

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.



**Richland School District No. 400
Benton County, Washington
Resolution No. 863**

Waiver of Minimum 180-day School Year for Family Connection Conferences at First Grade

WHEREAS, the Board of Directors of the Richland School District supports the Richland School District's continuation of Family Connection Conferences at First Grade during the first two school days of the school year for the 2018-19, 2019-20, and 2020-21 school years.

WHEREAS, Richland School District believes that it is in the best interest of the families and first grade teachers to continue to invest in relationships and that gaining an understanding of the background and experiences of each child prior to school starting provides the potential to more intentionally engage each family in their child's education and close the income based achievement gap.

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

WHEREAS, the first grade schedule shall consist of 173 days of instructional time rather than the 180 days of specified in RCW 28A.150(5)(a), for the continuation of Family Connection Conferences, while maintaining the required annual average of instructional hour offerings (RCW 28A.150.220(2)(a)).

THEREFORE, BE IT RESOLVED by the Board of Directors of the Richland School District No. 400 hereby requests a renewal of the additional two-day waiver from the minimum 180-day school year requirement under RCW 28A.305.140, RCW 28A.655.180(1), WAC 180-18-040 and WAC 180-18-050 for first grade students for 2018-2021 school years.

Adopted this 13th day of March, 2018

Richland School District No. 400
Board of Directors

President

Heather Paris Cleary

Vice President

Bret Clark

Director

[Signature]

Director

Director

Attest:

Richard J. Schutte

Secretary of the Board

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	Richland School District #400
Superintendent	Dr. Richard Schulte
County	Benton
Phone	509-967-6001
Mailing Address	615 Snow Avenue Richland, WA 99352
Contact Person Information	
Name	Mike Hansen
Title	Assistant Superintendent
Phone	509-967-6003
Email	Mike.Hansen@rsd.edu
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	No
If no, then which schools or grades is the request for?	All Elementary Schools - Grade 1 (2 additional days)
How many days are requested to be waived, and for which school years?	
Number of Days	7 – grade 1
School Years	2018-19, 2019-20, 2020-21
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	10 (Under the PTC Waiver)
Remaining number of half days in calendar	2
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?

1st Grade (Additional 2 Days)

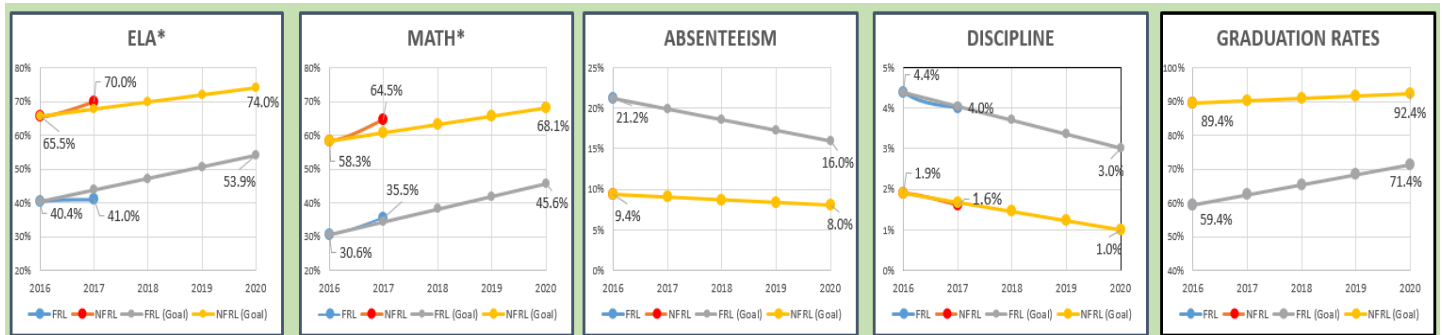
First grade teachers are building upon the work done with kindergarten teachers that resulted in significant gains for kindergarten students was ultimately going to roll up to first grade. It is Richland's desire to maintain the momentum that has been generated in kindergarten and for the last two years at first grade through the Family Connection Conferences. The training has been provided for first grade teachers and will be ongoing with broad support.

- 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 Richland School District has established a goal to reduce the income based achievement gap in ELA, Math, Discipline, Attendance and Graduation Rates. As part of the professional development the district has provided leadership with professional development around issues of poverty through the use of district led activities as well as a long term and ongoing professional development plan with Dr. William Parrett and Dr. Kathleen Budge out of Boise State University. Key to this professional development is the establishment of strong relationships with students and families. The success of the full day kindergarten family connection conferences led the district to create the waiver we have had in place for two years that provides the same family connection conferences at first grade. Feedback from teachers indicates that the conferences were instrumental in establish close relationships with families and a better understanding regarding the individual needs of students prior to ever starting classes.

