

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

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

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

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

The SBE has adopted criteria for evaluation of requests for Option Two waivers as WAC [180-18-065](#).

Application materials must include:

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

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

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

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

Superintendent
Catherine Nelson

High School Principal
Tabatha Mires

Elementary Principal/AD
Tayn Kendrick

Board of Directors
Eric Biggar, Chair
Stephanie Stibal, Vice Chair
Joel Harding
Seth Normington
Amanda Viebrock

Waterville Public Schools
200 East Birch Street PO Box 490 Waterville, WA 98858
180 – DAY OPTION 2 WAIVER
FLEXIBLE CALENDAR
RESOLUTION #2017/2018-002

WHEREAS, Waterville School District No. 209 requests a waiver of thirty days for the 2018-2019, 2019-2020, and 2020-2021 school years, and

WHEREAS, Waterville School District understands at the end of each school year, if the State Board of Education determines that student learning is adversely affected, Waterville School District No. 209 shall discontinue the flexible calendar as soon as possible, but not later than the beginning of the next school year after the determination has been made, and

WHEREAS, Waterville School District No. 209 assures it will meet the annual average 1,000 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215), and

WHEREAS, Waterville School District No. 209 assures it will collect and provide data on school attendance rates of students and teachers as well as Smarter Balanced Assessment results annually to the State Board of Education.

THEREFORE BE IT RESOLVED, by the Board of Directors of the Waterville School District No. 209 the request to a 180-Day Option 2 Waiver from the Basic Education Program Requirement for the purpose of Economy and Efficiency by approved.

Adopted on April 25, 2018

Waterville School District
Waterville, WA 98858

DATED this 25th day of April, 2018, as witnessed by our signatures:

Director

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

1. Contact Information (Please complete all information below)

| | |
|-----------------|------------------------------------|
| Name | Cathi Nelson |
| Title | Superintendent |
| School District | Waterville School District #209 |
| Phone | 509-699-1424 |
| Email | cnelson@waterville.wednet.edu |
| Mailing Address | P.O. Box 490, Waterville, WA 98858 |

2. Student Count:

| | Count | Year |
|---|--------|---------|
| Most recent student count for the district (please identify year) | 267.88 | 2017-18 |
| Forecast for the next student count (if available) | 260 | 2018-19 |

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

NO If yes, explain:

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

YES If no: Schools Grades

5. Number of waiver days requested:

| School Years | 2018-19 | 2019-20 | 2020-21 |
|----------------|---------|---------|---------|
| Number of Days | 30 | 30 | 30 |

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

RCW 28A.150 220 requires that *for students enrolled in grades one through twelve...which shall be increased beginning in the 2015-16 school year to at least one thousand eighty instructional hours for students enrolled in grades nine through twelve and at least one thousand instructional hours for students in grades one through eight, all of which may be calculated by a school district using a district-wide annual average of instructional hours over grades one through twelve.* The district will average 1038 hours in grades 1-12, exceeding the average of 1026

hours allowed in the RCW for those grades. Using the 150 student-day calendar proposed in the attachments, grades 9-12 will result in 1075 hours for each grade with grades 6-8 at 1053 and K-5 at 1000 hours. Only grades 1-12 were used in the averaging.

In addition, an additional 20 hours per grades K-12 will be reserved for student-led/parent conferences. According to the instructional hour guidelines, parent/teacher conferences can be included in allowable contact time, but for the purposes of meeting the instructional hour minimums in our 4-Day school week proposal, that time has not been included in the above calendars 2018-19, 2019-20, and 2020-21. Counting that allowable student-led/parent conference time would bring grades 9-12 to 1091 contact hours and the overall average of grades 1-12 would increase to 1056 contact hours on the proposed calendars. Each year, our district is required to submit our student contact hours in a report to the state (see attachment I Grant Form #600 Basic Education Requirement) and the approval of that i-grant is indication that our district is in compliance with minimum basic ed requiremntns.

The student-led/parent conference time was not included because rather than scheduled days, the time will be utilized differently at each grade-span (i.e., grades 6-12 may conduct two 4-hour arena conferences or individual student-led conference sessions in November while elementary students may meet individually with parents in the evenings over a period of two weeks to accommodate parent schedules). Student-led/parent conference dates are not included on the proposed calendar to allow flexibility and therefore not counted in the instructional time on three calendars.

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

Economies:

- Fuel (\$3,500 in bus fuel for 9936 to/from school miles)
- Food (\$12,800) However, this savings will be off-set by a loss in revenue for meals not served on Fridays.
- Teacher Subs (\$6000) A reduction of a minimum of 50 teacher substitute days based on increased staff attendance. The district spends over 3 times the amount allocated by the state for substitutes.
- Provision of 18 paid professional days will be provided within the existing state salary schedule eliminating the need to allocate extra levy dollars (which have been reduced dramatically due recent state legislation) and provides significantly more professional development time. In 2016-17 Waterville teachers were paid three per diem days from levy funds to work on coordinated curriculum, align instruction with Common Core standards, and collaborate toward building goals. The 18-professional days embedded in the teacher year on our proposed four day school week calendar will likely eliminate that extra expense.
- Increased economies for parents to conduct business (medical appointments, shopping, banking, etc.) on Fridays without causing their children to miss instructional time or incur personal expense for additional trips to Wenatchee (30 miles), Spokane (150 miles) or Chelan (40 miles). Our district has a medium to high poverty rate, and most of our parents do not have the financial ability to make multiple trips per week to Wenatchee or other places for medical and dental appointments. When they do go, they tend to take all children even if only one has an appointment. Additionally, 80% of our students participate in athletics, so parents do not use Saturdays (a big athletics day) to run errands as they attend the events to support their children and, of course, few medical providers offer appointments on weekends. What typically happens is that students, especially elementary students, miss significantly more than 5 days per

semester or year as tag-alongs to these other events/appointments. Providing parents with a business day to conduct some of those activities and still attend athletic events will reduce the amount of lost instructional time for students and allow parents to maximize their trips to Spokane. While we acknowledge that not every medical provider works on Fridays, based on research of districts who currently offer four-day school weeks in Montana, Colorado, and Oregon, we do expect a significant reduction in student absences.

