



THE WASHINGTON STATE BOARD OF EDUCATION

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

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



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REQUESTS FOR WAIVER OF MINIMUM REQUIRES OF THE PROGRAM OF BASIC EDUCATION

Policy Considerations

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

Does the request by Cusick School District for waiver of the minimum 180-day school year requirement for purposes of economy and efficiency meet the criteria for approval in WAC 180-18-065?

Summary

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



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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?	What are the goals of this waiver?	If a renewal, what progress on original goals has been made?
Auburn	3	3	Professional Development	177	4.36 for all teachers, 8.36 for new teachers	New	Yes	3-year improvement goals for SBA ELA, math, MSP, on-time 9 th grade credits, and on-time graduation. Reduce % not meeting standard by 25%. Goals for each of the "Engage, Educate, Empower" concepts. Mentions local assessments.	N/A, new
Boistfort	3	1	Professional Development	177	0	R	Yes	In grades K-8, 90% of students will increase by a grade level on local assessments. Students in grades 3-8 will increase by a grade level on the SBA math and ELA.	Boistfort is too small to publicly report most assessment results. The district voiced satisfaction with its use of waiver days.
Federal Way	1 (last waiver was for 3 days)	1	Professional Development	175	4	Y	Yes	Engage in cycles of inquiry for continuous	From '14-15 to 15-16, Federal Way saw very

	and Federal Way receives a parent-teacher conference waiver for 4 days for 3 years							improvement with multiple data points, including SBA. Mentions multiple measures in Strategic Plan	small changes in percentage meeting standard. In ELA, 6/7 tested grade levels increased and in math, 3/7 increased, but only slight changes.
Wahkiakum	4	3	Professional Development	176	2.5	R	Yes	Improve SBA and interim SBA, EOC, and local assessment results. Survey teachers. Achieve grade-and subject-level School Improvement Plan goals.	From '14-15 to 15-16, SBA ELA increased at 3/7 tested grade levels and decreased at 3 with one grade level static. In math, increases at 5/7 and decreases at 2/7. Science increased at 5 th grade over 3 years but decreased at 8 th grade.



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Background: Option One Waivers

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

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

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

Summary of Current Option One Requests

Auburn, a relatively large district of about 15,800 students along the I-5 corridor, requests a new waiver of three days for the 2017-18, 2018-19, and 2019-20 school years. The district states that it will meet minimum instructional hours and that three half-days will remain in its calendar due to parent-teacher conferences.

The purpose of the waiver is professional development. Teachers and administrators will receive training on culturally responsive teaching, aligning instruction to student needs, and strengthening transitions among grade spans. The district provides detail on how professional learning communities will be facilitated and how district- and building-level activities will work to create a tiered support system. The district provided a table outlining professional development activities by grade level and how they will be measured. The district states that the waiver plan aligns to the Auburn School District Strategic Plan 3.0 and the waiver will be evaluated in relation to the Strategic Plan. The activities will focus on collaboration to achieve improvement goals for a three-year cycle that coincides with the three-year duration of the waiver plan.

The district provides a clear description of how three key actions will result in achievement of its three year improvement goals for SBA ELA, math, MSP, on-time 9th grade credits, and on-time graduation and reduction of the percentage of students not meeting standard by 25%. The key actions are:

1. “Provide training to implement the ‘Seven Principles of Culturally Responsive Teaching’ (Gary Howard; Deep Equity based) in all classrooms.
2. Through the use of data - provide system structures, tools, and standards-aligned resources for meaningful academic support of each student to reach standard and to graduate prepared for post-secondary opportunities.
3. Strengthen grades PK-K, 5-6, and grades 8-9 planning and transitions.”

This district did not need to respond to renewal questions. This is a new request. The district included all required documents.

Boistfort, a district of about 90 students in Southwest Washington, requests renewal of a waiver of three school days for the 2017-18 school year for professional development. The district states that it is one of the only districts to have zero professional development days beyond the time allowed by this waiver. Boistfort will meet minimum instructional hour requirements.

The waiver days will be for staff to work with a math and a reading professional development trainer. In addition to examining the results of local assessments, the district will use this time to evaluate SBA results. The district states that its waiver is directly aligned to the school improvement plan. The district aims to have 90% of their students in K-8 increase their math and ELA instructional level by at least one grade level on local assessments. Students in grade 3-8 will increase SBA scores by at least one grade level for each year.

In response to renewal questions, the district stated that it used its waiver days effectively and to the maximum extent possible. The district implemented a positive behavior intervention and support system and made changes to the school year. The district was also able to use its waiver days to mitigate the impact of staff turnover and to implement components of its reading program. The district notes that it had to get its professional development underway and was able to do so even though their waiver application was approved well into the 2016-17 school year. The district learned more about the Smarter Balance assessment, made use of an ELA and a math specialist, worked on developing a vision for the district, and developed data boards that focused on the use of data through data dashboards. The district reflects on its use of waiver days as the start of an improved use of data for instructional practices. The district stated that the goals of the previous waiver “were minimally met” but noted that it was only a one year request and the district successfully improved its practices. The district is changing its waiver plan to add time before school to regularly provide data to educators before school and to clearly define the Schoolwide Program and intervention plans.

The district stated that it engaged the community on the renewal of the waiver. Although the staff is small and the district is small, staff and volunteers have been supportive of the waiver. Information about the waiver days has been shared in newsletters to parents and at school board meetings.

Federal Way, a relatively large district of about 22,900 students along the I-5 corridor, requests renewal of its waiver of one day for the 2017-18 school year. The district states that it will meet minimum instructional hour requirements and it has submitted all required documents. Federal Way’s expiring Option One waiver was for three days and this renewal request is for only one day.

The district stated that the waiver activities will focus on analyzing multiple data points related to student achievement. The district will focus on continuous improvement by having staff engage in cycles of inquiry and continually monitor and adjust instruction.

The district provided very specific detail on its goals for the SBA in math and ELA. The district disaggregated its goals by subgroup and established targets into the mid-2020s. The district aligned these goals to its newly developed strategic plan. The district noted that it will also monitor other measures in the Strategic Plan, including a perception survey and other data. The district will monitor the effectiveness of its waiver time and professional development.

In response to renewal questions, the district states that it used its waiver days as planned and actually increased the rigor of the waiver days by aligning the newly adopted Strategic Plan to individual school improvement plans. In the district's response to whether the goals were met or not, the district notes that the new Superintendent, Dr. Campbell, has launched a 100-day entry plan and district strategic planning process. The district notes that its new waiver plan has been improved by linking the measurable goals of the new Strategic Plan to the waiver goals. In SBE analysis of the district's publicly available data, from 2014-15 to 2015-16, Federal Way saw very small changes in the percentage of students meeting standard. In ELA, six out of seven tested grade levels increased and in math three out of seven increased, but the changes were very minor.

Wahkiakum, a district of about 450 students in Southwest Washington along the Columbia River, requests renewal of a waiver of four days for the 2017-18, 2018-19, and 2019-20 school years. The district states that it will continue to meet instructional hour requirements and it has submitted all required documents.

The district states that its use of waiver days and its goal are aligned to its School Improvement Plan. The district states that the School Improvement Plan guides the use of waiver days to reach specific grade-level goals by subject. The district states that it seeks to improve SBA, interim SBA, and EOC results in addition to an array of local assessments. The district surveys its staff to ensure the effectiveness of professional development.

The waiver day activities will be based on the needs of teachers identified by results of teacher evaluations. A primary focus will be how to provide meaningful interventions using Title/LAP funds targeted at closing gaps. The teams will focus on assessment results, curriculum alignment, fidelity to learning standards, and closing achievement gaps.

The district stated that the community was involved in the development of the waiver. Staff, parents, and community members have been surveyed and would prefer missing the whole day than using early release days. The district states that there have also been public discussions of the waiver.

In response to renewal questions, Wahkiakum stated that the days were used as planned. Similarly to their proposed waiver plan, the waiver activities were informed by student growth data through TPEP and staff worked in professional learning communities. The district provided specifics on the content that staff were exposed to on the waiver days. The district focused on describing the activities of the previous waiver and affirmed that its staff continue to be supportive of the waiver days. The district did state that its sample size is small so sharing the results of their state assessments is challenging due to privacy laws. The district states that it benefits from using multiple, local assessments to better understand evidence of student learning with such a small population. Although the application does not provide much data on current state assessment results or other data available at the state level, OSPI report card results show that the district has had mixed results from 2014-15 to 2015-16 on the Smarter Balanced Assessment with some noticeable improvement in math. Unfortunately, this is only one year of change in the results due to the transition to the SBA so the ability to analyze their improvement is limited. In ELA, the district improved at three grade levels, decreased at three grade levels, and one grade level was incomparable between 2014-15 and 2015-16. In math, the district

improved at five grade levels of the seven tested. Over the past three years, science results increased in the 5th grade but decreased at the 8th grade level.

Wahkiakum included a copy of their Collective Bargaining Agreement (CBA) but the full document was not included in this board packet due to its large size. Please contact Parker Teed at parker.teed@k12.wa.us to request a copy of the Wahkiakum CBA.

Background: Option Two Waivers

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

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

- A demonstration of how the BEA program requirement for instructional hours will be maintained by the district;
- An explanation of the economies and efficiencies to be gained from compressing the instructional hours into fewer than 180 days;
- An explanation of how monetary savings will be redirected to support student learning.

Five districts have applied for waivers under this statute: Bickleton, Paterson and Mill A for districts with fewer than 150 students, and Selkirk and Lyle for districts of 150 to 500. In November 2009 the Board approved requests from Bickleton for waiver of 30 days for three years, from Paterson for 34 days for three years, and from Lyle for 12 days and 24 days, respectively, for two years. Bickleton and Paterson were granted renewal of their waivers in March 2012 and, again, in March 2015. Paterson was also granted renewal in January 2017. Both continue to operate on calendars of four-day school weeks. Lyle returned to a standard calendar after two years on a four-day week. Mill A was not approved for a waiver as it would have exceeded the cap on waivers for districts with fewer than 150 students. Selkirk was granted a waiver of 30 days for three years in March 2017 and now fills one of the three slots for districts of 150 to 500 enrollment.

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

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

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

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

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

In the 2016 Session the Legislature passed and the governor signed legislative removing the expiration date for waivers granted under RCW 28A.305.141.

Current Option Two Waiver Request

Cusick, a district of about 220 students in Northwestern Washington, requests an Option Two waiver of 30 days for the purposes of economy and efficiency for the 2017-18, 2018-19, and 2019-20 school years. Cusick currently receives an Option One waiver of five days that was approved in July 2015 and is set to expire at the end of the 2017-18 school year. In the application materials, the district assures the Board that it will discontinue its use of those waiver days if this Option Two waiver is approved and it will allow for more professional development than they receive with their current Option One waiver. At about 220 students, this district would fill the second of the three available slots for districts with 150 to 500 students to receive an Option Two waiver. The other district that received one of those slots in the 150 to 500 student range in March 2017 is the neighboring district of Selkirk that borders Cusick to the north.

The district states that it will meet instructional hour requirements. The district included all required documents.

Cusick summarizes its primary reasons for requesting the waiver as follows:

1. "Increased attendance for both staff and students. Fewer absences by both teachers and students will equate to more precise and focused teaching and learning.
2. Allow for 15 days of Professional Development embedded into the school calendar for staff.
3. As an incentive to draw quality applicants for our open positions and retain current staff.
4. A more unique way to provide remedial support, additional instructional time, assignment completion, and credit retrieval opportunities for students who are credit deficient.
5. A more unique way to offer enrichment and extension activities that we may not be able to offer in our regular schedule.

The reasons that Cusick is requesting the waiver are similar to the reasons stated by other districts receiving this type of waiver. Also, similar to the other districts that receive Option Two waivers, Cusick is in a remote location and the community has a small population.

The district states that it will have the following economies if the waiver is approved:

- Reduced certificated teacher substitute costs – savings of \$7,700

- Reduced classified substitute costs – savings of \$8,000
- Reduced fuel usage – savings of \$5,000
- Reduced food service – savings of \$9,600 but some of the savings will be offset by lost revenue
- Reduced utilities – savings of \$6,700 but will be offset by keeping the school open for remediation on some of the waiver days
- Increased economies for families – value unknown and variable

The district did not total all of these numbers in its response to question number eight on the application that asks for an estimation of the expected savings. In response to number eight, the district lists \$15,700 in savings. The district plans to redirect funds to support keeping the building open for one or two remediation and credit retrieval Fridays each month and providing extension opportunities like STEM, art, library, and 4-H opportunities to enhance the educational experience.

The district listed the following efficiencies:

- Increased attendance
- Cultural responsiveness by working with Kalispel Tribe
- Increased uninterrupted instructional time
- Increased staff attendance
- Increased retention and job satisfaction of experienced, qualified staff

To demonstrate community support for the Option Two waiver request, Cusick included signed petitions and comments of support. The following documents were submitted by Cusick as evidence of community support for the waiver but, due to their size, have not been included in the printed packet.

- Signatures of about two dozen members of the Cusick Education Association, Cusick Public State Employees, and Cusick Teamsters;
- Dozens of comments from parents and community members in an online forum; and
- Two letters of support from the Kalispel Tribe of Indians.
- The district all provided detail on a half dozen formal meetings where the district and community had an opportunity to raise concerns.