- 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.

Each building has established actions and four year measurable goals related to the five areas above. Although graduation rates apply only at the high school level, actions are expected at all levels to promote college and career readiness. Each building measures progress related to their goals and each school as well as the district is expected to reduce the income based achievement gap while also improving overall performance. The district improvement plan with two years of data in ELA, Math and Discipline is shown below. Absenteeism and Graduation rates will be added for 2017 as soon as OSPI updates these tables in Data Analytics.



- 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.

1st Grade –

In addition to the five total conference days scheduled for all elementary students in the fall and spring Richland is proposing two additional days to provide Family Connection Conferences on the first two regularly scheduled school days for all first grade classrooms. Our experience following full implementation of full day kindergarten was that these conferences (required as part of the full day kindergarten grant) were of great benefit to teachers and families. Teachers were able to learn about students and their families, welcome families into school, create stronger family connections which were vital to a successful start to the school year. Teachers

state that they knew their students the first day instruction started and were able to maintain positive family connections throughout the year. This is especially important in poverty populations and Richland has seen a 50% increase in poverty over the last 10 years.

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

The Richland School District currently uses DIBELS Assessment at 1st grade and will continue to do so along with the longitudinal data (both building and district levels) noted above. In addition a teacher survey was completed following the 2016-17 conferences and the survey is linked [here](#).

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

The Richland School District will continue to assess building level progress toward closing the income based achievement gap both at the building and district levels. Specific data will be gathered (isolated from the longitudinal data noted above) to check for trends in the performance of first grade students over time. Continued surveying of staff will be conducted to assess the value of the conferences. In addition a parent survey will be added to the information that is gathered in the future.

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

As noted above the district will continue to gather data through satisfaction surveys to include teachers and parents. Richland's Teaching and Learning Department staff were heavily involved in the implementation of the full day kindergarten model and have provided leadership regarding the issues of poverty professional development that has taken place over the last two years and is ongoing during the 2018-19 school year and beyond. All district leaders and first grade teachers are supportive of the family connection conferences at first grade for the same reasons that these conferences are valued and promoted at the kindergarten level.

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.

RSD has requested a renewal waiver of 5 days for the purpose of full day parent/teacher conferences at grades K-5.

CBA is located at <http://www.rsd.edu/media/276/rea1718cbafinal.pdf>

District Calendar for 2018-19 is located at <http://www.rsd.edu/info/school-calendar.html>

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

Student instructional days (as requested in application)	Grade 1 =173
Waiver days (as requested in application)	Grade 1 =7
Additional teacher work days without students	0
Total	180

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

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

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

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.

In addition to the five total conference days scheduled for all elementary students in the fall and spring Richland conducted two additional days to provide Family Connection Conferences on the first two regularly scheduled school days for all first grade classrooms. Teachers were able to learn about students and their families, welcome families into school, create stronger family connections which were vital to a successful start to the school year. Teachers state that they knew their students the first day instruction started and were able to maintain positive family connections throughout the year. This is especially important in poverty populations and Richland has seen a 50% increase in poverty over the last 10 years.

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

The primary goal for conducting family connection conferences is to promote strong relationships and connections to school earlier in the year than is typically possible which is consistent with best practices as applied to working with students of poverty. Teachers describe this both informally through ongoing conversations and input from building leaders as well as formally via the teacher survey. Long term results in regards to overall student achievement will require more extensive and longitudinal data gathering with specific focus on closing the income based achievement gap. The Richland School District is already seeing progress in some areas but it would be difficult to attribute this to the family connection conferences. Data regarding the first grade conferences specifically should result in improved communication, student participation rates, improved performance on the general metrics noted above and measurable improvement on satisfaction surveys (teacher, parent and student). This data will take multiple years of continuous implementation to gather in a way that would be meaningful however.

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.

Since the initial waiver Richland has established and committed to closing the income based achievement gap as well as creating a thorough understanding around issues of poverty. The district's work here provide solid support for the start of the year family connection conferences as these conferences establish relationships both between students and teachers but also between teachers and families. Strong personal relationships that help teachers develop a deep understanding of the students they work with are key to the success of the student. As is the case with kindergarten, these first grade conferences provide an opportunity to do just that.

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

The professional development completed with district leaders and as a result passed along to all district staff through a targeted focus in each school improvement plan has created the felt need to do everything possible to create and maintain strong and positive relationships as described

above. The family connection conferences provide individual teacher-family time prior to the start of school. Without this teachers would spend the months prior to the regularly scheduled conferences in November “figuring out” their students. As noted by a first grade teacher,

“I felt like the kids were much more relaxed on the first day of school this year. They knew where the classroom was and how to get here, they could identify their teacher, and no one cried when it was time for their parents to leave! I also felt like I was less stressed because I knew more of the kids names right away and knew how almost everyone was going to get home (usually I am scrambling on the first day to figure out what bus everyone gets on). Between the smaller class sizes and the parent connect meeting I felt like this was a much smoother start to the school year. Thank you!”

