



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 Selkirk School District for renewal of its waiver of the minimum 180-day school year requirement for purposes of economy and efficiency meet the criteria for approval in WAC 180-18-065?
Relevant to business item:	Approval of Option One waiver requests from Sunnyside and Valley School Districts. Approval of Option Two waiver request from Selkirk School District.
Materials included in packet:	<ul style="list-style-type: none">• A memo summarizing the two Option One and one Option Two waiver requests.• The Option One applications submitted by Sunnyside School and Valley Districts.• A copy of WAC 180-18-040 (Waivers from minimum one hundred-eighty day school year requirement).• Evaluation worksheets for both waiver applications.• The Option Two application from Selkirk School District.• A copy of RCW 28A.140.141.• A copy of WAC 180-18-065 (Waiver from one hundred eighty-day requirement for purposes of economy and efficiency).
Synopsis:	The Board has before it three requests for Option One requests for waiver under RCW 28A.305.140 of the BEA program requirement of a minimum 180-day school year and a request for renewal of a 180-day waiver for purposes of economy and efficiency under RCW 28A.305.141, termed Option Two. The Option One requests are from Sunnyside and Valley School Districts. Selkirk School District requests three years of an Option Two waiver of 30 days.



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OPTION ONE AND TWO BASIC EDUCATION PROGRAM WAIVER REQUESTS

Policy Considerations

Do the requests by Valley and Sunnyside school districts for waivers of the minimum 180-day requirement merit approval by the Board, based on the criteria for evaluation adopted in WAC 180-18-040? If not, what are the reasons, with reference to the criteria, for denial of the request? If denied, what deficiencies are there in the application or related documentation that the district might correct for board consideration at a subsequent meeting per WAC 180-18-050?

Does the request by Selkirk School District for renewal of its "Option Two" waiver merit approval by the Board, based on the criteria for evaluation in WAC 180-18-065?

Summary of Option One Waiver Applications

District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver	Student Instructional Days	Additional Work Days Without Students	New or Renewal
Sunnyside	7 (4 for PT-Conferences, 3 for Professional Development)	3	Parent-Teacher Conferences Professional Development	173	12	Renewal
Valley	3	3	Professional Development	173 (with four parent-teacher conference waiver days)	1	Renewal

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

Sunnyside, a district of about 6,800 students in South-central Washington, requests renewals of its waiver of seven days for the 2017-18, 2018-19, and 2019-20 school years. The district states that it plans to use the seven waiver days for all schools in the district.

As a renewal, the waiver does not reduce the current number of half days. However, the district stated that the renewal waiver continues a schedule that resulted in the reduction of the number of half-days by fourteen compared to a schedule without using a waiver of the 180-day requirement. Sunnyside will continue to meet its minimum instructional hour requirements.

The purpose of the waiver is to improve student achievement through using four of the seven waiver days for parent-teacher conferences and the other three waiver days for professional development. The district has 12 additional teacher work days without students but those days depend on federal funding.

Sunnyside states that the parent-teacher conferences are vital to engaging parents, especially for parents of students who qualify for free or reduced price lunch and students from families where English is not the first language in the home. The professional development will be critical for alignment of curriculum, instruction, and assessment to the Washington State Learning Standards in English language arts, mathematics, and science. The professional development days will provide focus on English Learners and students on Individual Education Plans. The district will use the Center for Educational Leadership Five Dimensions Framework and will make use of assessment during the professional development.

The district aligns its waiver plan to its school improvement plan, noting that the waiver serves the goals of improving instructional practice districtwide by deepening understanding of the standards, providing time for staff to collaborate, and analyzing data in teams to inform practice. The district goal of 100% graduation is supported by the waiver. The district also relates the waiver to growth in ELA, math and science on statewide assessments and interim assessments. Furthermore, the district will examine school-level goals, staff development schedules, and connect the professional development to teacher and principal evaluation. The district noted its gains in growth and graduation rates. In its original waiver application, Sunnyside noted the goal of increasing results on state assessments and graduation rates. Sunnyside has made gains on its graduation rate, steady increases in science, increased Smarter Balanced English Language Arts results in most grade levels, and increased math results in some grade levels from 2014-15 to 2015-16. Overall, Sunnyside has made gains on the metrics that it used to set goals in its original application.

The three year waiver will consist of ongoing activities over the course of the three years. However, those activities will be adjusted and informed by formative and summative data. Family engagement will increase over the three years of the waiver and will be supported by the district’s Family Engagement Director.

Sunnyside stated that they collaborate with the community through advisory committees, publications, and collaboration with community organizations, non-profits, and municipalities. The District Math and Literacy Leadership team also focused on collaborative planning.

In response to renewal questions, Sunnyside stated that it used the waiver days from its prior request as planned for professional development and parent-teacher conferences. The district increased its graduation rates during the previous waiver and made improvements in math and reading at multiple grade levels. The waiver is not changing in length. Although the waiver duration and purpose are not changing, the district will make further use of its data and support systems to achieve its goals. The districts states that the need for the waiver is at an all-time high. The district will use its renewal to focus on review of the Interim Assessment Benchmarks, to assist teachers in unit and lesson planning, and support family engagement strategies. Parents and the community were informed about the waiver by frequent communications home and collaboration with advisory committees, nonprofits, and community organizations. Also, the Family Engagement Task Force, including Title and LAP parent representatives, was informed and updated about the waiver.

Valley, a district of about 700 students in Northeastern Washington, requests renewal of a waiver of three days for the purpose of professional development for the 2017-18, 2018-19, and 2019-2020 school years for all schools in the district. Valley is also approved to use four days for the sole purpose of parent-teacher conferences.

As a renewal of a waiver, the approval will not result in any fewer half days. Valley will still meet its minimum instructional hour requirements. Valley has one additional teacher work day without students.

The professional development time on the waiver days will be used for implementation of the Marzano Teacher Evaluation Model, improving use of the Smarter Balanced Assessment Platform's online tools, and social-emotional learning practices. The district will use this time to analyze data and collaborate to develop instructional strategies and interventions.

The district affirmed that the waiver plan is aligned to the district's school improvement plan.

The district's Continuous Improvement Goals include proficiency on the state assessments in ELA and math. The district uses grade-level goals that are outlined in its application. The district also has a goal that high school students pass 100% of classes and no one drops out. In addition to the state assessments, the district will continue to use other measures including various local assessments that are identified in its application. In its original waiver application, Valley lists Annual Measurable Objective (AMO) and Measures of Academic Progress (MAP) results. Unfortunately, progress on these two measures are difficult for SBE staff to evaluate because the last set of AMO results that were published on the OSPI Report Card are from 2012-13 and the MAP results are available locally but are not available at the state level. On the state assessment, Valley's results increased for all grade levels from the 2014-15 to 2015-16 Smarter Balanced ELA and some grade levels in math. Their science results have been mixed. The district does not offer high school. Therefore, the graduation rate could not be analyzed.

The district will use its Continuous Improvement Model to build on analysis of data from year to year. The district also stated that connections from one year of the waiver to the next are built through the district's multi-year process of integrating its systems with the Common Core State Standards.