Efficiencies:

- Increased uninterrupted instructional time as the majority of away athletic events move to Thursday nights or Fridays/Saturdays. Last year, students in grades 6-12 lost approximately 120 instructional hours because of athletics. The proposed athletic schedule for a four-day school week in 2018-19 and through 2020-21 reduces that loss to half of that. Our district is located in the center of the state, with only one district in our league within a 40 minute bus ride. All other athletic events range from 1.5 to six hours or further for travel. For example, a recent basketball game at Oroville necessitated an 11:00 a.m. release for our high school boys' and girls' varsity, JV, stats keepers, managers, and cheerleaders which includes 43% of our 9-12 student body. The district will work with the league to schedule the majority of away events on Thursday, Friday, or Saturdays. The district has identified a desired athletic schedule by sport that reduces lost time.
- Increased student attendance.** Multiple research studies reviewing schools in Montana and Colorado show that staff and student absences decrease in schools with four-day school weeks. Currently, 30% of Colorado's school districts operate on a 4-day school week, primarily in rural districts. In addition, 22 states allow 4-day school week options and while the researchers presumed that with longer days and longer weekends, elementary students would suffer academically, what they found was the opposite. Academic areas either strengthened or there was not statistical difference. Citation: Does Shortening the School Week Impact Student Performance? Evidence from the Four-Day School Week, D. Mark Anderson, Montana State University and Mary Beth Walker, Georgia State University, February 2012. Increased staff attendance which will translate into stronger instruction. Because of our rural and remote location we lack substitutes and many are emergency subs. Quite honestly, we do not have a substitute who can teach first grade reading well or, on the other end of the spectrum, PreCalculus or Chemistry which means that those days are also lost instructional opportunities. Reducing the number of staff absences by providing a business day to conduct medical or other personal business increases efficiency. Last year, we recorded the equivalent of 482 days of substitutes, 312 of which were for staff illness or appointments. By providing 25 three-day weekends, and four four-day weekends, the hope is that staff will have more opportunity for rest, thus staying healthier, and a business day most weeks to conduct medical appointments. Multiple research studies also support a recorded reduction in staff absences in schools with a four-day school week.
- Increased number of highly qualified and desirable teacher applicants.** For a long time at Waterville, staff turnover was rare. We had a group of teachers who lived in Waterville, had ties to the community, and planned to stay at Waterville School until retirement. During the past 3-4 years, those veteran teachers have retired, and we have struggled to attract teachers to Waterville to replace them. We struggle because we cannot compete with other districts who offer 20, 30, and even 70 per diem days, in locations where they are apt to find social relationships, or where their existing spouses can find employment. We have been unable to fill an elementary and secondary special education teacher positions and currently have two 'non-certified' folks in those positions. We currently do not offer Music to 4th through 12th grade students because we can't fill that

position. In the fall of 2017, we hired both an elementary and middle school teacher without certificates and supported them as they worked toward their degrees/certificates on an “alternate route” program. When we are successful in attracting high quality teachers to Waterville, we struggle to retain them because we are within commuting distance to larger districts like Eastmont, Wenatchee, and Lake Chelan, who all offer large numbers of per diem days for professional development. We need to create a reason for quality applicants to consider our district and to stay in our district. We feel that there are a number of reasons to work in Waterville, such as small class sizes, great support from parents and community, a true ‘family’ feel among our staff, and our leadership culture. Even then, our students certainly do not have access to the qualified applicant pool that districts in more urban areas or those within commuting district seem to have. Staffing or lack of qualified applicants has become an equity issue for our students. A 4-day school week with 18 paid professional days will make us a more attractive employment opportunity.

- **Increased retention/job satisfaction of experienced qualified staff**, which means that students in a small, rural, remote district will receive equity in instruction comparable to students in urban areas who are taught by highly qualified staff and where districts have a qualified applicant pool to choose from. According to a Northshore School District elementary principal, the district hired 40 elementary teachers last spring without knowing exactly where they would be placed but assured of the need by August. Waterville had one elementary opening and one middle school opening at the same time and did not find any “highly qualified” applicants, forcing the district to hire two candidates who were still working on their degrees/certificates, and thus were not “highly qualified”. One has since completed her program and received her ‘certificate’ in January 2018, but taught for half of this year while not ‘highly qualified’. The other is still not ‘highly qualified’ and will finish the 2017-18 school year without his certificate.

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

Expected savings for certificated substitutes: approximately 50 sub days or \$6400 at minimum. However, the real added bonus is increased instructional time by actual classroom teachers based on reduced absences and increased instructional time previously lost to athletics.

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

Some of the expected financial savings will be directed toward child care/extended instructional opportunities on Fridays, if requested by parents. In addition, the district will be able to utilize funds to support inservice and training that focuses on supporting student learning, for all staff who will be provided with paid training dates (including classified employees). Currently, classified employees are not paid for non-school day training dates and therefore we have had very little opportunity for training for our classified staff. There will be little savings in terms of classified staff as the district is offering paid professional development and other opportunities to equalize the hours lost because of the four-day week.

10. Explain how unscheduled days may be used for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar.

The Town of Waterville is the highest incorporated town in the state of Washington, at 2,800 ft. elevation. Thus, we have a lot of wintery weather each year, usually resulting in a few late start days and one to two ‘snow days’ when school is cancelled. We usually build in “snow days” into our

school calendar, but have also, in the past, had to extend the school year in order to make up days due to weather related issues. The four-day school week would easily allow for make-up days within the school calendar without extending the calendar in June. The other unscheduled days would include 18 professional development days for certificated staff and at least 11 professional/training days for classified staff. On a 180-day 5/week school year, a teacher works 1260 hours. With our proposed 150 student day and 18 teacher professional development days, teachers will continue to work 1260 hours. Special programs or tutoring may be areas that we pursue for Fridays if the need is evidence based on student achievement during our first year experience with a 4-day schedule.

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

The Waterville School District Board of Directors held a special meeting on April 16, 2018 to obtain parent/community feedback on the proposed 4-day school week option. A survey was sent out to all Waterville School families just prior to the April 16 meeting, and was available for parents to complete at that meeting. The data from the survey and parent input at the April 16 meeting has been compiled. (See attachment: QUESTION #11 PARENT COMMENTS)

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

It is a priority for the district to provide meals for students on Fridays that they will not be attending school under this new calendar. We are committed to building partnerships with our local food bank and faith based organizations to provide meals to our free/reduced students on non-student days during the school year. In addition, any family identified by the school district as a family in need is accepted at the local foodbank. As food and staff costs rise, reducing food costs one day per week will allow the district to continue offering the nutritious and healthy scratch cooking with fresh fruit and veggies program currently in use.

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

Our food service program runs in the red as do most small districts serving both breakfast and lunch. Our remote location and lack of providers drives the cost of food up as well. The extra \$35,000 spent above state and federal revenues are supported by levy funds, which were reduced by 30% for 2018-19 and will be reduced by 60% in the 2019-20 school year due to the recent levy cap. Our overall Free and Reduced Lunch Program application rate ranges between 50% - 60% district-wide. The reduction in food costs for one day will reduce the need for local levy subsidies.

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

The four-day school week is anticipated to significantly enhance our ability to recruit and retain employees. Our district had been 'veteran teacher heavy' up to 3-4 years ago, and since that time, many of those veteran teachers have retired. What we are finding is that new teachers, fresh out of their college program (millenniums) prefer to take positions in urban school districts, close to malls, restaurants, and other event centers – all of which Waterville cannot offer. Currently, both our Special Education 'teachers' are on an alternate route program and do not yet have their Special Education

degress or endorsements. Currently, we have two general education classroom staff who were hired in August 2017 without a teaching degree – one has since completed her degree and is now considered “highly qualified” and the other is still teaching without a teaching degree or K-8 endorsement. Our district is in the middle of a five-year transition period where approximately 75% of teachers and other staff will retire, most after spending 20 plus years in our district. This year, we also have not been able to attract a K-12 Music teacher, and that position is still unfilled. With a choice of positions and few qualified candidates to fill them state-wide, teachers are accepting jobs that are within commuting distance of an urban (or more urban than Waterville) area, those that offer higher salaries, or those that provide a spouse or significant other opportunity to find employment. We also have three current teachers who could retire at the end of the 2018-19 school year. Our hope is that a four-day school week will attract not only new teachers but encourage our experienced staff to continue a few more years while the state grapples with the issue of an overall teacher shortage.

