 classes per year totaling 24 credits necessary for graduation. Although we have looked at zero hour and seventh hour options, credit retrieval at the 8th grade level, expanding CTE equivalent, the reality of our staff size and student access limits our options. Two years of in depth planning will need to be undertaken so we can seriously consider moving to a 7 period or 5 period trimester option in the future. At this time, we feel that is really our only viable option.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

High schools must offer more than the credit requirement of the state to allow all students an opportunity to graduate. Students who fail a single class will not be on track for graduation and be required to attend a 5th year of high school. We believe that is not an acceptable solution and will inevitably cause a higher percentage of dropouts. Secondly, additional staff will be required to implement a 7 or 5 period day schedule due to the additional science load required of the state. The additional two years will also allow the district time to determine how to add lab facilities into another classroom.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.
 1. Engineers have evaluated plans to expand on our CTE building in hopes to retrofit for additional lab stations
 2. These efforts will require the passing of a school bond.
 3. We are currently expanding efforts to qualify more cross credit opportunities in CTE.
 4. We have begun discussion of transferring to a 5 period trimester or a 7 period day schedule to offer 'more' credits
 5. Negotiations with the union include discussion around adding time and credit offering.
 6. Waiving credit options have also been considered through the passing of competency based testing in world languages and physical education.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

RESOLUTION NO. 14/15-03
OF GRANITE FALLS SCHOOL DISTRICT #332
SNOHOMISH COUNTY, WASHINGTON

**Application for Temporary Two-Year Waiver from High School Graduation
Requirements Under Chapter 217, Laws of 2014**

WHEREAS, the Washington State Legislature passed E2SSB 6552 which increases the number of credits required for graduation to 24 for the Class of 2019; and

WHEREAS, the Granite Falls School District currently requires 22.5 credits to graduate from high school; and

WHEREAS, the Washington State Legislature and State Board of Education provide for a procedure for school districts to request a waiver and delay implementation of the 24 credit requirement; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 credits will require a substantial amount of study and planning revolved around the consideration of resources, and time to implement effectively; and

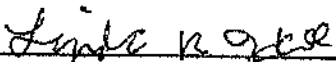
WHEREAS, the Board of Directors of the Granite Falls School District is requesting a temporary waiver for the reasons set forth in The Washington State Board of Education Application for a Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014; and

WHEREAS, WAC 180-51-068 requires that the application waiver be accompanied by a resolution adopted by the district board of directors; and

NOW, THEREFORE, BE IT RESOLVED, by the Board of Directors of the Granite Falls School District in accordance with RCW 28A.230.090(1)(d)(ii); the District is requesting a temporary waiver from the Career and College Ready Graduation Requirements for the graduating classes of 2019 and 2020.

ADOPTED by the Board of Directors of the Granite Falls School District No. 332, Snohomish County Washington, in a regular meeting thereof held on this 4th day of February, 2015.

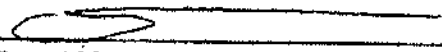
ATTEST:




Superintendent/Secretary to the Board



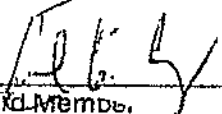
Board Member



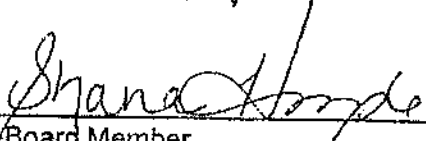
Board Member



Board Chairman



Board Member



Board Member

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Granite Falls School District

2. Contact information

Name and title: Linda R. Hall, Superintendent

Telephone: 360-691-7717

E-mail address: lhall@gfalls.wednet.edu

3. Date of application: 2/9/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

Granite Falls School District currently requires 22.5 credits to graduate. We have 40-45 students each year that participate in Running Start and 33-40 students the attend Sno-Isle Occupation Center. Both of these programs are offered in neighboring cities, so students have to travel each day. We have tried to schedule our classes so that students do not miss out on class periods, but logistically, it is impossible. We work to minimize the disruption as much as possible. We will need to explore other options in our schedule and teachers' union contract to flex our schedule to accommodate travel.

Increasing Science and Social Studies requirements, along with potential in-high school college credit options, we will to work on budgeting, staffing, and certification ramifications. Our Human Resources and Curriculum departments will need time to work with principals and teachers to ensure that we have (appropriately qualified) teachers in place and the curriculum materials to deliver new courses.

Washington State History was only taught at the high school level until we opened that up to the Middle School this year. The course was added to the seventh grade students required course work. It will take several years for this transition to cycle through so that students will transition to high school with the requirement met.

We have received the Agile Minds and Intensified Algebra at our high schools. The implementation of these programs will help students with credit deficiency. We need the time to implement these programs.

Parent and student communication is a critical part of the middle to high school transition process. Families need clear direction and information about how-best to support and guide their students through high school and post-secondary learning opportunities. A two-year waiver will allow us to put supports and options in place for families while also allowing us to design and implement a strong communication plan.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

The implementation of the new graduation requirements contained in WAC 180-51-068 will have significant impact on the Granite Falls School District policies, procedures, training, staffing, and communication. All of our current supports are based on the old requirements. More time is needed for adequate planning to implement changes in a high quality manner to meet the needs of our students and families.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Curriculum committees follow district policy and procedure for curriculum adoption. This includes research and piloting of materials. This also includes professional development and training for the new courses.

Comprehensive study of the high schools schedules for courses in conjunction with programs outside of Granite Falls School District. Devise a schedule change with the assistance of GFEA, parents, and other important stakeholders.

Implementation of Intensified Algebra and Agile Minds grades 8-10. Continue to work on interventions that will assist students on credit completion.

Develop comprehensive communication plan for students, parents, and staff that fully explains the new graduation requirements and clearly articulates pathways, interventions, and supports for students.

Continue to search for funding resources to implement the above actions.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.



Kennewick School District #17, 1000 West Fourth Avenue, Kennewick, WA 99336-5601

**Resolution No. 23
2014-2015**

RESOLUTION NOTIFYING THE STATE BOARD OF EDUCATION OF THE KENNEWICK SCHOOL DISTRICT'S DECISION TO DELAY IMPLEMENTATION OF THE 24 CREDIT GRADUATION REQUIREMENT UNTIL THE CLASS OF 2021

WHEREAS, it is the desire and the intent of the Kennewick School District Board of Directors to graduate students well-prepared for success in post-secondary education, work, and life; and

WHEREAS, the legislature passed E2SSB 6552 which raises the number of credits required for graduation to 24 specified credits for the Class of 2019; and

WHEREAS, the legislature also provided in E2SSB 6552 the opportunity for school districts to request a waiver and delay implementation of the 24 credit requirement until 2020 or 2021; and

WHEREAS, the elected School Board of the Kennewick School District has discussed this issue at several meetings and has carefully considered the necessary time and resources required to implement the new requirement in a reasonable manner;


THEREFORE, BE IT RESOLVED that the Board of Directors of Kennewick School District No. 17, Benton County, Washington, in accordance with the provisions of RCW 28A.230.090 (1)(d)(ii) hereby requests a waiver of the 24 credit requirement for the class of 2019 and the class of 2020 and will implement the 24 credit requirement beginning with the Class of 2021.

APPROVED by the Board of Directors of Kennewick School District No. 17, Benton County, Washington, in a regular meeting thereof held on the 22nd day of April 2015.


Secretary to the Board


Chairperson of the Board of Directors


Member of the Board of Directors


Member of the Board of Directors

Member of the Board of Directors

Member of the Board of Directors

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district Kennewick School District

2. Contact information

 Name and title Dave Bond, Superintendent

 Telephone 509-222-5020

 E-mail address dave.bond@ksd.org

3. Date of application. 04/23/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The Kennewick School Board discussed the new graduation requirements at several meetings and voted last year to request the one-year waiver. After hearing from the community and observing what the Richland and Pasco school districts decided to do (two year waivers), and realizing the problems associated with being significantly different than our neighbor districts, and reassessing the space, staff, and logistical hurdles that needed to be overcome, the Board voted to change to a request for a two year waiver. All the other challenges associated with the original one-year request continue to exist.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

In our previous application, the Board noted the following and all of those issues still remain:

The Kennewick School Board believes that time is needed to develop additional credit opportunities for students and find appropriate staff to teach them. For example, the addition of another year of lab science will increase the need for science teachers and classrooms. In addition, world language teachers are needed due to the focus on more students achieving two years of a foreign language. If more high school classes are to be offered in the eighth grade, teachers will need to be trained to teach those classes. The requested additional year will allow time to retrofit existing classrooms for science lab space, transition teaching staff to meet the new graduation requirements and prepare middle school teachers to deliver more high school courses.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

_____ Class of 2020

___x___ Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

In our previous application, the Board identified the following implementation plans and those have not changed:

Communication with community, teachers, parents, and students will begin this year and continue in following years to insure all stake holders are aware of the career and college ready graduation requirement.

Transition of existing district staff to more science, world language, and art teaching positions will commence through attrition, transfers and increased staffing due to student growth.

The next two summers will be utilized to make facility changes to accommodate additional science lab space.

Administration will develop and implement extended day options allowing students to earn additional credits. Increased staffing will be needed to implement this option.

Administration will continue developing equivalency credits through approved CTE courses.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

KETTLE FALLS SCHOOL DISTRICT NO. 212
KETTLE FALLS, WASHINGTON 99141-0458

RESOLUTION 2015-03
Temporary Waiver From High School Graduation Requirements

A RESOLUTION of the Board of Directors of Kettle Falls School District No. 212, Stevens County, Kettle Falls, Washington to pursue a two-year waiver from implementing the requirements of WAC 180-51-068;

WHEREAS, the School Board has the final authority to set the policies of the district to ensure quality in the content and extent of the district's educational program; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and

WHEREAS, the district currently requires 20 in CVA, 21 in KFIE and 22 at the High School credits to graduate from high school; and

WHEREAS, the Washington Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements; and

WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the district board of directors;

NOW THEREFORE, BE IT

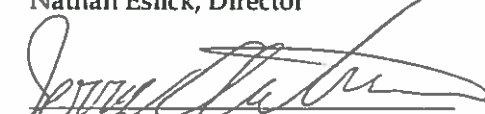
RESOLVED, that the Kettle Falls School Board of Directors authorizes the district to request a two-year waiver of the credit requirements of WAC 180-51-068 to allow for sufficient time to effectively implement the requirements.

RESOLVED, that duly certified copies of this resolution shall be presented to district staff assigned to prepare the waiver application as well as the Washington Board of Education, as an attachment to the waiver request.

APPROVED by the Board of Directors of Kettle Falls School District No. 212, Stevens County, Washington, in a regular meeting thereof held on the 27th day of April, 2015.


