



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title: Executive Director Update

As related to:

<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
<input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system.
	<input type="checkbox"/> Other

Relevant to Board roles:

<input type="checkbox"/> Policy leadership	<input type="checkbox"/> Communication
<input checked="" type="checkbox"/> System oversight	<input type="checkbox"/> Convening and facilitating
<input type="checkbox"/> Advocacy	

Policy considerations / Key questions: This section contains information on multiple business items. The supporting materials address key questions that you may have regarding the business items.

Relevant to business item: This section is relevant to the following business items:

9. Approval of Basic Education Compliance for Darrington, Eastmont, and Lopez Island School Districts
10. Approval of Basic Education Act Waiver Request for Ridgefield School District

Materials included in packet: This section contains the following documents:

- Option One Waiver Memo
 - Waiver Document
 - Waiver Evaluation Sheets
 - Copy of Waiver Law
- Basic Education Compliance Memo
 - Original Darrington Letter
 - Darrington Response Letter
 - Original Eastmont Letter
 - Eastmont Response Letter
 - Lopez Island Waiver Approval Letter

Synopsis: The Executive Director Update contains information on business items and upcoming work of the Board. The Executive Director and staff will brief the Board during this agenda time.



THE WASHINGTON STATE BOARD OF EDUCATION

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

REQUEST FOR WAIVER OF MINIMUM REQUIREMENTS OF THE PROGRAM OF BASIC EDUCATION

Policy Considerations

Should the Option One request presented for a waiver of the minimum 180-day school year requirement be approved, based upon the criteria for evaluation in WAC 180-18-040? Are there deficiencies in the application that may warrant resubmittal of the application, with corrections, for consideration by the Board at a subsequent meeting per WAC 180-18-050?

Summary

Please see the following table that organizes critical information that a requestor must provide in order to complete their waiver request and be considered by the Board for approval.

District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver	Student Instructional Days	Additional Work Days Without Students	New or Renewal	Were the required documents submitted and complete?
Ridgefield	1	3	Transition Day for Middle and High School	179	7	Renewal	Yes

What are the goals of this waiver?

The primary goal of the waiver is to use the transition day to provide a positive learning environment for entering middle and high school students. The district measures its progress towards goals of the waiver through data from the Healthy Youth Survey, a climate survey administered in the Fall and Spring, and responses from the community. The district also will examine attendance and discipline data. The district also relates its waiver to the systemwide goal of increasing student improvement on the state assessment, advanced placement exams and the SAT.

If a renewal, what progress on original goals has been made?

The district demonstrates improvement in student survey results on Healthy Youth Survey and the local climate survey, reflecting an improvement in the learning environment. Community responses have been enthusiastic. Over the last three years, Smarter Balanced results from the district have shown mixed results. The district shows an increase in English proficiency from 2015-16 to 2015-16 in six of seven tested grade levels but, then, a decrease from 2015-16 in to 2016-17 in six of seven tested grade levels. Math results show a similar trend with an increase in four of seven tested grade levels from 2014-15 to 2015-16 and a decrease from 2015-16 to 2016-17 in four of seven tested grade levels. The district's graduation rate remains at a high level of at least roughly 90% for the four-year adjusted cohort graduation rate.



THE WASHINGTON STATE BOARD OF EDUCATION

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

Background: Option One Waiver

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

WAC 180-18-040 implements this statute. It provides that “A district desiring to improve student achievement for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement . . . while offering the equivalent in annual minimum instructional hours . . . in such grades as are conducted by the school district.” The Board may grant a request for up to three school years. There is no limit on the number of days that may be requested. Rules adopted in 2012 as WAC 180-18-040(2) and (3) establish criteria for evaluating the need for a new waiver and renewal of an existing one.

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

Summary of Current Option One Request

Ridgefield, a medium-sized district of about 2,800 students along the Columbia River in Southwestern Washington, requests a renewal of its waiver of one day for the 2018-19, 2019-20 and 2020-21 school years. The district states that it will meet and exceed minimum instructional hours and will have seven additional teacher work days without students.

The purpose of the waiver is a transition day so that the district can provide a positive learning environment for entering middle and high school students. Students in seventh and ninth grade will attend the transition day at the middle and high school, respectively. The waiver will only apply to grades eight, ten, eleven, and twelve. Elementary grade levels will be unaffected by this waiver. The district elaborates on the benefits of a transition day. The transition day reduces the anxiety of new students, allows them to make friends, introduces them to the teachers, promotes good behavior and has a positive effect on academic performance. The district cites positive community feedback on the transition day and a district press release demonstrates positive staff and student perspectives on the transition.