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.

Communication is ongoing and delivered from district level as well as the building levels. Previous family connection conference days have been included as part of the annual calendar. Future data gathering should be completed annually and should include surveying both teacher and parent populations.

School Board Presentation on February 14, 2017 is located at: https://drive.google.com/file/d/1fP5K2MfBPgkfVt8FeLMNx5BoBt03iq_5/view?usp=sharing

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.



SULTAN • STARTUP • GOLD BAR • INDEX

SULTAN SCHOOL DISTRICT No. 311

514 4th Street • Sultan, Washington 98294
(360) 793-9800 • Fax (360) 793-9890

RESOLUTION NO. 17-12 REQUEST OF WAIVER FOR GRADES 1-12 OF THE MINIMUM 180 DAY SCHOOL YEAR (WAC 180-18-040)

WHEREAS, a resolution of the Board of Directors of the Sultan School District #311, Snohomish County, Sultan, Washington, to request a waiver for grades 1-12 of the minimum 180-day school year (WAC 180-18-050) for the 2018-2019, 2019-2020, and 2020-2021 school years.

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


1. Common collegial planning time is needed to meet the district's curricular goals, to continue aligning curriculum to the State reform efforts, and to align the district assessment program with the district's curriculum, and
2. Parental and Community input have indicated support for whole day planning and in-service rather than half-days utilized by the district in the past, and
3. Options involving additional early release days, late starts, or additional paid days for staff would create a financial hardship on the district and inconvenience for parents and/or patrons, and
4. Full days devoted for student-parent-teacher conferences increases the percentage of parent and students that attend conferences.

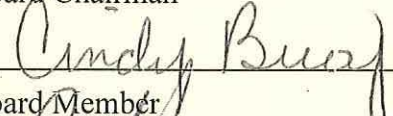
WHEREAS, this resolution attests to the fact that the Sultan School District will maintain annual average instructional hours of 1,027 hours; and over 1016 annual hours at each school, even after the four conference days and two professional development days have been waived by the State Board of Education.

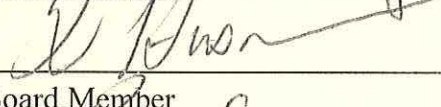
WHEREAS, the State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18);

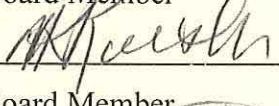
NOW, THEREFORE, BE IT RESOLVED that the Sultan School District Board of Directors requests that the minimum 180-day school year requirement be waived for Sultan School District grades 1-12 so that two (2) days per year can be dedicated to common collegial planning, common collegial instructional planning and staff development; and that the dates for these days will be determined by the Sultan School Board and Sultan Education Association; and that students in grades 1-12 would not attend school on these days. The Sultan School District Board of Directors additionally requests that the minimum 180-day school year requirement be waived for Sultan School District grades 1-12 so that four (4) days per year can be dedicated to parent teacher conferences; and that the dates for these days will be determined by the Sultan School Board and Sultan Education Association; and that students in grades 1-12 would not attend school on these days.

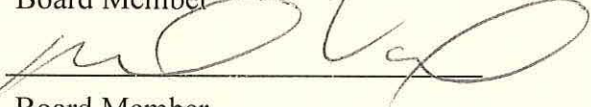
ADOPTED by the Board of Directors of Sultan School District No. 311, Snohomish County, Washington, in a board meeting held on the 12th day of March 2017.


Board Chairman


Board Member


Board Member


Board Member


Board Member

ATTEST:

Superintendent/Secretary to the Board

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:

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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	Sultan School District
Superintendent	Dan Chaplik
County	Snohomish
Phone	360-793-9800
Mailing Address	514 4 th Street Sultan, WA 98294
Contact Person Information	
Name	Dan Chaplik
Title	Superintendent
Phone	360-793-9800
Email	Dan.chaplik@sultan.k12.wa.us
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	6 Total = 2 waiver days + 4 Parent/Teacher Conference Days
School Years	2018-2019, 2019-2020, 2020-2021
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	12
Remaining number of half days in calendar	3 each year for 2018-2019, 2019-2020, 2020-2021
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 goals of the proposed two waiver days for professional development are: to ensure that our administrative theory of action directly supports teachers and impacts student growth on the four essential questions to continue to further student learning. The waiver days also allow teachers and administrators to work together in PLC teams to analyze student data to determine areas of need throughout each building and to improve strategies so that all teachers are proficient on instructional framework. The district has adopted Common Core State Standards, which allow continued focus on reading, math, and writing strategies. Staff will collaborate in subject and strand teams to develop plans based on best practices, implementing those plans, and analyzing results.