Valley's waiver activities were planned as a result of input from staff, parents and the community through activities, meetings and surveys compiled over the previous waiver.

Valley School District does not have a collective bargaining agreement.

In response to renewal questions, Valley stated that it used its waiver days under the prior request as planned. They stated that they made progress towards their goals, including 100% of staff having been

trained on the Marzano Instructional Framework and gains on the Smarter Balanced assessment from 2015 to 2016. With the renewal of its waiver, the district will be moving forward from the knowledge level of the Marzano framework to the application level. The district will build on its work with the Common Core State Standards and Smarter Balanced assessment. In particular, the district will engage staff on the Smarter Balanced platform tools. Valley affords staff the opportunity to provide input on the waiver each year as part of each school's continuous improvement planning process.

Background: Option Two Waivers

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

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

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

Four districts have applied for waivers under this statute: Bickleton, Paterson and Mill A for districts with fewer than 150 students, and Lyle for districts of 150 to 500. In November 2009 the Board approved requests from Bickleton for waiver of 30 days for three years, from Paterson for 34 days for three years, and from Lyle for 12 days and 24 days, respectively, for two years. Bickleton and Paterson were granted renewal of their waivers in March 2012 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.

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

Selkirk, a district of 240 students in Northeastern Washington, is requesting a new Option Two waiver for 30 days for the 2017-18, 2018-19, and 2019-20 school years. The district has stated that it will meet and exceed the minimum instructional hour requirements. The district has a current three-day waiver that will expire at the end of the 2016-17 school year.

The district lists measurable economies (fuel, teacher substitutes, and food – with some of the savings offset by a loss in meal revenue) that will save about \$18,500 and the immeasurable value of 18 paid professional days and economic benefits for parents to take care of appointments and otherwise have flexibility on Fridays. The district lists the following efficiencies:

- Increased uninterrupted instructional time due to adjustments in the athletic schedule.
- Increased student attendance due to a four-day week.
- Increased staff attendance due to providing a weekday to take care of appointments or other business.
- Increased number of highly qualified and desirable teacher applicants due to the four-day week making the district a more attractive employment opportunity. Selkirk is two hours away from Spokane, thus making it hard for teachers to commute. Selkirk is about to have 75% of the staff retire.
- Increased retention and job satisfaction of experienced, qualified staff due to the four-day week.

The district states that it will save a minimum of \$6,000 on certificated substitutes and lists other savings in the economies and efficiencies section of the application. The district's most valued benefit is increased instructional time due to fewer absences and less time lost to athletics scheduling conflicts. Some financial savings will be redirected to child care and extended instructional opportunities and paid training for staff. Unscheduled days will allow for weather make-up days if necessary, 18 professional development days for certificated staff and at least 11 days for classified staff. If it is evident that extra supports are needed to reach student achievement goals, the unscheduled days can be used for special programs or tutoring.

The district held two public hearings on the waiver application and received comments from parents.

Students on free or reduced price lunch can receive take-home backpacks through a partnership with a local food bank. If students are identified as in-need by the district, the local food bank will serve them. Students in athletics on the weekends receive a sack lunch. The district's child nutrition program will have reduced need for local levy subsidies due to the reduction in food costs. If requested by working parents, the district will establish childcare on Fridays that replicates school hours.

In regards to recruitment and retention, the district foresees a significant, positive impact due to the four-day week. Selkirk is a rural, remote, small district. The district expects to compete with other employment opportunities by offering a four-day school week and 18 days of paid professional development.

The district will modify instructional time to provide for longer, uninterrupted days and minimize homework based on a longer school day.

The district will examine the success of its waiver through statewide assessment data. The district provided historical data on its performance. The district is already high-performing and states that the waiver days will improve student performance due to time for improved collaboration and uninterrupted instruction. However, due to its already high performance, the district states that, at the very least, it will sustain its high percentage of students meeting standard. If there are adverse impacts due to the waiver, the district states that it will voluntarily and proactively stop using the waiver days. The district also cites research on the academic benefits of a four-day school week.

The district is submitting its signed resolution separate from the documents in this printed packet. Therefore, the signed resolution will be available in your “additional materials” folder on or after February 28, 2017.

Actions

The Board will consider whether to approve the requests for Option One waivers presented in the applications by Sunnyside and Valley 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 Selkirk School District and summarized in this memorandum.

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

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

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

Instructions:

Form and Schedule

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

Application Contents:

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

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

Applications for new waivers require completion of Sections A and C of the application form.
Applications for renewal of current waivers require completion of Sections A, B, and C.

Submission Process:

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

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

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

Part A: For all new and renewal applications:

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

School District Information	
District	Sunnyside School District
Superintendent	Kevin McKay
County	Yakima
Phone	509-836-8700
Mailing Address	1110 S. 6 th Street Sunnyside, WA 98944
Contact Person Information	
Name	Brian Hart
Title	Executive Director of Teaching and Learning
Phone	509-836-8720
Email	brian.hart@sunnysideschools.org
Application type:	
New Application or Renewal Application	New Application (Renewing 3 year waiver)
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	7
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	14
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? (review below – last waiver)

The purpose of the waiver is to provide the necessary structure to improve student achievement K-12 in Sunnyside School District. This will be accomplished by engaging families in their child's learning with parent conferences and professional development for all certified staff that is focused on improving instruction. The seven days that we will utilize as a result of the waiver are for four-parent conference days and three professional development days.

The four days of parent conference days are focused on engaging parents in their student's learning and developing relationships that support and reinforce what is being taught in school. We have two conference days in the fall and two days in the spring. One of the barriers that we have faced in engaging our parents is that 97 percent of our students qualify for free or reduced lunch because a majority of our families live in poverty. In addition to this, English is not the primary language spoken in many of our families' homes. For this reason, engaging our parents with our schools and teachers is critical for student achievement. Parent conferences are essential for Sunnyside's ability to engage families in support of their student's success.

We have utilized our previous waiver to hold parent-teacher conferences and have had a great amount of success in parent and family turnout and participation. Over 95 percent of parents attended parent-teacher conferences in the elementary and middle schools. About 60 percent of the parents at the high school attended conferences this year, and this percentage has been increasing steadily. These conferences are well planned by each school and are focused on supporting student learning and partnering with families. Schools have staff members who are bilingual and are utilized to effectively communicate with our monolingual families to help reduce the language barrier and make families feel more comfortable and welcome. The 180-day waiver is a critical element in educating families and building relationships to support and help our students learn and achieve at high levels.

Sunnyside School District is focused on district-wide improvement. The waiver will be critical in our implementation of our aligned curriculum, instruction, and assessment of the Washington State Learning Standards in English language arts, mathematics and science district-wide. The three professional development days that we will utilize are essential to help our teachers improve their instructional skills. The three professional development days will focus on implementing the standards to support all students and specifically address the needs of English Learners, and students on individual education plans (IEPs). These professional learning days will help deepen teachers' understanding of the before, during, and after strategies for the use of the curriculum guides aligned to state standards. Professional development on these days will also be focused on staff building a stronger understanding of the Center for Educational Leadership 5 Dimensions Framework and researched best practices to improve teaching and learning.