Karri Slater, Chairman
Board of Directors


Nathan Eslick, Director


Jerry Antoine, Director

Ed Johnson, Director


Lorri Edwards, Director

ATTEST: 
Thaynan L. Knowlton, Secretary

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Kettle Falls School District #212

2. Contact information

Name and title: Tom Graham

Telephone: 509-738-3354

E-mail address: tgraham@kfsd.org

3. Date of application: 4/14/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The Kettle Falls School District has two high school programs. One program is based on a five period day. Our district needs time to determine the best way to restructure the five period day program. Our district is also hopeful that the Washington State Legislature will increase funding for basic education so that we can authentically implement the career and college ready graduation requirements without cutting other important programs. Increased funding will allow the district to hire the necessary teachers for both programs.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

The five period day program does not offer the required number of credits in a four year high school experience. This program will need to develop alternative ways to earn credits to attain a 24 credit diploma. We also anticipate hiring additional staff to cover the additional credits. Funding is still very tight in our district and waiting for the arrival of additional funds will keep the district from having to cut other programs to meet the new graduation requirements.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

A new schedule will be developed for our 5 period per day program and staff will be added to teach the additional required classes.

Lakewood School District NO. 306
RESOLUTION NUMBER 01-15

Requesting Graduation Requirements Waiver of CORE 24

A Resolution of the Board of Directors of the Lakewood School District #306, Snohomish County, State of Washington, requesting a graduation credit waiver from the Washington State Board of Education allowing the district to maintain a 22.5 credit graduation requirement for the graduation classes of 2019 and 2010;

WHEREAS, the State Board of Education is directing districts to implement additional graduation requirements as per the legislative directive in 2010 and revised in 2014 known as CORE 24; and

WHEREAS, the Board of Directors of Lakewood School District #306 has researched the implications of the additional credit requirements and believes there will be a significant negative impact on the district financially and logistically if the graduation requirements are increased to 24 credits in the next two years for the classes of 2019 and 2020.

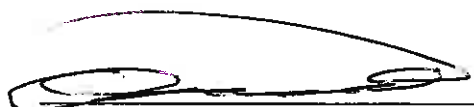
NOW, THEREFORE, BE IT RESOLVED, by the Board of Directors of Lakewood School District #306, that the Lakewood School District is requesting a graduation requirement waiver of the 24 credits for the graduating classes of 2019 and 2020 allowing the district to maintain the graduation requirement of 22.5 credits for these classes;

APPROVED by the Board of Directors of Lakewood School District, Snohomish County, Washington, at the regular meeting thereof held this 18th day of March 2015.


ATTEST: 
Secretary, Board of Directors

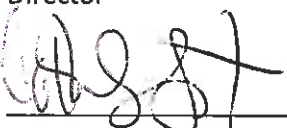

President, Board of Directors

Director


Director


Director


Director


Director

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Lakewood School District #306

2. Contact information

Name and title: Melissa VanZanten, Director of Teaching and Learning

Telephone: 360-652-4500

E-mail address: mvanzantan@lwsd.wednet.edu

3. Date of application: 3/18/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The Lakewood School District is requesting a two-year waiver to delay the implementation of the 24 credit requirement for several reasons. Currently our high school offers 22.5 credits to graduate. Adding 1.5 credits more would require more staffing, more classroom space and major changes to the master schedule. Our leadership team will need to research what is best for our community because we may need to adjust our start and end times to accommodate changes to the master schedule. The fallout from this change would impact transportation and food services district wide. There may also be adjustments needed to the teacher's bargaining agreement as well as our athletic schedules.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

The implementation of CORE 24 in the 2015 school year would have a major financial impact on our district. The new science requirement would add 5 sections to our high school schedule and require us to hire one more full time teacher who is highly qualified in science. Currently all of our classrooms are full so we would need to add a portable to our campus.

We are in the design phase of building our new high school that is scheduled to open in the fall of 2017. We will plan for CORE 24 as we move forward in our building. In addition we will need to work with all stakeholders to ensure that we are prepared for the impact of these changes district wide.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Starting in the fall of 2015, a committee will start the discussion of how to meet the requirements of CORE 24. During these meetings we will research possible master schedules, along with potential changes in school start and stop times, transportation, and the impacts to our food service program. This committee will work with community members, staff, district administrators, and the school board to recommend a program that will best support the children of the Lakewood School District.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

Napavine School District No. 14

TELEPHONE (360) 262-3303 • FAX (360) 262-9737
P.O. Box 840
Napavine, WA 98565-0840

Resolution 14-15-14

WHEREAS Napavine School District currently requires 23 credits for graduation and,

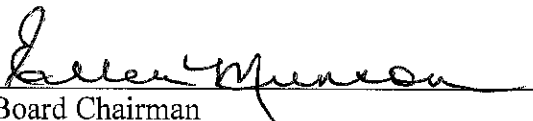
WHEREAS Napavine High School has a six period schedule and,

WHEREAS the State has dictated that, beginning with the class of 2019, 24 credits will be required for graduation and,

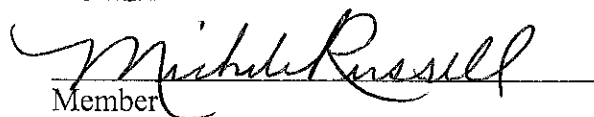
WHEREAS Napavine School District must determine a third year Science course to meet the new graduation requirements.

THEREFORE the Napavine School District requests a waiver, as allowed by the State Board of Education, for the classes of 2019 and 2020, to provide for the planning and implementation of the third year Science requirement.

Resolution approved at the regular Board of Director's meeting held on the 20th day of April, 2015.


Board Chairman

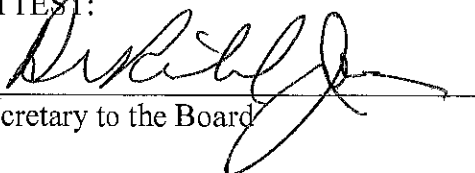

Member


Member

Member

Member

ATTEST:


Secretary to the Board

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Napavine

2. Contact information

Name and title: Dr. Rick Jones, Superintendent

Telephone: 360-262-3303

E-mail address: rjones@napa.k12.wa.us

3. Date of application: 4/3/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The Napavine School District is requesting a waiver to delay implantation of career and college ready graduation requirements for the classes of 2019 and 2020. We are requesting this waiver to provide additional time for:

1. planning/implementation of the third year science requirement. There are many variables that impact decisions including: staffing, scheduling, facility use, curriculum & materials.

2. exploring options to expand CTE offerings for cross and/or dual credit. This would require adding or training highly qualified teachers.

3. development and possible expansion of Personalized Pathways

4. exploring options to increase flexibility for graduation requirements. We currently require 23 credits to graduate and have a 6 period day which allows for some flexibility with on time graduation.

5. planning for academic support and counseling

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Impediments for implementation of the career and college ready graduation requirements include planning and implementation of changes regarding:

scheduling, staffing, counseling, curriculum, and budgeting to name a few.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

To achieve implementation of the career and college ready graduation requirements for the class of 2021, the Napavine School District will work in collaboration with all stakeholders – students, staff, and community – to analyze needs and develop solutions for:

3rd year science course - curriculum, schedule, staffing, cross and/or dual credit CTE options

Personalized Pathway options – CTE offerings, cross and or dual credit; flexibility with graduation requirements – 7 period day, dual credit options academic support and counseling

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

**RESOLUTION 535
TEMPORARY WAIVER FROM HIGH SCHOOL GRADUATION REQUIREMENTS**

WHEREAS, the State Board of Education has authorized school districts in the state of Washington to apply for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduating class of 2020 instead of the graduating class of 2019; and

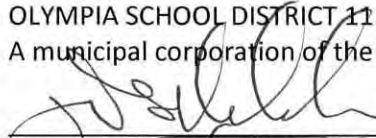
WHEREAS, the Olympia School District recognizes the significance of such delay in order to provide additional time prepare for the implementation; and,

WHEREAS, the Olympia School District recognizes the challenges it faces for the implementation, such as physical space, securing highly qualified teachers, adjusting staffing allocations, acquiring equipment, supplies and textbooks for the additional required courses;

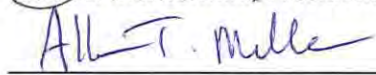
NOW, THEREFORE BE IT RESOLVED that the Board of Directors of Olympia School District No. 111 hereby authorizes application to the State Board of Education for a waiver from the implementation of the career and college ready graduation requirements for the class of 2020 and the class of 2021.

ADOPTED by the Board of Directors of Olympia School District No. 111, Thurston County, Washington, at a meeting held this 20th day of April, 2015.


OLYMPIA SCHOOL DISTRICT 111
A municipal corporation of the State of Washington



Justin L. Montermini, President



Allen T. Miller, Vice President



Mark A. Campeau, Director



Eileen Thomson, Director



Frank L. Wilson, Director

Attest:



Dominic G. Cvitanich, Secretary



Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Olympia School District

2. Contact information

Name and title: Nancy Faaren, Assistant Superintendent for Teaching and Learning

Telephone: 360-596-8534

E-mail address: nfaaren@osd.wednet.edu

3. Date of application: 4/13/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

This waiver will allow us additional time to more thoughtfully implement the new requirements as related to the following:

A shift in staffing: fewer elective teachers and additional science, art, and world language teachers

A need for additional art and science classrooms

A need for additional equipment, supplies, and textbooks to accommodate the additional required classes

A need for additional options for students to retrieve credit if they fail a class. 24 credits does not allow a student to fail one course in their 4 years of high school

Additional time to accomplish the above and to educate administrators, counselors, students and parents about the pathways that would allow for variations to the required courses

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Challenges of physical spaces appropriate for art and science classes

Challenges of securing highly qualified teachers, especially in the area of science and world languages

Challenges of adjusting staffing distribution

Challenges of funding equipment, supplies and textbooks for additional required courses

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

We are moving ahead to implement the new graduation requirements, but feel that a safety net will be valuable for our district.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

Quilcene School District #048

PO Box 40
294715 Highway 101
Quilcene, Washington 98376
(360) 765-3363



Resolution No. 02: 2014/2015

A resolution of the Board of Directors of the Quilcene School District #048 to apply to the State Board of Education for a temporary waiver from high school graduation requirements under Chapter 217, Law of 2014, as allowed under WAC 180-51-068(11).

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019;

WHEREAS, the School Board has the final authority to set the policies of the District to ensure quality in the content and extent of the District's educational program;

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 credits, will require a substantial amount of study and planning to implement effectively;

WHEREAS, the District currently requires 22 credits to graduate from high school;

WHEREAS, the Washington Board of Education as developed an application process pursuant to WAC 180-51-068 to allow the District to request a two-year waiver to delay implementation of the credit requirements;

THEREFORE, BE IT RESOLVED that the Board of Directors for the Quilcene School District #048 requests a two-year waiver from the college ready graduation requirements to begin with the graduating class of 2021 instead of the class of 2019.

APPROVED by the Board of Directors of Quilcene School District #048 in a regular meeting thereof held on the 22rd of April 2015.