With regard to retention, our district does not use a scripted curriculum, but relies on teachers to know the standards and design instruction around those standards. As learning standards continually change and the need to keep up with technology and innovative teaching strategies intensifies, the ability to develop successful lesson plans creates challenges for both experienced and new teachers. Providing a four-day work week allows staff (many of whom already spend at least one weekend day onsite) to meet those expectations and still find balance in a personal life. The proposed calendar is expected to contribute to retention as well as recruitment. Teaching is difficult, but rewarding work. This is our district’s effort to recognize our staff for the inordinate amount of time they spend on professional development activities that districts along the I-5 corridor are able to pay for out of levy funds.

Why would a new teacher accept a job in Waterville; small, rural, remote and over 150 miles from the two large urban centers in the state (Seattle and Spokane) when the benefits in other school districts outweigh what we can offer? We hope that the four-day school week with 18 paid professional days helps with that decision. We also acknowledge that this arrangement may widen our employment pool to include commuters from areas such as East Wenatchee, Wenatchee and Lake Chelan, currently a daunting commitment at five days per week.

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

If requested by parents, the district will establish childcare on Fridays that replicates school hours for students in grades K-5.

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

Instruction will be modified for delivery on a four-day per week school calendar in all grades, however, keep in mind contact hours, especially in grades 6-12 are expected to exceed that of a five-day calendar, not only based on time, but because there will be fewer days interrupted from athletics. In addition, while the elementary calendar is slightly less than the current four day calendar (about one hour per week), staff attendance is expected to improve (absences decrease) so that fewer days are taught with a substitute, many of whom have only AA degrees and are emergency certified. Finally, each teacher has developed a potential four-day school week calendar already. In grades K-5, teachers found that with slightly larger blocks of time, the time spent on core academics (reading, math, science, writing) is expected to improve over the five-day shorter-day schedule. In grades 6-12, teachers are working on ways to integrate “flipped classroom” concepts integrating technology (our district implements has a 1:1 Chrombook program for all students grades K-12) and greater student engagement activities to restructure lessons for a longer period and minimize homework based on a longer school day.

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

Data from the state test, Smarter Balanced Assessment (SBA) will be analyzed and compared to Waterville's historical data for achievement in grades 3-11. As third grade scores are evidence of a strong primary grade program, the district will rely on that data to determine effectiveness in lower grades in addition to curriculum-based assessments in math and the MAPS assessment in reading. Waterville uses a standards based report card in grades K-5 and will monitor impact on student progress in aggregated format. **Please see attachment QUESTION #17 Student Assessment for an indication of Waterville's student achievement.**

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

Waterville performs well in regards to student proficiency as compared to area schools; however consistently performs below the state average in ELA, Math and Science. Our ESSA accountability data (new this year) indicates that student growth is an area we need to improve on. **Please see attachment QUESTION # 17 ASSESSMENT DATA).** While we are still adjusting to the new standards, accountability measures and format of the SBA/Common Core assessment, our staff works hard to provide our students a challenging and rigorous educational program in all areas. Data shows us that our chronic absenteeism rate of 18.8% is well above the state average of 16.7% and adversely affects proficiency and growth. Waterville School District, of course, has no interest in diminishing our success and, indeed, believe that with increased teacher contact time (increased student/staff attendance and fewer disruptions) and more opportunities for collaboration and professional development, we will actually strengthen student performance and growth. Throughout this process, we will continue to closely monitor our student proficiency growth data. If there is an adverse educational impact from a four-day school week, the district will not wait for the SBE to pull our waiver.

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

Lower staff absenteeism will result in less time that substitutes are teaching in our classrooms. Our current substitute pool consists mostly of 'emergency certified' subs, and instruction suffers when teachers are out of the building. Teacher absenteeism will diminish as a result of the 'free' day each week to schedule medical and personal appointments, as well as the 18 scheduled professional development days that will reduce out of classroom time for teachers to participate in professional development. Research shows that increased time for instruction with the regular classroom teacher, less interruptions to that instruction, and increased professional development time increases student achievement. Also having an impact on our junior and senior high school coaches (who are often teachers as well) and students will be less 'away' athletic contests scheduled on the 4 days we are at school. The 4 day school week will also give us opportunities to design and provide intervention services for students who continue to struggle on Fridays, and time for intervention teachers to meet with classroom teachers to design meaningful, relevant intervention instruction for students who need it.

For Renewal Requests

20. Explain and estimate the economies and efficiencies that were gained from compressing the instructional hours into fewer days.
21. Explain the effect that the waiver had on the financial condition of the district, including savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.
22. Explain how monetary savings from the proposal were redirected to support student learning.
23. Describe how non-school days were used (e.g. for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar).
24. Summarize the comments received at one or more public hearings on the proposal and how concerns were addressed.
25. Explain the impact on students who rely upon free and reduced-price school child nutrition services and the impact on the ability of the child nutrition program.
26. Describe the impact on the district's ability to recruit and retain employees.
27. Describe the impact on students whose parents work during the missed school day.

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

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

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

Superintendent
Catherine L. Nelson
6-12 Principal
Tabatha Mires
K-5 Principal/AD
Tayn Kendrick
K-12 Counselor
Jill Moomaw



Board of Directors
Eric Biggar, Chair
Stephanie Stibal, Vice Chair
Seth Normington, Member
Joel Harding, Member
Amanda Viebrock, Member

Waterville Public Schools - "Cultivating Leaders"
200 East Birch Street PO Box 490 Waterville, WA 98858

April 9, 2018

Parker Teed
State Board of Education
P.O. Box 47206
Olympia, Washington 98504

RE: Option 2 Waiver

Dear Mr. Teed;

Attached is the Waterville School District's *Option Two Waiver From 180-Day School Year for the Purposes of Economy and Efficiency* application. We would like to thank you for accommodating our request for an extension on the school board resolution and a summary of public hearing comments. As discussed by email, we will submit these documents on or before April 26, 2018.

In addition to this application, attached please find the following in support of our waiver request:

- Bibliography of research used (1 page)
- Question #17 and #18 Assessment Data (6 pages)
- Proposed Calendars for the 3 school years (3 pages)
- Proposed School Day Hours and MBE Compliance (1 page)

Waterville School District believes that we meet the eligibility requirements to submit a waiver in response to SHB 2476, which eliminated the expiration date on RCW 28A.305.141 past 2014. Waterville School District, located in central Washington between Wenatchee and Lake Chelan, has an enrollment of approximately 268 students in Kindergarten through 12th grade. Our application includes documentation noting that our proposed 4-day school week calendars exceed the minimum contact hours. As the law allows approval for up to five school districts and there are currently four other districts in Washington with the Option 2 Waiver, we believe we meet the requirements to submit this waiver application and appeal to the State Board of Education to grant this request at their May 2018 meeting.