We will implement curriculum guides that are aligned to state standards in ELA and mathematics. We will utilize the three professional development days to develop a deeper understanding of the standards and assessments. We will analyze student achievement in

these areas utilizing common assessment data and ELA and math interim benchmark assessments. The professional development will support teachers by helping them answer the following guiding questions: How will you plan for re-teaching? What alternative instructional strategies will you use? How will you differentiate instruction to meet the needs of all learners? What assessments will you use to monitor learning outcomes?

The collaboration between buildings, grade levels, and subject areas will focus on common assessment data and ELA and math interim assessment benchmark data. The collaboration across the district is essential, and it will give us the opportunity to review the strengths and challenges on specific standards tested and this data will be disaggregated for each grade level and building site. The collaboration is focused on building on strengths from the results of the assessments in schools and sharing their strategies to support schools that did not perform as well on this assessment. The staff collaboration will focus on structured conversations on lesson planning that will include planning for re-teaching, alternative instructional strategies, differentiated instruction, and assessments to monitor learning outcomes.

The 180-day waiver allows us to maximize student-learning time with 173 full days of instruction without fragmenting daily instruction time and provides continuity and focused learning time.

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 supports the implementation of the district and school improvement plans by providing for comprehensive teacher and staff training that is aligned to district and building goals. These goals include improving instructional practice district-wide by deepening understanding of the standards and providing time for staff to collaborate in PLCs and grade level teams to analyze data to inform instructional practice. The district's improvement plan can be found online at the web address below.

<http://www.sunnysideschools.org/Page/90>

The individual school improvement plans are on Indistar and can be found at the address below. (www.indistar.org)

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 waiver will support our continued focus on reaching our district vision of 100% graduation. We are focused on continual growth in our graduation rate and in all content areas. By the 2019 school year we want to have at least a 95% 4-year cohort graduation rate. In addition we want to have continuous year-to-year growth in ELA, math and science. The student achievement data we will use is Smarter Balanced Assessment results in ELA and math, MSP/NGSS science, and ELA and math interim assessments. In addition, we will collect evidence on district and

individual school building goals that includes specific achievement goals for English Language Learners and special education students. Staff development schedules will be reviewed and adjusted if needed to ensure alignment with the District Improvement Plan building goals. Evidence of professional development that supports teacher professional growth plans will be collected by reviewing teacher in-service evaluations and by class observations and walk-throughs. Below is our graduation 4-year and 5-year cohort graduation rate from OSPI's website. Not listed are our 2016 results, which was our highest graduation rate ever at an unofficial 90.3%.

Adjusted 4-Year Cohort Graduation Rate (Class of 2015)	89.2%
Adjusted 5-year Cohort Graduation Rate (Class of 2014)	86.7%

Adjusted 4-Year Cohort Graduation Rate (Class of 2014)	84.7%
Adjusted 5-year Cohort Graduation Rate (Class of 2013)	87.0%

Listed below is our SBA results year-to year in ELA and math. Although our proficiency levels are not where we would like, our district has made growth at almost every grade level. There has been a lot of learning to effectively implement the standards for teachers and students. This waiver will help us to continue to improve our instructional practice to positively impact student achievement.

Sunnyside School District Year to Year Growth

ELA SBA Comparison

Grade	2014 15 District Average	2015 16 District Average	Growth
3	22%	26%	+4
4	28%	35%	+7
5	28%	34%	+6
6	28%	36%	+8
7	32%	36%	+4
8	33%	34%	+1
10 CCR Cut score	70%	64%	-6
10 Grad Cut Score	81%	78%	-3

Math SBA Comparison

Grade	2014 15 District Average	2015 16 District Average	Growth
3	35%	43%	+8
4	33%	37%	+4
5	27%	30%	+3
6	26%	35%	+9
7	32%	33%	+1
8	25%	39%	+14



SUNNYSIDE
SCHOOL DISTRICT
Learning Today for a Brighter Tomorrow

RESOLUTION NO. 27-2016

REQUEST FOR WAIVER

A RESOLUTION of the Board of Directors of the Sunnyside School District No. 201, Yakima County, Sunnyside, Washington, to request a waiver for grades K-12 of the minimum 180-day school year (WAC 180-18-060) for the school years **2017-18, 2018-19, 2019-20.**

WHEREAS, Sunnyside School District No. 201 has a Strategic Plan to improve learning; and

WHEREAS, Sunnyside Education Association continuously works with the Sunnyside School District to improve student learning; and

WHEREAS, Sunnyside School District No. 201 Board of Directors recognizes that:

1. Planning time is needed for staff to implement the identified goals and to align curriculum with state guidelines for instruction and assessment.
2. The District currently utilizes 173 full days of uninterrupted instruction and uses four full days for parent conferencing. In addition three full days of the 180 days are planned staff development to improve student learning. Furthermore, the District utilizes 12 negotiated days that must be aligned to the State and District learning and teaching goals.
3. All grade levels exceed the minimum hours of teacher-student contact time as required and will continue to exceed the compliance requirement with the requested waiver.
4. Full days designated for curriculum planning, professional development and parent conferencing, facilitate training opportunities for staff and will support the improvement of student achievement.
5. The parents and community support and appreciate having a set schedule of full days of instruction, staff development, and conferencing rather than partial days.
6. Attendance has improved at all grade levels and our graduation rate is at over 90 percent for the first time.

THEREFORE, BE IT HEREBY RESOLVED, by the Board of Directors of Sunnyside School District No. 201, Yakima County, Washington, hereby petition the Washington State Board of Education for a waiver of the 180 day school year requirement so that seven full school days per year may be devoted to staff



SUNNYSIDE
SCHOOL DISTRICT
Learning Today for a Brighter Tomorrow

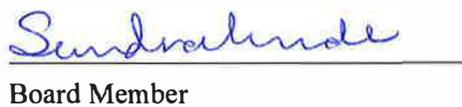
development and conferencing; that the school calendar and staff development dates will be determined in cooperation with the Sunnyside Education Association, building administration, and approved by the Sunnyside School District Board of Directors with the opportunity for parents, students, and community members to provide input; and that the students in grades K-12 will not attend school on the seven days.

DATED: this 15th day of December, 2016.

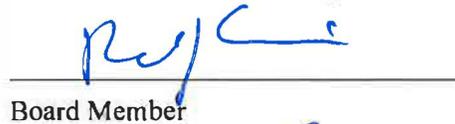
SUNNYSIDE SCHOOL DISTRICT NO. 201
Board of Directors


Secretary to the Board


Board Member


Board Member


Board Member


Board Member


Board Member

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

The professional development days will support the implementation of our District Student Achievement Plan and school improvement plans. The district will be engaged in extensive professional development on the state learning standards. We will also utilize portions of the professional development days to focus on improving student achievement by looking at data in our PLCs and utilizing the District's curriculum, instruction, and assessment (CIA) conceptual framework. In the PLCs teachers will collaboratively plan lessons based on student needs that are determined by analyzing students assessment data on common assessments aligned to CCSS. In PLCs, a majority of the time will be spent on collaboratively planning the instructional time and instructional practices for the next unit of instruction. Standards aligned curriculum guides and assessments will be essential tools to aid in professional learning, planning and implementation of effective teaching practices.