Please contact Parker Teed at parker.teed@k12.wa.us to request a copy of the additional Cusick documents showing community support.

Actions

The Board will consider whether to approve the requests for Option One waivers presented in the applications by Auburn, Boistfort, Federal Way, and Wahkiakum School Districts, and summarized in this memorandum.

The Board will consider whether to approve the request for an Option Two waiver presented in the application by Cusick 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.

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

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

RESOLUTION NO. 1239

WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Board of Directors of the Auburn School District No. 408 passed resolution No. 1225 on August 22, 2016, requesting a renewal of the waiver from the minimum 180-day for the 2016-2017 school year; and

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (RCW 28A.305.140, RCW 28A.655.180 (1), WAC 180-18-040 and WAC 180-18-050); and

WHEREAS, the purposes and goals of the previous waiver were met; and

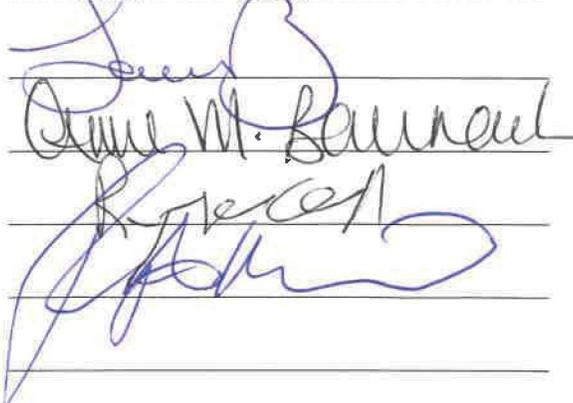
WHEREAS, the Board of Directors of the Auburn School District has developed and will adopt a new five-year (2017-2022) District Strategic Improvement Plan to address student academic achievement through restructuring initiatives, fully revised school improvement plans and data accountability; and

WHEREAS, the Board of Directors assures the Auburn School District will meet Total Instructional Hour Offering under RCW 28A.150.220(2)(a) of 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 and RCW 28A.150.220(2)(b) for students enrolled in kindergarten, at least one thousand instructional hours according to the implementation schedule under RCW 28A.150.315.

NOW, THEREFORE, BE IT RESOLVED, the Board of Directors of the Auburn School District No. 408 hereby requests a renewal of the three-day waiver from the minimum 180-day school year requirement under RCW 28A.305.140, RCW 28A.655.180(1) and WAC 180-18-040 and 050 for students kindergarten through grade twelve for the 2017-2020 school year.

Adopted at a regular open public meeting of the Board of Directors held on May 22, 2017, the following Directors being present and voting therefore:

AUBURN SCHOOL DISTRICT NO. 408



Three handwritten signatures in blue ink are written over four horizontal lines. The first signature is partially obscured by the text 'AUBURN SCHOOL DISTRICT NO. 408'. The second signature is clearly legible as 'Anne M. Sannell'. The third signature is less legible but appears to be 'K. ...'.



A handwritten signature in black ink is written over a horizontal line.

Secretary, Board of Directors

Part A: For all new and renewal applications:

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

School District Information	
District	Auburn School District #408
Superintendent	Dr. Alan Spiciatti
County	King
Phone	253-931-4900
Mailing Address	James P. Fugate Building 915 4 th Street N.E. Auburn, WA 98002
Contact Person Information	
Name	Heidi Harris
Title	Assistant Superintendent Student Learning
Phone	253-931-4950
Email	hharris@auburn.wednet.edu
Application type:	
New Application or Renewal Application	New
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	3 Days
School Years	2017-18, 2018-19, 2019-2020
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	None
Remaining number of half days in calendar	3 Half-days for Parent Teacher Conference
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 Auburn School District is requesting this three-year waiver of three days each year to provide additional time to train our teachers and administrators in culturally responsive teaching, align instruction to address student academic need, and to strengthen transition supports between grade spans. This focused work will ensure “Equity and Excellence” for all students and close gaps in the Auburn School District. The goals are centered around three “E’s”; **Engage, Educate, and Empower** in our 2013-2016 District Strategic Improvement Plan and the 2017-2018 School Board Stated District Goals (will be updated once the new Strategic Plan is finalized in June).

Engage: Create a culturally responsive and welcoming environment and curriculum across the district.

Educate: Ensure each student achieves benchmark goals in each grade level which lead to 100% on-time graduation for each student.

Empower: Hold ourselves accountable for each student’s learning.

*[Click Here](#) – DSIP – 2013-2016/17 District Strategic Improvement Plan (will be replaced in June once the new plan is adopted by the School Board in June)

*Auburn School District Strategic Plan 3.0 (2017-2022) – see attached Word document

[Click Here](#) – 2016-2017 Board Stated District Goals (will be updated once the new Strategic Plan is finalized in June)

[Click here](#) – Dashboard Example – 2013-2017 District Strategic Improvement Plan Progress Reports

**Both our extended 2013-16/17 District Strategic Improvement Plan and the Auburn School District Strategic Plan 3.0 (2017-2022) are attached to show continuity and careful planning to bridge into the next step of our work.*

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

The waiver day activities will allow teachers to collaborate around the goals of the new Strategic Plan and meet the aligned goals of their improvement plans. The work on our new District Strategic Plan 3.0 is concluding this spring. This coincides with our three-year cycle of school and department improvement plans. In response to the new district strategic plan, schools and district departments will create improvement plans that align with our strategic plan goals listed above. Schools and departments will have goals that support these waiver day goals of instructional practices that strengthen transitions, achievement and create conditions that prepare students for graduation.

The improvement plans all require deep alignment work with the five-year Auburn School District Strategic Plan 3.0 and will be evaluated by on-going data review in order for students to achieve those standards.

Here is the link to our School Improvement Plans. Once the Auburn School District Strategic Plan 3.0 is completed and adopted by the school board, the school level plans will be aligned to the goals and use waiver days to strategically move their work in that direction. That work is just beginning.

[Click Here](#) – SIP – School Improvement Plans

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

The Auburn School District will set 3-year student performance goals at each grade for the required state assessments (Smarter Balanced in English/ Language Arts and Mathematics, Measure of Student Progress, On-time 9th Grade Credit Attainment and On-time Graduation). These goals reflect a 25% reduction in the percentage of all of our sub groups of students who did not meet standard in 2017 (baseline year).

The goals are organized in three goal areas: Engage, Educate, and Empower. Metrics for measurement are connected to goals within each grade span and are monitored and dashboards are reviewed by cabinet and reported to the school board. Dashboard examples include: district formative assessments, student academic achievement at semester end, enrollment in accelerated courses and performance on state assessments.

Goal 1: Engage 100% Attendance for all students and staff (based on a 25% reduction in the percentage of all of our sub groups of students who did not meet standard in 2017)

- 1- Disaggregated staff and student attendance data by race and ethnicity
- 2- Disaggregated student discipline data by race and ethnicity
- 3- Disaggregated student, parent, staff “nine characteristics of high performing schools” CEE data
- 4- Disaggregated student course and activity enrollment data by race

Goal 2: Educate 100% Grade Level Benchmark Achievement for all students (based on a 25% reduction in the percentage of all of our sub groups of students who did not meet standard in 2017)

- 5- K-2 DIBELS
- 6- 3-5 MAP and SBA
- 7- 6-8 MAP and SBA
- 8- 9-12 Credit Attainment and SBA
- 9- Disaggregated staff data by race and gender
- 10- Disaggregated staff education data

Goal 3: Empower 100% Graduation (on time and extended) (based on a 25% reduction in the percentage of all of our sub groups of students who did not meet standard in 2017)

- 11 – Disaggregated Extended Graduation Rates by school and race
- 12 – Reports detailing resource alignment to empower schools to meet the Strategic Plan goals

Dashboards for district formative assessments and student academic achievement can be found at <http://www.auburn.wednet.edu/Page/454>

District Strategic Plan Implementation Progress Reports (past year’s examples – will be updated with new reports when the new strategic plan is implemented fall of 2017) <http://auburnsd.schoolwires.net/Page/356>

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

On the three waiver days each year, District Leadership, Principals and Teacher Leaders will work in professional learning communities by content areas and/or grade levels based on the improvement plans. On waiver days, facilitated trainings on content area standards, culturally responsive instruction and data review focusing on gap analysis will be offered. This model provides the opportunity to learn a variety of tools and resources available for their work such as curriculum experts, models of training, and/or protocols for the work.

Content for the days is targeted by the school improvement plan in alignment with the district strategic plan goals and will include:

- Gain an understanding of how to implement the Seven Strategies of Culturally Responsive Teaching using state/national standards and the instructional material.
- Use data to monitor student progress. This includes gap analysis work to identify and fill gaps in their instruction and in the materials they use.
- Develop relevant systems to strengthen transitions in their grade span.

District, Principal, and Teacher Leader Facilitated:

Level	Professional Development Activities	Measurement/Evidence
PK-2	<p>Seven Strategies of Culturally Relevant Instruction in</p> <ul style="list-style-type: none"> • Early Reading: Phonemic Awareness, Phonics, Fluency • Social Studies: Sovereign Nations Unit Alignment • Science: Written and Oral Language • English Language Learner: Language Acquisition Strategies <p>Progress Monitoring using Data Strengthening Systems of Transition</p>	<p>Formative: DIBELS Dashboards Summative: SBA</p>
3-5	<p>Seven Strategies of Culturally Relevant Instruction in</p> <ul style="list-style-type: none"> • ELA: Writing and Comprehension • Social Studies: Sovereign Nations Unit Alignment • Science: Standards, Scenarios and Performance Expectations • English Language Learner: Language Acquisition Strategies <p>Progress Monitoring using Data Strengthening Systems of Transition</p>	<p>Formative: DIBELS and MAP/iReady Dashboards Summative: SBA and Science Assessment (grade 5)</p>
6-8	<p>Seven Strategies of Culturally Relevant Instruction in</p> <ul style="list-style-type: none"> • ELA: Research and Writing • Social Studies: Sovereign Nations Unit Alignment • Science: Standards, Scenarios and Performance Expectations • English Language Learner: Language Acquisition Strategies <p>Progress Monitoring using Data Strengthening Systems of Transition</p>	<p>Formative: MAP Dashboards Summative: SBA and Science Assessment (grade 8)</p>
9-12	<p>Seven Strategies of Culturally Relevant Instruction in</p> <ul style="list-style-type: none"> • ELA: Research and Writing • Social Studies: Sovereign Nations Unit Alignment 	<p>Formative: Credit Attainment and On-time Grad Data</p>

	<ul style="list-style-type: none"> • Science: Standards, Scenarios and Performance Expectations • English Language Learner: Language Acquisition Strategies <p>Progress Monitoring using Data Strengthening Systems of Transition</p>	<p>Summative: SBA/HSPE/EOC Dashboards</p>
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The district level and building level activities work in tandem to create a tiered support system which strengthens teacher practice at the classroom level and results in student achievement. The district focuses on professional development to support the foundational skills for teachers by grade span. The building focuses on meeting the diverse needs of student groups based on data and works to provide more specific professional development for their staff. The professional development offerings will be monitored using a “waiver day report” form.

[Click Here](#) - Waiver Day reporting form

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?

Both formative and summative data analysis are essential for the system to be responsive to student need and set the direction for professional development at the district and building level to be effective in reaching our strategic plan goals. The details of the systems work both in data and professional development take place on Waiver Days.

The expectation of the school board and district is that each student will meet or exceed state and district standards and graduate on time prepared for college, career and life beyond high school. In order to accomplish this goal, both formative and summative assessment data is required to monitor student progress and indicate attainment of learning goals throughout the school year.

Formative Data	When? Who Collects?	Benchmark for Success
DIBELS K-5 MAP/iReady 3-5	Nov – Feb – June Benchmark Teachers	<ul style="list-style-type: none"> • 25% reduction in the percentage of students who did not meet standard by disaggregated subgroup each of the three years
MAP 6-8 Course Failures 6-8	Fall – Winter – Spring Teacher	<ul style="list-style-type: none"> • 25% reduction in the percentage of students who did not meet standard by disaggregated subgroup each of the three years
9 th Grade Credit Attainment On-time Graduation	Winter – Spring Teacher	<ul style="list-style-type: none"> • 25% increase in on-time graduation of students by disaggregated subgroup each of the three years
Summative Data		Benchmark for Success
State Assessments – Smarter Balanced – ELA and Math MSP and EOC – Science	Annually Teacher	<ul style="list-style-type: none"> • 25% reduction in the percentage of students who did not meet standard by disaggregated subgroup each of the three 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?

This is a three-year waiver request for three years each year; 2017-18, 2018-19, and 2019-20. To accomplish these goals, time is needed to provide training and support in the three key actions:

1. Provide training to implement the “Seven Principles of Culturally Responsive Teaching” (Gary Howard; Deep Equity based) in all classrooms.
2. Through the use of data - provide system structures, tools, and standards aligned resources for meaningful academic support of each student to reach standard and to graduate prepared for post-secondary opportunities.
3. Strengthen grades PK-K, 5-6, and grades 8-9 planning and transitions.

The activities will be supported and connected to the work in the first year through an on-going cycle of data monitoring and progress review we will continue to target district level professional development connected to large group skills and support building level work at the detail level.