Our focus of economy and efficiency is for the most part on economy and efficiency of time and staff, not necessarily funding. We also believe that equity for our students is a very important factor of our waiver request. Students in Waterville School District deserve the same quality instruction available in urban or affluent areas across the state. Our application is centered on the following goals:

1. Attract a qualified applicant pool during a time of great teacher shortage. Currently, we have one unfilled position and 3 teaching positions that are filled with 'uncertified' staff.
2. Increase retention rates of staff who may have the option to retire. In the next two years, we will have at least 3 teachers who could choose to retire; we want to keep them teaching in Waterville and believe a 4-day week may be able to help.
3. Increase uninterrupted academic time with students by moving athletic away events to Fridays and Saturdays.
4. An anticipated increase in student and staff attendance as a result of the 4-day school week is also expected to contribute to improved quality academic time.
5. Meet the needs of families who live in a rural, remote area by providing them a business day to conduct appointments and reduce impact on student attendance.

On April 26, I will email our school board resolution as well as the summary of comments from a public hearing and online survey which will include a brief outline of how concerns will be addressed. If you need additional information before the May board meeting, please do not hesitate to contact me.

We would gladly attend the May 9-10, 2018 State Board of Education meeting if you believe our attendance would help our waiver request. This waiver is very important to the Waterville School District and we would gladly make the trip to the meeting if necessary.

Sincerely,

Cathi Nelson, Superintendent
Waterville School District #209

2015-16 Waterville School District Data and Planning

Demographics:

- Enrollment – 280/266
- Gender – m 49%, f 51%
- White 72%, Hispanic 23% (HS 65% and 29%)
- Free and Reduced 59%
- Special Education 17.7%
- TBIP – Bilingual 6.8%
- Migrant 6.8%

Key Data:

- Unexcused Absence Rate .3%
- 4 Year Cohort Grad Rate (Class of 2015) 92% - State 78.1%
- 5 Year cohort Grad Rate (Class of 2014) 95.7% - State 81.1%

Comparison to state and neighboring schools (Manson, Entiat, Mansfield, Pateros, Brideport, Brewster, Orondo)

ELA

- 3rd Grade ELA – Exceeding all local schools reporting data
- 4th Grade ELA – Exceeding all local schools reporting data
- 5th Grade ELA – Exceeding all local schools reporting data
- 6th Grade ELA – Below all local schools reporting data
- 7th Grade ELA – Exceeding all local schools reporting data
- 8th Grade ELA – Exceeding Manson and Brewster School Districts

MATH

- 3rd Grade Math – Exceeding all local schools reporting data
- 4th Grade Math – Exceeding Entiat, Mansfield, Brewster, Bridgeport, and Manson School Districts
- 5th Grade Math – Exceeding Entiat, Mansfield, Orondo, Brewster, Bridgeport, and Manson School Districts
- 6th Grade Math – Exceeding Pateros, Brewster, Bridgeport, Orondo, and Manson (Mansfield didn't report)
- 7th Grade Math – Exceeding Pateros, Manson, Entiat, Orondo, and Brewster (Mansfield didn't report)
- 8th Grade Math – Exceeding Manson (Mansfield didn't report)

The story behind the data:

- 11th Grade SBAC – relevance all seniors had met math grad standards prior to SBAC testing
- 10th Grade tests for ELA to allow more time to meet standard – so few 11th ELA scores
- 8th Grade had a change in enrollment from 16 to 25 students during the 2015-2016 school year
- New students enrolled in grades 4,5,6 after testing in other districts – however the data is ours
- 4th grade - 3 of 11 students have a learning disability and under IEP

What's working:

- Focus on Common Core ELA standards
- Focus on best instructional practice (peer observation, data sharing, PLCs)
- Data driven instruction
- Elementary Instruction
- Reading Instruction across content
- Strategic Intervention
- Intensive Intervention
- Graduation rates
- Continuously enrolled student instruction

Solutions:

- Further data analysis to improve instruction
- Assessment and Monitoring of Non-Continuously enrolled students
- Further PD for new teachers
- Math Standards alignment in 6-12
- Writing and Listening Comprehension Skill development
- Science – Next Gen Standards and MSP/Biology standards work
- Current 7th Grade Cohort interventions
- Current 9th Cohort interventions
- 8th Math Cohort interventions

| Detailed Weighting Based on Missing Indicators Due to Small N or Grade Level of School | (i) Academic Achievement (ELA Proficiency) | (i) Academic Achievement (Math Proficiency) | (ii) Growth | (iii) Graduation | (iv) EL Progress | (v) School Quality or Student Success Indicators (averaged) |
|--|--|---|-------------|------------------|------------------|---|
| K 12 Schools (with all indicators) | 15% | 15% | 25% | 25% | 5% | 15% |
| K 8 (no graduation) | 20% | 20% | 50% | 0% | 5% | 5% |
| No Growth (typical HS) | 15% | 15% | 0% | 50% | 5% | 15% |
| K 12 (no EL progress) | 17.5% | 17.5% | 25% | 25% | 0% | 15% |
| K 8 (no graduation and no EL progress) | 20% | 20% | 55% | 0% | 0% | 5% |
| No Growth or EL Progress (HS with no EL) | 17.5% | 17.5% | 0% | 50% | 0% | 15% |

Table depicting district-level data from Waterville School District

OSPI Performance Indicators

| | | |
|--------------------------------------|--|---|
| Graduation Rates | 90.9 % (79.1%) | Increase four- and five-year high school graduation rates |
| Post Secondary Enrollment | 56.5 (59.9) | Increase enrollment and completion rates and decrease remediation rates in post-secondary training and education |
| Remediation Rate | 83.3 (32.9) | |
| Kinder preparedness | 77.4 (47.4) | Enter kindergarten with expected skills in all six areas identified by the Washington Kindergarten Inventory of Developing Skills (WaKIDS). |
| Dual Credit Program | 72% (state percent participated 57 %) | Enroll in college-level courses and earn dual credit. (e.g., AP, IB, Running Start, Tech Prep) |
| SAT and ACT | 26 students took SAT | Take the SAT and ACT and earn college-ready scores. |
| Financial Aid for College | 17 out of 22 77.27% | Access financial aid for post-secondary learning |
| 9 th Grade Course Failure | 17.2% (22.5%) | ELA, math, and science course failure rates in 9th grade |
| Discipline | 2.6 % (3.7) | Suspensions and expulsions |
| Chronic Absenteeism | 18.8% (16.7%) | Chronic absenteeism |

| | |
|--|--|
| Seniors who have already met graduation requirements | Math 26/29= 90% (2 will take LDA this year) ELA 24/29=83% (2 will take LDA this year) |
|--|--|