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?

As a district we will use our SSD student achievement targets on the Smarter Balanced Assessments for ELA, math, and the MSP/NGSS science assessment. In addition to these assessments, we will also utilize the ELA and Math Interim Benchmark Assessments from OSPI that are aligned to the CCSS. Sunnyside has implemented the interim assessments this fall and winter and have given our teachers invaluable data to monitor and adjust instruction. The graduation rate will also be a key measure and determine our overall success at the high school and district overall.

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?

A majority of the activities are on going and will continue for the three school years. Our professional development will focus on improving teaching and learning by deepening teachers' understanding of the Common Core State Standards in ELA and mathematics. Curriculum guides that are aligned to state standards, assessment and pacing will be implemented in ELA and math K-12. The teacher and principal evaluation will support teaching and learning and connect with our professional development goals. Sunnyside School District utilizes the CEL Framework to support teacher reflection on their instructional practice. Formative and summative data will be collected and utilized to adjust and inform instruction and will be an essential part of teacher and administrator professional growth goals.

Increasing family engagement will be a continued focus all three years of the waiver and beyond. Our district and buildings will utilize the four conference days to intentionally partner with families

on their child's learning strengths and needs. Sunnyside School District has a Family Engagement Director who works directly with the schools and families to increase participation and connections with schools and individual teachers. The Family Engagement Director is focused on partnering with buildings to make these conferences productive and meaningful for all families.

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

The District communicates and collaborates with parents, staff, and the community through advisory committees, publications, and collaboration with various community organizations, non-profit organizations, and municipalities. In addition, the District Math and Literacy Leadership team consists of teachers and administrators that focus on collaboratively planning and implementing district-wide professional development.

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.

With this waiver, the collective bargaining agreements will include 173 full instructional days. In addition, we have 12 additional workdays without students. The breakdown of the 12 days includes five days for in-service, five days teacher-validated days and two days for collaboration. The waiver would provide four conferences days and three professional development days that would be utilized throughout the year. The link to the CBA is below. <http://www.sunnysideschools.org/domain/106>

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

Student instructional days (as requested in application)	173
Waiver days (as requested in application)	7
Additional teacher work days without students	12
Total	192

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	optional	X		X

2	optional	X		X
3	optional	X		
4	optional	X		
5	optional	X		
6	optional	X		
7	optional	X		
Check those that apply				

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

We have 12 workdays above the 180 school days but they are dependent on the amount of funding available from our federal dollars. These additional days are focused on professional development that aligns to district and school improvement goals. The waiver we are requesting allows us to provide a calendar that has four parent conference days and three embedded professional development days. By having this waiver we are able to have three embedded professional development days during the calendar year that provides continuity and support for teacher learning.

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

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

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

The District used the waiver days as planned for professional development and parent-teacher conferences.

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.

Sunnyside School District has made significant improvement with overall graduation rate. In 2014 our 4-year graduation rate was 84.7% percent, 89.2 percent in 2015 and over 90% percent in 2016. We are greatly encouraged by the increase in graduation because this is a district percentage! This is our high school and district graduation rate is. In addition, we also have seen gains in math and reading at many grade levels.

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.

The waiver hasn't changed in length, however the urgency to connect with our families and the professional learning needs of our staff are at an all time high. We are focusing efforts on improving instruction K-12 utilizing professional development to support the implementation of state standards in all content areas. We will also be using data and support systems to continue our focus of increasing our graduation rate.

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.

We need this additional time to connect and partner with our families at parent-conferences to focus on supporting students. The additional time will also be used for three professional development days focused on implementing state standards in math and ELA. In addition, we will use these days to review Interim Assessment Benchmarks (IABs) in ELA and math. This data review will inform the alignment of curriculum, instruction, and assessment and assist teachers in unit and lesson planning. Finally, the family conferences support the engagement strategies we have to partner with them to support each child's success.

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.

Frequent communication, newsletters, local media, and letters sent home. The District communicates and collaborates with parents, staff and the community through advisory committees, publications, and collaboration with various community organizations, non-profit organizations, and municipalities. In addition, the school board voted unanimously at the December 2016 board meeting for the resolution in support of the 180 day waiver.

The waiver has essential components that connect to our district and building goals. The three professional development days focused led by administrators and teachers. The calendar committee has made adjustments to support teaching and learning and it reflects this waiver. Finally, parent conferences are an essential component of this waiver and the Family Engagement Task Force, that includes Title and LAP parent representatives from each school were updated included in the development of the waiver.

C. Last Steps:

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

Thank you for completing this application.

**VALLEY SCHOOL DISTRICT #070
RESOLUTION #2-16/17**

A resolution of the Board of Directors of the Valley School District #070, Stevens County, Valley, Washington to request a waiver for grades K-12 of the minimum 180-day school year (WAC 180-18-050) for the next three school years.

WHEREAS, the Valley School District is working with the Valley School Board of Directors to restructure education and to improve learning;

WHEREAS, the Valley School District #070 Board of Directors recognize that:

1. Planning and in-service time is needed for staff to implement the identified goals and to align curriculum appropriately for instruction and assessment, and in calculating a 177-day school year, grades K-12 will meet or exceed instructional hour requirements;
2. Attendance at Valley School is lower on partial days and the learning processes are disrupted;
3. Full days designated for planning and in-service training have better facilitated training opportunities for both certified and 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);

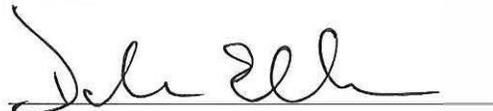
NOW THEREFORE, BE IT RESOLVED that the Valley School District Board of Directors requests from the State Board of Education that the minimum 180-day school year be waived for school years 17/18, 18/19, 19/20, subject to approval by the Valley School Board of Directors each year. This will create three full school days per year to be devoted to instructional planning and professional development. The dates for such planning will be determined by the Valley School District and approved by the Valley School Board of Directors, and students in grades K-12 would not attend school on those days.

Signed and dated this 15th day of February, 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	Valley School District #070
Superintendent	Kevin Foster
County	Stevens
Phone	509-937-2791
Mailing Address	3030 Huffman Road Valley, WA 99181
Contact Person Information	
Name	Kevin Foster
Title	Superintendent
Phone	509-937-2791
Email	Kevin.Foster@valleysd.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	Three
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	0
Remaining number of half days in calendar	2
Will the district be able to meet the minimum instructional hour offering required by RCW	
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 purposes and goals of this waiver request include continued curriculum and instructional practice development to ensure student mastery of Washington State K-12 Learning Standards and successful performance on Smarter Balanced Assessments (SBA) and other state and local assessments.

Specifically, the waiver plan will provide vital time for the continued implementation of the Marzano Teacher Evaluation Model; teaching staff to effectively use the Smarter Balanced Assessment Platform including the Digital Library's formative assessment process to improve instructional practices and achievement for all students; and training staff in social emotional learning practices (e.g. Sound Discipline and Positive Behavioral Interventions and Supports, etc.).