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

During the 2016-17 school year a Strategic Planning Committee was established. With a charge from the superintendent to be bold and aspirational, the committee’s membership of fifty-nine, represented community, parents, classified staff, certificated staff, administration both building-level and central office, and school board representation worked over five three hour meetings. In the multiple session endeavor, the group worked to examine the mission and vision as well as identify the next stretch to define the future for our students and staff here in the Auburn School District. Based on the goals of the strategic plan, the community has developed the focus of our waiver request to be more than just academics in order to have equity and excellence we must support each student to be well rounded.

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

The negotiated agreement for September 1, 2015 through August 31, 2018 provides the following (the new agreement will begin in September of 2018 and will be negotiated during the 2017-18 school year):

Reduction in instructional hours for students	CBA Category	Number of Days	Purpose	Who Directs
No	Professional Development Days	2.36	1.5 Days Professional Development	District Directed
			.86 Day Professional Development	Principal Directed
N/A	Full Instruction Days	168.4 171.6	K-5 Full days of Instruction 6-12 Full days of Instruction	N/A
Yes	Late Start Days	25	K-5 PLC 1 hr. late	District Directed

		24	6-12 PLC 1 hr. late	
Yes	Early Release Days	2	1 on the day before Thanksgiving 1 on the last day of school	N/A
Yes	Parent Teacher Conferences	1.5	EL/MS Conferences (3 half-days) (HS are outside the school day)	N/A
No	Other Non-Instruction Days	2	1 Classroom set up before school starts 1 report card preparation day (end of semester)	Teacher Directed District Directed

[Click here](#) CBA – 2015-2018 Collective Bargaining Agreement

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

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	4.36* 8.36**
Total	184.36

*2.36 Professional Development Days for all teachers (principal and district directed) plus 2 non-instructional days for classroom set up (teacher directed) and report card preparation day (district directed).

**In addition to what is listed above in * for all teachers, our new teachers receive 4 extra days of training (2 New Educator Orientation and 2 CEL5D).

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1*	100%	X		
2*	100%	X		
3* (.5 day)	100%	X		
4*	100%	X		X
5* (.86 day)	100%		X	
6 **	100% New teachers only	X		
7				
Check those that apply				

All new teachers are required to attend the 2 day New Educator Orientation.
Teachers who are new to the CEL5D Framework are required to attend the 2 day training.

*2.36 Professional Development Days for all teachers (principal and district directed) plus 2 non-instructional days for classroom set up (teacher directed) and report card preparation day (district directed).

**In addition to what is listed above in * for all teachers, our new teachers receive 4 extra days of training (2 New Educator Orientation and 2 CEL5D).

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.

Auburn School District teachers have wisely utilized time over and above the contracted teaching days for over a decade. The activities and work now done on the waiver days was originally part of the state funded Learning Improvement Days (LID). As the state transitioned away from LID, Auburn utilized the waiver to create this additional time to do the focused professional development, benchmark data review days, and systems work essential for our student success.

The three requested waiver days for the next three years are necessary to strengthen instructional practice by:

1. Providing training to implement the “Seven Principles of Culturally Responsive Teaching” (Gary Howard; Deep Equity based) in all classrooms.
2. Providing system structures, tools, and standards aligned resources for meaningful academic support of each student to reach standard and to graduate prepared for post-secondary opportunities.
3. Strengthening grades PK-K, 5-6, and grades 8-9 planning and transitions.

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



Strategic Plan 3.0 (2017-2022) Draft 4-24-17 Update to the School Board

Vision: *Our Aspirations*

As an active citizen in a global society, each student will thrive as a champion for self, family, community and humanity.

Mission: *Our Common Work on Behalf of Students and Families*

In a culture of equity and excellence we engage, educate, and empower each student for success beyond graduation.

Beliefs: *Our Values and Commitments*

1. We believe that culturally responsive teaching supports equity, excellence and achievement for all students.
2. We believe each child can learn at high levels and each staff member has a responsibility to make this a reality.
3. We believe that relationships and a sense of belonging are key to learning and that every adult in the district is a mentor to students.
4. We believe that personalized educational pathways, developed collaboratively with staff, students and their families, create relevance for each student.
5. We believe that a safe and caring learning environment is strengthened by embracing diversity and respecting self and others.
6. We believe that a comprehensive public education, from preschool education through high school graduation for every student, is paramount to the success of our community.
7. We believe that students, families, and staff thrive in a community rich with partnerships, support, and resources.

Foundational Strategies: Engage, Educate, and Empower

Our Long-Term Priorities to Achieve Equity and Excellence

○ **Engage:**

A. Build student, family, and community relationships and partnerships.

5-Year Next Steps:

1. Develop ways for families and students to serve as authentic partners in education.
2. Build partnerships within our community to support students and families.
3. Create a culturally responsive, inclusive and welcoming environment across the district.

B. Create safe and supportive learning environments that result in high levels of daily attendance and engagement.

5-Year Next Steps:

1. Create an environment that is culturally inclusive of students, staff and families.
2. Address student safety through social, emotional, and physical wellness.
3. Establish practices to stretch students in their learning.
4. Provide facilities, transportation and nutrition services that support and engage students.

C. Involve students in establishing ownership for their own learning.

5-Year Next Steps:

1. Apply practices that reflect a growth-mindset in the belief that each student can achieve at high levels.
2. Provide structures [active learning, etc], tools, and resources for meaningful academic support for each student. Provide tools and resources for targeted academic supports for each student that engage them with a plan and purpose for their learning.

D. Enrich and support the whole child through a range of curricular and extracurricular opportunities.

5-Year Next Steps:

1. Involve every student in an extracurricular activity by providing opportunities that reflect the interests of a diverse student population.
2. Reflect student culture in curriculum and environment.

○ **Educate:**

A. Ensure all students experience relevant and rigorous instruction.

5-Year Next Steps:

1. Implement seven principles of culturally responsive teaching in all classrooms.
2. Enact systemic plans for curriculum review, pilot, adoption, and implementation that support culturally responsive classrooms.
3. Leverage technology, activities and instructional strategies that lead to improved student outcomes,
4. Engage and connect students through expanded partnerships with higher education and business.

B. Ensure equitable access to learning opportunities.

5-Year Next Steps:

1. Consistently use a racial equity tool for program development and evaluation.
2. Measure and expect progress in access to resources and equity in student outcomes over time.

C. Ensure each student has a personally relevant PK-12 educational program.

5-Year Next Steps:

1. Strengthen transitions between PreK-K, grades 5-6, grades 8-9, and high school and postsecondary options.
2. Ensure middle school opportunities provide for student exploration of interests and integrated planning for high schools, college, and career.
3. Ensure that each student and family participates in identifying and establishing their best PreK-12 pathway.
4. Establish supports that guarantee each freshman meets attendance and credit requirements and connects with their school community.
5. Ensure that staff develop relationships with students and families that foster engagement in their education.

D. Elevate professional practice by investing in staff and leaders.

5-Year Next Steps:

1. Strengthen staff capacity to utilize a growth-mindset to educate students.
2. Develop, recruit, hire, and retain a diverse workforce.
3. Re-examine collaboration models to strengthen communication and learning access across all grades/buildings.
4. Utilize the instructional framework, leadership framework, and other evaluation tools to provide a shared focus for continued professional growth for all staff.
5. Cultivate and support formal and informal leaders across the organization.

○ **Empower:**

A. Hold ourselves accountable for each student's learning.

5-Year Next Steps:

1. Achieve 100% on time or extended graduation rate for students.
2. Create welcoming and accessible routes to success for students who need additional time and support to meet grade level goals and graduate college and career ready
3. Validate the importance of academics, extra-curricular activities, and behavior for student growth, celebrating each student's graduation, ready for college and career.

B. Ensure students achieve competency in communication, critical thinking, collaboration, creativity, character, and civics in addition to core academic skills.

5-Year Next Steps:

1. Support the development of these competencies by leveraging all content area coursework and extracurricular opportunities such as the arts, career and technical education.
2. Strengthen students' character, civic development, and social emotional learning.
3. Leverage 1:1 technology to empower students in communication, critical thinking, collaboration, creativity, and digital citizenship.

C. Align resources and support to achieve the goals of the strategic plan.

5-Year Next Steps:

1. Base budget decisions on strategic priorities.
2. Evaluate program effectiveness to include return on investment, equitable student access, delivery of services to students and families based on differentiated needs and impact on student success leading to college and career readiness.
3. Review, evaluate and implement long range facility and technology plans to ensure students have access to resources for learning that prepare them for college and career.
4. Advocate for local, state, federal and private funding to support the District's strategic goals.

Targeted Strategies: Equity and Excellence - *Our 18-Month, High-Impact Priorities*

I. Equity and Excellence:

- A. Create a culturally responsive and welcoming environment and curriculum across the district.
- B. Ensure each student achieves benchmark goals in each grade level which lead to 100% on-time graduation for each student.
 1. Implement seven principles of culturally responsive teaching in all classrooms.
 2. Address student safety through social, emotional, and physical wellness.
 3. Strengthen transitions between PreK-K, grades 5-6, grades 8-9, and high school and postsecondary options.
 4. Provide structures, tools, and resources for meaningful academic support for each student.
 5. Ensure that each student and family participates in identifying and establishing their best PreK-12 pathway.
 6. Support the development of these competencies [communication, critical thinking, collaboration, creativity, character, and civics] by leveraging all content area coursework and extracurricular opportunities such as the arts, career and technical education.

Auburn School District No. 408

SCHOOL CALENDAR

2017-18

Month	M	T	W	Th	F	Days Taught		Month	M	T	W	Th	F	Days Taught	
AUGUST/SEPTEMBER								FEBRUARY							
	28	29	30+	31	1								1	2	
1st	4*	5+	6	7	8			6th	5	6	7	8	9		
Month	11	12	13	14	15			Month	12	13	14	15	16		
	18	19	20	21	22				19*	20*	21*	22*	23*		106E
	25	26	27	28	29	18	18		26	27	28			15	105S
OCTOBER								MARCH							
	2	3	4	5	6								1	2	
2nd	9	10	11	12	13=			7th	5=	6	7	8	9		
Month	16	17	18	19	20			Month	12	13	14	15	16		
	23	24	25	26	27				19	20	21	22	23		127E
	30	31				21	39		26	27	28	29	30	21	126S
NOVEMBER								APRIL							
			1	2	3				2	3	4	5	6		
3rd	6	7	8	9	10*			8th	9*	10*	11*	12*	13*		
Month	13	14	15#	16#	17#			Month	16	17	18	19	20		
	20	21	22#	23*	24*				23	24	25	26	27		143E
	27	28	29	30		19	58		30					16	142S
DECEMBER								MAY							
					1					1	2	3	4		
4th	4	5	6	7	8			9th	7=	8	9	10	11		
Month	11	12	13	14	15			Month	14	15	16	17	18		
	18	19	20	21	22				21	22	23	24	25		162E
	25*	26*	27*	28*	29*	16	74		28*	29^	30^	31		19	161S
JANUARY								JUNE							
	1*	2*	3*	4*	5*									1	
5th	8	9	10	11	12			10th	4	5	6	7	8		
Month	15*	16	17	18	19			Month	11	12	13	14	15		
	22	23	24	25	26	17E	91E		18	19	20	21E	22S	15E	
	29+	30	31			16S	90S		25	26	27	28	29	16S	177

STUDENT ATTENDANCE YEAR

September 6	First day of school
June 21E/22S	Last day of school

*NON-ATTENDANCE DAYS

	PLC late start days
+August 30	District designated workshop (1/2 day)
*September 4	Labor Day
+September 5	Individually Determined Day
=October 13	Waiver Day
*November 10	Veterans' Day
#November 15-17	Elem./middle school conferences (Early release/late arrival days)
#November 22	Early release day
*November 23-24	Thanksgiving vacation
*December 25-January 5	Winter vacation
*January 15	Martin Luther King Day
+January 29	Optional day - (Secondary teachers)
*February 19	Presidents' Day
February 20-23	Mid-winter break

*NON-ATTENDANCE DAYS (cont.)

=March 5	Waiver Day
*April 9-13	Spring vacation
=May 7	Waiver Day
*May 28	Memorial Day
^May 29	Alternate emergency school closure day
^May 30	Alternate emergency school closure day
June 21	Last day of school - elementary
June 22	Last day of school - secondary
*No school for teachers and students	
#Contracted day for teachers--early release/late arrival days for elementary/middle school students	
+Dist. designated/optional teachers' workshop--no school for secondary students	
=Waiver day--no school for students. Contingent upon State Board of Education approval.	
^Alternate emergency school closure day (Potential alternate emergency make-up day. If not needed, school will not be in session. Any additional emergency make-up days will be added to the end of the school calendar.)	