In response to renewal questions, the district demonstrates improvement in student survey results on Healthy Youth Survey and the local climate survey, reflecting an improvement in the learning environment. While the district notes that it is difficult to link the climate survey results to a one-day event, the district has seen encouraging results in survey data. The district is monitoring attendance and discipline rates. Over the last three years, Smarter Balanced results from the district have shown mixed results. The district shows an increase in English proficiency from 2015-16 to 2015-16 in six of seven tested grade levels but, then, a decrease from 2015-16 in to 2016-17 in six of seven tested grade levels. Math results show a similar trend with an increase in four of seven tested grade levels from 2014-15 to 2015-16 and a decrease from 2015-16 to 2016-17 in four of seven tested grade levels. The district's graduation rate remains at a high level of at least roughly 90% for the four-year adjusted cohort graduation rate. To improve its use of the waiver day from the previous request, the district has slightly modified its metrics and has allowed new students who have transferred to the district but aren't in the seventh or ninth grade classes to also attend the transition day.

The district submitted all of the required documents. The district noted various ways that it keeps the community informed on this waiver of the 180-day school year, including through the district leadership team, emails to parents, the website, and parent-teacher conferences.

Action

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

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



THE WASHINGTON STATE BOARD OF EDUCATION

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

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

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

Instructions:

Form and Schedule

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

Application Contents:

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

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

Applications for new waivers require completion of Sections A and C of the application form.

Applications for renewal of current waivers require completion of Sections A, B, and C.

Submission Process:

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

Parker Teed
Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6047
parker.teed@k12.wa.us

The SBE will provide written confirmation (via e-mail) of receipt of the application materials. **Part A: For all new and renewal applications:**

RIDGEFIELD SCHOOL DISTRICT NO. 122
BOARD OF DIRECTORS

RESOLUTION NO. 2017-2018-003

Adopting 180-Day Waiver Request for School Years 2018-2019, 2019-2020, 2020-2021

WHEREAS, the Washington State Board of Education has recognized the importance of educational improvements and has established waivers of the 180-day school year to enhance educational programs; and

WHEREAS, the Ridgefield School District has established goals for continuous improvement and is committed to enhancements that will support increased student learning and individual achievement; and

WHEREAS, research supports the needs to effectively support learners when transitioning to new schools; and

WHEREAS, the Ridgefield School District's goals include providing safe, inclusive, and positive learning environments that support high academic and behavior expectations for every student; and

WHEREAS, the Ridgefield School District will continue to meet the instructional hours offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested.

NOW, THEREFORE, BE IT RESOLVED that the District respectfully requests that the minimum 180-day school year requirement be waived for the Ridgefield School District to allow for up to one (1) waiver day in the school years 2018-2019, 2019-2020, and 2020-2021. During this time, students in grades 8, 10, 11, and 12 would not attend school for one day in order to allow faculty and staff to focus on transitioning 7th graders to View Ridge Middle School and 9th graders to Ridgefield High School.

ADOPTED by the Board of Directors of Ridgefield School District No. 122, Clark County, Washington, at an open public meeting thereof held this 14th of November, 2017.

Attest:

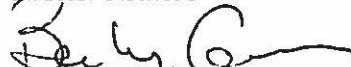


Dr. Nathan McCann, Superintendent

RIDGEFIELD SCHOOL DISTRICT NO. 122
BOARD OF DIRECTORS



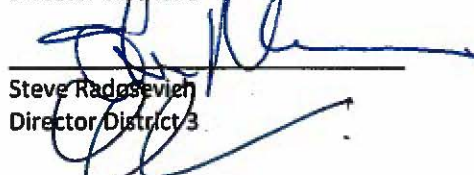
Scott Gullickson, President
Director District 5



Becky Greenwald, Vice President
Director of District 4



Joseph Vance
Director District 2



Steve Radosevich
Director District 3

Emily Enquist
Director District 1

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

School District Information	
District	Ridgefield School District
Superintendent	Dr. Nathan McCann
County	Clark
Phone	360-619-1302
Mailing Address	2724 South Hillhurst Road Ridgefield, WA 98642
Contact Person Information	
Name	Chris Griffith
Title	Assistant Superintendent
Phone	360-619-1302
Email	chris.griffith@ridge.k12wa.us
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	No
If no, then which schools or grades is the request for?	View Ridge Middle School – Grades 7 and 8 Ridgefield High School – Grades 10, 11 and 12
How many days are requested to be waived, and for which school years?	
Number of Days	1 – only for grades 7, 8 and 10, 11, and 12
School Years	2018-2019, 2019-2020, 2020-2021
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	No
Remaining number of half days in calendar	
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes

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

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

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

The Ridgefield School District would like to implement a transition program for incoming 7th and 9th grader students. On the first day of the year, only 7th and 9th graders will be in their respective buildings (View Ridge Middle School and Ridgefield High School). Assurance Day will provide 7th and 9th grader students with the opportunity to familiarize themselves with their new school cultures, find their classes, manage their lockers, make new friends, connect with school staff, where to go for help, and much more.