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.)

This waiver plan was designed to support school improvement goals for all programs in the Valley School District. The school improvement plans are available at these links:

[Valley School District 16-17 District Continuous Improvement Plan](#)
[Valley School 16-17 School-wide Continuous Improvement Plan](#)
[Paideia High School 16-17 School Improvement Plan](#)
[Columbia Virtual Academy 16-17 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.

Valley School District's Continuous Improvement Goals encompass Student Learning and Development and establishes targeted percentages of meeting or exceeding standards in English Language Arts and Math state testing. Each school within the district further identifies their Student Achievement goals:

80% of K-2nd grade students will meet/exceed their Fall to Spring Projected Individual Growth Goal or Spring Benchmark on MAP.

3rd-5th grade students will demonstrate measurable growth with 55% of students achieving a proficient level on the Smarter Balanced test.

6th-8th grade students will show one year growth on their informational text Reasoning and Evidence.

All High School Students will pass 100% of their classes and there will be a 0% drop out rate.

Through partnering with parents all CVA students K-8th grade will receive quality curriculum, instruction and interventions in reading and math to be able to make one year's growth.

These goals are reformulated each year based on achievement data.

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.

In-services will be scheduled on the proposed waiver days. The sessions will focus on analyzing assessment data and collaborating to develop instructional strategies and interventions to improve student learning. Most of the professional development activities will utilize a train the trainers model. Staff who have been trained through ESD or other service providers will conduct the waiver day trainings.

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?

Currently we use and will continue to use data from the SBA, Measures of Academic Progress-MAP, DIBELS, iReady, SAT, ACT, End of Course-EOC exams and alternatives, such as the Collection of Evidence-COE, Classroom Formative Assessments, Performance 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?

Valley School District is committed to a Continuous Improvement Model. We will continue to build on the analysis of data from year to year to improve instruction as we strive to meet this goal. Keeping current with state assessments and the evaluation systems will also require continued professional development. Implementing these systems while integrating the Common Core State Standards, CCSS, is a multi-year process and part of our district-wide continuous improvement plan. For example, Paideia High School has worked to prepare 10th grade students for the Biology EOC and now will work to prepare 11th grade students for the new Next Generation Science Standards, NGSS, assessment.

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

Activities planned as part of this waiver were determined as a result of feedback from staff, parents and community as part of in-service activities, meetings and surveys compiled through the last waiver cycle.

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.

Not Applicable to Valley School District.

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	1
Total	181

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%	.5	.5	
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.

The amount of contact time with teachers to meet the student achievement goals requires the additional work day.

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

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

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

The waiver days were used as planned and proposed in the prior request as part of the district's ongoing continuous improvement plan. Activities included:

- Teaching Staff about aligning CCSS
- Implemented Marzano Teacher Evaluation System
- Analyze multiple measures of student achievement data i.e. SBAC, MAP, EOC, etc.
- Collection of Evidence Training
- Formative Assessment Development and implementation
- Individualized Academic and Behavior Intervention Plan for at-risk students

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.

Progress was made toward achieving the purposes and goals. 100% of staff have been trained on Marzano and have been evaluated using TPEP.

As a result of our professional development training, all staff are formulating annual improvement goals. All teachers are setting student growth goals based on analysis of student achievement data.

The Spring 2016 SBAC showed strong improvement in comparison to Spring 2015, but we recognize the need to improve our staff's instructional skills to further close the achievement gap.

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 be moving staff from the knowledge level of the Marzano Instructional Framework to the application level of the framework by continuing to develop interventions and improved instructional skills that have a positive effect on student achievement.

Similarly, staff who are now familiar with CCSS will now be developing specific instructional practices to assure all students achieve those standards.

Now that the SBAC platform is more fully developed we will more fully engage staff in the learning of that platform to drive our instructional practices.

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.

Our goal of improving student achievement cannot be realized without the additional time afforded by the waiver days.

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.

Annually, all staff provide input on development of school improvement plans. Any and all interested stakeholders are provided multiple opportunities to provide input as part of the individual schools' continuous improvement planning process.

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.

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: Sunnyside
Date: 3/9/2017

Days requested: 7
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: Sunnyside

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: Valley
Date: 3/9/2017

Days requested: 3
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: Valley

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 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.



District Office
Nancy Lotze, Superintendent
P.O. Box 129
Metaline Falls, Washington 99153
Phone: (509) 446-2951 ~ FAX: (509) 446-2929
www.selkirk.k12.wa.us

February 2, 2017

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

RE: Option 2 Waiver

Dear Parker,

Attached is Selkirk School District's *Option Two Wavier From 180-Day School Year for the Purposes of Economy and Efficiency* application. Again, I would like to thank both you and Ben for accommodating our request for an extension on the school board resolution and a summary of public hearing comments. As discussed by email, we will submit these documents on February 28, 2017.

In addition to this application (9 pages), attached please find the following in support of our waiver request:

1. Bibliography of research used (1 page)
2. Question #17 Assessment Data (7 pages)
3. Proposed Calendars for the 3 school years (3 pages)
4. Proposed School Day Hours and MBE Compliance Worksheet (1 page)

Your predecessor, Jack Archer, indicated last spring that the 2016 Legislature passed SHB 2476, eliminating the expiration date on RCW 28A.305.141, and the governor signed it into law as Chapter 99, Laws of 2016 allowing for requests by school districts beyond 2014. Selkirk School District, located in northeast Washington, has an enrollment of approximately 250 students. Our application includes documentation noting that our proposed 4-day school week calendars exceed the minimum contact hours. As the law allows approval for up to five school districts and there are currently only two other districts in Washington with the Option 2 Waiver, both under 150 FTE, we believe we meet the eligibility to submit a waiver and appeal to the State Board of Education to grant this request at their March 2017 meeting.

Our focus on economy and efficiency may be slightly different from past districts that have applied. While our reasoning is delineated within the application, in essence, our focus is on economy and efficiency of time and staff, not necessarily funding. Equity for our students is also a driving force in this application as we strive to provide the same quality instruction available in other urban or affluent areas. Our application is centered on the following goals:

1. Attract a qualified applicant pool during a time of great transition for our district. We are in the middle of a five year span where about 75% of our staff will retire. One position remains unfilled while we add three additional teaching jobs for next fall.
2. Increase retention rates of staff who may have the option to retire. We would like to entice staff to continue for a few more years while the State grapples with the teacher shortage statewide.
3. Increase uninterrupted academic time with students by moving athletic away events to Fridays and Saturdays. An anticipated increase in student and staff attendance as a result of the 4-day school week is also expected to contribute to improved quality academic time.
4. Meet the needs of families who live in a rural, remote area by providing them a business day to conduct appointments.

On February 28, I will email our school board resolution as well as the summary of comments from a public hearing which will include a brief outline of how concerns will be addressed. If you have need of any additional information before the March board meeting, please do not hesitate to contact me. I would also gladly attend the meeting if you can provide location information and the date the board will hear our waiver. While I am sure we can conduct much of this by distance, I want to impress upon the board how important this waiver is to us and would make the journey to the meeting. However, if Ben thinks that level of importance can be conveyed without my attendance, I will defer to his judgment. Please let me know what he advises.