**END OF QUARTERS/REPORTING PERIODS
2017-18**

SECONDARY

First quarter ends November 3	42 days
Second quarter ends January 26	46 days
First Semester	88 days
Third quarter ends April 13	43 days
Fourth quarter ends June 22	46 days
Second Semester	89 days

ELEMENTARY

First reporting period ends November 3	42 days
Second reporting period ends March 2	66 days
Third reporting period ends June 21	69 days
	177 days

Boistfort School District No. 234
Board Resolution
Resolution No. 2016/17-12
(180-Day School Year Waiver)

A RESOLUTION of the Board of Directors of Boistfort School District No. 234, Lewis County, Curtis, Washington to request a waiver for the 2017-2018 academic years from the 180-day school year requirement (RCW 28A.150.220) from the State Board of Education pursuant to RCW 28A.305.140, as provided for in WAC 180-18-030, WAC 180-18-040, and WAC 180-40-050:

WHEREAS the Boistfort Public School seeks a three (3) day waiver for the 180-day calendar for our K-8 school within the District for the purpose of implementing a Common Core aligned curriculum in Reading (English/Language Arts) and Mathematics;

WHEREAS the total impact on program hours is a total of 3.25 hours; five (5) minutes is being added to the current school day. All students in the Boistfort School District will still receive 1,049.25 hours of instruction; 49.25 hours over the required minimum of 1,000 instructional hours;

WHEREAS the staff, administrators and School Board have determined that there are no designated days for staff to work on curriculum alignment;

WHEREAS the Boistfort School District believes that the three (3) days for professional development and Common Core alignment will create a more productive teaching and learning environment;

WHEREAS the State Board of Education has recognized the importance of and has established waivers for restructuring purposes to permit schools to have schedules and programs that provide an effective educational system for students.

BE IS HEREBY RESOLVED that the Boistfort School District Board of Directors requests that three (3) days from the 180-day school year requirement be waived for the 2017-2018 academic school year to permit staff to have three (3) full day professional development days for Common Core alignment and that students are not required to attend on those days;; and that the District will comply with the 1,000 hour annual average requirement for instructional hours.

Adopted this 18th day of April, 2017.



Kristi Tracy, Board Chair



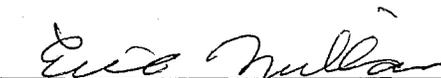
Ruth Peterson, Board Member



Katherine Humphrey, Board Member



Eric Millam, Board Member



Erin Peplinski, Board Member

ATTEST:



Shannon Criss, Superintendent

Secretary, Board of Directors

Boistfort School District No. 234

Part A: For all new and renewal applications:

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

School District Information	
District	Boistfort School District #234
Superintendent	Shannon Criss
County	Lewis
Phone	360-245-3343
Mailing Address	983 Boistfort Road Curtis, WA 98533
Contact Person Information	
Name	Shannon Criss
Title	Superintendent
Phone	360-245-3343
Email	schriss@boistfort.k12..wa.us
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	3
School Years	2017-2018
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	Yes
Remaining number of half days in calendar	11
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?

Boistfort School District is one of the only districts to have ZERO professional development days. We do not have a collective bargaining agreement and do not have the time, nor the funds, to support optional days for our staff. We adopted a new math and reading curriculum in August of 2016 and have NO time for teachers to align it and work with trainers in implementation of the curriculum with fidelity.

The purpose of the three release days is to allow staff to work collaboratively with a math and reading professional development trainer in the effective implementation of our reading and math curriculum; our goal continues to be increased student achievement. We began this work in 2016-2017 and are requesting to continue with our plan. We are currently working on evaluating student assessment data gathered from Smarter Balance Assessments, STAR Reading and Mathematics Assessments, DIBELS and classroom based assessments to identify areas of strength and weaknesses.

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

The waiver is directly in line with school improvement plans. As is evidenced by the school improvement plan – reading and mathematics student improvement are our primary goals. Student achievement is attainable when there is strong professional development and training in the use of data for instructional purposes. Boistfort School District does NOT have a website or and electronic link to our school/district improvement plans.

MATH GOAL – 3rd through 8th grade SBAC scores will improve by 35%

READING GOAL – Student test scores (DIBELS, STAR, SBA) will improve, decreasing the number of students requiring intensive intervention

PREVENTION/REMEDIATION GOAL – Students NOT performing at grade level will be progress monitored and will close the gap between their instructional level and their grade level.

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

MATH – By the end of the 2017-18 school year 90% of the students in kindergarten through eighth grade will have improved their mathematics instructional level by at least one year as measured through STAR Mathematics assessments. Baseline data will be collected during Fall STAR testing (September 2017) and progress monitoring will occur a minimum of three times throughout the year. Students who are one or more grade levels below their grade level will be progress monitored on a monthly basis. Students in grades 3 through 8 will increase their SBA scores from the baseline score established during the 2015-16 school year to at least one grade level higher in Mathematics in each subsequent year.

To accomplish this goals: During each “Learning Improvement Day” teachers will work with the district mathematics coach, Debbie Lane, to align curriculum to the Common Core, identify areas of strength and weakness in individual students, and plan for remediation using the purchased instructional materials as well as on-line resources. We received a grant to utilize a new

computer based “basic facts” program called REFLEX Math and will use results from this program to further strengthen individualized instruction.

READING – By the end of the 2017-18 school year 90% of the students in kindergarten through eighth grade will have improved their reading instructional level by at least one year as measured through STAR Reading assessment, DIBELS assessments. Baseline data will be collected during Fall STAR testing (September 2017) and progress monitoring will occur a minimum of three times throughout the year. Students who are one or more grade levels below their grade level will be progress monitored on a monthly basis. Students in grades 3 through 8 will increase their SBA scores from the baseline score established during the 2015-16 school year to at least one grade level higher in English/Language Arts each subsequent year. Data walls have been established and students have begun to self-monitor their progress in reading through the use of progress monitoring assessments and individualized conferencing with students for the purpose of evaluating progress and goal setting.

To accomplish this goals: During each “Learning Improvement Day” teachers will work with the a reading coach to align curriculum to the Common Core, identify areas of strength and weakness in individual students, and plan for remediation using the purchased instructional materials as well as on-line resources. Additionally, we are discussing our new Title 1 Schoolwide Program and how we are best meeting the instructional needs of our intensive intervention students.

4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.
AUGUST 30 and 31, 2017 - WAIVER DAY 1 and DAY 2 (before school begins)– 8:00 – 12:00 - English/Language Arts training and curriculum alignment with all staff grades K-8 in implementation and ongoing evaluation of newly adopted Houghton Mifflin Curriculum Journey’s and Collections. Pacing guides for first quarter established and “non-negotiable” lessons aligned with the Common Core will be identified. Time is needed to establish common assessments using the Journey’s and Collections curriculum. We also need time to refine our new Schoolwide Title 1 model and design/implement intervention plans.
AUGUST 30 and 31, 2017 - WAIVER DAY 1 and DAY 2 (before school begins) – 12:30 – 3:30 – Math professional development for the implementation and ongoing evaluation of new JUMP MATH curriculum. We have had a math coach volunteering in our building on Fridays. This math expert has been working with staff on effective mathematics instruction and implementation of strategies. Staff will use this time to discuss the effectiveness of the program, alignment to the Common Core, pacing guides, online extension support materials, plans for the teaching of basic math skills and interim assessments.

We are also implementing Robotics at the Middle School level using Career and Technical Education Curriculum materials. Time is needed to align this with math and science standards. We are also in need to time to discuss implementation of technology (coding and robotics) across the curriculum K-8.

OCTOBER 20, 2017 - WAIVER DAY 3 – 8:00 – 12:00 - English/Language Arts continued ongoing evaluation of Houghton Mifflin Curriculum Journey’s and Collections. Pacing guides revisited for fidelity along with evaluation of our intervention groups and formative assessment data. Student assessments will be evaluated as a group and areas of focus determined.
OCTOBER 20, 2017 - WAIVER DAY 3 – 12:30 – 3:30 – Math professional development for the implementation and ongoing evaluation of new JUMP MATH curriculum. We have had a math coach volunteering in our building on Fridays. This math expert has been working with staff on effective mathematics instruction and implementation of strategies. Pacing guides revisited for

fidelity along with evaluation of our intervention groups and formative assessment data. Student assessments will be evaluated as a group and areas of focus determined. Evaluation of our schoolwide model and the implementation of technology K-8 and CTE Robotics 7-8.

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?
 State Assessments – Smarter Balanced Assessments
 Local Assessments – DIBELS Assessments, Reading Inventories, Sight Word Lists, STAR Reading and Math Assessments, Curriculum Assessments (HMCO, IXL Math, REFLEX Math and JUMP MATH) as well as classroom based assessments.
6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year? We are requesting a waiver for this school year only and will evaluate the effectiveness of the implementation and plan for future professional development work.
7. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.
 Boistfort is a very small school district and we work together to determine what is in the best interest of the students. Parents are concerned with the number of early release days, not fully understanding the professional development needs of our teachers. Our school board is aware of this and understands the needs of staff. To balance this we are suggesting three full-day professional development opportunities. Two of these days are front-loaded being implemented before school starts. This is valuable in that we get all staff on the same page and can design effective schoolwide lesson structure and pacing guides as well as intervention plans.
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.
9. Please provide the number of days per year for the following categories:

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	0
Total	180

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. NOT APPLICABLE

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

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.
NOT APPLICABLE

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.

Waiver days that were granted in 2016-17 were used to the maximum extent possible. Staff used the days to get "on the same page". We had many issues to deal with including working to implement a positive behavior intervention and support system and functional changes to the school day. Additionally, we had our special education teacher resign midyear and had to scramble to replace her. The days were used as planned and focused on reading and mathematics. The lateness of the application and the approved dates were challenging but our staff worked hard to more deeply understand the new curriculums and how to create pacing guides and formative assessments. Through this process we discovered that we were missing key components of the reading program and are excited to get all the materials we need and develop plans for next year.

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

The goals of the previous waiver were minimally met. We needed to get this going prior to the beginning of the school year and the adverse weather this past year created challenges to getting to the work. We met as scheduled and worked with both an ESD ELA Specialist and a Math Specialist. We spent a great deal of time of understanding the Smarter Balance Assessment. Additionally, we worked with staff on questioning strategies and how to solve word problems in mathematics.

Arrangements have been made with both the ESD ELA Specialist and our Math Specialist to continue the work again this next year. We are keeping the same administrative staff and have hired 2 new teachers (comprising 33% of our staff). Having the same administration and the same vision will be beneficial as the "common ground" has been established. Our school board of directors are the same and they support the efforts that we are making to "reinvent" the school and manner in which students are learning and achieving.

The principal/superintendent continues to be a part-time administrator but used the 2016-17 year to get procedures in place. One of the major changes was a focus on formative assessments. The results are not demonstrative of significant growth; but with early implementation this next year we are intentional in using data for instructional purposes (this will be well defined during the first Learning Day). The principal/superintendent developed "data boards" for Reading and implemented them K-8 in January of 2017. The plan is to have "data boards" for both Reading and Mathematics and to implement them the first week of school. All students know what their STAR Reading scores are and each has a "plan" for maintaining and/or increasing their score by the beginning of the school year.

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.

Changes made are minimal to enhance last year's plan by providing time BEFORE school begins so that procedures and routines are well established. Additionally, this before school time allows us to more clearly define our Schoolwide Program and intervention plans. Our staff will now have "data" in front of them to use on the first day of school (this is new for them).

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.

As was mentioned earlier, we don't have any additional days (TRI and/or supplemental) for our staff. Our teachers work 180 days – anything in addition to that is strictly voluntary. Our staff have to wear multiple hats (i.e, advisors, supervision, teaching library/tech/music) and their time is stretched thin. By having 2 days prior to the beginning of the school year, having the same administration, office staff and 66% of our teaching staff we will be well ahead of plans; further ahead than 2016-17 when we were scrambling to get procedures and routines in place.

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.

Again, we are small and most of us wear multiple hats. The superintendent is also the principal, counselor, test coordinator, curriculum director and special education director. Support from this person is solid and is backed by the school board. We have over 60 volunteers (we have less than 100 students) and these volunteers see what we do on a daily basis. Parents and the community get monthly newsletters and are often seen in our buildings so they are aware of what we are doing. Information from the waiver days is shared at board meetings.

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.

2017-2018 School Calendar

BOISTFORT SCHOOL DISTRICT

983 BOISTFORT ROAD
360-245-3343 FAX: 360-245-3451
CURTIS, WA 98538

September 2017						
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
						19

October 2017						
S	M	T	W	T	F	S
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22	23	24	25	26	27	28
29	30	31				
						21

November 2017						
S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
						19

December 2017						
S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						13

January 2018						
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			
						21

February 2018						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			
						19

March 2018						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						22

April 2018						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						16

May 2018						
S	M	T	W	T	F	S
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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		
						21

June 2018						
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
						6

July 2018						
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						
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	

- Sept 5 - First day of school
- Oct 20 - No School - Professional Development
- Nov 3 - Early Dismissal
- Nov 10 - No School - Veterans Day
- Nov 15, 16, 17 - Early Dismissal - Conferences
- Nov 22 - Early Dismissal
- Nov 23 & 24 - No School - Thanksgiving
- Dec 19 - Last day of school before winter break
- Jan 1 - No School - New Years Day
- Jan 15 - No School - MLK Jr. Day
- Jan 26 - Early Dismissal
- Feb 19 - No School - Presidents Day
- Mar 1 & 2 - Early Dismissal - Conferences
- Mar 30 - Early Dismissal
- Apr 2-6 - No School - Spring Break
- May 25 - No School/Snow make up day
- May 28 - No School - Memorial Day
- Jun 8 - Early Dismissal - Las Day of School
- Jun 11,12,13 - Possible snow make up days

Professional Development - Aug. 30, 31 & Oct 20

Approved by Boistfort Board of Directors
3/20/17 pending State Board of Education
approval



 School Closed
 First day of school

 Noon Dismissal

FEDERAL WAY PUBLIC SCHOOL DISTRICT NO. 210
33330 8TH AVENUE SOUTH
FEDERAL WAY, WASHINGTON 98003

**RESOLUTION: 2017-06
WAIVER OF THE 180 DAY REQUIREMENT**

A RESOLUTION of the Board of Directors of the Federal Way Public School District No. 210 requesting a waiver for Federal Way Public Schools, Grades K-12, of the minimum 180-day requirement for the 2017-18 school year (WAC 180-18-040 and WAC 180-18-050).