ATTESTED TO:

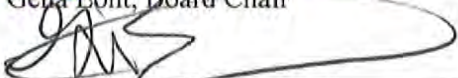


Wally F. Lis, Superintendent

QUILCENE SCHOOL DISTRICT #048
Board of Directors:

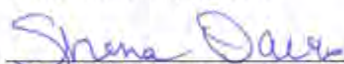


Gena Lont, Board Chair



Greg Brotherton, Vice Chair

Gary Rae, Director

Katie Rancich, Director


Shona Davis, Director

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Quilcene School District #048

2. Contact information
Name and title: Dr. Gary Stebbins, K-12 Principal
Telephone: (360)765-3363 x206
E-mail address: gstebbins@qlsd.wednet.edu

3. Date of application: 4/7/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

This 24 credit requirement is particularly challenging for small districts such as Quilcene with under 100 high school students. Some of the issues include:

 - Additional time to allow for our district to address facility and staffing needs to accommodate and prepare for the added graduation requirements
 - Significant time to consider the alternatives of staffing, HQ implications, and related funding challenges
 - Collective bargaining issues associated with future changes in working conditions
 - Transition from a junior high to a middle school model
 - Budgetary implications associated with necessary staffing changes
 - Planning and delivery of professional development (for teachers and guidance counselor as well a paraprofessionals)
 - Development and delivery of a communication process for our parent and constituent community
 - Continued incorporation of new Comon Core Standards
 - Development of a credit retrieval process
 - Expansion of counseling component
 - Redesign the master schedule, some course offerings, and related implications
 - Redesign our alternative program towards more credit recovery
 - Time for counseling and academic support development
 - Redesign some components in our CTE program.
 - Personalized pathway development
 - Culminating project and student-led conference components analyzed and decisions
 - Development of remediation resources

-Research into possible alternative schedule models such as a 5 period trimester schedule, 7 period day, block scheduling options, etc.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

There are a number of specific challenges to implementation for the 2015-2016 school year and the class of 2019. They include but are not limited to the following:

- The current 6 period day leaves little or no opportunity for credit retrieval possibilities for our students
- Attrition (or "RIFing") and strategic hiring of teachers
- Increased staffing or credit recovery needs impacting the current staffing level and certification status
- Challenges in recruiting and supporting new staff in a small school
- Impacts on quality established programs
- Lack of options such as summer school and related opportunities for struggling students
- Lack of systems for professional development with collective bargaining implications
- Lack of additional funding sources to meet the staffing and curriculum challenges
- Parents and constituents have not yet received nor do they fully understand the implications of the new requirements
- Finally, we are a K-12 school and a number of the secondary teachers teach a middle school or elementary class (music, P.E., etc.). Therefore, in such a K-12 "ecosystem" everything is connected so the H.S. program changes will have a direct impact on the elementary program.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Utilizing our school improvement plan process, we are already beginning to undertake the necessary steps including but not limited to:

- Discussion and Board approval process
- Researching scheduling options
- Expansion of student support systems
- Review and short and long range staffing needs
- Transition staff as necessary
- Develop opportunities for equivalency credits

- Review and implement facility options
- Plan for funding (identify other sources, etc.)
- Develop a communication plan
- Research and create more credit opportunities (World language classes, etc.)
- Recruit and hire teachers (Sp. Ed., alternative, etc.)
- Provide support and development of our Crossroads (alternative) High School
- Begin the communication process to parents through a variety of media options
- Public meeting review process (Board Study Sessions, etc.)
- Tracking of endorsements by HR dept

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

SHELTON SCHOOL DISTRICT NO. 309
Shelton, Washington

RESOLUTION NO. 15-02

A RESOLUTION of the Board of Directors of Shelton School District No. 309, Mason County, Shelton, Washington to pursue a two-year waiver from implementing the requirements of WAC 180-51-068;

WHEREAS, the School Board has the final authority to set the policies of the district to ensure quality in the content and extent of the district's educational program; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and

WHEREAS, the district currently requires 22 credits to graduate from high school; and

WHEREAS, the Washington Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements; and


WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the district Board of Directors.

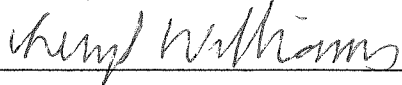
NOW, THEREFORE, BE IT RESOLVED, that the Shelton School District Board of Directors authorizes the district to request a two-year waiver of the credit requirements of WAC 180-51-068 to allow for sufficient time to effectively implement the requirements.


RESOLVED, that duly certified copies of this resolution shall be presented to district staff assigned to prepare the waiver application, as well as the Washington Board of Education, as an attachment to the waiver request.

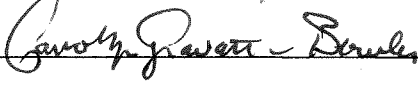
ADOPTED this 14th day of April, 2015.

SHELTON SCHOOL DISTRICT #309
BOARD OF DIRECTORS

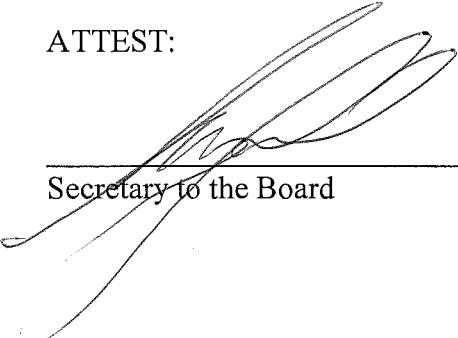








ATTEST:



Secretary to the Board

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Shelton School District

2. Contact information

Name and title: Art Jarvis, Superintendent

Telephone: 360.426.8231

E-mail address: ajarvis@sheltonschools.org

3. Date of application: 4/15/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

At this time, Shelton School District requires 22 credits for graduation but offers students the opportunity to earn 24 credits in grades 9-12. Historically, about 60% of students actually graduate with 24 credits, the remaining 40% earn less. In order to ensure that all students have the support and flexibility they need to earn 24 credits for graduation, Shelton School District must make changes to its K-12 system.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

1. The district does not have sufficient opportunities for credit accrual and/or retrieval in a variety of content areas and through various, flexible structures (i.e. during the school day, after school, summer school, or a revised school schedule).
2. The district does not have sufficient opportunities for students to earn high school credit prior to 9th grade (e.g. Algebra, Spanish, Art, Computer Applications).
3. The district does not have sufficient staffing for students at CHOICE Alternative High School to earn world language (Spanish) credits.
4. The district does not have a well defined 6-12 guidance program to ensure that students are adequately prepared for the new graduation requirements.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

The district will assemble a Leadership Team this spring to create a 2-year plan for transitioning to the 24 credit requirements. This will include the following, as well as other emerging issues:

- Evaluation and possible restructuring of the junior high and high school schedules.
- Developing a variety of pathways/courses of study.
- Developing and implementing a grades 6-12 guidance model.
- Identifying cross credit and dual credit options.
- Developing options for alternative PE credit and PE waivers.
- Increasing staffing at CHOICE High School to provide additional course options.
- Increasing options for earning credits prior to 9th grade.
- Coordinating with 3 non-high feeder school districts to ensure equitable access to programs for all students.
- Developing a strategy to engage and communicate with the public about the new graduation requirements.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

**Sumner School District No. 320
Sumner, Washington**

RESOLUTION NO. 5/14-15

A RESOLUTION OF THE BOARD OF DIRECTORS OF SUMNER SCHOOL DISTRICT NO. 320, TO PURSUE A TWO-YEAR WAIVER FROM IMPLEMENTING THE REQUIREMENTS OF WAC 180-51-068.

WHEREAS, the School Board has the final authority to set the policies of the district to ensure quality in the content and extent of the district's educational program; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and

WHEREAS, the district currently requires 22 credits to graduate from high school; and

WHEREAS, the Washington Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two year waiver to delay implementation of the credit requirements; and

WHEREAS, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the district board of directors;


NOW THEREFORE, BE IT

RESOLVED, that the Sumner School District Board of Directors authorizes the district to request a two-year waiver of the credit requirements of WAC 180-51-068 to allow for sufficient time to effectively implement the requirements.

RESOLVED, that duly certified copies of this resolution shall be presented to the district staff assigned to prepare the waiver application as well as the Washington Board of Education, as an attachment to the waiver request.

ADOPTED by the Board of Directors of Sumner School District No. 320, Pierce County, Washington, this 18th day of February, 2015, in regular, open session.

Board of Directors:

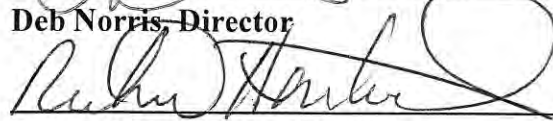


Casey Chamberlain, President

Erin Markquart, Vice President

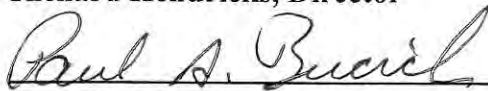


Deb Norris, Director



Richard Hendricks, Director

Richard Hendricks, Director



Paul Bucich, Director



Dr. Sara E. Johnson
Superintendent/ Secretary to the Board

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Sumner School District

2. Contact information

Name and title: Linda Masteller, Director of Student and Legal Services

Telephone: (253) 891-6024

E-mail address: Linda_Masteller@sumnersd.org

3. Date of application: 1/30/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The Sumner School District is requesting a waiver for the graduating classes of 2019 and 2020 for the following reasons:

- a. Our district needs extra time to implement and refine systems to meet the new 24 credit requirements. We currently have a requirement of 22 credits. Delaying the implementation of the new career and college ready graduation requirements allows further time to provide necessary professional development for counseling staff. Our staff needs to have an in-depth understanding of the 24-credit college and career ready graduation requirements, as well as time to design and incorporate systems of support.
- b. Our two high schools currently operate under a six period day schedule. With the 24 credit requirement, this schedule will not allow the ability for students to recover or take additional credits. In order to allow for planning and implementation of a schedule conducive to the 24 credit requirement. The district will need time to research and develop a new schedule.
- c. The 24-credit graduation requirement for current 8th graders will have a staffing, curricular and budget impact which we have not had time to fully analyze and address starting next year. This includes the need to expand and develop equivalencies in our CTE programs. We must also prepare teachers for teaching these equivalencies. In addition, we have to communicate, starting with our current 8th graders, the options available under the Personalized Pathway.
- d. The additional time will allow us to develop a comprehensive communication plan to better communicate the graduation requirements. Parents and students must understand the rationale and need for this initiative and how High School and Beyond Plans will be developed. By developing a strategic communication plan, we can better ensure that our families and staff are prepared for these changes and that all students are supported towards the new graduation requirements.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.
- a. We recently contracted with Phi Delta Kappan to do a curriculum and program review. The results of that review will not be available until late spring and will give us guidance in our work.
 - b. We have also recently contracted with the Southern Regional Educational Board to conduct an audit of our Career and Technical programs so we can thoughtfully determine what to offer our students so they will be career and college ready. We will not have the results of that review until late spring.
 - c. We are in the process of developing and refining student progress monitoring systems to assist future students in capturing the 24 credits.
 - d. We have not had time to adequately communicate to parents, students, and our community about how our district plans to meet the new 24-credit graduation requirement. This is a major change and students will no longer have room to fail, without serious consequences. Students and parents need to have a clear understanding of the options available under the career and college ready graduation requirements.
6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.
- Class of 2020
 - Class of 2021
7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.
- a. Meetings with principal teams, human resources, instructional services staff, student services director, CTE director, and assistant superintendent to define parameters of scheduling, budget, master schedules, highly qualified, building hours, etc.
 - b. District level team looking at district support for implementation of our programs.
 - c. Human Resources review, contractual obligations
 - d. Review of curriculum and program audit findings and CTE audit findings to guide our work in those areas.