The last day of school at View Ridge Middle School will be a day to celebrate 8th grader students graduation into high school and the closing of this chapter of their lives. Only the 8th graders will be present in school.

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

View Ridge Middle School: (https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/96692/VRMS_SIP_2017-2018.pdf)

SIP Goal #2 - All members of the View Ridge community will continue working toward enhancing a safe, healthy and respectful learning environment.

View Ridge Middle School recognizes that a positive environment is critical to ensure student learning. Through surveys and discussions with staff and students VRMS has identified anxiety surrounding starting middle school to be a big concern. Allowing all incoming 7th graders a day to get to know each other, school culture, schedules, classrooms, lockers, etc. without fear of upperclassman will aid in reducing this anxiety.

Ridgefield High School: (https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/96687/RHS_SIP_2017-18_Final.pdf)

With an emphasis on continual improvement and accomplishing system wide activities, student performance will increase in the HSPE, AP, and SAT testing.

- The school and community work together to systematically anticipate and appropriately respond to change as the school improvement process is implemented.
- Goal statements for the school improvement process are properly aligned with the implementation plan and clearly identify measures of success.
- The school improvement effort is externally validated on a periodic basis.

As a staff, we continue to strive for a culture that is focused on student learning and reflective upon our teaching practices.

The mission of the Ridgefield High School Counseling Department is to ensure a safe and caring environment in which all students acquire the knowledge, skills, and attitudes needed for academic, career, and personal/social development.

Both buildings work with their feeder schools to help the transition process and to build relationships in order to help lower suspension rates while increase attendance and ultimately graduation rates.

Ridgefield School Board:

The Ridgefield School Board heard and approved “Assurance Day” for View Ridge Middle School and Ridgefield High School and “Celebration Day” for View Ridge Middle School on April, 14, 2015.

Excerpt from Ridgefield School Board Minutes 4/14/15

NEW BUSINESS – Action

Approve Assurance Day at Ridgefield High School and View Ridge Middle School and 8th Grade Celebration

Motion was made by Director Jeff Vigue Board approve Assurance Day at Ridgefield High School and View Ridge Middle School and 8th Grade Celebration, seconded by Director Joe Vance. There was brief discussion. View Ridge Middle School Principal Chris Griffith shared his comments. All members voted in favor of the motion. Motion carried.

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

“Assurance Day” is designed to reduce student anxiety during transitions to middle school and high school. Effectiveness of the program will be measured through student and staff surveys. The survey will be created in Schoolwires and given to all students and staff.

Additionally, we will analyze using 2014-2015 as baseline data:

- Attendance Rates
- Discipline Referrals (non-truancy/tardies)
- Number of Individuals Who Receive Referrals (non-attendance)
- Suspension or Expulsions (non-attendance)

2014-2015 Baseline data

Grade	Absence Rate	Discipline Referrals (non-truancy/tardies)	Individual Student Referrals (non-attendance)	Suspensions or Expulsions (non-attendance)
7	6.0%	51	39	7
8	7.2%	186	59	12
9	7.0%	121	55	23

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

View Ridge Middle School:

During the first day each department will focus on a different anxiety related issue. Listed below are the highest anxiety related issues as identified by incoming students.

1. Getting lost and to class on time. The staff will prepare a scavenger hunt that helps the students familiarize themselves with their new building, each room in the new building and where important core facilities such as restrooms, the library and cafeteria are at.
2. Sharing lockers and solving locker partner problems. The staff will teach a specific lesson related to locker sharing etiquette and resolving problems. Students will also role play possible locker conflicts.
3. Opening lockers. The staff will teach a lesson that explains and assists students on how to open a combination lock. Students will practice in their classroom prior to moving to their assigned locker. Once at their assigned locker students will practice opening their locker, as well as organize their materials and belongings to assist in locker partner etiquette.
4. How to use Skyward – student access. Skyward is an integral part of the communication system in place for secondary schools in the Ridgefield School District. Starting middle school, students are taught to check their grades through Skyward on a regular basis. Staff input grades regularly and sent monthly progress reports to parents. In addition to grades, Skyward tracks attendance. This is an area of focus at the middle school, as students learn to transition to 6 different classes every day. All students will be given their login and password information. Then specific lessons will be taught addressing how to login, where to check grades and attendance. Additional time will be spent teaching students how to find staff assignment calendars so they can track assignments.
5. How to make up assignments (What to do when a student is sick). Students will be taught how locate missing assignments and the process for completing and turning that work in.
6. REBS – View Ridge Middle School is a Positive Behavior Intervention and Support (PBIS) school. Our schoolwide expectations are Respectful, Excellence, Be responsible and Safe (REBS). Staff will use specific lessons to share our REBS expectations, explain our incentive program and PBIS in general.