WHEREAS, the Federal Way School District has five goals within the District Strategic Plan to increase scholar success; and

WHEREAS, the research-based professional practices signature strategies support professional collaboration time that focuses on evidence-based dialogue relative to scholar achievement; and

WHEREAS, in service of the goals of the Strategic Plan, in order to engage Professional Learning Communities (PLC's) in a cycle of inquiry using multiple measures to inform and adjust instruction, and align with School Improvement Plans based on the four-lens protocol, a request is being made to waive the 180 days to 179 days; and

WHEREAS, the scholar contact hours would be over the state-required time maintaining an average of 1027 hours in Grades 1-12, and the teacher work hours would be according to the full teacher contract requirements; and

WHEREAS, the Agreement by and between the Federal Way School District and the Federal Way Education Association supports Data Days/Waiver Days; and

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

NOW, THEREFORE, be it resolved, that the Federal Way Public School District No. 210 Board of Directors requests that the minimum 180 school-day-year requirement be waived for Federal Way Public Schools to allow for one (1) non-scholar day on September 6, 2017 for the 2017-18 school year only. During this time, scholars would not attend school in order to allow for staff participation in alignment with the five goals of the District's Strategic Plan.

ADOPTED BY the Board of Directors of the Federal Way Public School District No. 210, King County, Washington, in a regular meeting thereof held on the 23rd day of May 2017.

BOARD OF EDUCATION
FEDERAL WAY PUBLIC SCHOOL DISTRICT NO. 210

ATTEST:

Superintendent

Jimmy Campbell

BOARD OF DIRECTORS:

President

Director

Director

Director

Director

Steffan Z. McNally
Carol Hegony

Liz Drake

[Signature]

Blaine Polin

*Dependent on negotiated calendar

Part A: For all new and renewal applications:

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

School District Information	
District	Federal Way Public Schools
Superintendent	Dr. Tammy Campbell
County	King
Phone	253-945-2000
Mailing Address	33330 8 th Avenue S. Federal Way, WA 98003
Contact Person Information	
Name	Dr. Tammy Campbell
Title	Superintendent
Phone	253-945-2000
Email	tcampbel@fwps.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	1
School Years	2017-18
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	no
Remaining number of half days in calendar	0
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	yes

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

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

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

The overall purpose of the waiver is to advance the goals of our district's Strategic Plan (attachment 1). Moreover, this day will provide time for teachers to analyze multiple data points related to student achievement, which will inform continuous improvement efforts at district, school and classroom levels. Schools will engage in cycles of inquiry using multiple measures to inform and adjust instruction, aligned with the goals of the Strategic Plan utilizing the district's adopted four-lens protocol.

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.)

Federal Way Public Schools has a clearly articulated Strategic Plan. This Strategic Plan has 5 goals: Goal 1: The Early Years, Goal 2: The Whole Child, Goal 3: Active Learners, Goal 4: Content Area Competence and Goal 5: Persistence to Graduation. Each goal has measures of progress that are monitored frequently throughout the year using multiple metrics. The waiver day is one way that we will monitor that progress. Schools throughout the district have chosen two goals that they are working to achieve. The school improvement plan is aligned to the district Strategic Plan and emphasizes the two goals that they have selected, the measures of progress that they are monitoring and the signature instructional strategies that they are employing at the school level to impact both teacher practice and ultimately student achievement. Professional development is aligned to the identified signature strategies and support the overall school improvement plan. The analysis of data places a key role in monitoring the goals in the school improvement plan.

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

Ultimately, our goal in FWPS is to reduce the number of students not meeting standard in core subject areas. One of the more specific measures of our Strategic Plan is the percent of scholars meeting or exceeding grade level standards in ELA and Mathematics. In addition to the below measures of progress that are detailed and outlined in our Strategic Plan, each school has target measures that they are working toward—specifically, an increase in the number of students meeting standard in ELA and Mathematics by demographic sub-group—with particular attention paid to the progress monitoring of our historically marginalized Black and Hispanic students. The measures of progress from the Strategic Plan are listed below.

Measures of progress:

- Percent of scholars ready for kindergarten, as measured by WAKIDS assessments
- Percent of scholars meeting or exceeding grade level standards in English Language Arts (ELA) and Mathematics by the end of third grade
- Percent of scholars participating in at least 95% of classroom instructional time
- Percent of scholars that are engaged and challenged as measured by a perception survey
- Percent of scholars meeting grade-level standards in core subjects, as measured by state assessments

- Percent of scholars demonstrating proficiency in a standards-based grading system (in each subject)
- Percent of scholars enrolled in and completing Algebra by 8th grade with a 3.0 grade point average
- Percent of scholars participating in advanced coursework and earning a passing grade
- Percent of 9th grade scholars on track for on-time graduation
- Percent of scholars who complete applications for College Bound scholarships, FAFSA and WASFA
- Increase in high school graduation and decrease in dropout rates

Subgroup (2016 N)	Baseline: 2016 % Met	2017	2018	2019	2020	2021	2022	2023	2024
Asian (1373)	71.1%	75.44%	79.12%	82.25%	84.91%	87.18%	89.10%	90.74%	92.13%
Black (1516)	35.3%	45.01%	53.25%	60.27%	66.23%	71.29%	75.60%	79.26%	82.37%
Hispanic (3350)	38.5%	47.73%	55.57%	62.23%	67.90%	72.71%	76.81%	80.28%	83.24%
Native American (70)	38.6%	47.81%	55.64%	62.29%	67.95%	72.76%	76.84%	80.32%	83.27%
Pacific Islander (628)	29.8%	40.33%	49.28%	56.89%	63.36%	68.85%	73.52%	77.50%	80.87%
Two or More (1550)	47.2%	55.12%	61.85%	67.57%	72.44%	76.57%	80.09%	83.07%	85.61%
White (3480)	61.8%	67.53%	72.40%	76.54%	80.06%	83.05%	85.59%	87.75%	89.59%
ELL (1862)	12.5%	25.63%	36.78%	46.26%	54.32%	61.18%	67.00%	71.95%	76.16%
SPED (1540)	15.5%	28.18%	38.95%	48.11%	55.89%	62.51%	68.13%	72.91%	76.97%
FRE (7288)	37.9%	47.22%	55.13%	61.86%	67.58%	72.45%	76.58%	80.09%	83.08%
Total (11967)	49.3%	56.91%	63.37%	68.86%	73.53%	77.50%	80.88%	83.75%	86.18%

FWPS Stretch Targets by Subgroup Cohort: SBA Math

Subgroup (2016 N)	Baseline: 2016 % Met	2017	2018	2019	2020	2021	2022	2023	2024
Asian (1461)	60.8%	66.68%	71.68%	75.93%	79.54%	82.61%	85.22%	87.43%	89.32%
Black (1558)	18.4%	30.64%	41.04%	49.89%	57.40%	63.79%	69.22%	73.84%	77.76%
Hispanic (3461)	24.6%	35.91%	45.52%	53.69%	60.64%	66.54%	71.56%	75.83%	79.45%
Native American (70)	30.0%	40.50%	49.43%	57.01%	63.46%	68.94%	73.60%	77.56%	80.93%
Pacific Islander (635)	19.1%	31.24%	41.55%	50.32%	57.77%	64.10%	69.49%	74.07%	77.96%
Two or More (1590)	33.3%	43.31%	51.81%	59.04%	65.18%	70.40%	74.84%	78.62%	81.82%
White (3609)	45.9%	54.02%	60.91%	66.78%	71.76%	76.00%	79.60%	82.66%	85.26%
ELL (1922)	13.3%	26.31%	37.36%	46.76%	54.74%	61.53%	67.30%	72.21%	76.38%
SPED (1439)	10.6%	24.01%	35.41%	45.10%	53.33%	60.33%	66.28%	71.34%	75.64%
FRE (7489)	25.4%	36.59%	46.10%	54.19%	61.06%	66.90%	71.86%	76.08%	79.67%
Total (12384)	35.2%	44.92%	53.18%	60.20%	66.17%	71.25%	75.56%	79.23%	82.34%

In addition, FWPS has a new data warehouse known as Baseline Edge that allows schools and teachers to have real time access to data that supports the measures of progress in the Strategic Plan. Moreover, the district has adopted IRLA, an independent reading leveled assessment, with an online progress monitoring tool as well as i-Ready, an online assessment system that will allow teachers to obtain progress monitoring information related to standard competency. This data will be used in a triangulated method to inform improvement efforts.

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

During the waiver day, staff members will analyze multiple measures, through the application of the 4-lens protocol coupled with the four guiding questions. The outcome from this analysis will be to inform the instructional programming for each of their students. This will be done in professional learning communities at the school level, guided by district provided protocols and analysis tools. This activity will also allow staff to determine the appropriate multi-tiered system of supports for our students to be successful.

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?

An increase in both district and state assessments will be evidence of the degree to which the goals of the waiver have been attained. More specifically, we will use the outcomes of our SBA data, WAKids data, IRLA data, percent of scholars on track to graduate, attendance rates, and percent of scholars in and out of school suspension rates. Additionally, the monitoring of the goals with the school improvement plans at each school site will provide further evidence. Lastly, it is important to note that one of FWPS goals is system alignment related to the data analysis and instructional improvement process to inform school and district improvement efforts, is a key factor of success.

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

We are requesting one day to continue data analysis that supports the achievement/advancement of the goals in our Strategic Plan. We monitor both the school and district goals using multiple measures—in previous years school teams have had time in their buildings to analyze data to inform school improvement efforts and instructional programming—last year and this year, schools have consistent protocols to utilize that will guide their analysis efforts, a consistent school improvement planning tool and the Strategic Plan that provides clear guidance and ensures alignment.

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

The development of the waiver was part of the 2017-18 adopted school calendar. This adopted calendar was developed and approved with multiple stakeholder voices.

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

The current CBA expires on August 31, 2017 and can be found at:

<https://www.fwps.org/cms/lib/WA01919399/Centricity/Domain/797/FWEA-Contract-Final-with-signatures.pdf>.

School calendars are negotiated outside of the full bargain. For the 2017-18 school year, in addition to the 180-day calendar, teachers are engaged in 5 professional development days, and 1 semester break

grade preparation day. In addition, a waiver has been requested to continue the four (4) Scholar Led Conference days. The 2017-18 calendar also contains thirteen (13)-90 minute early release days, in order to provide sustained professional development and collaboration throughout the year.

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

Student instructional days (as requested in application)	175
Waiver days (as requested in application)	1
Additional teacher work days without students	4
Total	180

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

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

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

The one requested waiver day provides time to specifically analyze student data from the building to the classroom level, prior to the start of the new school year. It enables teachers to collaborate with their colleagues in order to develop strong learning plans for their students.

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.

Our waiver days have been used as planned, with a more rigorous alignment between the newly adopted Strategic Plan and individual school improvement plans this year. Each school is focused on Goal 2 and one other site selected goal for their building. The SIP plans are built around these goals with the express purpose of strengthening student outcomes.

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

The targets outlined in the previous waiver were established under the leadership of a prior Superintendent. With the Board's hiring of Dr. Campbell, a 100-day entry plan and district-wide Strategic Planning process were launched. This is now the foundation of our work. In addition, the District is managed under Policy Governance with the measureable ENDS (or goals) of the work tightly coupled to the Strategic Plan. Regular monitoring is submitted to the Board.

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 previously described, the work of the District in changing outcomes for our scholars is focused around the District's Strategic Plan, the five goals and the identified research-based signature strategies. This alignment flows from the Board to the individual school improvement plans. Based on research (specifically McRel), this vertical system alignment generates significant and measurable increases in student achievement.

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.

As the 2006 McRel report states, a non-negotiable goal for achievement & instruction can result in a significant change in student outcomes. The Strategic Plan's five goals and the research-based signature strategies clearly outline approaches that will increase student achievement. Teachers need time to be able to take student data, the school improvement plans and the signature strategies to plan effective instructional design. This one-day waiver provides a strong foundation for the year to come.

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 provides regular updates to our community, administrators and parents through a variety of mediums, including many on-line apps, electronic medium, web site and hard copy. Many of these materials are translated into multiple languages.

The adopted school calendar for 2017-18 includes one waiver day (down from three), and was strongly supported.

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.