Next Steps:

- (1) Analyze world language needs.
- (2) Develop personal pathway plans.
- (3) Determine additional staffing needs.
- (4) Consider movement of some credit bearing courses to the middle schools.
- (5) Develop plan for 8th grade transition.
- (6) Develop new course requirements for course equivalencies.
- (7) Develop coordinated master schedules to provide opportunities for all students while keeping student choice and current programs alive.

- (8) Consider/develop credit recovery and summer school options.
- (9) Develop counseling plan for middle to high school transition.
- (10) Develop school schedules and master schedules.
- (11) Develop and initiate a comprehensive communication plan for students, parents, staff and community. Implement strategies to communicate to a broad-based audience to aid in the understanding of changing expectations resulting from these new requirements.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.



Resolution

No. 01-15

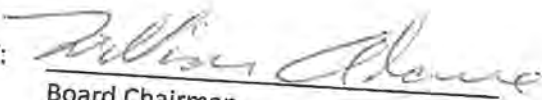
WHEREAS, the Taholah School District Board of Directors is the duly Elected Officials of the school and community: and

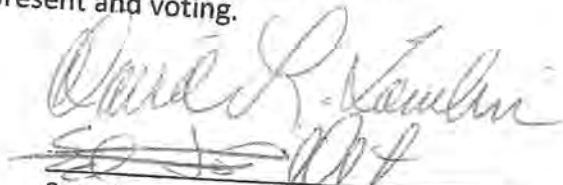
WHEREAS, the Taholah School District Board of Directors of Grays Harbor County, State of Washington met and approved by majority vote at a public meeting, notice which is given in the manner provided by WAC 192-123-054, a resolution for **Temporary Waiver from High School Graduation Requirements under Chapter 217, Laws of 2014**

RCW 28A.230.090 (1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of 2019. Application attached.

BE IT RESOLVED that the Board of Directors of the Taholah School District No. 77, Grays Harbor County, passed Resolution No. 1-15 at a Regular Board Meeting Open to the public on November 17th, 2014 with 4 Board Members present and voting.


ATTEST:


Board Chairman


Secretary to the Board


Director


Director


Director

Director

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Taholah School District
- 2.
3. Contact information
 - Name and title: Curtis Cleveringa (Vice-Principal)
 - Telephone: (360) 500-9989
 - E-mail address: ccleveringa@taholah.org
4. Date of application: 2/16/2015
5. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.
 - 1) We need two years to plan how we will provide the additional counseling and academic supports that will be required. Beginning with our 8th graders, we will need time for us to ensure that they remain on the path to on-time graduation. The current number of teachers in our district makes it difficult to get the required classes for graduation. We need time to plan and prepare, so our students will graduate on time.
 - 2) Our district needs two years to communicate the new graduation requirements to parents and fully advertise the ways that students can meet these requirements through their High School and Beyond plans.
 - 3) The 24-credit graduation requirement for current 8th graders will have a staffing, curricular and budget impact on us. All of which we have not had the time to fully analyze and address. This includes the need to expand and develop equivalencies in our CTE programs. We must also prepare teachers for teaching these equivalencies. Finally, we have to communicate, starting with our current 8th graders, the options available to them.
 - 4) We need to fully plan how we will address facility, curricular and equipment needs that come with adding a year of science.
6. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

1) Our school is very remote and small in size. We can not staff all of the required courses at this time. It will take us a few years to recruit and hire the appropriate staff.

7. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

8. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

- 1) We have 2 new administrators that will be monitoring tools/procedures and implement those to better support our teachers. Beginning with our current 8th graders, our district will better prepare our students.
- 2) Our graduation monitoring procedures will take time to implement. Once we have these supports our students will have the skills to follow up on and enact on their High School and beyond plans. We are working on implementing COE courses and Odyssey classes.
- 3) Through our SIG grant and new hires, we will expand assessments and academic supports that will help us identify students needs quickly and timely. This will include upgrades and more oportnuites thourgh our CTE program.
- 4) We will review and expand our CTE courses. This may include the expansion of CTE offerings that are equilivent under temporary waiver. We will need time for professional development oportunities to develop OSPI approved frameworkds.
- 5) We will review and identify new course offerings and the increased number of sections required. This will impact our required lab/equipment needs as well. We will scale up the allocations of resources that meet the needs discussed above, including purchasing addiotnal curriculum materials. We will need time to communicate these offereings, counseling and academic supports to our community.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

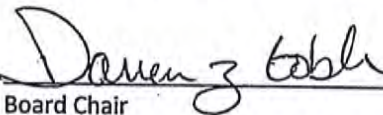
TOUCHET SCHOOL DISTRICT NO. 300

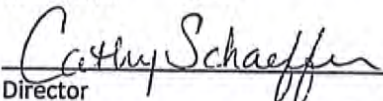
RESOLUTION #05-2014-2015

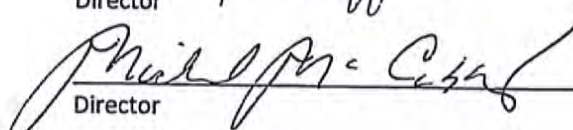
Temporary Waiver of Implementation of the 24 Credit Framework for up to Two Years

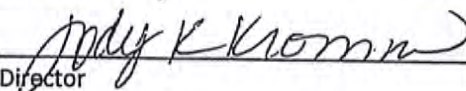
- WHEREAS, The Washington State Legislature codified into law the passage of E2SSB 6552 increasing graduation requirements to Core 24 college and career ready; and
- WHEREAS, Under RCW 28A.230.090(1)(d)(ii) the State Board of Education has been authorized to grant school districts an opportunity to apply for a temporary waiver from the Core 24 career and college ready graduation requirements beginning with graduation classes 2019 and 2020; and
- WHEREAS, The Touchet School District will continue to maintain a 21.5 credit graduation requirement for the graduating classes of 2019 and 2020; and
- WHEREAS, The district is seeking additional time to plan and communicate the changes in requirements; and
- WHEREAS, By building a deeper understanding of options and requirements students will experience greater success; and
- WHEREAS, Touchet School District is seeking more time to ensure systems are in place to best support students in meeting new requirements; and
- WHEREAS, It is fitting that we support the application of a State Board of Education Core 24 career and college ready graduation requirement waiver;
- THEREFORE, BE IT RESOLVED the Board of Directors of Touchet School District, Walla Walla County, Washington, hereby authorize its Superintendent to request waiver of the Temporary Waiver from Core 24 college and career ready graduation requirements.
- DATED: this 23rd day of April, 2015.

Board of Directors,
Touchet School District No. 300


Board Chair

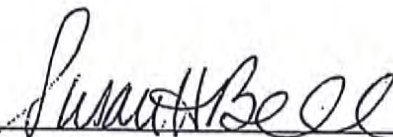

Director


Director


Director

Director

ATTEST:


Susan H. Bell, Secretary to the Board

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: **Touchet School District #300**

2. Contact information

Name and title: **Susan H. Bell, Superintendent**

Telephone: **509.394.0132**

E-mail address: **sbell@touchet.k12.wa.us**

3. Date of application: **May 8, 2015**

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The Touchet School District is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068 for the classes of 2019 and 2020. We are requesting the waiver for the following reasons:

- **Our school district currently maintains 21.5 credits to graduate however, we will need extra time to implement and refine our systems to meet the 24 credit requirement. With this waiver in place it would allow students to effectively transition, without penalty, and assure that systems are in place to support our students' path to graduation and career readiness.**
- **By delaying the implementation of career and college ready graduation requirements it would allow the district additional time to plan and communicate the changes in the requirements. These changes would include, but not limited to professional development for our staff to further communication to better implementation and support for our students, parents, and community.**
- **While we currently have the requirement of 21.5 credits to graduate, there are necessary changes to course taking requirements. The delay in implementation allows for normal attrition or reassignment of teachers within our district to accommodate our need for additional staffing in the academic areas such as world language and art.**

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

There are several specific impediments that prevent successful implementation of the career and college graduation requirements.

- **We need additional time to adequately communicate to our parents, students, families, and our community about how our district plans to meet the new 24 credit graduation requirement. Our students and families need to have a clear understanding of the options available under the career and college ready graduation requirements. The additional two years would resolve these impediments, including the need to test and implement systems to ensure student success.**
- **Another clear impediment for our district for our district is inadequate staffing to provide for the additional credit requirements in world language and art.**

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

The efforts to be undertaken to achieve implementation of the career and college ready graduation requirements for the graduation classes of 2021 would be the following:

- **Develop and initiate a comprehensive communication plan for students, parents, staff, and our community.**
- **Implement strategies to communicate to a broad based audience to aid in the understanding of changing expectations resulting from these new requirements**
- **Develop and implement a professional development plan for counselors and teaching staff.**
- **Deepen the understanding of student options and requirements**
- **Develop a plan to modify the high school master schedule and hire the necessary teaching staff for the additional credit requirement**
- **Prepare our students to reach for the 24 credit college and career ready graduation requirements and**
- **Develop a plan for early identification of struggling students. In addition, provide for additional student supports for academic success and credit retrieval.**

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

- **Please see the attached Resolution # 05-2014-2015, Resolved on April 23, 2015 by the Touchet School District #300 Board of Directors.**
- **Thank you for your consideration.**

TUKWILA SCHOOL DISTRICT NO. 406
KING COUNTY, WASHINGTON

RESOLUTION NO. 813

A RESOLUTION of the Board of Directors of the Tukwila School District No. 406, King County, Washington, to pursue a two-year waiver from implanting the requirements of WAC 180-51-068;

WHEREAS, the School Board of has the final authority to set the policies of the district to ensure quality in the content and extent of the district's educational program; and

WHEREAS, the increase in the number of credits required by the State of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and

WHEREAS, the district currently requires 21 credits to graduate from high school; and

WHEREAS, the Washington Board of Education has developed an application process pursuant to WAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements; and

NOW, THEREFORE, BE IT

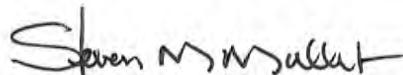
RESOLVED, that the Tukwila School Board of Directors authorizes the district to request a two-year waiver of the credit requirements of WAC 180-51-068 to allow for sufficient time to effectively implement the requirements.

RESOLVED, that duly certified copies of this resolution shall be presented to district staff assigned to prepare the waiver application as well as the Washington Board of Education, as an attachment to the waiver request.