RHS:

Frosh Camp

Quick opening to discuss schedule and purpose of the day

15min. classes on modified bell schedule to help students prepare for high school on a procedural level and to familiarize students with High School options for successful learning and student choice.

1st period -- ice breaker

2nd period—skyward and internet forms

3rd period—personality test

ASB assembly half hour—introduction to ASB and Leadership

4th period –study skills

5th period—class offerings and transcripts

6th period—extracurricular—athletics, drama--music,--art--clubs etc.

Auditorium—hog call for small groups---teacher squadron leaders will get their small groups together (around 15 students)

Teacher squadron Leaders (Teachers assigned to a group of students—will travel with them through afternoon rotations.) will escort groups to lunch—

Afternoon Rotations—about 20 min sessions

Amazing Race—Lead Teachers—Jeff Brink and Jill B.

There will be two sessions

The Goal of the Amazing Race is to familiarize students with campus and staff.

Activities will include:

Checking out a book from librarian in to find next clue

Finding clue in Amy's career and high school and beyond room

Opening a locker to find next clue

Asking for a clue from Mrs. Bentler

Going to stadium for clue

Getting clue from administration

Getting clue from secretaries

Etc.

Success Bound---Lead Teachers---

There will be two sessions

The Goal of the Success bound sessions is to help students recognize school character traits. What are Responsibility, Resilience and Respect? What does the practice look like in different settings?

Session one a brain storming activity—session two is the poster-making project

Bullying and Drugs

Howard will give a one-session presentation to students

The Goal of this session is to let students know the ramifications of these activities and the policies around reporting.

Student Panel

Lead Teacher(s) -- Goal is to let students ask questions about High School life to their peers. The panels will consist of a diverse group of students. Each panel will have at least one student who has struggled in high school and persevered.

Leadership Team Building

Lead Teachers--Kim Alias and David Wear

Goal: Marshmallow activity to help develop leadership and team building.

Closing-

Administration

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

The Ridgefield School district will use yearly student climate survey data to determine the success of "Assurance Day." The goal is to reduce student anxiety for students as they transition from elementary school to middle school and again when students transition to high school. Climate surveys will be given in the fall and again in the spring. Results will be analyzed both from fall to spring, but also across multiple years.

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

In subsequent years, incoming students will be surveyed to identify anxieties related to their peer groups' transition. Each building will then design specific lessons to address and reduce those anxieties. Successful activities and events will continue from year to year if they address the needs of the students. Less successful activities may be tweaked or dropped and replaced with new activities.

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

The idea of "Assurance Day" was initiated from discussion and work done through the Teacher/Superintendent Leadership Group. This group is composed of teacher leaders from each of the districts' four schools and the superintendent of the Ridgefield School District.

A major concern of the group was the transition between each level of the Ridgefield System. While a number of initiatives have been put in place student anxiety remained high. After much discussion and thought, the group proposed "Assurance Day."

Presentations were then made to Ridgefield High School and View Ridge Middle School staff to elicit their thoughts. Both buildings were in favor of the "Assurance Day" concept and committed to creating committee's to plan their respective programs.

The idea was shared with parents through emails, building websites and parent meetings. Overwhelmingly, parents were in support of "Assurance Day" to help reduce transition anxiety.

8. Provide information about the collective bargaining agreement (CBA) with the local education association, stating the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction days. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Section 8. EMPLOYEE WORK YEAR

A. The work year covered by this Agreement shall consist of 180 work days. Any extension of contracted days (other than those paid by the TRI stipend in F below) shall be compensated at full per diem (1/180 of the employee's contract). Any additional work day(s) shall be computed at the hourly curriculum rate of \$30.00. Additional days shall be scheduled prior to the ending of the school year for work to be completed during the summer months. All employees are expected to be available for extended work day(s). Those employees scheduled for extended day(s) shall mutually agree to their schedule of work day(s). Provision may be made under this paragraph for special projects (included but not limited to curriculum development, development of special program(s) at a specific school, etc.) for morning/evening work beyond the expected work day during the school year.