FWPS 2017-2018 SCHOOL CALENDAR



KEY

- First Student Day
- No School
- Student Led Conferences, No School
- Data Day, No School
- Last Day of School/Early Dismissal
- Early Release
- Early Dismissal

Jan 25 End of Semester

NON-SCHOOL DAYS

- Oct 13** Teacher In-Service
- Nov 10** Veterans Day observed
- Nov 23–24** Thanksgiving Break
- Dec 18–Jan 1** Winter Break
- Jan 1** New Year's Day
- Jan 15** MLK Day
- Jan 26** Semester Break
- Feb 19–20** Mid-Winter Break
- Mar 9** Teacher In-Service
- Apr 2–6** Spring Break
- May 28** Memorial Day
- May 29** Snow Makeup Day

SEPTEMBER 2017

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FEBRUARY 2018

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OCTOBER 2017

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MARCH 2018

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NOVEMBER 2017

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APRIL 2018

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DECEMBER 2017

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MAY 2018

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JANUARY 2018

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JUNE 2018

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Stephanie Leitz, Principal
Wahkiakum High School
360.795.3271
Fax 360.795.0545

W. Robert Garrett, Superintendent
Shelby Garrett, District Clerk
360.795.3971 Fax 360.795.0545

Theresa Libby, Principal
Julius A. Wendt Elementary School
John C. Thomas Middle School
360.795.3261, Fax 360.795.3205

Wahkiakum School District 200

500 S 3rd B398
Cathlamet, WA 98612

RESOLUTION NO. 117-041817
April 18, 2017

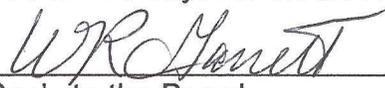
A RESOLUTION of the Board of Directors of the Wahkiakum School District No. 200, Wahkiakum County, Cathlamet, Washington, to request a waiver for grades K-12 of the minimum 180-day school year (WAC 180-16-215) for the 2017-2018, 2018-2019 and 2019-2020 school years;

WHEREAS, the Wahkiakum School District Board of Directors recognizes that:

- 1) Planning time is needed for staff to implement a local restructuring plan which provides an effective educational system to enhance the educational program for all students in the district, and
- 2) According to the 2016-17 Form SPI 1497, all grade levels are more than meeting the minimum program hours offering requirements and that is with a 176-day school year for students already in effect, and
- 3) Full days designated for planning and in-service training would facilitate training opportunities for classified staff, and

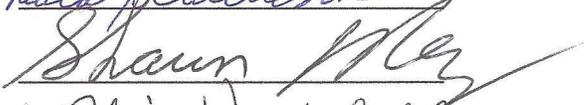
WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18),

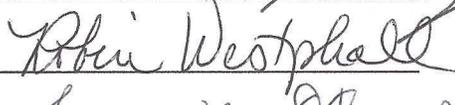
NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Wahkiakum School District No. 200 does hereby request the minimum 180 school day requirement be waived from 180 to 176 days for the 2017-2018, 2018-2019 and 2019-2020 school years.

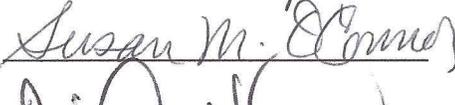


Sec'y to the Board











Board of Directors

Dated this 18th day of April, 2017.

Part A: For all new and renewal applications:

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

School District Information	
District	Wahkiakum School District
Superintendent	Bob Garrett
County	Wahkiakum
Phone	360-795-3971
Mailing Address	500 South 3 rd Street/PO Box 398 Cathlamet, WA 98612
Contact Person Information	
Name	Stephanie Leitz
Title	Wahkiakum High School Principal
Phone	360-795-3271
Email	Sleitz@wahksd.k12.wa.us
Application type:	
New Application or Renewal Application	Renewal Application
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	4
School Years	2017-18, 2018-19, 2019-20
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	11
Remaining number of half days in calendar	3
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes

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

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

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

The purpose of Wahkiakum School District's proposed waiver plan is to provide teachers with meaningful staff development that will increase student achievement and ensure growth of all students. The staff development days will provide teachers and support staff with time to receive appropriate staff development that aligns with district and school goals. Topics will vary based on the needs of staff but will primarily focus on research based instructional strategies, CCSS and NGSS curriculum alignment, Teacher Evaluation Framework (5D+), implementation of technology, and analysis of assessment data and a focus on closing the achievement gap.

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

The SIP plans for Wahkiakum School District are posted on our website: <http://www.wahksd.k12.wa.us>

The waiver plan is aligned to the School Improvement Plan (SIP) in a variety of ways. Our SIP plan focuses on Math, Reading and Writing, specifically curriculum alignment, staff development and student achievement. The plan focuses on instruction and curriculum, assessment, staff development, technology and communication which aligns with our proposed waiver plan.

Teachers benefit from differentiated staff development that occurs on these four waiver days. As a district, we use our SIP along with assessment scores and teacher input to plan all staff development that occurs because of this waiver.

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

On the waiver days, we will be viewing and interpreting SBA and SBA Interim assessment data in addition to teacher collected data around student growth in all content areas. Teachers are all required to create student growth goals in their PLC groups that are also used for teacher evaluations. Teachers also use the MTSS/RTI process and have worked over the last three years to build a strong understanding of effective instructional strategies and clear standards for each grade level. Through meaningful assessment, teachers meet students where they are and work to move them forward. With this waiver, teachers will strive to make their data public among their peers, have a growth mindset and use highly engaging instructional strategies that ensure student success. Using our SIP plan as the guide K-5 students will focus on increasing skills in writing and consistent assessments, 6-8 Students will increase math skills to be at or above grade level through differentiation and meaningful intervention. High school students will graduate with the skills necessary to be college and career ready.

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

Based on the needs of teachers as identified by the results of the WA State Teacher Evaluations, we will identify a focus for all professional development on our waiver days. We will plan for both outside experts/consultants and our own staff to share their expertise. One of our primary focuses will be how to provide meaningful interventions to K-12 students using Title/LAP funds that close the gap. Previously, students struggling students were served by para-educators under the direction of teachers. This year certificated teachers are delivering the instruction and beginning to see significant growth through both teacher made and district assessments. In addition, we will spend time creating vertical teams that ensure standards alignment K-12 and clear curriculum mapping and power standards across all grade levels using both the CCSS and the NGSS along with the other recently released OSPI standards. By increasing our staff's ability to provide effective core instruction, provide effective interventions and identify power standards/clear curriculum maps that identify student gaps, we expect our state and district student achievement scores to show growth and close the achievement gap that exists for us with our low income students.

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

We will look at our SBA scores, EOC, STAR, Interim Assessments, DIBELS, Classroom Curriculum Assessments, WA State Fellows Assessments in addition to the Common Core Standards. These assessments will be looked at frequently and inform intervention decisions to ensure that all students are making growth. We will also survey teachers regularly regarding their perceptions of the effectiveness of the professional development that takes place on our waiver days.

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

The time will be spent on continued professional development as identified by the staff and administrators through analysis of student assessment data, student surveys, staff surveys, and teacher selected areas of focus from the 5D+ Framework used for teacher evaluations. Throughout the next three years, the work that teachers do will create a culture of continuous growth. Teachers will be expected to build upon what is accomplished at each in-service. They will be held accountable through their Teacher Evaluation.

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

When our district applied for the 180-day Waiver in 2011 and 2014 staff, parents and community members were polled and given the opportunity to provide feedback on the impact of waiving school days. Our staff and community agreed then and continues to agree that missing whole days is better for families than having additional early release day. Staff, students, parents and our school board continue to be in support of our waiver days through surveys and discussions at school board meetings. Our stakeholders understand the importance of and need for ongoing professional development for teachers to increase student achievement and ensure success of all students. The waiver provides a substantial amount of time for staff to collaborate and focus

on school improvement efforts – staff and administrators feel it is an important part of our school year.

- 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.

In accordance with our CBA, our school calendar consists of 180 teacher workdays, plus 2.5 certificated employee supplemental work days, with at least two preceding the first teaching day and paid at per diem. The calendar shall reflect 176 student attendance days for each contract year provided the calendar is approved by the State Board of Education. The four non-student attendance days shall be scheduled throughout the year for the purpose of staff in-service as approved by the State Board of Education. In addition, two optional days for in-service will be allowed with certificated personnel paid at per diem rate. The in-service may occur on the statewide in-service days or on a weekend, subject to administrative approval.

Additionally, we have a one-hour late start for students on Thursday mornings. We have three early dismissal days during the year, typically preceding a scheduled break. We also have seven early dismissal days for K-5 parent conferences, and three early dismissal days for Grade 6-12 parent conferences.

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

Student instructional days (as requested in application)	176
Waiver days (as requested in application)	4
Additional teacher work days without students	2.5
Total	182.5

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	x	x	x
2	100%	x	x	x
3	0%			x
4				
5				
6				
7				

Check those that apply

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

Our district only offers teachers 2.5 additional work days outside of the regular 180 school year, much less than most of the districts around the state. We utilize those days for new student orientations, staff orientation, annual administrative requirements for staff and preparing classrooms for the first day of school. These days do not allow time for staff to collaborate or receive significant professional development – like the four waiver days do.

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.

Yes, our days were used as planned and proposed. Administration has been extremely pleased with the opportunity to provide additional professional development to our staff. We spend our time on staff development that was geared toward teacher needs. Some examples of sessions were –

Chromebook Training/Google Classroom

ESD 112 Science Vertical Teaming/Standards Alignment

ESD 112 ELA Instructional and Assessment Strategies for Struggling Readers

AVID – Effective Instructional Strategies

Student Friendly Writing Rubric and Scoring Practice Using Student Samples

Both teachers and administrators really appreciated this time and felt the trainings, discussions and new knowledge shared was beneficial for all.

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 previous waiver, we requested waiver days to increase professional development for our staff. We put an emphasis on student growth data through TPEP, PLC time and our waiver days. Using the RTI structure, current assessment data and teacher needs, we were able to focus on implementation of the Common Core State Standards and college and career readiness. We have had curriculum/content area support from ESD 112 to provide teachers with meaningful staff development. Some of the activities that occurred during our waiver days were Chromebook training, Google Classroom, Supplemental Curriculum Training, Readwell training, Consultation from ESD 112 on Science Standards, OSPI Fellows training on both ELA and Math, Teacher lead Number Talks, AVID Effective Instructional Strategies, Vertical Team meetings to ensure a common understanding of standards across grade levels – just to name a few!

Using the SBA, our students have shown continual growth in all academic areas. These four days allow teachers the opportunity to discuss assessments and change curriculum, instructional strategies and interventions to improve student growth. Because our sample size is small, just using the SBA can skew results, so we have gone to using multiple measures to show growth. Teachers also are able to score assessments and calibrate expectations. We have also been fortunate enough to have both a Math and ELA Fellow in our district supporting teachers as they implement common assessments and effective instructional strategies. As a staff, we feel our waiver days were used as planned and effectively supported teachers who in turn were able to support students and ensure growth for all.

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

We will continue with the same process for planning our waiver days, yet content will change based on the needs of the teachers and student data. We feel that using assessment results, teacher input and state mandates are key to success. CCSS are always a focus for us, but now with all the new standards coming out such as NGSS, Visual Arts and Health and Fitness, so we will shift our focus to include what is needed based on teacher assignments. We are also looking at new curriculum adoption for science, ELA and math, so some of the time will be used for staff development around that curriculum. Our overall focus will be student achievement and looking at where and how we can most effectively close the gap for our low income students by using research based strategies and interventions to ensure student growth.

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

The waiver days provide our staff with professional development. The goals are adjusted to meet the needs of our teachers and aligned to continuous student improvement, current research and our School Improvement Plan. Without the waiver days, we would be unable to adequately meet the needs of our teachers due to a lack of professional development time together. Having this time is instrumental in meeting our district wide goals. We want all students to leave the Wahkiakum School District college and career ready!

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.

Teachers and administrators provide our community with ongoing communication about the activities and value of the waiver days. Principals report to the school board each month, and specifically after each in-service day. The local newspaper attends these meetings and reports on the progress. We also send quarterly/monthly newsletters that refer to progress. Parents and staff have continuously and consistently expressed approval of this additional professional development time. Our community is very supportive of our schools and our goals for 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.

2017-2018 WAHKIAKUM SCHOOL DISTRICT CALENDAR

August 17

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September 17

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TBD	Staff Days
Sept 4	Labor Day
Sept 5	School Starts
Sept 5-8	K-5 Conferences, 11:30 Dismissal
Nov 6	Local Inservice Day
Nov 10	Veterans Day Observed
Nov 22	11:30 Dismissal
Nov 23-24	Thanksgiving Holiday
Dec 20-Jan 1	Christmas Vacation
Jan 15	MLK Day
Jan 26	Local Teacher Inservice
Feb 19	President's Day
Feb 28	11:30 Dismissal
Mar 1-2	Mid Winter Break
Mar 30	Snow Day
April 2-6	Spring Break
April 9	Local Teacher Inservice Day
May 25	Snow Day
May 28	Memorial Day Observed
June 14	Last Day of School for Students (11:30 Dismissal)
June 15	Graduation
June 15	Local Teacher Inservice
K-8 1 st Qtr Ends & HS Mid-Term Date Nov 6	
K-8 2 nd Qtr Ends & HS 1 st Semester Ends Jan 25	
K-8 3 rd Qtr Ends & HS Mid-Term Date April 11	
K-8 4 th Qtr Ends & HS 2 nd Semester Ends June 15	

October 17

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November 17

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December 17

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January 18

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February 18

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March 18

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April 18

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May 18

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June 18

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July 18

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□ In-service Days
 △ First Day for Students/Last Day for Students
 ○ Vacation Days/Legal Holidays

WAC 180-18-040

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

WAC 180-18-050

Procedure to obtain waiver.