ADOPTED this 10th day of March, 2015



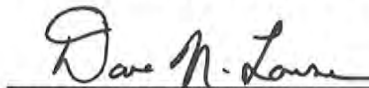
Mark Wahlstrom, Board President



Steve Mullet, Board Vice President



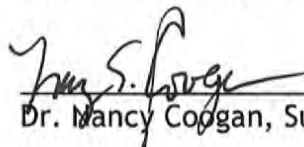
Mary Fertakis, Director



Dave Larson, Director

ABSENT

Alicia Waterton, Director



Dr. Nancy Coogan, Superintendent

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Tukwila School District

2. Contact information
Name and title: Pat Larson Principal/JoAnne Fabian
Telephone: 206-901-7905/206-901-8032
E-mail address: larsonp@tukwila.wednet.edu/fabianj@tukwila.wednet.edu

3. Date of application: 2/28/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

Due to ongoing district leadership changes, an implementation plan has not been developed at the district level and board policy has not been written to address this change. A communication plan has not yet been written to communicate the change in graduation requirements to our families and students. The enrollment at Foster High School has exceeded the capacity of the facilities and there is no additional physical space available for the additional Science credit requirement or any other additional classes that will need to be added.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

We are meeting as a team to plan but we need time to implement the following :

1. Develop materials for counselor use with middle school students as they begin the planning and registration process.
2. Train the middle and high school counseling staff and educate them about the changes.
3. Revise our advisory program to include the new requirements
4. Revise our district high school graduation requirements policy and procedure
5. Create a dual credit policy and procedure
6. Examine our CTE courses that may be eligible for dual credit and align them to CCSS/NGSS. Train the teachers in the new standards and adopt new aligned curriculum as necessary.
7. Develop a long term staffing plan to ensure that we continue to have highly qualified teachers in our classrooms.

8. Redesign summer programs to better align with the new credit and course requirements.
9. Develop a communication plan for use with students, families and staff.
10. Create a facilities use plan to plan for additional staff and additional courses if needed to meet the new grad requirements

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

- Class of 2020
- Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

We are meeting as a team to plan but we need time to implement the following :

1. Develop materials for counselor use with middle school students as they begin the planning and registration process.
2. Train the middle and high school counseling staff and educate them about the changes.
3. Revise our advisory program to include the new requirements
4. Revise our district high school graduation requirements policy and procedure
5. Create a dual credit policy and procedure
6. Examine our CTE courses that may be eligible for dual credit and align them to CCSS/NGSS. Train the teachers in the new standards and adopt new aligned curriculum as necessary.
7. Develop a long term staffing plan to ensure that we continue to have highly qualified teachers in our classrooms.
8. Redesign summer programs to better align with the new credit and course requirements.
9. Develop a communication plan for use with students, families and staff.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.



Tumwater School District

621 Linwood Avenue SW • Tumwater, WA 98512-6847
(360) 709-7000 • Fax (360) 709-7002 • www.tumwater.k12.wa.us

Mike Kirby
Superintendent

Student Learning: (360) 709-7030
Financial Services: (360) 709-7010
Human Resources: (360) 709-7020
Special Services: (360) 709-7040
Capital Projects: (360) 709-7005

COPY

RESOLUTION NO. 10-14-15

A RESOLUTION REQUESTING A TWO-YEAR WAIVER FROM THE REVISED GRADUATION REQUIREMENTS TO BEGIN WITH THE GRADUATING CLASS OF 2021

WHEREAS, on January 9, 2014 the Washington State Board of Education (SBE) approved revised career and college ready high school graduation requirements effective for freshmen entering high school in 2015 and beyond (Graduating class of 2019); and,

WHEREAS, the State Board of Education allows district to apply for a temporary waiver of up to two years in implementing these revised graduation requirements to provide districts additional time to plan for and effectively implement the required changes; and,
Whereas, a temporary waiver will allow for the district to address facility and staffing needs to accommodate the added graduation requirements;

NOW, THEREFORE BE IT RESOLVED that the Board of Directors for the Tumwater School District No. 33 requests a two year waiver from the revised graduations requirements to begin with the graduating class of 2021 instead of the class of 2019.

ADOPTED this 26th day of March, 2015.

BOARD OF DIRECTORS

Jay Wood

Robert W. Barclift

Kim Reykdal

Rita Luce

ATTEST:

Mike Kirby
Secretary to the Board

BOARD OF DIRECTORS

BOB BARCLIFT RITA LUCE KIM REYKDAL JANINE WARD JAY WOOD

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Tumwater School District

2. Contact information

Name and title: Andrew Schwebke, Executive Director for Student Learning

Telephone: 306-709-7030

E-mail address: Andrew.schwebke@tumwater.k12.wa.us

3. Date of application: Click here to enter a date. 3/27/15

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

A waiver will give the district time to put together a collaborative plan to implement CORE 24 in a manner that continues to support enrichment electives, while also increasing the expectations around the academic core.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

We currently have the capacity to offer only 24 credits in the 4 years. This means that increasing one area will create a decrease in electives for students. Many of the electives are engaging for students and help to further the mission of the school and district to create learning communities where students are engaged and interested.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

The district will form a task force to examine different scheduling options. Some options may have financial costs or bargaining implications. The two year waiver will provide the time necessary to negotiate agreements and make budget changes for any alternate schedules.

Final step

RESOLUTION NO. 748
A RESOLUTION of the Board of Directors of
Vancouver School District No. 37,
Clark County, Washington
Seeking State Board of Education –Waiver from High School Graduation Requirements

WHEREAS, the Revised Code of Washington 28A.230.090 establishes the authority to determine high school graduation requirements or equivalencies, and;

WHEREAS, the Washington State Board of Education has the authority to grant a waiver to implement the career and college ready graduation requirement proposal beginning with the graduation class of 2020 or 2021 instead of the class of 2019, and;

WHEREAS, it is in the best interests of the Vancouver School District students to seek the waiver, and;

WHEREAS, the waiver will enable us to build capacity to implement increased graduation requirements and additional systems of support to:

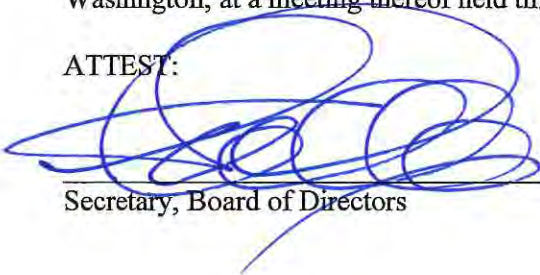
1. Develop additional middle and high school course options and schedules;
2. Develop additional course equivalency options to increase credit accrual rates;
3. Prepare personalized pathways leading to vocational certification or post-secondary education; and
4. Prepare students, teachers and families to achieve a 24 credit diploma.

WHEREAS, this waiver will apply to the entering freshman classes of 2015, the graduating classes of 2019, and;

NOW, THEREFORE, BE IT RESOLVED, the Vancouver School District is seeking to implement the career and college ready graduation requirement proposal beginning with the graduating class of 2020 instead of the graduating class of 2019.

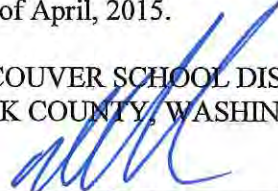
ADOPTED by the Board of Directors of Vancouver School District No. 37, Clark County, Washington, at a meeting thereof held this twenty-eighth day of April, 2015.

ATTEST:



Secretary, Board of Directors

VANCOUVER SCHOOL DISTRICT NO. 37
CLARK COUNTY, WASHINGTON

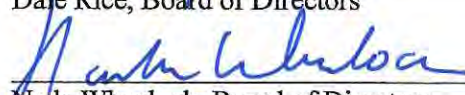


Mark Stoker, President, Board of Directors

Edri Geiger, Board of Directors

Kathy Gillespie, Board of Directors

Dale Rice, Board of Directors



Nada Wheelock, Board of Directors

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Vancouver Public Schools

2. Contact information

Name and title: Mike Stromme, Associate Supt. Of Teaching and Learning

Telephone: 360.313.1201

E-mail address: mike.stromme@vansd.org

3. Date of application: 5/1/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

Our district is several years into a comprehensive effort to increase On Time Graduation. We need time to sustain our momentum toward this effort and develop capacity to implement increased graduation requirements. This waiver will enable us to develop additional systems and supports to prepare students, teachers and families to achieve a 24 credit diploma. These systems and supports include communications, counseling, transition from middle to high school and and our newly revised High School and Beyond Plan.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Vancouver Public Schools serve a diverse student population, including high mobility and poverty rates. Current high school schedule options do not support increased graduation requirements. This waiver will allow time to develop systems which will support students in a twenty four credit environment. These systems will include increased options and flexibility for earning high school credit and the use of technology as a solution. Necessary supports for successful transition from middle to high school must be provided and secondary counseling efforts in alignment with the High School and Beyond Plan must be strengthened. Personalized Pathway options must be articulated for student consideration.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Personalized Pathways leading to Vocational Certification or post-secondary education will be designed.

Additional course equivalency options will be created to increase credit accrual rates and schedule flexibility.

Additional middle and high school course options and schedules will be identified and transition structures will be developed.

College and Career Readiness tools and processes will be refined to support the High School and Beyond Plan.

Student intervention and credit recovery supports will be refined and expanded.

One:one technology learning opportunities will be investigated to support credit attainment or recovery.

Competency based credit options will be expanded.

A comprehensive K-12 Counseling model will be implemented in alignment with our district commitment to preparing students for College, Career and Life Readiness.

Ongoing professional development supporting our district Instructional Quality efforts in alignment with TPEP will increase successful completion of high school courses through improved instructional practice.

A comprehensive communication plan for community, students, families and district staff will be designed and implemented to fully inform and support On Time Graduation in a 24 credit environment.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.



RESOLUTION #02-2015

March 30, 2015

Resolution Agreement for Temporary Waiver from the Core 24 College and Career Ready Graduation Requirements

A RESOLUTION OF THE BOARD OF DIRECTORS, WALLA WALLA SCHOOL DISTRICT NO. 140, SUPPORTING THE APPLICATION TO THE WASHINGTON STATE BOARD OF EDUCATION FOR A TEMPORARY WAIVER FROM THE CORE 24 COLLEGE AND CAREER READY GRADUATION REQUIREMENTS.

WHEREAS, it is the desire and the intent of the Walla Walla School District Board of Directors to graduate students well prepared for success in post-secondary education, work and life; and

WHEREAS, the legislature passed E2SSB 6552 which raises the number of credits required for graduation to 24 specified credits for the class of 2019; and

WHEREAS, under RCW 28A.230.090(1)(d)(ii) the state board of education has been authorized to grant school districts an opportunity to apply for a temporary waiver from the Core 24 career and college ready graduation requirements beginning with the graduation classes of 2019 or 2020; and

WHEREAS, the district is seeking additional time to plan and communicate the changes in requirements; and

WHEREAS, by building a deeper understanding of options and requirements students will experience greater success; and

WHEREAS, the district is seeking more time to ensure systems are in place to best support students in meeting new requirements;

THEREFORE, BE IT RESOLVED THAT the Walla Walla School District Board of Directors hereby requests the approval of the Temporary Waiver from Core 24 college and career ready graduation requirements for the class of 2019 and 2020 and will begin the 24 credit requirement beginning with the class of 2021 in order to carefully consider the necessary time and resources required to implement the new requirement in a reasonable manner.