Table depicting Waterville School District data on OSPI Performance Indicators

| Grade | State ELA | State Math | Waterville ELA | Waterville Math |
|-------|-----------|------------|----------------|-----------------|
| 3 | 52.6 | 57.8 | 58.8 | 47.0 |
| 4 | 55.2 | 54.3 | 47.6 | 28.5 |
| 5 | 58.6 | 48.6 | 46.1 | 25 |
| 6 | 55.5 | 48.2 | 29.4 | 17.6 |
| 7 | 60.1 | 49.9 | 42.8 | 42.8 |
| 8 | 58.5 | 47.6 | 65.0 | 35.0 |
| 11 | 73.6 | 25.9 | 54.8 | 17.2 |

| Grade | State MSP Science | Waterville MSP Science |
|-------|-------------------|------------------------|
| 5 | 63.4 | 41.6 |
| 8 | 65.9 | 75.0 |

| Grade | State EOC Biology | Waterville EOC Biology |
|-------|-------------------|------------------------|
| 10 | 71.5 | 57.6 |

| State Free or Reduced-Price Meals | Waterville Free or Reduced-Price Meals |
|-----------------------------------|--|
| 42.9 | 55.0 |

| State Special Education | Waterville Special Education |
|-------------------------|------------------------------|
| 13.8 | 17.1 |

| State 4 year Graduation Rate (2016) | Waterville 4 year Graduation Rate (2016) |
|-------------------------------------|--|
| 79.1 | 91.2 |

| State 5 year Graduation Rate (2015) | Waterville 5 year Graduation Rate (2015) |
|-------------------------------------|--|
| 81.9 | 95.8 |

| Grade | Subject | SGP % Low | SGP % Typical | SGP % High | Met Standard |
|------------|---------|-----------|---------------|------------|--------------|
| 4 | ELA | 57.1 | 38 | 4.7 | 10 |
| 4 | Math | 85 | 15 | 0 | 6 |
| 5 | ELA | 18.1 | 36.3 | 45.4 | 6 |
| 5 | Math | 27.2 | 54.5 | 18.1 | 3 |
| 6 | ELA | 29.4 | 35.2 | 35.2 | 5 |
| 6 | Math | 76.4 | 11.7 | 11.7 | 3 |
| 7 | ELA | 14.2 | 21.4 | 64.2 | 6 |
| 7 | Math | 28.5 | 21.4 | 50 | 6 |
| 8 | ELA | 23.5 | 41.1 | 35.2 | 13 |
| 8 | Math | 41.1 | 41.1 | 17.6 | 7 |
| All Grades | ELA | 32 | 34.5 | 33.3 | 40 |
| All Grades | Math | 55.6 | 26.5 | 17.7 | 25 |

Table depicting Waterville School District performance on various indicators

| Waterville School Cohort And Yearly Data 2016-2017 | | | |
|---|-----------|------------|-----------|
| | 2016-2017 | 2015-2016 | 2014-2015 |
| Grade 3 ELA | 58.8 | 70.5 | 50 |
| Grade 3 Math | 47 | 76.4 | 50 |
| Grade 4 ELA | 47.6 | 45.4 | 31.2 |
| Grade 4 Math | 28.5 | 50 | 12.5 |
| Grade 5 ELA | 46.1 | 57.1 | 29.4 |
| Grade 5 Math | 25 | 57.1 | 11.7 |
| Grade 5 Science | 41.6 | 64.2 | 47 |
| Grade 6 ELA | 29.4 | 20 | 52.6 |
| Grade 6 Math | 17.6 | 35.7 | 42.1 |
| Grade 7 ELA | 42.8 | 64.7 | 50 |
| Grade 7 Math | 42.8 | 35.2 | 37.5 |
| Grade 8 ELA | 65 | 36 | 48.2 |
| Grade 8 Math | 35 | 20 | 20.6 |
| Grade 8 Science | 75 | 48 | 55.1 |
| HS ELA | 54.8 | Suppressed | 40.6 |
| HS Math | 17.2 | 14.2 | 6.2 |
| HS Biology | 57.6 | 59.3 | 45 |

*10th Grade ELA 67%

Table depicting Waterville School District performance on various indicators over the course of three years.

Below are the local schools we performed better than on the statewide assessment. The schools we looked at were Manson, Mansfield, Entiat, Pateros, Bridgeport, Brewster, Orondo, and Waitsburg (which is similar in demographics.)

ELA

3rd-Manson, Entiat, Pateros, Bridgeport, Brewster, Orondo, Waitsburg

4th- Manson Pateros, Bridgeport, Brewster, Orondo

5th- Manson, Entiat, Bridgeport, Brewster

6th- Manson, Pateros, Bridgeport

7th- Manson, Bridgeport, Brewster

8th- Entiat, Pateros, Bridgeport, Brewster, Waitsburg

***Mansfield was suppressed in all but 5th grade.**

Math

3rd- Manson, Pateros, Bridgeport, Brewster, Waitsburg

4th- Manson, Bridgeport

5th- Manson, Entiat, Bridgeport, Brewster

6th- Bridgeport, Waitsburg

7th- Entiat, Pateros, Bridgeport, Brewster, Orondo, Waitsburg

8th- Bridgeport

Science

5th- Bridgeport, Brewster

8th- Manson, Entiat, Pateros, Bridgeport, Brewster, Orondo, Waitsburg

List of comparable schools that performed higher than the state average of each of the state-mandated assessments in each content area

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2018-2019 School Calendar

1ST YEAR

July 2018 0 School Days

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

August 2018 0 School Days

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

September 2018 15 School Days

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

October 2018 19 School Days

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

November 2018 15 School Days

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

December 2018 11 School Days

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

Waterville School District #209

SIGNIFICANT DATES

| | |
|-----------------------|-----------------------------|
| August 27 - 30 | Staff In Service |
| September 3 | Labor Day |
| September 4 | First Day of School |
| September 7 | Staff In Service |
| October 5 | Staff In Service |
| November 2 | Staff In Service |
| November 12 | Veteran's Day Observed |
| November 22-23 | Thanksgiving Vacation |
| December 7 | Staff In Service |
| December 20-January 1 | Christmas Break |
| January 18 | Staff In Service |
| January 21 | Martin Luther King, Jr. Day |
| February 1 | Staff In Service |
| February 18 | Presidents' Day |
| March 15 | Staff In Service |
| April 1-5 | Spring Break |
| April 12 | Staff In Service |
| May 3 | Staff In Service |
| May 27 | Memorial Day |
| June 7 | Staff In Service |
| June 15 | High School Graduation |
| June 19 | Last Day of School |
| June 20 | Staff In Service |

GRADING PERIODS

| | | |
|--------------------------|----|------------------------|
| September 4 - November 8 | 39 | Term 1 |
| November 13 - January 31 | 38 | Term 2 |
| January 31 | | End of First Semester |
| February 4 - April 11 | 35 | Term 3 |
| April 15 - June 19 | 38 | Term 4 |
| June 19 | | End of Second Semester |