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

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

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

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

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

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

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

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

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

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

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

Option One Waiver Application Worksheet

District: Auburn
Date: 7/13/2017

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

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

Option One Waiver Application Worksheet

District: Boistfort
Date: 7/13/2017

Days requested: 3
Years requested: 1
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: Boistfort

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

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

Option One Waiver Application Worksheet

District: Federal Way
Date: 7/17/2017

Days requested: 1
Years requested: 1
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: Federal Way

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

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

Option One Waiver Application Worksheet

District: Wahkiakum
Date: 7/17/2017

Days requested: 4
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: Wahkiakum

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

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

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

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

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

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

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

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

Application materials must include:

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

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

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

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

Cusick School District
305 Monumental Way
Cusick, WA 99119
509-445-1125

CUSICK SCHOOL DISTRICT NO.59 PEND OREILLE COUNTY, WASHINGTON
180-DAY OPTION 2 WAIVER
Flexible Calendar
RESOLUTION NO. 2016/2017-#6

WHEREAS, Cusick School District No. 59 requests a waiver of thirty days for the 2017-2018, 2018-2019, and 2019-2020 school years, and

WHEREAS, Cusick School District understands at the end of each school year if the State Board of Education determines that student learning is adversely affected, Cusick School District No.59 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, Cusick School District No. 59 assures it will meet the annual average 1,027 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215), and

WHEREAS, Cusick School District No. 59 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 Cusick School District No. 59 the request to a 180-Day Option 2 Waiver from the Basic Education Program Requirement for the purpose of Economy and Efficiency be approved.

Adopted on 06-05-17

**Cusick School District
Cusick, Washington**

ATTEST:


Board Chairman


Board Member


Board Member


Board Member


Board Member


Board Secretary



Cusick School District #59

305 Monumental Way
Cusick, WA 99119-9761

Phone: (509) 445-1125
Fax: (509) 445-1598

June 8, 2017

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

RE: Option Two Waiver

Dear Parker,

Thank you for taking the time to talk with me last week regarding our Option Two application and our corresponding attendance at the July State Board of Education meeting in Spokane to discuss said application. As per our discussion, I will plan to bring two School Board Directors and our K-12 Principal to answer any questions the State Board may have in regard to our proposed request. Attached, please find the required paperwork associated with Cusick School District's application for an Option Two Waiver from 180-Day School Year Requirement for Purposes of Economy and Efficiency.

With a current K-12 enrollment of approximately 220 students, the Cusick School District proudly serves the students of the communities of Cusick, Usk and the Kalispel Indian Reservation in northeastern Washington. We are committed to providing our students with the best education possible; therefore we are trying to be innovative in our thinking. Although we are pursuing the waiver for reasons other than just monetary savings, I believe our application supports a creative solution to many issues that have plagued us and will lead to a more precise and robust education for our students. It is our stance that the adoption of a four-day school week calendar will benefit us in many facets of education, but our focus is on the following areas.

1. Increased attendance for both staff and students. Fewer absences by both teachers and students will equate to more precise and focused teaching and learning.
2. Allow for 15 days of Professional Development embedded into the school calendar for staff.
3. As an incentive to draw quality applicants for our open positions and retain current staff.
4. A more unique way to provide remedial support, additional instruction time, assignment completion support and credit retrieval opportunities for students who are credit deficient.
5. A more unique way to offer enrichment or extension activities that we may not be able to offer in our regular class schedule.

In closing, the Cusick School District considers this a valuable learning opportunity and the support of our community stakeholders is overwhelmingly favorable. When reviewing our application waiver, we ask that the State Board look beyond what a traditional school week looks like and see it from a different perspective. We want to put the very best staff in front of our students while offering the very best learning experiences that we can create. We just want to do it in a non-traditional format. If you have any further questions, please do not hesitate to contact me at 509-445-1125 or dhawpe@cusick.wednet.edu.

Respectfully,

A handwritten signature in black ink, appearing to read 'Don Hawpe', with a long horizontal line extending to the right.

Don Hawpe
Superintendent
Cusick School District

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

1. Contact Information (Please complete all information below)

Name	Don Hawpe
Title	Superintendent
School District	Cusick
Phone	509-445-1125
Email	dhawpe@cusick.wednet.edu
Mailing Address	305 Monumental Way Cusick, WA 99119

2. Student Count:

	Count	Year
Most recent student count for the district (please identify year)	218 Total Students with an FTE = 207	2016-2017
Forecast for the next student count (if available)	218 Total Students with an FTE = 207	2017-2018

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

Yes	If yes, explain: We are currently in Year Two of a Three-Year Waiver that we applied for to implement professional development activities. If our new proposed waiver request is granted, we would ask to be released from the current waiver in place, to implement our new proposal.
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4. Is the request for all schools in the district? If no, which schools or grades are included?

Yes	Schools	Grades

5. Number of waiver days requested:

School Years	2017-2018	2018-2019	2019-2020
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?

Middle School/High School: Grades 6 -12

School Day: 8:00 – 3:40

460 minutes per day

Minus 36 minutes per day for Lunch and Nutrition Break.

Total Daily Minutes = 424 Minutes

Total School Days = 150 X 424 (daily minutes) = 63,600 minutes (1,060 hours)

Parent/Teacher Conferences: An additional 960 minutes (16 hours = 8 hours per semester)

*Parent/Teacher conferences will be conducted in the evenings or on non-professional development Fridays.

Total number of Instructional Hours: 1,060.0 + 16.0 = 1,076.00Hours

Elementary School: Grades K-5

School Day: 8:15 – 3:35

440 minutes per day

Minus 30 minutes per day lunch

Total Daily Minutes = 410 Minutes

Total School Days = 150 x 410 (daily minutes) = 61,500 minutes (1,025 hours)

Parent/Teacher Conferences: An additional 1,200 minutes (20 hours – 10 hours per semester)

*Parent/Teacher conferences will be conducted in the evenings or on non-professional development Fridays.

Total number of Instructional Hours = 1,025 + 20 = 1,045 Hours

As required by -- RCW 28A.150.220(2)...Beginning with the 2015-16 school year, each school district shall make available to students instructional hour offerings of at least a district-wide average 1,080 hours in grades nine through 12, and at least a district-wide average 1,000 hours in grades one through eight. The district calculation for compliance may be made as a district-wide annual average over grades one through 12. This equates to a district-wide annual average 1,027 instructional hours.

Cusick District-Wide Annual Average: 1,076 + 1,045 = 2,121 Hours/2 = 1,060.5 Hours

As evidenced in the outline of instructional hours above, the proposed four-day school week calendar allows Cusick School District to continue to exceed the average district-wide annual instructional hours required by law.

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

Economies:

Certificated Teacher Substitute Costs: During the 2014-2015 school year the District had 182 certificated teacher substitute days. During the 2015-2016 school year the District had 231 certificated teacher substitute days. Through May of the 2016-2017 school year the District had 193 certificated teacher substitute days. This equates to an average of 202 days of certificated substitute teacher time for each of the past three (3) years. We estimate that under the proposed calendar, the certificated substitute teacher days will be reduced by a minimum of one-third or approximately 67 certificated substitute days at an estimated savings of \$7,700.00.

Classified Substitute Costs: During the 2014-2015 school year the District had 203 classified substitute days. During the 2015-2016 school year the District had 225 classified substitute days. Through May of the 2016-2017 school year the District had 294 classified substitute days. This equates to an average of 241 days of classified substitute time for each of the past three years. We estimate under the proposed calendar, the classified substitute days will be reduced by a minimum of one-third or approximately 80 classified substitute days at an estimated savings of \$8,000.00.

Fuel: It is estimated that we will have a savings of approximately \$5,000 in fuel as a result of not transporting students to and from school on Fridays.

Food Service: It is estimated that we will have a savings of approximately \$9,600 in Food Service costs. However, this savings will be offset by lost revenue.

Utilities: It is estimated that we will have a savings of approximately \$6,700 in utilities. However, this savings will be partially offset by our desire to open our building one or two Fridays each month to provide remedial support, additional instruction time, assignment completion support and credit retrieval opportunities for students who are credit deficient. Additionally, we intend to offer extension and/or enrichment activities during these open Fridays.

Increased Economies for Families: Families often have to conduct business during school days. There is no grocery store within the school district boundaries. Many families travel to Spokane for groceries, medical appointments, and to conduct other forms of business, typically a 100+ mile trip. This distance makes it difficult or unreasonable to make these trips after the school day. Usually all the children in the household are checked out of school when families make these trips. Most of these services are not available on weekends, and even if they were, many of our families attend cultural events, sporting events and/or extracurricular activities on Saturdays. Many of our students miss 10 or more days in a semester. While gathering input from our stakeholders, the district has stressed the importance of having children in school and using Fridays to take care of out of town business. Families have expressed a willingness to maximize the use of Friday appointments whenever possible.

Efficiencies:

Increased Attendance: Our District is comprised of approximately 48% Native American students, most of whom are affiliated with the Kalispel Tribe of Indians. The Tribe has a four day work week and students often miss school on Friday to attend a variety of family, tribal or cultural events. This would allow our district to be culturally responsive while at the same time minimizing the impact of absences. The topic was discussed at the Tribal Council meeting on May 23. The District received positive collaborative input as exhibited by the enclosed letter of support from Kalispel Tribal Leaders.

Cultural Responsiveness: The District is collaborating with the Kalispel Tribe in developing a language immersion and cultural survival school, which is a K-2 program during the current school year. The intent is to expand this program through the grades. The four-day school week received support from the individuals staffing this program as it aligns with the cultural and family values of the Kalispel Tribe as exhibited by the enclosed letter of support from the Language Program Director.

Increased uninterrupted instructional time: Athletic events will be scheduled on Thursday night, Friday, or Saturday whenever possible. The closest athletic event in our league includes a 45 minute one-way trip. All other events average two to six hours for travel and post-season travel is often further. This has a significant impact on attendance in afternoon classes, not only for the athletic participants, but for many students whose parents take them out of school to travel and watch the contests.

Increased uninterrupted instructional time: PSAT, ASVAB, college visits, FAFSA and scholarship support, and other activities could be provided on Friday, when possible. This will decrease missed instruction time. Additional support for College and Career Readiness requirements could also be provided for students that need more time than is available during class.

Increased staff attendance: Staff will be able to schedule appointments on Fridays. Due to our remote and rural location, staff are often unable to schedule appointments that will last one to two hours, therefore, missing the entire day. Additionally, due to our location and the crisis surrounding the state-wide teacher shortage, we currently only have three (3) certificated substitutes, two (2) of which are only available one or two days a week. We have six (6) emergency certificated substitutes, four (4) of which are currently employed as paraprofessionals in the District. During the 2014-2015 school year the District had 182 certificated teacher substitute days, during the 2015-2016 school year the District had 231 certificated teacher substitute days, and through May of the 2016-2017 school year the District had 193 certificated teacher substitute days. This equates to an average of 202 days of certificated substitute teacher time for each of the past three (3) years.

Increased retention/job satisfaction of experienced, qualified staff: This would allow students in our small rural setting to receive instruction from highly qualified, experienced staff in a locale that has an extremely limited pool of applicants to draw from.

8. Estimate the expected savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees. ***Please refer to Economies under question 7 above**

The District estimates we will save a minimum of \$7,700 in certificated substitutes. However, the monetary savings is minimal compared to what we will gain with the quality of instruction we are able to deliver to our students with the regular classroom teacher rather than a substitute. Additionally, the District anticipates an estimated savings of \$8,000 in classified substitute costs.

9. Explain how monetary savings from the proposal will be redirected to support student learning.
- It is our desire to keep the building open one or two Fridays each month and staffed with certificated and paraprofessional staff to provide remedial support, additional instruction time, assignment completion support and credit retrieval opportunities for students who are credit deficient.

- As a small rural school with limited resources, Cusick School District must be creative to provide extension opportunities for our students. It is our desire to keep the building open one or two Fridays each month and staffed with certificated and paraprofessional staff to provide extension activities to our students. During community meetings, parents and students expressed interest in STEM and Art offerings. Additionally, we plan to partner with the local library, area college extensions, 4-H clubs and other local organizations to provide enhanced opportunities for interested students.

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.

- Staff Professional Development days will be scheduled four days before school starts, one Friday each month, and one Friday after school is out. The District has been scrutinizing our pedagogy, instructional materials, use of instructional minutes, and remediation/tutoring models in order to maximize student learning. We are using Smarter Balanced Assessments, Measure of Academic Progress, DIBELS Next, and a district developed Writing Day, as well as classroom based information to guide our work. The district has adopted English Language Arts and Mathematics curricula which will be implemented in the 2017-2018 school year. These days will provide teachers with an opportunity to dig deep into the curriculum individually and across grade levels.
- A common trend, identified through our Professional Learning Communities work, is that working across disciplines when providing instruction on core concepts maximizes student engagement and learning. Cross-curricular activities such as project-based learning, academic field trips and multi-age learning opportunities requires coordinated common collaboration time.
- PSAT, ASVAB, college visits, FAFSA and scholarship support, and other activities could be provided on Friday, when possible, decreasing missed instruction time. Additional support for College and Career Readiness requirements could also be provided for students that need more time than is available during their classes.

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

When the community was made aware that our neighboring school district was moving to a four day school week, District officials were approached to pursue the feasibility of instituting this in our district for a variety of reasons. District staff researched the pros and cons of the four day school week. Based on the research available, this option was pursued.