Sincerely,



Nancy J. Lotze
Superintendent

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

1. Contact Information (Please complete all information below)

Name	Nancy Lotze
Title	Superintendent
School District	Selkirk School District
Phone	509.446.2951
Email	nlotze@selkirk.k12.wa.us
Mailing Address	P.O. Box 129, Metaline Falls, WA 99153

2. Student Count:

	Count	Year
Most recent student count for the district (please identify year)	240	2016-17
Forecast for the next student count (if available)	240	2016-17

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

YES	If yes, explain: We have had a 3-day waiver for multiple 3-year cycles, however, the waiver expires a the end of the 2016-17 school year.
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4. Is the request for all schools in the district? If no, which schools or grades are included?

YES If no:	Schools	Grades

5. Number of waiver days requested:

School Years	2017-18	2018-19	2019-20
Number of Days Waiver Days for students	30	30	30

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

RCW 28A.150 220 requires that *for students enrolled in grades one through twelve...which shall be increased beginning in the 2015-16 school year to at least one thousand eighty instructional hours for students enrolled in grades nine through twelve and at least one thousand instructional hours for students in grades one through eight, all of which may be calculated by a school district using a district-wide annual average of instructional hours over grades one through twelve.* The district will average 1038 hours in grades 1-12, exceeding the average of 1026 hours allowed in the RCW for those grades. Using the 150 student-day calendar proposed in the attachments, grades 9-12 will result in 1075 hours for each grade with grades 6-8 at 1053 and K-5 at 1000 hours. Only grades 1-12 were used in the averaging.

In addition, an additional **20** hours per grades K-5 and **16** hours per grades 6-12 will be reserved for parent/teacher conferences. According to the instructional hour guidelines, parent/teacher conferences can be included in allowable contact time, but for the purposes of meeting the instructional hour minimums in

our 4-Day school week proposal, that time has not been included in the above calendars 2017-18, 2018-19, and 2019-2020. Counting that allowable parent/teacher conference time would bring grades 9-12 to 1091 contact hours and the overall average of grades 1-12 to would increase to 1056 contact hours on the proposed calendars. (see attachment: **FORM 1497 SCHEDULE A COMPUTATON OF TOTAL PROGRAM OFFERINGS**)

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

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

Economies:

- Fuel (\$4,500 in bus fuel for 15,000 to/from school miles)
- Food (\$8,000) However, this savings will be off-set by a loss in revenue for meals not served on Fridays.
- Teacher Subs (\$6000) A reduction of a minimum of 50 teacher substitute days based on increased staff attendance. The district spends almost 8 times the amount allocated by the state for substitutes.
- Provision of 18 paid professional days will be provided within the existing state salary schedule eliminating the need to allocate extra levy dollars and provides significantly more professional development time. In 2016-17 Selkirk teacher were paid three per diem days out levy funds to work on coordinated curriculum, align instruction with Common Core standards, and collaborate toward building goals. The 18-professional days embedded in the teacher year on our proposed four day school week calendar will likely eliminate that extra expense.
- Increased economies for parents to conduct business (medical appointments, shopping, banking, etc.) on Fridays without causing their children to miss instructional time or incur personal expense for additional trips to Spokane (95 miles) or Colville (45 miles). Our district qualifies for a CEP food service program in grades K-5 and Pend Oreille County has a high poverty rate. Our parents do not have the financial ability to make multiple trips per week to Spokane or Colville so when they do go, they tend to take all children even if only one has an appointment. Additionally, 80% of our students participate in athletics, so parents do not use Saturdays (a big athletics day) to run errands as they attend the events to support their children and, of course, few medical providers offer appointments on weekends. What typically happens is that students, especially elementary students, miss significantly more than 5 days per semester or year as tag-alongs to these other events/appointments. Providing parents with a business day to conduct some of those activities and still attend athletic events will reduce the amount of lost instructional time for students and allow parents to maximize their trips to Spokane. While we acknowledge that not every medical provider works on Fridays, based on research of districts who currently offer four-day school weeks in Montana, Colorado, and Oregon, we do expect a significant reduction in student absences.

Efficiencies:

- Increased uninterrupted instructional time as the majority of away athletic events move to Thursday nights or Fridays/Saturdays. Last year, students in grades 6-12 lost approximately 120 instructional

hours because of athletics. The proposed athletic schedule for a four-day school week in 2017-18 and through 2019-2020 reduces that loss to half of that. Our district is located in the furthest northeast corner of the state with only one district within a 40 minute bus ride. All other athletic events range from two to six hours or further for travel. For example, a recent basketball game at Almira-Coulee-Hartline necessitated a 9:00 a.m. release for our high school boys' and girls' varsity, JV, stats keepers, managers, and cheerleaders which includes 50% of our 9-12 student body. The district will work with the league to schedule the majority of away events on Thursday, Friday, or Saturdays. The district has identified a desired athletic schedule by sport that reduces lost time.

- Increased student attendance. Multiple research studies reviewing schools in Montana and Colorado show that staff and student absences decrease in schools with four-day school weeks. Currently, 30% of Colorado's school districts operate on a 4-day school week, primarily in rural districts. In addition, 22 states allow 4-day school week options and while the researchers presumed that with longer days and longer weekends, elementary students would suffer academically, what they found was the opposite. Academic areas either strengthened or there was not statistical difference. Citation: *Does Shortening the School Week Impact Student Performance? Evidence from the Four-Day School Week*, D. Mark Anderson, Montana State University and Mary Beth Walker, Georgia State University, February 2012.
- Increased staff attendance which will translate into stronger instruction. Because of our rural and remote location we lack substitutes and many are emergency subs. Quite honestly, we do not have a substitute who can teach first grade reading well or, on the other end of the spectrum, Pre-Calculus or Chemistry which means that those days are also lost instructional opportunities. Reducing the number of staff absences by providing a business day to conduct medical or other personal business increases efficiency. Last year, we recorded the equivalent of 230 days of substitutes, 161 of which were for staff illness or appointments. By providing 25 three-day weekends, and four four-day weekends, the hope is that staff will have more opportunity for rest, thus staying healthier, and a business day to conduct medical appointments. Multiple research studies also support a recorded reduction in staff absences in schools with a four-day school week.
- Increased number of highly qualified and desirable teacher applicants. Currently, Selkirk is in the middle of a five year transition period where 75% of the staff will retire. In the past two years, we have struggled to attract qualified applicants as those in the pool tend toward districts who offer 20, 30, and even 70 per diem days, in locations where they are apt to find social relationships, or where their existing spouses can find employment. We have been unable to fill an elementary special education teacher position for over a year and we hired a middle school science teacher under an emergency certification. She has a bachelor's in science but no teaching degree/certification other than the emergency waiver. Many rural districts in our region (but located closer to urban areas than Selkirk) are becoming commuter districts. Selkirk is too far to become a commuting district from Spokane (2 hours away) like our neighbors Cusick (1 hr from Spokane) and Newport (30 minutes from Spokane), can. We need to create a reason for quality applicants to consider our district, especially as we have strong retention rates once they are employed. Once employed, we generally have good retention with staff who value the supportive environment and focus on quality educational programs. However, it is difficult to find quality applicants to commit to our district. A year ago, we went half a school year before we could find a qualified fourth grade teacher forcing us to create a large combination classroom for half a year while a student teacher finished their experience in a district closer to Spokane. The university would not allow a placement in Selkirk because of the distance. Our students certainly do not have access to the qualified applicant pool that districts in more urban areas or those within commuting district seem to have. Staffing or lack of qualified applicants has become an equity issue for our students. A 4-day school week with 18 paid professional days will make us a more attractive employment opportunity.