January 2019 17 School Days

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

February 2019 15 School Days

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

March 2019 16 School Days

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

April 2019 14 School Days



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

May 2019 17 School Days



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

June 2019 11 School Days

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

 First Day of School
 Non-Student Days

LEAVE LEGACY

 Staff In-Service Days
 Graduation

2019-2020 School Calendar

2nd YEAR

| | | | | | | |
|----|----|----|----|----|----|----|
| | 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 | | | |

| | | | | | | |
|----|----|----|----|----|----|----|
| | | | | 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 | | | | | | |

| | | | | | | |
|----|----|----|----|----|--|----|
| 1 | | | 4 | | | 7 |
| 8 | 9 | 10 | 11 | 12 | | 14 |
| 15 | 16 | 17 | 18 | 19 | | 21 |
| 22 | 23 | 24 | 25 | 26 | | 28 |
| 29 | 30 | | | | | |

| | | | | | | |
|----|----|----|----|----|--|----|
| | | 1 | | | | 5 |
| 6 | 7 | 8 | 9 | 10 | | 12 |
| 13 | 14 | 15 | 16 | 17 | | 19 |
| 20 | 21 | 22 | 23 | 24 | | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| | | | | | | |
|----|----|----|----|----|--|----|
| | | | | | | 2 |
| 3 | 4 | 5 | 6 | 7 | | 9 |
| 10 | | 12 | 13 | 14 | | 16 |
| 17 | 18 | 19 | 20 | | | 23 |
| 24 | 25 | 26 | 27 | 28 | | 30 |
| 31 | | | | | | |

| | | | | | | |
|----|----|----|----|----|--|----|
| 1 | 2 | 3 | 4 | 5 | | 7 |
| 8 | 9 | 10 | 11 | 12 | | 14 |
| 15 | 16 | 17 | 18 | 19 | | 21 |
| 22 | | | | | | 28 |
| 29 | | | | | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

| | |
|-----------------------|-----------------------------|
| August 26 - 29 | Staff In Service |
| September 2 | Labor Day |
| September 3 | First Day of School |
| September 6 | Staff In Service |
| October 4 | Staff In Service |
| November 1 | Staff In Service |
| November 11 | Veteran's Day Observed |
| November 21-22 | Thanksgiving Vacation |
| December 6 | Staff In Service |
| December 23-January 2 | Christmas Break |
| January 17 | Staff In Service |
| January 20 | Martin Luther King, Jr. Day |
| February 7 | Staff In Service |
| February 17 | Presidents' Day |
| March 6 | Staff In Service |
| March 30 - April 3 | Spring Break |
| April 10 | Staff In Service |
| May 1 | Staff In Service |
| May 25 | Memorial Day |
| June 5 | Staff In Service |
| June 13 | High School Graduation |
| June 18 | Last Day of School |
| June 19 | Staff In Service |

GRADING PERIODS

| | | |
|--------------------------|----|------------------------|
| September 3 - November 7 | 39 | Term 1 |
| November 12 - January 30 | 37 | Term 2 |
| January 30 | | End of First Semester |
| February 3 - April 9 | 35 | Term 3 |
| April 13 - June 18 | 39 | Term 4 |
| June 18 | | End of Second Semester |

| | | | | | | | |
|--------------|----|----|----|----|----|----|----------------|
| January 2020 | | | | | | | 15 School Days |
| S | M | T | W | T | F | S | |
| | | | 1 | 2 | 3 | 4 | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | |
| 26 | 27 | 28 | 29 | 30 | 31 | | |




| | | | | | | | |
|---------------|----|----|----|----|----|----|----------------|
| February 2020 | | | | | | | 15 School Days |
| S | M | T | W | T | F | S | |
| | | | | | | 1 | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | |

| | | | | | | | |
|------------|----|----|----|----|----|----|----------------|
| March 2020 | | | | | | | 16 School Days |
| S | M | T | W | T | F | S | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | |
| 29 | 30 | 31 | | | | | |




| | | | | | | | |
|------------|----|----|----|----|----|----|----------------|
| April 2020 | | | | | | | 16 School Days |
| S | M | T | W | T | F | S | |
| | | | 1 | 2 | 3 | 4 | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | |
| 26 | 27 | 28 | 29 | 30 | | | |

| | | | | | | | |
|----------|----|----|----|----|----|----|----------------|
| May 2020 | | | | | | | 15 School Days |
| S | M | T | W | T | F | S | |
| | | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | |
| 31 | | | | | | | |

| | | | | | | | |
|-----------|----|----|----|----|----|----|----------------|
| June 2020 | | | | | | | 12 School Days |
| S | M | T | W | T | F | S | |
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | |
| 28 | 29 | 30 | | | | | |

-  First Day of School
-  Non-Student Days
-  School Closed

LEAVE LEGACY

-  Staff In-Service Days
-  Graduation
-  Last Day of School

Board Meetings held at 6:00 PM

2020-2021 School Calendar

3RD YEAR

| July 2020 | | | | | | | 0 School Days |
|-----------|----|----|----|----|----|----|---------------|
| S | M | T | W | T | F | S | |
| | | | 1 | 2 | 3 | 4 | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | |
| 26 | 27 | 28 | 29 | 30 | 31 | | |

| August 2020 | | | | | | | 0 School Days |
|-------------|----|----|----|----|----|----|---------------|
| S | M | T | W | T | F | S | |
| | | | | | | 1 | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| 30 | 31 | | | | | | |

| September 2020 | | | | | | | 17 School Days |
|----------------|----|----|----|----|----|----|----------------|
| S | M | T | W | T | F | S | |
| | | 1 | 2 | 3 | 4 | 5 | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | |
| 27 | 28 | 29 | 30 | | | | |

| October 2020 | | | | | | | 17 School Days |
|--------------|----|----|----|----|----|----|----------------|
| S | M | T | W | T | F | S | |
| | | | | 1 | 2 | 3 | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | |

| November 2020 | | | | | | | 18 School Days |
|---------------|----|----|----|----|----|----|----------------|
| S | M | T | W | T | F | S | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | |
| 29 | 30 | 31 | | | | | |

| December 2020 | | | | | | | 11 School Days |
|---------------|----|----|----|----|----|----|----------------|
| S | M | T | W | T | F | S | |
| | | 1 | 2 | 3 | 4 | 5 | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | |
| 27 | 28 | 29 | 30 | 31 | | | |

| Waterville School District #209 | | |
|---------------------------------|-----------------------------|------------------------|
| SIGNIFICANT DATES | | |
| August 24 - 27 | Staff In Service | |
| September 1 | First Day of School | |
| September 7 | Labor Day | |
| September 11 | Staff In Service | |
| October 2 | Staff In Service | |
| November 6 | Staff In Service | |
| November 11 | Veteran's Day Observed | |
| November 21-22 | Thanksgiving Vacation | |
| December 4 | Staff In Service | |
| December 21 - January 1 | Christmas Break | |
| January 20 | Martin Luther King, Jr. Day | |
| January 24 | Staff In Service | |
| February 15 | Presidents' Day | |
| February 19 | Staff In Service | |
| March 5 | Staff In Service | |
| April 5 - April 9 | Spring Break | |
| April 16 | Staff In Service | |
| May 14 | Staff In Service | |
| May 31 | Memorial Day | |
| June 4 | Staff In Service | |
| June 12 | High School Graduation | |
| June 15 | Last Day of School | |
| June 16 | Staff In Service | |
| GRADING PERIODS | | |
| September 1 - November 5 | 38 | Term 1 |
| November 9 - January 23 | 36 | Term 2 |
| January 23 | | End of First Semester |
| January 27 - March 31 | 38 | Term 3 |
| April 1 - June 15 | 38 | Term 4 |
| June 15 | | End of Second Semester |

| January 2021 | | | | | | | 15 School Days |
|--------------|----|----|----|----|----|----|----------------|
| S | M | T | W | T | F | S | |
| | | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | |
| 31 | | | | | | | |




| February 2021 | | | | | | | 15 School Days |
|---------------|----|----|----|----|----|----|----------------|
| S | M | T | W | T | F | S | |
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | |
| 28 | | | | | | | |

| March 2021 | | | | | | | 19 School Days |
|------------|----|----|----|----|----|----|----------------|
| S | M | T | W | T | F | S | |
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | |
| 28 | 29 | 30 | 31 | | | | |




| April 2021 | | | | | | | 13 School Days |
|------------|----|----|----|----|----|----|----------------|
| S | M | T | W | T | F | S | |
| | | | | 1 | 2 | 3 | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | |
| 25 | 26 | 27 | 28 | 29 | 30 | | |

| May 2021 | | | | | | | 16 School Days |
|----------|----|----|----|----|----|----|----------------|
| S | M | T | W | T | F | S | |
| | | | | | | 1 | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| 30 | 31 | | | | | | |

| June 2021 | | | | | | | 9 School Days |
|-----------|----|----|----|----|----|----|---------------|
| S | M | T | W | T | F | S | |
| | | 1 | 2 | 3 | 4 | 5 | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | |
| 27 | 28 | 29 | 30 | | | | |