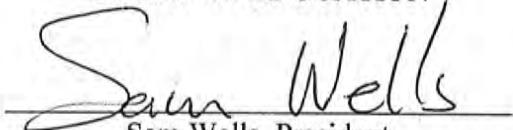
RESOLUTION #02-2015

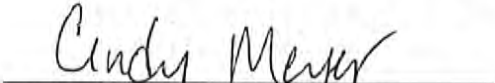
Resolution Agreement for Temporary Waiver from the Core 24 College and Career Ready Graduation Requirements

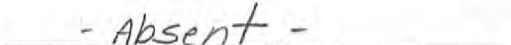
APPROVED by the Board of Directors of Walla Walla School District No. 140, Walla Walla County, Washington, in a special meeting held on the 30th day of March 2015.

Walla Walla School District No. 140
Walla Walla County, Washington


BOARD OF EDUCATION


Sam Wells, President


Cindy Meyer, Vice President


Dr. David Hampson, Director


Anne Golden, Director


Ruth Ladderud, Director

ATTEST: 
Dr. Bill Jordan, Secretary of the Board

Adopted at a regular meeting of the Board of Directors, March 30, 2015.

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: **Walla Walla Public Schools**

2. Contact information

Name and title: Laure Quaresma, Assistant Superintendent

Telephone: 509-527-3000

E-mail address: lquaresma@wwps.org

3. Date of application: 3/30/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

We are requesting a delay to implementation due to the following rationale:

We are currently losing students in our district as the neighboring K-12 College Place School District is building a high school. We anticipate losing 300 plus students over the course of the next three years, and staffing will be reduced accordingly. Walla Walla School District Board of Directors is requesting additional time for this transition.

A waiver will also allow the board time to explore and implement more opportunities for students to earn high school credit. These include options such as College in the High School, adoption of new courses, offering high school level courses in the middle school, as well as time to further develop CTE equivalencies within our high school curricula.

Delaying the implementation will also allow our district to provide professional development to our teaching and counseling staff as it relates to the 24 credit graduation requirement.

Finally, the additional time provided by this waiver allows us to develop a comprehensive communication plan to share the new graduation requirements with students, families and the community.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

While we anticipate losing staff due to a loss of students, we anticipate Art, Science, and World Language will still need to be staffed at a higher level than current staffing. Delaying implementation will allow our district to staff accordingly across our buildings and programs (Wa-Hi, Opportunity, and Lincoln).

More high school level courses are being taught in middle school. We anticipate a need for more staff collaboration and professional development. We also see the possibility of the transfer of high school staff to the middle school level.

We also have received grants to teach both the College Ready Math Initiative and the Bridge to College courses. This means we will have a number of staff dedicated to that pilot work over the next two years.

Our current graduation requirement is 22 credits. This change to 24 credits will have a significant impact specifically at Lincoln High School, which has a smaller student body, smaller staff, and less class offerings. It also traditionally serves a large number of students who come from high poverty backgrounds and average experiencing five Adverse Childhood Experiences (ACEs). Increasing this requirement by two credits may potentially have a negative impact on our on-time graduation rate due to credit deficiency. Additional planning will allow for more comprehensive planning and the implementation of supports to best meet our students' needs.

Finally, we have not had time to adequately communicate the new requirements to parents, students and our community. It will be important to ensure that parents and students have a clear understanding of the new requirements. This delay will allow us to share this important information with all stakeholders.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.
- Class of 2020
 - Class of 2021
7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.
1. The high school principals and district CTE Director will collaborate to develop new courses and course equivalencies consistent with our district goals.
 2. Principals and staff will develop relevant summer coursework for both remediation and for initial credit opportunities.
 3. Principals and staff will explore options for changes in the school day district-wide so as to allow students more flexibility.
 4. The entire teaching staff, community stakeholders and students will be made aware of the changes coming to the graduation requirements for the Class of 2021.
 5. The school board will hold a series of meetings to explore all of the possible course equivalencies and options for high school level credit.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

Wenatchee School District #246
Resolution No. 05-15

A resolution to the Wenatchee School Board supporting the application to the Washington State Board of Education for a two year waiver from implementing the requirements for WAC 180-51-068

Whereas, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552) beginning with the graduating class of 2021 instead of the graduating class of 2019; and

Whereas, the school board has the final authority to set the policies of the district to ensure quality in the content and extent of the district's educational program and

Whereas, the increase in the number of credits required by the state of Washington to graduate from high school to 24 will require a substantial amount of study and planning to implement effectively; and

Whereas, the district currently requires 23 credits to graduate from high school; and

Whereas, the Washington Board of Education has developed an application process pursuant to AWAC 180-51-068 to allow the district to request a two-year waiver to delay implementation of the credit requirements; and

Whereas, WAC 180-51-068 requires that the application be accompanied by a resolution adopted by the district board of directors;

Now therefore, be it Resolved, that the Wenatchee School District Board of Directors authorizes the district to request a two-year waiver of the credit requirements of WAC 180-51-068 to allow for sufficient time to effectively implement the requirements.

Resolved, that duly certified copies of this resolution shall be presented to district staff assigned to prepare the waiver application as well as the Washington Board of Education, as an attachment to the waiver request.

MEMBERS, BOARD OF DIRECTORS

ATTEST:

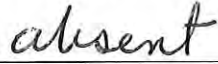


Brian Flones,
Secretary, Board of Directors

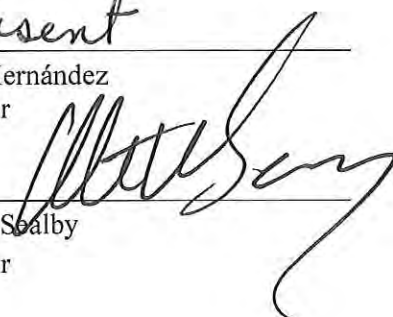
APPROVED AUTHORIZED SIGNATURES:



Walter Newman,
President, Board of Directors



Jesús Hernández
Director


Robert Sealby
Director



Jennifer Talbot,
Vice President, Board of Directors



Laura R. Jaecks
Director



235 Sunset Ave. P.O. Box 1767 Wenatchee, WA 98807-1767
(509) 663-8161 FAX (509) 663-3082

April 29, 2015

Mr. Jack Archer
Director, Basic Education Oversight
Washington State Board of Education

Dear Mr. Archer,

I have enclosed for your information the application and school board resolution for a temporary waiver from High School Graduation Requirements. The Wenatchee School Board approved the resolution at the school board meeting on Tuesday, April 28, 2015. Please contact me if you have any questions or need additional information.

Sincerely,

Brian L. Fones
Superintendent

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Wenatchee School District #246

2. Contact information

Name and title: Jon DeJong, Deputy Superintendent

Telephone: (509) 663-6161

E-mail address: dejong.j@wenatcheeschools.org

3. Date of application: 4/21/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The Wenatchee School District #246 is requesting a waiver to delay implementation of career and college ready graduation requirements in order to review schedule options to transition from a traditional six-period school day to a schedule that would offer a greater number of credits than six credits per school year or twenty-four credits over a four year high school career.

Furthermore, Wenatchee High School is at its maximum building capacity. Therefore, in order to accommodate increased credit requirements in science, the school district requires time to assess and develop solutions to expand building capacity through acquisition of portable classrooms, building reconfiguration, or building remodel.

Additionally, extra time is needed to understand and develop the personalized pathway requirements for students through the work of counselors, administrators, and teachers in order to best inform students and their parents about the college and career ready graduation requirements.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

The impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019 include:

- Communicating college and career ready standards to Wenatchee School District Faculty, Staff, Parents, and Students.
- Adjustments needed in staffing to help students meet changes in requirements in arts, science.
- Articulation with middle schools in order to increase course offerings and high school credit opportunities.

- Limitations in changing daily schedule due to language in the collective bargaining agreement between the Wenatchee School District No. 246 and the Wenatchee Education Association.
 - Defining CTE equivalent courses and competency-based credits.
6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.
- Class of 2020
 - Class of 2021
7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.
- Define local personal pathway requirements in order to better define ways to achieve college and career readiness requirements.
 - Collaboration between Wenatchee School District Cabinet and high school administrators to plan for staffing to accommodate course enrollment trends.
 - Collaboration between Wenatchee School District CTE department, Wenatchee School District Cabinet, and high school administrators in order to define equivalent courses, and competency-based credits.
 - Creation of a daily schedule task force in order to develop a daily schedule for Wenatchee High School that will better serve students and their ability to attain twenty-four credits required for graduation.
 - Communicate course offerings, counseling, and academic supports available to students and families as they work toward on-time graduation. This includes middle school and high school students.
 - Address building capacity shortages through acquisition of portable classrooms, reconfiguration of existing classrooms, or reorganization of classroom space.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

WINLOCK SCHOOL DISTRICT #232

RESOLUTION NO. 2015-03

APPLY TO THE STATE BOARD OF EDUCATION FOR A TEMPORARY WAIVER FROM HIGH SCHOOL GRADUATION REQUIREMENTS

WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from college ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019;

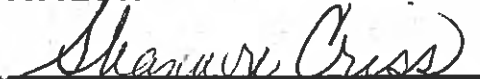
WHEREAS, a temporary waiver will allow district staff and students to more adequately prepare for the new graduation requirements;

WHEREAS, a temporary waiver will also allow more time for the district to address facility and staffing needs to accommodate the added graduation requirements;

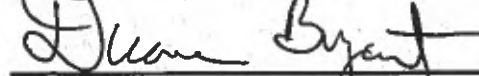
THEREFORE BE IT RESOLVED, that the Board of Directors of the Winlock School Districts No. 232 requests a two year waiver from the college ready graduation requirement to begin with the graduating class of 2021 instead of the class of 2019.

ADOPTED this 28TH day of April 2015 at the Special Meeting of the Board of Directors For the Winlock School District #232

ATTEST:


Shannon Criss, Secretary to the Board


Scott Weinert, Chairman


Duane Bryant, Vice Chairman


Fred Terry, Director


Tony Eitel, Director


Pam Spencer, Director

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Winlock School District

2. Contact information

Name and title: Shannon Criss, Superintendent

Telephone: 360-785-3582

E-mail address: scriss@winlock.wednet.edu

3. Date of application: 4/25/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

The Winlock School District is requesting a temporary waiver to delay the implementation of the Career and College Ready Graduation Requirements for the graduating classes of 2019 and 2020. We are requesting this waiver for four (4) reasons:

1. We need additional time to plan for counseling and academic support development. Time is needed to determine how the additional core requirements will impact our master schedule and elective offerings. We also need time to address issues involving the 24 credit requirement and our alternative high school students and staff.

2. Additional time is needed to analyze and expand our College in the High School and our CTE programs. Finding highly qualified teachers to meet these requirements is of concern, especially in a small district where a teacher may need to teach multiple content areas.

3. We need time to plan and implement the third year science which includes equipment, curriculum, and facility use (lab capacity).