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

Student instructional days (as requested in application)	179
Waiver days (as requested in application)	1
Additional teacher work days without students	7
Total	187

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	(1) District kick-off		
2	100%		Teacher in-service	
3	100%		Teacher in-service	
4	100%		Teacher in-service	
5	100%			Teacher work day
6	100%		(1/2) Teacher in-service	(1/2) Teacher work day
7	100%		(1/2) Teacher in-service	(1/2) Teacher work day
Check those that apply				

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

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

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

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

The Ridgefield School District used the requested waiver day each of the last three years. The waiver day was used as described in the application above with one change. The high school refers to the day as "Frosh Camp." Each year, both View Ridge Middle School and Ridgefield High School have brought in only their incoming students (7th and 9th respectively) on the first day of school. The day was used to help ease the transition to new buildings within the Ridgefield School District. Staff worked hard to create a warm welcoming environment that allowed students to meet new individuals, learn about the school expectations, learning environment, school culture, as well as meeting staff.

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

In our original application we stated:

The Ridgefield School district will use yearly student climate survey data to determine the success of "Assurance Day." The goal is to reduce student anxiety for students as they transition from elementary school to middle school and again when students transition to high school. Climate surveys will be given in the fall and again in the spring. Results will be analyzed both from fall to spring, but also across multiple years.

We found it difficult to link changes in school climate over the course of the year with this single day event. There is so much more that goes into a students reflection and response on school climate over the course of an entire year. Nevertheless, we are pleased that the Healthy Youth Survey data produced positive impact on questions about safe and enjoyment with school.

Anecdotally, parents share every year with administration and central office how thankful they are that both the middle school and high school have created these incoming student days. They share heart that their students are not nervous the night before because they know that only new students will be at the school. They are relaxed and ready to meet new friends and staff.

Healthy Youth Survey data reveals:

In 2014 46% of 8th graders and 30% of 10th graders "often" or "almost always" enjoyed being at school. In 2016 those numbers increased to 50% of 8th graders and 43% of 10th graders.

In 2014 86% of 8th graders and 77% of 10th graders reported feeling safe at school. In 2016 those numbers increased to 90% of 8th graders and 92% of 10th graders.

This year we wanted to approach the survey more specifically. We knew our goals for the day, so we asked questions related to how well we met those goals.

In our survey of incoming 7th graders this year (90 respondents):

- 84.3% expressed that Assurance Day lowered their anxiety about starting middle school
- 86.4% expressed that Assurance Day helped them become familiar with the campus

- 88.8% of the student respondents shared that Assurance Day helped them understand the “Do’s” and “Don’t” of middle school.
- 79.8% of the students met at least two new peers during the day

In our survey of incoming 9th graders this year (167 respondents):

- 73.1% expressed that Frosh Camp lowered their anxiety about starting high school
- 80.7% expressed that Frosh Camp helped them become familiar with the campus
- 76.6% of the student respondents shared that Frosh Camp helped them understand the “Do’s” and “Don’t” of high school.
- 74.9% of the students met at least two new peers during the day

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

As shared previously, we are making adjustments to our measurements of success. We believe that surveying the students immediately to gain their perspective on how well we met our intended goals is the best way to gauge our success.

As a rapidly growing district we are expanding Assurance Day and Frosh Camp to include not just the 7th and 9th graders, but also any new secondary student to the district to join their schools on the first day. We believe that these students, while smaller in size will benefit from the same supports we provide to all our incoming students.

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

Over the last three years we have heard from students, parents, and staff that “Assurance Day” and “Frosh Camp” are valuable opportunities to reduce anxiety and building strong school bonds. As a growing district with record numbers of new students enrolling each year it is becoming more and more critical that we continue this program to ensure our newest students get started on the right foot.

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

The district publishes this event in a variety of ways, including on our district website. Including, VRMS pushed out a reminder to all parents regarding the start of the year (<http://www.ridgefieldsd.org/article/21645?org=Middle%20School>). In this reminder the school wrote:

7th GRADE ASSURANCE DAY

All 7th graders and any 8th grade students new to Ridgefield School District will have Assurance Day on August 29. Returning 8th graders will stay home on this date and begin school on August 30. We use this day to orient our new students to the school’s facility, expectations, academic program, and procedures as well as help them make connections with their classmates and teachers.

The district ran a story this year sharing the experience with the whole community (See Press Release 9/12/17). Mr. Smith (VRMS principal) has held meetings with parents at each Assurance Day to further engage the families.

Additionally, the district office received unsolicited positive emails from parents thanking us for dedicating a day to the transition process.

Tony Smith, Principal - View Ridge Middle School reports:

1. Parents are informed of Assurance Day in newsletters and information nights in the spring prior and August leading up to the day. Outcomes, rationale, and prior years' impacts are communicated at these times.
2. A team of staff plan and coordinate the day, and I have received no suggestion from any staff member that we should not continue this day. Numerous teachers share with me that they find the day to be a good opportunity to slow down and answer the many questions our new students come with and explain our procedures and expectations.