 First Day of School
 Non-Student Days
 School Closed

LEAVE LEGACY

 Staff In-Service Days
 Graduation
 Last Day of School

Waterville School District Option 2 Waiver

Attachment: QUESTION #5 Parent Comments

QUESTION #11 PARENT/COMMUNITY COMMENTS

The Waterville School District held a public meeting on the topic of the four-day school week on the evening of April 16, 2018. The meeting was advertised through the local newspaper, on the district's website, and through our SchoolMessenger electronic communication system (text, email and/or phone call) and a letter was mailed to every student's household. Approximately 140 people attended the meeting, not counting school board members and administration. Information was shared about what a 4 day week might look like in Waterville, as well as 4 day week data from other districts currently following a 4 day week model. Attendees had the opportunity to ask questions and were encouraged to complete the survey, available in paper form at the meeting (also in Spanish) and online (also translated into Spanish). The online survey went "live" immediately following the April 16 meeting.

The survey link was also posted on the district's Facebook page and the district's website, and sent out through our SchoolMessenger system to all Waterville School families. As of April 25, 2018, the district had 163 completed surveys, with 69.23% supporting the move to a four day school week in 2018-19. Those who asked for more information on the survey were personally contacted by a Waterville administrator, who provided requested information and answered questions. 44% of the survey respondents indicated that they had not attended a meeting for information on this topic; 33.3% did not speak with a school district staff member, thus making it difficult to ascertain the objections or concerns, if any. While parents indicated the individual grades their children were enrolled in from K-8, grades 9-12 were tracked as a single category. In addition, 7 respondents indicated that they had children ages birth to 5 years old, so a good preschool demographic response.

At the meeting, the audience had questions regarding calendar, bussing, schedules, and athletics. District administration responded with sample calendars, proposed daily schedules, and recommended district procedures to address athletics and bus times. In addition, the topics of homework and innovative teaching strategies to insure student engagement in a longer day were also discussed. The district's teachers' union, Waterville Teacher Leader Council, (WTLC) supports the four-day school week option and teachers feel that they can address the curriculum expectations and student needs in the modified calendar especially as there is little to no loss of instructional time in the 4-day week schedule. Another positive to the 4 day week for Waterville's teachers is the addition of 16 professional days throughout the year (currently have 2). **See Attached letter from Justin Grillo, WTLC President.**

Childcare was mentioned as a potential obstacle by some community members. Waterville faith based and community groups are discussing potential ways to provide child care support for any families who may need it. Waterville is a generous community, and we have every reason to believe that a collaborative effort will be made to help with child care concerns.

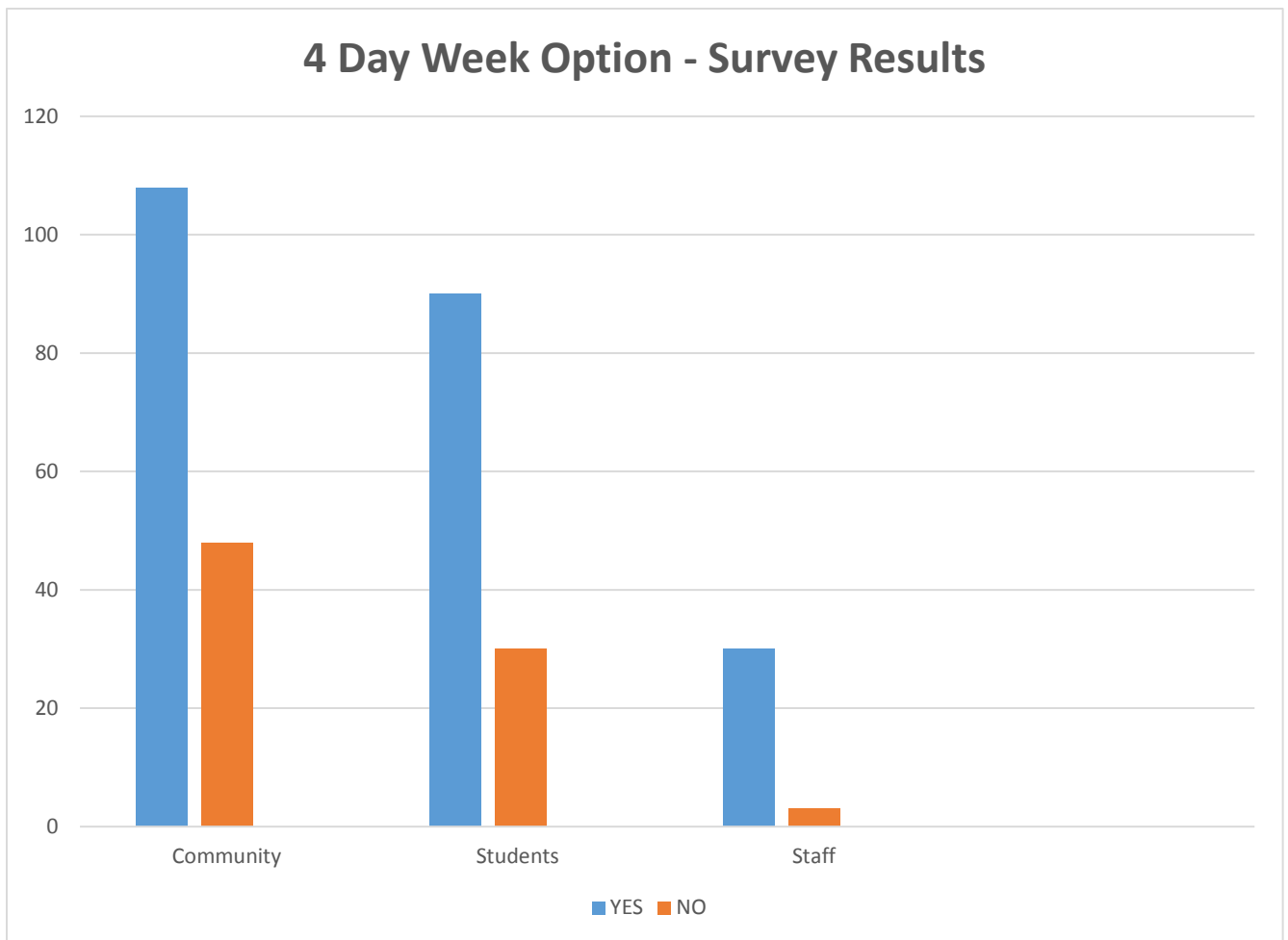
A concern that the district had throughout this process was not being able to provide meals to our free and/or reduced lunch students on Friday. Surprisingly, no survey responder indicated that as a concern, but community faith based organizations have begun conversations about filling this need.