4. Communication of Personalized Pathways will take additional time, planning and staffing. Winlock High School still requires a Senior Exit Project and we need time with the high school staff, community and district leadership team to determine how this all works together.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Winlock is a small, rural district with both a high school and an alternative school. Meeting the Highly Qualified Teaching Standard qualifications is an ongoing challenge. We often find that we need a teacher who is highly qualified in multiple subjects as well as having CTE Certification. We want to build strong programs in CTE, STEM, Foreign Language, etc. In order to do this we will have to acquire funding and staffing for the district. Another obstacle for us will be the master schedule. We want our students to

have be able to choose their pathway and have the schedule fit their needs. In order to do this we will need more time to build a master schedule with everything our students require to be most successful. Challenges include:

- Expanding counseling services.
- Changes in our master schedule to accomodate the new graduation requirements.
- Hiring of highly qualified staff.
- Shifting budget priorities and evaluating use of future levy dollars.
- Board and community approval of new graduation requirements.
- Equipment and facilities for additional lab courses.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

- Class of 2020
 Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Our Administrative and Leadership teams will work the next two years on the following: -
1. Master schedules, budget, and staffing configurations (while meeting HQT requirements)

2. Developing a communication plan for our community about Student Pathways and Graduation Requirements including the Senior Exit Project.

3. Reviewing student needs, state and federal requirements and district resources.

4. Analyze curriculum needs including foreign language, science, art, civics and remediation.

5. Development of CTE and College in the High School equivalencies

2) Develop an Advisory program, including personal pathway planning, to help guide the students through the decision making process as they work towards the new graduation requirements and a career after High School. This should begin in middle school.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

YELM COMMUNITY SCHOOLS, DISTRICT NO. 2

RESOLUTION 07-14-15

A RESOLUTION REQUESTING A TWO-YEAR WAIVER FROM IMPLEMENTING THE REVISED GRADUATION REQUIREMENTS OF WAC 180-51-068

WHEREAS, on January 9, 2014, the State Board of Education approved revised career and college ready high school graduation requirements effective for freshmen entering high school in 2015 and beyond (graduating class of 2019); and

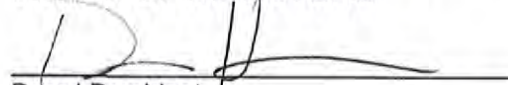
WHEREAS, RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by WAC 180-51-068 beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019; and

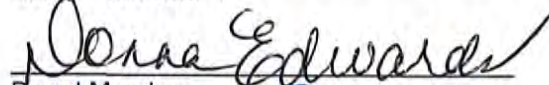
WHEREAS, a temporary waiver will allow Yelm Community Schools District No. 2 to address staffing, course, facility and system changes required to effectively implement the added graduation requirements;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Yelm Community Schools District No. 2 requests a two-year waiver from the revised graduation requirements to begin with the graduating class of 2021 instead of the class of 2019.

ADOPTED by the Board of Directors of Yelm Community Schools, District No. 2, at a regular meeting held on the 23rd day of April, 2015.

YELM COMMUNITY SCHOOLS
BOARD OF DIRECTORS


Board President

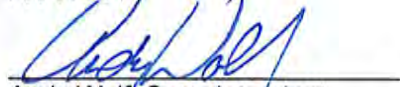

Board Member


Board Member


Board Member

Board Member

ATTEST:


Andy Wolf, Superintendent
Secretary to the Board

Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Yelm Community Schools

2. Contact information
Name and title: Andy Wolf, Superintendent
Telephone: 360-458-6139
E-mail address: andy_wolf@ycs.wednet.edu

3. Date of application: 4/23/2015

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.
 - a. The district needs additional time to review and implement systems required for the 24 credit requirements. The district is on a 5-year, positive trend in graduation rates and additional time will allow us to develop materials for our community and students prior to implementation.
 - b. Our school board is requesting additional time to review course changes, policy changes and fiscal impacts related to the implementation of the 24 credit requirement.
 - c. Yelm Community Schools is implementing a new technology initiative with the graduating classes 2016-20. This technology initiative is critical to the successful implementation of a quality high school and beyond plan. We need more time to make sure that all students, staff and parents are informed and trained to use the digital resources this initiative will provide.
 - d. Our most critical need in implementation of the 24 credit requirement is to articulate courses, dual credit courses, career pathways and curriculum in grades 8-12. Our district needs additional time for this articulation work to take place, to make any curriculum and staffing adjustments necessary, and to understand the fiscal implications.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.
 - a. Our current academic progression is a 22 credit graduation requirement. Yelm High School is also a grade 10-12 configuration. Our current challenge is planning for students who enter grade 10 with credit deficiencies. Additional time and parent communication is required to implement a comprehensive guidance and counseling plan as we do not currently possess the capacity to offer increased credit retrieval opportunities.
 - b. We are in the process of building student progress monitoring systems to assist students who will be required to earn 24 credits instead of 22.

- c. With the rollout of common core state standards and the onset of SBA testing, we have not had adequate time to educate our middle school parents and students about the changes required for the 24 credit requirement. Parents and students will have to be thoroughly and repeatedly educated on the consequences of failing classes, resulting in the need for credit retrieval. Parents also need thorough and repeated education on personal pathways that will be adopted by the school board.
6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.
- Class of 2020
 - Class of 2021
7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.
- a. Continue working with middle school principals to develop a timeline for parent communication about the 24 credit requirement.
 - b. Planning and implementation is underway to adopt Career Cruising as our technology system to be used to facilitate and house the high school and beyond plan materials for students.
 - c. School board presentation in May about pending decisions on dual credit courses, personal pathways and fiscal considerations.
 - d. Working with middle school principals on a plan for early identification of struggling students. Summer and other intervention options are in the developmental stages for students to enter high school to meet the 24 credit requirements.
 - e. Discussions regarding a professional development plan for counselors and teachers.
 - f. The district is also considering reconfiguration (and related bond measure) and construction of a 9th grade campus that would move 9th grade students from the middle schools onto the high school campus.

Final step

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

WAC 180-16-225

Waiver—Substantial lack of classroom space—Grounds and procedure.

(1) **Grounds.** The state board of education may waive one or more of the basic education allocation entitlement requirements set forth in WAC [180-16-200](#) through [180-16-220](#)(1) only if a school district's failure to comply with such requirement(s) is found by the state board to be caused by substantial lack of classroom space.

As a condition to a waiver based on substantial lack of classroom space the state board will consider and a school district must demonstrate, at least, that the facilities of the school district do not contain enough classroom space or other space that can reasonably be converted into classroom space, and that necessary classroom space may not reasonably be acquired by lease or rental to enable the district to comply with the referenced entitlement requirements.

(2) **Waiver procedure.** In order to secure a waiver pursuant to subsection (1) of this section a school district must submit a petition together with a detailed explanation and documentation in support of its request not later than thirty days prior to either:

(a) The state board of education meeting immediately preceding commencement of the school year; or

(b) The March (or such other meeting as the state board shall have established) meeting of the board at which the board will consider certifications of compliance and noncompliance with these entitlement requirements.

A school district that can reasonably foresee an inability to comply with entitlement requirements by reason of substantial lack of classroom space should petition for a waiver as early as the state board meeting immediately preceding commencement of the school year in order to allow for the possibility that the request may be denied.

[Statutory Authority: RCW [28A.150.220](#), 28A.305.140, and 28A.305.130. WSR 04-23-008, § 180-16-225, filed 11/4/04, effective 12/5/04. Statutory Authority: RCW [28A.150.220](#)(4), 28A.305.140, and 28A.305.130(6). WSR 04-04-093, § 180-16-225, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW [28A.58.754](#)(6). WSR 86-13-015 (Order 5-86), § 180-16-225, filed 6/10/86; WSR 84-11-043 (Order 2-84), § 180-16-225, filed 5/17/84. Statutory Authority: RCW [28A.04.120](#). WSR 83-13-002 (Order 3-83), § 180-16-225, filed 6/2/83; WSR 80-06-093 (Order 7-80), § 180-16-225, filed 5/29/80. Statutory Authority: RCW [28A.41.130](#) and 28A.58.754. WSR 78-06-097 (Order 3-78), § 180-16-225, filed 6/5/78.]

Chapter 180-44 WAC

TEACHERS' RESPONSIBILITIES

WAC Sections

- [180-44-005](#) Regulatory provisions relating to RCW [28A.305.130](#)(6) and 28A.600.010.
- [180-44-007](#) Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101—Application.
- [180-44-010](#) Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101—Responsibilities related to instruction.
- [180-44-020](#) Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101—Responsibilities related to discipline of pupils.
- [180-44-040](#) Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101—Classroom—Physical environment.
- [180-44-060](#) Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101—Drugs and alcohol—Use of as cause for dismissal.

DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER

- 180-44-030 Regulatory provisions relating to RCW [28A.04.120](#)(6) and 28A.58.101—Excuse for pupil absence required. [SBE 44-4-22, filed 3/29/65, effective 4/29/65.] Repealed by WSR 81-12-022 (Order 4-81), filed 6/1/81. Statutory Authority: RCW [28A.04.120](#) and 28A.58.101.
- 180-44-050 Regulatory provisions relating to RCW [28A.305.130](#)(6) and 28A.600.010—School day as related to the teacher. [Statutory Authority: RCW [28A.600.010](#). WSR 91-08-055, § 180-44-050, filed 4/2/91, effective 5/3/91; SBE 44-4-24, filed 3/29/65, effective 4/29/65.] Repealed by WSR 07-07-055, filed 3/14/07, effective 4/14/07. Statutory Authority: RCW [28A.305.130](#).

180-44-005

Regulatory provisions relating to RCW

[28A.305.130](#)(6) and 28A.600.010.

Pursuant to authority vested in the state board of education under provisions of RCW [28A.305.130](#)(6) and 28A.600.010 to prescribe rules and regulations for the government of the common schools, pupils and teachers, the state board of education hereby adopts rules and regulations provided in WAC [180-44-007](#) through [180-44-060](#) relating to teachers. [Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-44-005, filed 8/6/90, effective 9/6/90; Order 7-77, § 180-44-005, filed 6/1/77; SBE 44-4-1, filed 3/29/65, effective 4/29/65.]

180-44-007

Regulatory provisions relating to RCW

[28A.04.120\(6\)](#) and 28A.58.101—Application.

The rules and regulations provided for in WAC [180-44-010](#) through [180-44-060](#) shall be applicable to all teachers and other certificated personnel of grades kindergarten through twelve of the common schools.

[SBE 44-4-2, filed 3/29/65, effective 4/29/65.]

180-44-010

Regulatory provisions relating to RCW

[28A.04.120\(6\)](#) and 28A.58.101—Responsibilities related to instruction.

(1) It shall be the responsibility of the teacher to follow the prescribed courses of study and to enforce the rules and regulations of the school district, the state superintendent of public instruction and the state board of education, maintaining and rendering the appropriate records and reports.

(2) Teachers shall have the right, and it shall be their duty, to direct and control within reasonable limits the studies of their pupils, taking into consideration individual differences among pupils: Provided, That all pupils shall receive instruction in such prescribed courses of study as are required by law and regulations.

(3) Teachers shall be responsible for the evaluation of each pupil's educational growth and development and for making periodic reports to parents or guardian and to the designated school administrator.

(4) Teachers are required to make daily preparation for their duties, preparation to include attendance at teachers' meetings and such other professional work contributing to efficient school service as may be required by the principal, superintendent or board of directors.

[Order 7-77, § 180-44-010, filed 6/1/77; SBE 44-4-20, filed 3/29/65, effective 4/29/65.]

180-44-020

Regulatory provisions relating to RCW

[28A.04.120\(6\)](#) and 28A.58.101—Responsibilities related to discipline of pupils.