Christen Palmer, Principal – Ridgefield High School reports:

1. Parents were informed based on my letter and emails that went home before Frosh Camp that it was happening.
2. Parents and community hear about the impacts of Frosh Camp from the students themselves and how they feel ready for their first day of school because of Frosh Camp. Also, I posted some stuff on the live feed that went out to folks who have that on their phone.
3. I have had conversations with staff about Frosh Camp and how much they think it helps our new students.

C. Last Steps:

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

Thank you for completing this application.



School Calendar 2018 - 2019

August 2018						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December 2018						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2019						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

September 2018						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

January 2019						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

May 2019						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October 2018						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2019						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

June 2019						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November 2018						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

March 2019						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

July 2019						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

PRESS RELEASE**FOR IMMEDIATE RELEASE**

For More Information, Contact:
Dr. Nathan McCann, Superintendent
Ridgefield School District
nathan.mccann@ridgefieldsd.org
(360) 619-1302

Ridgefield School District Assures Valuable First Day Experience for New Students

Tuesday, September 12, 2017 – Ridgefield, Washington – In the Ridgefield School District, August 29 at first glance would have seemed like a typical first day of school at View Ridge Middle School and Ridgefield High School.

However, the only students making their way to class that day were seventh graders at the middle school and ninth graders at the high school. The students knew that the day would be focused entirely on them, and they had the school and the staff all to themselves.

Each year, the first day of school at the district's only middle school and high school is devoted to welcoming new students transitioning from elementary to middle school and from middle school to high school. Students brand new to the district are also included in the first-day experience at both schools.

Known as "Assurance Day" at View Ridge and "Spudder Frosh Camp" at Ridgefield High School, the day is designed to provide an opportunity for incoming students to get familiar with their new school, cycle through their classes, meet their peers and get to know their teachers and the school staff. It provides fun, interactive activities throughout the day, and also gives students a chance to hook up with their future mentors--leadership students at both schools who help ease them into the middle school and high school experience.

The following day, the students join the rest of the student body at their respective schools when fellow classmates in the upper grades return for their first day of classes.

At Ridgefield High School, National Honor Society students were on hand ready to help the incoming freshmen navigate their way through their first day of high school. Ninth-grader Ethan McQuivey commented on his experience. "It feels like a new adventure that has already been guided in the right way."

"The enthusiasm and increased confidence we saw from our new students at the end of the day was a stark contrast from the nervousness they exhibited in the morning," said Tony Smith, Principal at View Ridge Middle School.

For seventh graders, it was clear that Assurance Day was both valuable and meaningful. Max Daniels said, "It helped because I knew where all my classes were." Wyatt Bartroff commented, "Having eighth graders help us out was great because they could tell us important things we needed to know."

Said Madison Wilkins, "I was nervous about not being able to find things, but Assurance Day made it really easy," and according to Jack Brown, "It was less crowded, so you could get around more easily."

"I was really impressed with both our new students and especially our eighth grade Leadership students, who worked hard all day long helping our seventh graders learn the routines and expectations of our school," said Principal Smith. "I think every one of our new students already has a fellow student to go to if they need anything."

###

Option One Waiver Application Worksheet

District: Ridgefield
Date: 1/11/2018

Days requested: 1
Years requested: 3
New or Renewal: R

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

District: Ridgefield

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

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

WAC 180-18-040

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

WAC 180-18-050

Procedure to obtain waiver.

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

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

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

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

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

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

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

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

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

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

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



THE WASHINGTON STATE BOARD OF EDUCATION

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

2017-2018 MINIMUM BASIC EDUCATION REQUIREMENTS COMPLIANCE

RCW 28A.150.220 (Basic Education – Minimum instructional requirements – Program accessibility) requires the SBE to adopt rules to implement and ensure compliance with the program requirements imposed by this section and related laws on basic education allocations.

RCW 28A.150.250 directs that if a school district's basic education program fails to meet the basic education requirements enumerated in these sections of law, the SBE shall require the Superintendent of Public Instruction to withhold state funds in whole or in part for the basic education allocation until program compliance is assured.

The SBE carries out this duty through required, annual reporting by school districts on compliance with the minimum basic education requirements set in law. These include:

1. Kindergarten minimum 180-day school year.
2. Kindergarten total instructional hour offering.
3. Grades 1-12 minimum 180-day school year.
4. Grades 1-12 total instructional hour offering.
5. State high school graduation minimum requirements.

On August 7, 2017, the SBE launched the basic education compliance reports in the OSPI iGrants system. On August 7, 2017, the SBE notified all districts that they must complete and submit the online report by September 15, 2017. After the deadline, periodic reminders were sent to districts that had not yet submitted compliance reports.