- Increased retention/job satisfaction of experienced qualified staff, which means that students in a small, rural, remote district will receive equity in instruction comparable to students in urban areas who are taught by highly qualified staff and where districts have a qualified applicant pool to choose from. According to a Northshore School District elementary principal, the district hired 40 elementary teachers last spring (April 2016) without knowing exactly where they would be placed but assured of the need by August. Selkirk had one elementary opening at the same time and did not find a qualified applicant forcing the district to abandon the idea of a math coach for elementary and middle school teachers, a common support in urban/larger districts.

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

Expected savings for certificated substitutes: approximately 50 sub days or \$6000 at minimum. However, the real added bonus is increased instructional time by actual classroom teachers based on reduced absences and increased instructional time previously lost to athletics.

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

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

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

The school district rarely has disruptions to the calendar because of weather, however, in the event of a lost day, a four-day school week would easily allow for make-up days without extending the calendar in June. The other unscheduled days would include 18 professional development days for certificated staff and at least 11 professional/training days for classified staff. On a 180-day 5/week school year, a teacher works 1260 hours. With our proposed 150 student day and 18 teacher professional development days, teachers will continue to work 1260 hours. Special programs or tutoring may be areas that we pursue for Fridays if the need is evident based on student achievement during our first year experience with a 4-day schedule.

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

The Selkirk School District Board of Directors held a special meeting on February 16, 2016 to obtain parent/community feedback on the proposed 4-day school week option. In addition, the Board of Directors held a second public hearing on the possibility of a four-day school week as part of the regular monthly board meeting on February 27, 2016. (See attachment: **QUESTION #11 PARENT COMMENTS**)

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

The school district currently partners with the local food bank to provide take-home backpacks for a small number of K-8 students on weekends. This practice would continue. In addition, any family identified by the school district as a family in need, is accepted at the local foodbank. As food and staff costs rise, reducing food costs one day per week will allow the district to continue offering the

nutritious and healthy scratch cooking with fresh fruit and veggies program currently in use. For students in grades 6-12 participating in athletics on the weekend, the food bank will provide a sack lunch and \$5 to any student identified by the coach, even for events on non-school days. These programs are supported by local donations.

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

Our food service program runs in the red as do most small districts serving both breakfast and lunch. Our remote location and lack of providers drives the cost of food up as well. The extra \$80,000 spent above state and federal revenues are supported by levy funds. The district operates a CEP program in grades K-5 which translates to 100% of students in that grade span eating free but with only a 69% reimbursement rate. Our overall Free and Reduced Lunch Program application rate (without the CEP calculation) ranges between 40%-50% district-wide. The reduction in food costs for one day will reduce the need for local levy subsidies.

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

The four-day school week is anticipated to significantly enhance our ability to recruit and retain employees. Our district is in the middle of a five-year transition period where approximately 75% of teachers and other staff will retire, most after spending 20 plus years in our district. At present, Selkirk has had an opening for a special education teacher for over a year and while we have had two applicants, neither were the type of candidate a district would wish to employ, especially a district concerned about a quality education program. In addition, last year we started the year without a fourth grade teacher because we could not find a suitable candidate. We offered the position twice, but both candidates accepted other employment either closer to their home or with higher salaries. We combined a class for a portion of the year and recruited a quality student teacher. However, the student-teacher had a personal connection with the community and she was familiar with our work environment which prompted her to apply. This year, we have four teaching positions open: music, science, high school math, and elementary special education. With a choice of positions and few qualified candidates to fill them state-wide, teachers are accepting jobs that are within commuting distance of an urban (or more urban than Selkirk) area, those that offer higher salaries, or those that provide a spouse or significant other opportunity to find employment. Our hope is that a four-day school week will attract not only new teachers but encourage experienced staff to continue a few more years while the state grapples with the issue of an overall teacher shortage.

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

Our current retention rate speaks of high job satisfaction, but why would a new teacher accept a job in Selkirk, rural, remote and in the furthest northeast corner of the state, when the benefits in other school districts outweigh what we can offer? We hope that the four-day school week with 18 paid professional days helps with that decision. We also acknowledge that this arrangement may widen our employment pool to include commuters, currently a daunting commitment at five days per week.

15. Explain the expected impact on students whose parents work during the missed school days.
- Of our 115 K-5 student population, only 24 students have two working parents. Of those, 12 have a parent who works evening or weekends or a relative in the community, leaving 12 students who may be in need of child care. If requested by parents, the district will establish childcare on Fridays that replicates school hours for students in grades K-5.
16. Explain how instruction will be adjusted to accommodate the waiver calendar for elementary and secondary grade levels.
- Instruction will be modified for delivery on a four-day per week school calendar in all grades, however, keep in mind contact hours, especially in grades 6-12 are expected to exceed that of a five-day calendar, not only based on time, but because there will be fewer days interrupted from athletics. In addition, while the elementary calendar is slightly less than the current four day calendar (about one hour per week), staff attendance is expected to improve (absences decrease) so that fewer days are taught with a substitute, many of whom have only AA degrees and are emergency certified. Finally, each teacher has developed a potential four-day school week calendar already. In grades K-5, teachers found that with slightly larger blocks of time, the time spent on core academics (reading, math, science, writing) is expected to improve over the five-day shorter-day schedule. In grades 6-12, teachers are working on ways to integrate “flipped classroom” concepts integrating technology (our district implements a 1:1 iPad project) and greater student engagement activities to restructure lessons for a longer period and minimize homework based on a longer school day.
17. Describe the assessments and observations the district will use to analyze student achievement over the course of the waiver.
- Data from the state test, Smarter Balanced Assessment (SBA) will analyzed and compared to other districts and Selkirk’s historical data for achievement in grades 3-11. As third grade scores are evidence of a strong primary grade program, the district will rely on that data to determine effectiveness in lower grades in addition to curriculum-based assessments in math and the DRA assessment in reading. Selkirk uses a standards based report card in grades K-5 and will monitor impact on student progress in aggregated format. Please see attachment **QUESTION #17 Student Assessment** for an indication of Selkirk’s strong student achievement.
18. Provide a set of student achievement data for the two previously-analyzed years (provide attachments, if preferred). If the district is applying for a renewal, skip this question and answer Question 30 instead.
- Our district traditionally outperforms district’s around the region and across the state on the WASL, MSP, HSPE, and now, the SBA(see attachment: **QUESTION # 17 ASSESSMENT DATA**). While we are still adjusting to the new standards and format of the SBA/Common Core assessment, our staff work hard to rise to the challenge of giving our students a challenging and rigorous educational program. We have no vested interest in diminishing our success and, indeed, believe that with increased teacher contact time (increased student/staff attendance and fewer disruptions) and more opportunities for collaboration and professional development, we will actually strengthen student performance. At the very least, we are looking to maintain status of high percentages of students meeting standard. If there is an adverse educational impact from a four-day school week, the district will not wait for the SBE to pull our waiver, we will voluntarily render it.