- March 21 School Board Meeting – Calendar options were discussed, including the possibility of pursuing a four day school week for the 2017-2018 school year.
- May 16 School Board Meeting – Further discussion took place regarding the four day school week. The Cusick Board of Directors gave a mandate to the Superintendent to conduct community meetings to gauge the level of support of our stakeholders and educational partners.
- May 18 All Staff Meeting
- May 23 Presentation to the Kalispel Tribal Council
- May 24 Community Forum
- June 5 School Board Meeting- A Resolution requesting a 180-Day Option 2 Waiver – Flexible Calendar was adopted by the Cusick School Board of Directors.

The result of our Parent/Community on-line and paper copy survey is as follows:

Number of surveys returned: 122

Supporting a four-day week: 110 = 90.2%

Opposed to a four-day week: 9 = 7.4%

Undecided: 3 = 2.4%

Comments: See enclosed comments associated with our on-line survey.

Additional comments from our paper survey:

- I cannot attend the meeting this evening, but I am fully supportive of a 4-day school week to be implemented at Cusick School.
- I'm all for the 4-day school week. The kids miss too much time on Fridays for sports. I think that it would be good to start the week before, but either way, I support this all the way.
- I would like to try it. We won't know until we do.
- I am all for a 4 day school week. I love the idea of being able to set up appointments on a Friday and not miss school. I love the idea of 3-day weekends for family time.
- I think this is a fantastic idea to solve attendance issues. Also, it will require less days on the treacherous roads in the winter. There will be no need for summer school, since some Fridays can be used for credit retrieval.
- My concern would be transportation to school functions on Fridays, especially for low income families.
- I believe that my children should attend school 5 days a week. A "D" is a passing grade and that is acceptable in the State of Washington? That is not acceptable for me or my husband as parents. Due to this, I believe it would benefit my children to go to school 5 days. I do not support the 4-day school week.
- I think the food to home program will continue to be vital for many of the youth.
- I think this would really help with the attendance of our Native students. Having 3 days off a week would allow for extra cultural time and pow-wows. I love the opportunity for more family time.
- I think it's a great idea! Full support!!
- This would absolutely help with all my son's medical issues. I am all for this.
- I am very supportive of 4-day week. Can we look at taking Monday or Wednesday off?
- I feel that it will benefit not only my family, but other families as well. It will also help with attendance.
- My 2 children, both in 10th grade, have been in the District since 2nd grade. They are both active in school activities. They both have hectic schedules, so a 4-day week will give them more time to keep grades up and time for family activities.
- Looking forward to feeling refreshed and spending more time together as a family.
- As a parent I support the 4-day school week. There is so much hands-on learning and bonding and experiences that go on outside the school day that it would be great to have an extra day for that. It would be an extra day to apply academic learning to the real world.
- Our outside activities sometimes require us to leave on Friday. This will decrease my childrens' absences.
- I believe there are some very positive things that can come out of this, but unfortunately you can't

please everyone. The parents will have to make an effort to schedule appointments on the days off, but for the most part it is doable.

- I am supportive. It does away with half- days, which I think were unproductive.
- The Kalispel Tribe (our employer) is also on a four-day week, so I am supportive of this.
- Love it for family and cultural reasons.
- My only concern is the length of the day for younger kids.
- I think it's an excellent idea! It creates more family time and more recovery from school stresses. I really hope this becomes a reality. I really like the idea of extra academic catch up time on Fridays.

The support has been overwhelmingly positive:

- Many of our tribal members attend cultural activities that include Fridays. These students are missing instruction and many do not make up missed work. The four-day school week alleviates that burden.
- Many parents take elementary and middle school children to the high school sporting events. These students are also missing instruction and many do not make up missed work. The four-day school week alleviates that burden.
- A large number of our parents have a four-day work week. Families would be able to spend more time together and unsupervised time in the afternoon is decreased.
- In order to keep their children in school, many parents have expressed a commitment to schedule medical, orthodontia, and other appointments on Fridays, when possible.

Concerns and how they will be addressed included:

- Students will be missing a breakfast and lunch opportunity. The District already provides backpacks with snacks and personal grooming items to students in need. These go home for the weekend and are returned the first school day of the next week. The District has applied for a fresh fruits and vegetables grant to expand what is provided in the backpacks. The District is committed to ensuring that needy students do not go hungry during the longer weekends. Additionally, non-perishable food items that can be sent home are being explored through our Food Service Program.
- Students with disabilities will be missing an instructional day which may impact achievement. Special education staff progress monitor these students. If progress is impacted, families will be contacted and educational plans will be adjusted, so individualized needs are always being met.
- The impact to salaries for hourly staff was mentioned. The District has made a conscious decision to minimize the impact to the salaries of hourly staff. Hourly staff will be provided opportunities to maintain their current compensation through the lengthened day, a wage adjustment and/or offerings provided on Fridays.
- The impact of an extended day on younger students was mentioned. Primary students are often tired at the end of the school day until they build their stamina. Staff will not provide core content instruction late in the school day. Activities such as art, recess and PE will be offered at the end of the school day.

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

The District and community understand students will be missing a breakfast and lunch opportunity. The District already provides backpacks with snacks and personal grooming items to students in need. These go home for the weekend and are returned the first school day of the next week. The District applied for a fresh fruits and vegetables grant to expand what is provided in the backpacks.

Additionally, non-perishable food items that can be sent home are being explored through our food service program. The District is committed to ensuring needy students do not go hungry during the longer weekends and will be providing additional food in the backpacks.

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

Each year we find it necessary to supplement our food service program out of local dollars. It is just a reality for small Districts that the expenses outweigh the revenue. The costs are estimated to exceed \$10,000 per year. The District will continue supplementing our food service program with local dollars.

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

The impact on the ability to recruit and retain employees in instructional support positions, food services, secretarial, and transportation is expected to be enhanced. With regard to retention, the financial impact will be minimized. Current hourly staff will be provided opportunities to maintain their current compensation through the lengthened day, a wage adjustment and/or offerings provided on Fridays. We anticipate the ability to recruit new employees in education support positions. Approximately 48% of our families have an adult working a four day week and viable candidates are not interested in applying for a position that is a five day week position.

When recruiting certificated staff, the District will hire a minimum of four (4) new teachers for the 2017-2018 school year. Many of the positions we have opened over the last several years have drawn little to no interest, (zero to three applicants). Often, applicants who initially expressed interest withdraw to accept positions that are closer to an urban setting. On 6/1/17, we had an applicant who accepted a second grade teaching position withdraw because she received a teaching position in a school district closer to Spokane. The District has very limited and often substandard housing, no grocery store within our District, and no shopping, theater or similar amenities. Approximately 63% of our teachers live outside the District and have to commute an average of 48 miles each day. It is anticipated that a four-day work week will provide incentive for teachers to be interested in working in our District.

We have four (4) teachers leaving the District this year and a potential of four (4) more leaving in the next five (5) years. In this era of teacher shortage, a four-day work week may encourage experienced teachers to continue teaching a few more years.

Additionally, we project that approximately 50% of our 2017-2018 certificated teaching staff will either be new to the District or in a new teaching assignment. We are also adopting new math and reading curricula in grades K-5 and a new math curriculum in grades 6-12. The proposed calendar embeds 15 much needed Professional Development days. Also, a common trend identified through our Professional Learning Communities work is that working across disciplines when providing instruction on core concepts maximizes student engagement and learning. Cross-curricular activities such as project-based learning, academic field trips and multi-age learning opportunities requires coordinated common collaboration time. Having the ability to collaborate, plan, organize, and prepare cross-curricular coordination will increase job satisfaction, which increases teacher retention.

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

During public meetings, families with both parents/caregivers working on Friday expressed minimal concern about having care for their children. Surveys received included one response mentioning that it could impact families with both parents working on Friday. Additionally, District administration and teachers cross-referenced all students in grades K-4 and found very few families negatively impacted by childcare issues associated with a change to the four-day school week.

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

The impact to actual instructional minutes in the 6-12 building is an annual decrease of .83 (50 minutes). In the K-5 building it is a decrease of 5.25 hours. The four-day school week is expected to provide increased quality of instructional time because of a decrease in both teacher and student absenteeism.

Teachers also expressed that with slightly larger blocks of time spent on their disciplines and with cross-curricular coordination, student engagement and learning should increase.

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

State test scores will continue to be analyzed in grades 3-11. Due to small class sizes the District looks at individual student growth patterns. The District also reviews student growth on the Measure of Academic Progress in grades K-10, and DIBELS Next in grades K-5. Additionally, the District reviews the number of students receiving remediation support, discipline referrals, rates of absenteeism, classroom grades, and graduation rates.

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.

This year, Cusick Jr/Sr High School was recognized as a school with a high Student Growth Percentile. Our growth score in English Language Arts was in the 70th percentile and Math was in the 78th percentile. The 15 days embedded into the proposed calendar for planning, collaboration and professional development will allow teacher leaders to share strategies, methods, lesson development and instructional delivery systems that have demonstrated effectiveness for our students in showing achievement growth greater than the state norm. Additionally, these days will provide an internal mentoring system for our new hires.

SBA Student Growth Rates derived from the 2015-2016 Smarter Balanced Assessments:

Grade	ELA	Math
4 th	63.0	38.0
5 th	62.5	62.0
6 th	36.0	72.0
7 th	96.5	92.0
8 th	62.0	64.5

SBA Data:

	ELA			MATH			Science	
	2015-2016	2014-2015		2015-2016	2014-2015		2015-2016	2014-2015
3 rd	26.6%	20.0%		Suppressed	15.3%			
4 th	33.3%	25.0%		20.0%	15.0%			
5 th	47.0%	11.7%		20.8%	Suppressed		23.5%	33.3%
6 th	16.0%	12.0%		15.7%	Suppressed			
7 th	70.5%	58.8%		Suppressed	Suppressed			
8 th	60.0%	30.0%		30.0%	Suppressed		40.0%	21.0%
11 th	Suppressed	12.5%		11.1%	Suppressed		57.1%	71.4%

Measure of Academic Progress (MAP) Data:

Reading

Grade	MAP 2015 Mean RIT Norm	District Spring 2017 RIT Norm	District Spring 2016 RIT Norm
K	158.1	155.1	153.7
1 st	177.5	178.5	183.1
2 nd	188.7	185.8	193.6
3 rd	198.6	194.3	188.5
4 th	205.9	202.9	198.8
5 th	211.8	202.7	204.4
6 th	215.8	208.5	207.9
7 th	218.2	217.6	219
8 th	220.1	224.3	215.9
9 th	221.9	Suppressed	220.2

Math

Grade	MAP 2015 Mean RIT Norm	District Spring 2017 RIT Norm	District Spring 2016 RIT Norm
K	159.1	159.0	153.2
1 st	180.8	180.1	183.2
2 nd	192.1	189.7	192.0
3 rd	203.4	199.9	195.9
4 th	213.5	206.1	207.1
5 th	221.4	213.0	214.8
6 th	225.3	219.9	217.0
7 th	228.6	226.0	226.1
8 th	230.9	232.0	227.7
9 th	233.4	Suppressed	232.5

The District has a strong commitment to ensure student achievement does not suffer. We will continue to review our achievement data. If it is determined the four-day school week results in a negative impact on student achievement, the district will voluntarily request the waiver be pulled.

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).

Research provided by the Regional Education Laboratories in Portland, Oregon provided the district with an article entitled, *"What is the Impact of a Four-Day week on Student Learning?"* Four day school weeks are practiced in 22 states and it is found that schools that operate a four day week do show lower absenteeism of students and staff, enhanced quality of instruction, and more time for professional development and collaboration. Cusick School District anticipates showing the same positive impacts with a four-day school week. The proposed calendar allows for expanded opportunities for our students, thus minimizing the inequity issues faced by small rural districts.

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.

CUSICK SCHOOL DISTRICT 2017-2018 School Calendar



AUGUST

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Approved: TBD

For Students:
Monday thru Thursday Only
No school on Fridays
No Half Days/Early Dismissal

PROPOSED DRAFT

SEPTEMBER

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

OCTOBER

M	T	W	T	F
				6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

NOVEMBER

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

DECEMBER

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JANUARY

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Significant Dates

August /September

- 28-31 Staff In-Service
- 30 Grades 6 & 9 Orientation
- 30 Grades 1-5 Open House 5:30-6:30
- 4 Labor Day
- 5 Student's First Day
- 8 School Improvement Day
- 11 First Day of Kindergarten

October

- 6 School Improvement Day

November

- 3 School Improvement Day
- 23-24 Thanksgiving Vacation NO SCHOOL

December

- 1 School Improvement Day
- 25-29 Christmas Vacation NO SCHOOL

January

- 1 Last Day Christmas Vacation
- 2 Students return to school
- 5 School Improvement Day
- 15 M. L. King, Jr. Day NO SCHOOL

February

- 2 School Improvement Day
- 19 President's Day NO SCHOOL

March

- 2 School Improvement Day

April

- 2-5 Spring Break NO SCHOOL
- 13 School Improvement

May

- 4 School Improvement Day
- 28 Memorial Day NO SCHOOL

June

- 1 School Improvement Day
- 9 Graduation
- 14 Student's Last Day

FEBRUARY

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

MARCH

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

APRIL

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

MAY

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JUNE

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15

Non-Student Days

Non-Student; Staff School Improvement

District website and click on the school name in the right corner.

Cusick School District 445-1125

Elementary Direct Line 445-0361

Transportation Department 445-1231

RCW 28a.305.141

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NOTES:

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

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

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

WAC 180-18-065

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

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

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

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