At the November 2017 board meeting, the Board approved of only 292 districts of the 295 districts in Washington state. The Board is recommended to approve of the remaining three districts – Darrington, Eastmont, and Lopez Island at the January 2018 board meeting. As described in the letter from Darrington School District, the district has taken measures to fully implement graduation requirements for the Class of 2018 and become compliant with minimum basic education requirements for the Class of 2017-18. SBE staff are satisfied with Darrington School District's response and, therefore, recommend approval. As described in the letter from Eastmont school district, the district made a mistake in posting its graduation requirements, has fixed the mistake on their posted information, and confirmed that they are in compliance. At the November 2017 board meeting, the Board approved of Lopez Island School District's request for an option one waiver of the 180-day requirement, thus completing the district's basic education compliance report.

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



THE WASHINGTON STATE BOARD OF EDUCATION

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

November 6, 2017

Superintendent Dr. Buck Marsh
Darrington School District
1065 Fir Street
Darrington, WA 98241

RE: Graduation Requirements for the 2017-18 School Year

Dear Superintendent Marsh,

The State Board of Education has received the basic education compliance report (Form Package 600 in iGrants) from Darrington School District indicating that the district is requiring only three credits of English and two and a half credits of social studies for the 2017-18 school year. The State Board of Education requests additional information from the district to complete its review of the district's compliance with minimum requirements of the program of basic education.

In 2012, Darrington School District received a waiver to delay the implementation of new English and social studies credit requirements in WAC 180-51-067 until the Class of 2018. The waiver allowed Darrington School District to maintain the English and social studies credit requirements of WAC 180-51-066 through the Class of 2017. The waiver has expired. Therefore, Darrington School District is required to implement WAC 180-51-067, including four credits of English and three credits of social studies, for the Class of 2018.

Under RCWs 28A.150.220 and 28A.150.250, the State Board of Education is required to ensure compliance of school districts to the program of basic education. In order to fulfill the State Board of Education's duty under law, SBE staff need either a letter assuring that the school district is in compliance with minimum graduation requirements for the Class of 2018 or a letter explaining the deficiency or deficiencies. By November 30 2017, please submit a letter assuring compliance or a letter of explanation.

Mr. Parker Teed is the staff person in our office with day-to-day responsibility for this matter, and can be contacted with further questions at parker.teed@k12.wa.us or 360-725-6047.

Sincerely,

Deb Merle
Interim Executive Director

cc: Parker Teed, Data Analyst

Kevin Laverty, *Board Chair* • Deb Merle, *Interim Executive Director*
Janis Avery • Mona Bailey • MJ Bolt • Jeff Estes • Connie Fletcher • Joe Hofman • Patty Wood
Ryan Brault • Ricardo Sanchez • Peter Maier • Lindsey Salinas • Dr. Alan Burke • Holly Koon • Judy Jennings
Chris Reykdal, *Superintendent of Public Instruction*

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

DARRINGTON HIGH SCHOOL
436-1140

DARRINGTON SCHOOL DISTRICT NO.330

P.O. BOX 27
DARRINGTON, WA 98241
SUPERINTENDENT'S OFFICE
436-1323

DARRINGTON ELEMENTARY
436-1313

December 11, 2017

To: Michaela Miller, Deputy Superintendent, OSPI

Re: Action Plan for ELA Credits for DHS Class of 2018

It has come to my attention that Darrington High School is not in compliance with current state graduation requirements. Background and action steps for DHS students to attain 4.0 ELA credits are:

25 students are in the 2018 graduation cohort. 11 students are college bound and are on track to complete 4.0 credits of English through College in the High School at DHS or Running Start, 1 is in Life Skills and is on-track to achieve 4 credits of ELA credits, and two students are not on-track to graduate with this cohort (GED, Job Corps, etc.). The 11 remaining students fall into 2 categories: Skills Center Students (3) and non-Skills Center students (8).

Sno-Isle Tech students attend school in the morning in Mukilteo, and return to DHS just prior to lunch. For these students, the personal finance course (a DHS graduation requirement) will be waived to allow for enrollment in an afternoon Business English course. Taught through the American School, the course will afford students the opportunity to earn 1.0 ELA credits during second semester which, along with their .5 ELA at the Darrington High School, will mean all three will achieve 4 credits by graduation in June, 2018.

For Non-Skills Center Students to recover the 1.0 credit deficiency in ELA, DHS will offer seniors three options in addition to their regularly scheduled senior ELA course (essentially doubling up ELA during second semester):

1. Zero (0) hour class or class in morning during school day: Senior English
2. After school class or class in afternoon during school day: Senior Literature
3. Business English course in lieu of the PM ELA elective

DHS will also amend 2018 Graduation Table to reflect requirement of 4.0 ELA credits.