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 shows that there is no adverse impact on academics attributed to a four-day school week, practiced in 22 states including: Oregon, Idaho, Montana, and Colorado. In addition, a summary provided by Regional Education Laboratory at Marzano Research entitled, *What is the Impact of a Four-Day week on Student Learning?* demonstrates that school districts operating a four-day week does show lower absenteeism of students and staff, enhanced quality of instruction, and more time for professional development, and collaboration. Selkirk also believes that a four-day school week will attract a pool of qualified teachers to choose from, thus providing the academic benefit. Without a quality pool of applicants, Selkirk students may be taught by teachers no one else would hire or as in the case of elementary special education, a teacher one day per week on loan from the secondary program. Rural students deserve to have the same opportunities for quality instruction as other students; the four-day school week may give Selkirk a temporary edge in the hiring market while the State addresses the issue of the teacher shortage.

For Renewal Requests

20. Explain and estimate the economies and efficiencies that were gained from compressing the instructional hours into fewer days.
21. Explain the effect that the waiver had on the financial condition of the district, including savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.
22. Explain how monetary savings from the proposal were redirected to support student learning.
23. Describe how non-school days were used (e.g. for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar).
24. Summarize the comments received at one or more public hearings on the proposal and how concerns were addressed.

25. Explain the impact on students who rely upon free and reduced-price school child nutrition services and the impact on the ability of the child nutrition program.
26. Describe the impact on the district's ability to recruit and retain employees.
27. Describe the impact on students whose parents work during the missed school day.
28. Describe how instruction was adjusted to accommodate the waiver calendar for elementary and secondary grade levels.
29. Provide a set of student achievement data for the previous waiver years (provide attachments, if preferred). Describe and explain student achievement trends.
30. Describe the academic benefits that the district gained from the flexible calendar (e.g. lower absenteeism of students and staff, fewer long commutes for students, additional time on off day to provide enrichment and enhancement activities, enhanced quality of instruction).

rate lower than 5% or higher than 95%)

Wellpinit	Chewelah	Colville	Kettle	Newport
24.20%	41.00%	51.50%	40.00%	39.70%
14.20%	42.30%	67.20%	36.90%	72.20%
34.30%	48.20%	56.40%	65.90%	39.70%
8.60%	58.10%	50.70%	49.20%	43.00%
42.30%	56.10%	51.20%	69.30%	45.30%
37.50%	65.10%	65.40%	70.20%	47.50%
40.00%	77.30%	80.40%	56.70%	71.80%

Wellpinit	Chewelah	Colville	Kettle	Newport
15.10%	48.20%	54.60%	47.20%	39.70%
14.20%	51.90%	50.00%	43.40%	62.60%
18.70%	42.80%	40.00%	27.00%	21.90%
Suppressed	41.80%	43.20%	23.80%	32.90%
15.30%	61.40%	40.40%	55.10%	46.30%
12.50%	53.00%	58.10%	59.50%	47.50%
Suppressed	29.10%	32.80%	17.80%	27.80%

Wellpinit	Chewelah	Colville	Kettle	Newport
15.60%	71.40%	75.70%	78.70%	47.90%
54.10%	74.20%	73.70%	93.80%	60.90%
47.60%	63.20%	79.00%	83.00%	76.00%

0	8	8	8	4
15	17	17	17	17
0.0%	47.1%	47.1%	47.1%	23.5%

0	1	1	2	1
15	17	17	17	17
0.0%	5.9%	5.9%	11.8%	5.9%

QUESTION #17 ASSESSMENT DATA

Five years of assessment data with comparison to schools within our athletic league and our region is attached. Most of the schools fall in the 1B to 2B range, but there are also three 1A-size districts and one 2A district. The attached comparisons span both MSP/HSPE and SBA assessments. The data shows a clear pattern of student achievement above Washington state averages and above schools within the region in most areas. In fact, Selkirk student achievement has ranked high among schools statewide going back to WASL trends as well.

The District anticipates that a four-day school week will actually provide more collaboration time, which should enhance our educational programs and, hopefully, translate into academic growth.

In the years prior to OSPI suppressing scores below 5% or higher than 95%, Selkirk staff downloaded statewide assessment data and sorted scores to rank Selkirk student achievement data against all reporting districts in the state. Below is a 2013 example of where Selkirk schools fell after sorting scores by school district. Please note that data can be analyze many ways including by school, by ESD, by district, etc. Selkirk choose to sort data by district. After the data suppression, it was harder to compare as top districts with scores at 95% meeting standard or higher were no longer available. Selkirk was in those ranks as well. However, when the data was fully available, we here are some of the comparisons that were made:

2012 – Assessment Fun Facts

If the MSP were a sporting event...

- ▶ Out of approximately 250 contestants, in 21 events, where the top 25% were recognized for success, Selkirk would have brought home...
- ▶ 17 Awards/Trophies
- ▶ 16 for performance in the top 20 Districts
- ▶ 10 for performance in the top 10 Districts



2013– Assessment Fun Facts

Out of roughly 295 school districts, Selkirk places among the top districts in the State:

- ▶ 1st place in...
 - 4th Math (2-way tie)
 - 8th Science (2-way tie)
 - 10th Reading (5-way tie)
 - 10th Science (3-way tie)
- ▶ 2nd place in...
 - 5th Math
- ▶ 14th in...
 - 4th Writing
- ▶ 16th in...
 - 5th Reading
 - 5th Science
- ▶ 17th in...
 - 7th Reading

2014 – Assessment Fun Facts

The District piloted the SBA with no scores returned. 2013 data included only science and high school scores. Even so....Selkirk places among the top districts in the State:

- ▶ 10th Grade...Top 12
 - Writing (#1/224 Districts)
 - Reading (#11/219 Districts)
- ▶ 8th Grade...Top 20%
 - Science (#32/188 Districts)
 - 5th Grade...Top 5
 - Science (#3/246 Districts)
- ▶ 5th Grade...Top 5
 - Science (#3/246 Districts)

2015 – Assessment Fun Facts

This was the first year of SBA scores and 95% district pass rates, *if any* were suppressed. However, a comparison of data available indicate's Selkirk's student achievement was strong:

- ▶ Top 10% of all Districts
 - 3rd, 4th, 8th, 11th (math)
- ▶ Top 20%
 - 6th, 11th (ELA)
- ▶ Top 30%
 - 7th (math)

2012 – 2016 Assessment Scores

Attached are Selkirk's scores for 2012 through 2016 as well as the state averages and other area districts for comparison.

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Anderson, D. M., & Walker, M. (2012). *Does shortening the school week impact student performance? Evidence from the four-day school week*. Columbia, MO: The Association for Education Finance and Policy.

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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.]