Other questions included classified employees work schedules and any potential time lost. The superintendent shared that classified staff will have opportunity for professional development time and new schedule options that would minimize any time lost. The district’s classified union, represented by the Public Service Employees (PSE), has no objection to the 4 day school week as long as the district can maintain similar total working hours for classified staff.

Finally, the district concluded the meeting by assuring parents that if the waiver were granted, there would be a review process next spring including an opportunity for community/parent input (and annually thereafter if the 4 day school week model continued) to assess impacts on families and on student achievement.

The 4 Day School Week model was a topic on the board agenda at the April 25, 2018 Waterville School Board meeting. Community members, parents and staff who attended had the opportunity to ask questions and give input during this meeting; 9 people spoke. Board members and administrators fielded questions from the audience.

QUESTION #5 DO YOU SUPPORT THE SCHOOL DISTRICT MOVING TO A 4-DAY SCHOOL WEEK FOR 2017-18?



| Voting Group | YES Votes | No Votes | % Yes | % No |
|--------------|-----------|----------|-------|------|
|--------------|-----------|----------|-------|------|

| | | | | |
|-----------|-----|----|--------|--------|
| | | | | |
| Community | 108 | 48 | 69.23% | 30.76% |
| Students | 87 | 28 | 76.0% | 24.0% |
| Staff | 37 | 4 | 90.24% | 09.76% |

The graph (above) represents input from all of our stakeholder groups; community, staff and students (grades 6-12).

Comments of support taken directly from the surveys:

I thought that the meeting went well. I went in unsure of how this would work and why we would be considering this. I now see the benefits of going to a 4 day school week.

I thought that it was presented well and I am in full support of the 4 day school week. It think that it would be a great thing for our students and teachers. I think as a community, we can help out with childcare and lunches.

I felt that the district did a great job breaking t\down and explaining the 4 day school week.

I think a 4 day week will work with Waterville I feel like there is more stay at home moms then working parents.

As a teacher I find the idea of extra time to plan, prep, and get training extremely helpful. This will enable me to give feedback in a more timely manner. It will also help me make stronger connections with my students due to the longer class periods.

I like the idea because we will get some outside help for professional development that will help us with our reading and math curriculum

I think that the benefits/potential benefits outweigh the possible cons to this option. Corbett school district in Oregon has been met with huge success in this after having done it for several years.

SO MUCH! I think the kids will really flourish under this

Save money and give the kids back what they are losing.

I think there are so many positives to trying out the 4 day school week. I really like the fact that teachers will have more time to prepare and learn themselves. I also think the idea of a Genius hour is fantastic and so many kids could thrive from that.

if we do not try it how are we going to know if it will work or not. I know child care is an issue, but we can all make it through one year to see how it impacts our school.

I think it will help both students and staff. I, for one, wish we had done it sooner.

I am glad an outside source (the state) will be monitoring it and if our school is not improving we will have to switch back. We won't know if something works unless we try it. I do think we should use this change as a money saving opportunity and if classified staff are not working as much they should not get the same pay. Hire back paras and teachers so our students will benefit. Another concern is elementary school kids will get less instructional time (still the state requirements) add a recess (which I think they need) but overall they will not be getting the standard we have been giving them. If we prove academic achievement is going up, then great.

Depending on the schedule of the days, recesses provided for elementary, and time spent on leadership day and similar activities, I support this!

I think this would be VERY beneficial to the students and may increase our chances of attracting teachers.

Better grades, attendance and more free time for family. The "negative" list is not disruptive to my family and I believe this would help retain and recruit staff. If it doesn't work it can be cancelled so I see no reason to not at least try it. The faith base churches in our community answered the largest concern of some parents by offering to feed and watch kids on Fridays next year. This was my concern for others but the questions are answered. DO IT!!!!

I like the idea of cramming everything in in four days and being able to use Friday for extracurricular or appts. or 3 day weekends if you aren't in sports. I also like the idea of our teachers having time to get higher education without having to miss school. Also possibly recruiting GOOD teachers that will stay longer. Basically I like everything about it.

Dear Board Members,

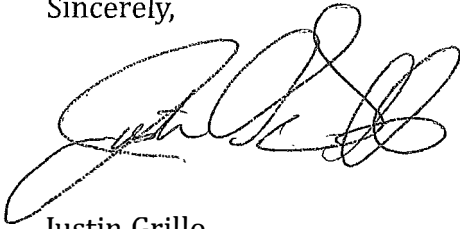
I am writing on behalf of the Waterville Teacher Leadership Council in regard to the four day school week. The survey demonstrates the majority of our members are in favor of trying the 4 day modified week for the following reasons.

1. **Professional Development:** Our district does not have the funds to offer extra professional days. Other nearby districts currently have 15-20 deemed done days. We understand it is unlikely our district will have the resources to offer additional days. The solution of the 4 day week creates a built in method to not pay teachers more but provide paid contracted time so the district can offer meaningful professional development to teachers. Professional development could occur because the cost of teachers salary would already be accounted for and the district would only need to be responsible for the professional development facilitators fee.
2. **Professional Development:** Teachers need clock hours and Friday trainings would provide the needed clock hours to keep teachers current without having to leave the district during a school day.
3. **Professional Development:** Currently our contract offers teachers \$350 to use towards professional development. Due to budget constraints the district may ask for these funds. With a 4 day week, teacher time would be paid for allowing for the district to utilize this money in the most effective way by only requiring to pay for outside trainers/facilitators. Example. Glad strategies, Reading Strategies, Utilizing Maps Data
4. **Attracting and Retaining Teachers:** With the current budget it is unlikely our contract will compete with the larger districts around us. We understand and accept this fact. We work in Waterville because we love the community and our school is a engaging place to be. The concern is how do you continue to attract and retain the best qualified teachers while the gap in our contracts continue to widen largely due to the new state funding bill. From a teacher's perspective this schedule could be appealing for the most valuable reason of all, time.
 - a. Time.
 - i. Time for professional growth,
 - ii. Time for family
 - iii. Time for appointments
 - iv. Less time commuting.(May be attractive to teachers commuting to school (Currently around 25%))
 - v. Time new teachers could subsidize their salary by substituting or finding another job helping to bridge the gap in pay they might be receiving in a larger close by district

5. **State Review Process:** We like that this process has clear oversight and standards which must be addressed to insure the 4 day work week is working for our students.

In conclusion it is most important we always approach any change with the attitude of what is best for the education of our students. Developing a method to attract the best teachers, providing a system of ongoing training, utilizing time in the most effective way possible, while having an outside state review process, makes this an intriguing proposition.

Sincerely,

A handwritten signature in black ink, appearing to read 'Justin Grillo', with a large, stylized flourish at the end.

Justin Grillo

Waterville Teacher Leadership Council President