Sincerely,



Dr. Buck Marsh, Superintendent

CC: Deb Merle, Interim Executive Director, SBE
Parker Teed, Data Analyst, SBE
Chris Reykdal, Superintendent, OSPI



THE WASHINGTON STATE BOARD OF EDUCATION

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

November 6, 2017

Superintendent Dr. Garn Christensen
Eastmont School District
800 Eastmont Avenue
East Wenatchee, WA 98802

RE: Graduation Requirements for the 2017-18 School Year

Dear Superintendent Christensen,

The State Board of Education has received the basic education compliance report (Form Package 600 in iGrants) from Eastmont School District indicating that the district is requiring only three and a half credits of English for the 2017-18 school year. The State Board of Education requests additional information from the district to complete its review of the district's compliance with minimum requirements of the program of basic education.

In 2012, Eastmont School District received a waiver to delay the implementation of new English and social studies credit requirements in WAC 180-51-067 until the Class of 2018. The waiver allowed Eastmont School District to maintain the English and social studies credit requirements of WAC 180-51-066 through the Class of 2017. The waiver has expired. Therefore, Eastmont School District is required to implement WAC 180-51-067, including four credits of English and three credits of social studies, for the Class of 2018.

Under RCWs 28A.150.220 and 28A.150.250, the State Board of Education is required to ensure compliance of school districts to the program of basic education. In order to fulfill the State Board of Education's duty under law, SBE staff need either a letter assuring that the school district is in compliance with minimum graduation requirements for the Class of 2018 or a letter explaining the deficiency or deficiencies. By November 30 2017, please submit a letter assuring compliance or a letter of explanation.

Mr. Parker Teed is the staff person in our office with day-to-day responsibility for this matter, and can be contacted with further questions at parker.teed@k12.wa.us or 360-725-6047.

Sincerely,

Deb Merle
Interim Executive Director

cc: Parker Teed, Data Analyst

Kevin Laverty, *Board Chair* • Deb Merle, *Interim Executive Director*
Janis Avery • Mona Bailey • MJ Bolt • Jeff Estes • Connie Fletcher • Joe Hofman • Patty Wood
Ryan Brault • Ricardo Sanchez • Peter Maier • Lindsey Salinas • Dr. Alan Burke • Holly Koon • Judy Jennings
Chris Reykdal, *Superintendent of Public Instruction*

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

November 6, 2017

Interim Executive Director Deb Merle
Washington State Board of Education

Re: Graduation Requirement for the 2017-2018 School Year

Dear Ms. Merle:

This letter is in response to correspondence received from you concerning the basic education compliance for the graduating class of 2018.

There was an error on our Procedure 2410-P stating that only three and a half credits of English were required for the 2017-2018 school year at Eastmont High School. This error also transferred over to Package 600 in iGrants. The requirements in the Procedure 2410-P for Eastmont have been changed to accurately reflect requirements for the class of 2018. All of our students who graduate in 2018 will have four credits of English and three credits of social studies as required in WAC 180-51-067. I can attest to this statement, as can the Eastmont High School Principal Lance Noell.

Thank you for bringing this to our attention. Please be assured that our graduating class of 2018 will fulfill the requirements of WAC 180-51-067.

Sincerely,



David R. Woods
Assistant Superintendent, Secondary Education



Garn Christensen
Superintendent

cc: Lance Noell, EHS Principal



THE WASHINGTON STATE BOARD OF EDUCATION

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

November 17, 2017

Superintendent Brian Auckland
Lopez Island School District
86 School Road
Lopez Island, WA 98621

Dear Superintendent Auckland;

This is official notification that, pursuant to WAC 180-18-040 and WAC 180-18-050, the State Board of Education took the following action on the 180-day waiver application submitted by your District.

On November 9 2017, the State Board of Education approved Lopez Island School District's request for a waiver from the basic education program requirement of a minimum 180-day school year, for the purposes set forth in the district application. The approved waiver is for four days from the 180-day requirement for the 2017-18 and 2018-19 school years.

If you have questions please contact Parker Teed at the State Board of Education office, 360-725-6047.

Sincerely,

Deb Merle
Interim Executive Director

cc: Parker Teed, Data Analyst
Dave Sather, Principal 6-12, Curriculum Director/Athletic Director

Kevin Laverty, *Chair* • Deb Merle, *Interim Executive Director*
Janis Avery • Mona Bailey • MJ Bolt • Jeff Estes • Connie Fletcher • Joe Hofman • Patty Wood
Ryan Brault • Ricardo Sanchez • Peter Maier • Lindsey Salinas • Dr. Alan Burke • Holly Koon • Judy Jennings
Chris Reykdal, *Superintendent of Public Instruction*

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