(1) Teachers shall maintain good order and discipline in their classrooms at all times, and any neglect of this requirement shall constitute sufficient cause for dismissal.

[Order 7-77, § 180-44-020, filed 6/1/77; SBE 44-4-21, filed 3/29/65, effective 4/29/65.]

180-44-040

Regulatory provisions relating to RCW

[28A.04.120](#)(6) and 28A.58.101—Classroom—Physical environment.

Every teacher shall give careful attention to the maintenance of a healthful atmosphere in the classroom, reporting to the principal or his designated representative any shortcomings in lighting, heating or ventilation.

[SBE 44-4-23, filed 3/29/65, effective 4/29/65.]

180-44-060

Regulatory provisions relating to RCW

[28A.04.120](#)(6) and 28A.58.101—Drugs and alcohol—Use of as cause for dismissal.

Use by any certificated person of habit-forming drugs, without pharmaceutical prescription by a duly licensed practitioner of medicine and/or dentistry licensed doctor of medicine, or any unauthorized use of alcoholic beverage on school premises, or at a school-sponsored activity off the school premises, shall constitute sufficient cause for dismissal or nonrenewal of contract.

[Order 7-77, § 180-44-060, filed 6/1/77; SBE 44-4-25, filed 3/29/65, effective 4/29/65.]

WAC 180-51-001

Education reform vision.

(1) The state is shifting from a time and credit-based system of education to a standards and performance-based education system. Certain ways of thinking about time must shift in order to support the ongoing implementation of school reform. The board's long-term vision of a performance-based education system includes:

(a) No references to grade levels or linking a student's educational progress to a particular age. Instead, learning is viewed in terms of developmental progress, academically and vocationally, so that while the curriculum may be sequential the student moves through it at her or his developmental pace, regardless of age;

(b) An understanding that in the absence of other important information, a student's grade point average and performance on the Washington assessment of student learning do not provide a complete picture of the student's abilities and accomplishments;

(c) An understanding that our concept of school needs to expand and take into account that education and learning are about connected learning experiences, which can and do occur inside and outside the physical boundaries of a school building; and

(d) An understanding that students do not all learn in the same way (there are multiple learning styles), that teachers do not all instruct in the same way (there are multiple teaching styles and strategies), and these facts suggest that it should be possible to assess students' performance and achievement in multiple ways while maintaining common, high expectations and standards for learning.

(2) Long-term, as the performance-based education system continues to evolve, the state board of education believes that there should be an on-going review of assessment administration issues. The state board envisions a time when state assessments are administered during one or more assessment windows annually. During these times, students are allowed to take the appropriate norm-referenced or criterion-referenced state assessment based upon the collective determination by the student, the student's parent(s), teacher(s), and counselor that the student is developmentally ready to take the assessment, rather than because the student is a particular age or is in a particular grade.

[Statutory Authority: RCW [28A.230.090](#). WSR 00-19-108, § 180-51-001, filed 9/20/00, effective 10/21/00.]

I am writing to share my concern about a rule change being proposed by the State Board of Education.

You are proposing deleting the following rule which says, in part:

<http://apps.leg.wa.gov/wac/default.aspx?cite=180-16-225>

(1) **Grounds.** The state board of education may waive one or more of the basic education allocation entitlement requirements set forth in WAC [180-16-200](#) through [180-16-220](#)(1) only if a school district's failure to comply with such requirement(s) is found by the state board to be caused by substantial lack of classroom space.

As a condition to a waiver based on substantial lack of classroom space the state board will consider and a school district must demonstrate, at least, that the facilities of the school district do not contain enough classroom space or other space that can reasonably be converted into classroom space, and that necessary classroom space may not reasonably be acquired by lease or rental to enable the district to comply with the referenced entitlement requirements.

When I contacted Jack Archer with a question about why this is proposed for deletion, he provided the following information:

"WAC 180-16-225. (Waiver -- Substantial lack of classroom space). Initially filed 6/78. Authorizes and sets procedures for the SBE to waive WAC 180-16-200 (Instructional hour requirement) and a portion of WAC 180-16-220 (Supplemental basic education program approval requirements) concerning licensing of staff) for reason of a lack of classroom space. The policy basis for this rule is unclear. There is a separate rule, 180-18-030, concerning waiver of instructional hour requirements. The original rule was adopted in 2001. (WSR 01-24-092.) The amendment in 2007 was technical. We do not have a record of a request for a waiver under this section since the legislation reconstituting the Board in 2005-06. Records from the old Board are archived, and we don't know at this time if it was utilized before then.

The separate rule referenced by Mr. Archer reads as follows:

"A district desiring to improve student achievement by enhancing the educational program for all students may apply to the state board of education for a waiver from the total instructional hour requirements. The state board of education may grant said waiver requests pursuant to RCW [28A.305.140](#) and WAC [180-18-050](#) for up to three school years."

It seems to me that the "separate rule" is in fact quite different from the rule being proposed by the SBE for deletion. The separate rule provides only for situations in which a district wishes to enhance an educational program, not situations in which the district is unable to realize some portions of a required educational program due to lack of space.

Doing away with the ability to apply for a waiver for requirements due to inability to make space to meet those requirements at this particular time concerns me.

The legislature is currently considering providing funding for additional school staff (partially as a result of the short-sighted initiative passed by the voters recently) at a time when many districts

have too little space for the staffing ratios we have right now. Add that to the refusal of the legislature to acknowledge the very real problem of mandating lower class sizes, and thus more classes, without providing adequate support for districts to build more space to house them. In addition, population growth in many areas is combining with the difficulty many districts are having passing bond measures for new construction to provide the ingredients of a real challenge for our system. The only segment of our society who will benefit from this constellation of events are the folks who make portable classrooms.

Mr. Archer pointed out that the SBE has not had a request for a waiver for this reason in the past. I would submit that at least a few such requests might be on the near horizon if policy-makers (and citizens) continue to believe that schools all across the state have boundless classroom space currently unused and just waiting to be filled by more classes. And the situation is complicated by the fact that some of the educational program requirements of the future require not just classroom space, but specialized spaces such as art studios, science laboratories and space to meet the needs of a growing array of technical education offerings.

Please consider whether it will serve our districts (and by extension our students) well to remove the opportunity to buy themselves some time to address the space issues that this current climate is likely to produce for at least some of them without running afoul of the myriad other requirements they are all scrambling to meet well on behalf of their students.

Thank you for your consideration of my concerns.

Karen Madsen

Mr. Jack Archer
State Board of Education
600 Washington
P.O. Box 47206
Olympia, WA 98504

Dear Mr. Archer,

This is to register opposition to a proposed rule change of the State Board of Education (SBE) pursuant to WSR 15-04-115 that was filed on February 3, 2015. Specifically, the Washington State School Directors Association (WSSDA) is not in favor of eliminating WAC 180-16-225 for the reasons stated below.

To begin, WSSDA recognizes the obligation of the SBE to routinely review existing WACs to determine if they have become obsolete. Also, WSSDA understands that one criteria in determining obsolescence is the rate at which specific WACs are used by educators in their work, and that, in the case of WACs that allow waivers from existing laws, the frequency of waiver requests. Since, to the best of the knowledge of the SBE, WAC 180-16-225 has never been used by districts to request a waiver, it is certainly reasonable to seek its elimination.

However, since WAC 180-16-225 specifically allows the SBE to grant waivers due to “substantial lack of classroom space”, recent class size legislation would conceivably create conditions that could cause a school district to seek a waiver. Using the class size goals and timelines associated with ESHB 2261/SHB 2776, it is likely that, in the near future, many districts will find themselves with sufficient student population to add classes but without the facilities to do so. In those cases districts could seek “out of the box” solutions to their facility problems—some of which might be made possible through the waiver process.

To be sure, “lack of classroom space” waivers have not been employed by districts in current times. But, 2261/2776, not to mention the class size elements of I-1351, will create new facility issues for districts that could be helped through waiver possibilities associated with WAC 180-16-225. In sum, for us 2015 appears to not be the year to eliminate the lack of classroom space waiver. Instead, we would request that the SBE remove this WAC from consideration of elimination and study its use patterns for the next few years—a new era given changes in class size guidelines emanating from the legislature and the initiative process.

Thanks for your consideration of this request.

Sincerely,

Alan Burke

Alan Burke, Ed.D.

Executive Director
Washington State School Directors' Association
360.252.3001
a.burke@wssda.org



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April 24, 2015

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Olympia, WA 98504

Dear Board Members:

Thank you for the opportunity to comment on WSR 15-04-125, the proposed rule that includes the repeal of WAC 180-16-225. Originally, this item was on the State Board's agenda for the March 11 - 12 meeting, but the Board postponed taking action on it. We understand that the proposed rule may be considered at the May 13 - 14 Board meeting.

The rule at issue -- WAC 180-16-225 -- allows school districts to receive a waiver if the district can demonstrate that failure to meet the requirements was caused by a "substantial lack of classroom space."

The proposed rulemaking states the reasoning for the repeal of WAC 180-16-225 and several other sections is that the rules "are unnecessary, out-of-date, duplicative of other agencies' rules, or not consistent with board policies." WSR 15-04-125, Proposed Rules (February 3, 2015).

We are commenting on this proposal because we disagree with the statement that the waiver is unnecessary, out-of-date, or duplicative of other rules. We understand that the lack of classroom space waiver has been underutilized. However, we anticipate increased reliance on the classroom space waiver as the Legislature implements ESHB 2261 and reduces class size.

We agree that the Washington Administrative Code includes a waiver of the instructional hour requirement. But that subsection is not the same as the classroom space waiver. See WAC 180 18-030 ("A district desiring to improve student achievement by enhancing the educational program for all students may apply to the state board of education for a waiver from the total instructional hour requirements."). The classroom waiver is a different type of waiver.

The reason that the classroom space waiver has the potential to have a significant impact is because many school districts currently face significant capacity problems. Everett School District continues to wrestle with overcrowding system wide. The statewide lack of classrooms will be exacerbated in the years to come as districts implement the class-size standards under ESHB 2261 (and depending on the actions of the Legislature

Washington State Board of Education

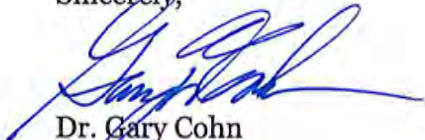
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and possibly of the voters, Initiative 1351). The Superintendent of Public Instruction estimated that 5,698 classrooms need to be added in order to offer all-day kindergarten and a reduced K-3 class size of 17 to 1. 2015-2017 Capital Budget Request and 2015-2020 Capital Plan, Superintendent of Public Instruction, October 2014. State funding for school construction is not keeping up with demand for additional schools, square footage, construction costs, and classrooms. It also does not match the additional cost of specialized spaces for science laboratories, career and technical education, and other specific program offerings.

Again, thank you for the opportunity to comment. If you have any questions, please call me at (425) 385-4009.

Sincerely,

A handwritten signature in blue ink, appearing to read "Gary Cohn", written over a printed name and title.

Dr. Gary Cohn
Superintendent

cc: Ben Rarick
Jack Archer