These days will also serve as training for staff and to further their understanding and implementation of Common Core with the goal of a universal language among teachers, students, and other staff. A working knowledge of the 5 Dimensions of Teaching and Learning will be one of the main focuses of the waiver days, which will allow for consistent practices throughout the buildings. Each building will be responsible for continuing to implement SBAC expectations and to strategize in teams to use those expectations to the benefit of the students to improve their success on standardized testing.

The secondary request for waiver days is around the four Parent and Teacher Conference days. Sultan School District uses a conference format called "student led conferences." This format allows students to learn how to take responsibility for their academic success and performance. This format has significantly increased parent and student participation which holds the student accountable for their success not only to their teachers, but also their parent or guardian. This format gives students an opportunity to have open dialogue with the parent/guardian so that everyone can understand areas where the student is successful, as well as areas where the student needs extra focus. When this kind of dialogue takes place, we have found that the student feels more responsible and accountable for their academic performance as well as working towards their goals. The conferences also allow for the parent/guardian to take on more of a role in the student's learning process.

These conferences allow teachers to explain any student growth data. With a better understanding of this data, the parent/guardian and student can both develop a plan for academic achievement and obtaining goals.

We hold two parent-teacher conference days in the fall and two conference days in the spring. Full days allow teacher ample time to meet with all parents which is especially important in grades 5-12 as these conferences are "student led." We have found that when conferences are "student led," approximately 93% of our high school students attend conferences with a parent or guardian. During the conference, the student uses work samples and other portfolio materials to present to the parent of academic achievements, goals, and plans for performance. The process makes students accountable for their academic performance and responsible for their future. Each parent/guardian has more of an opportunity to meet with the student's teachers in a full-day format. Having mornings, as well as afternoons and evenings, available for conference slots increases participation as well.

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.)

One SIP Goal for Gold Bar Elementary School is to complete their RTI system for all students, including students with Disabilities. Another strong goal of GBE is to monitor PLC meetings and notes to ensure that iReady, DRA, and common formative assessment data is being analyzed and used to create differentiated instruction and learning experiences.

One SIP Goal for Sultan Elementary School is to improve the academic and behavioral achievement levels by using targeted interventions to increase student performance, especially with students who are performing below grade level. Their goal is to help students make at least one year's growth with a majority of students reaching grade level in reading by the end of the year and decrease behavior referrals by 25%.

One SIP Goal for Sultan Middle School is to establish and refine systems using Positive Behavior Supports, Restorative Practices, and Multi-Tiered systems of Support to maintain a positive school culture, safe environment, tiered interventions as analyzed by SWIS data, Skyhawk interventions and PBIS fidelity tools resulting in whole-student success.

One SIP Goal for Sultan High School is to continuously implement school-wide agreements and strategies used by all teachers and instructional para-educators to focus on pedagogy to increase students' ability to engage with learning, take responsibility for their learning, identify critical concepts, transfer learning among disciplines and increase student academic achievement. The purpose is to effectively share the focus of control between staff and students. Sultan High School will continue to work toward an on-going implementation of AVID strategies, PBIS, and workshop/studio model.

[Gold Bar Elementary School Indistar SIP \(link\)](#)

[Sultan Elementary School Indistar SIP \(link\)](#)

[Sultan Middle School Indistar SIP \(link\)](#)

[Sultan High School Indistar SIP \(link\)](#)

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 goals of the waiver are to improve student success throughout the district and ensure success of each student, increase staff's ability to provide effective instruction, and for staff to effectively evaluate and use data. Student success can be measured through data from the following indicators of student success:

- Graduation Rates

2014-2015	2015-2016	2016-2017
72.2%	76.4%	79.8%

- SBAC

	2014-2015	2015-2016	2016-2017
District ELA Average	48.81%	53.23%	53.3%
District Math Average	39.91%	38.67%	41.78%

This data allows us to monitor and assess student growth, both individually and collectively, and determine what areas require improvement. The data obtained from SBAC will be combined with district assessments such as:

- DIBLES
- I-Ready
- STAR Math and Reading
- Accelerated Math
- Classroom based assessments

The district will also evaluate the 5 Dimensions of Teaching and Learning and what impact it has on student learning by monitoring its ongoing performance. Principals will be responsible for identifying which areas require growth within their buildings as well as building goals for staff instructional strategies and materials. Principals will work with staff within their building to facilitate this. Along with principals, teachers and other administrative staff will work in PLCs to determine areas of needed growth and to develop goals that will encourage student success.

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

On the proposed waiver days, teachers will work together in teams focused on specific content to construct year-long curriculum maps and pacing guides around the common core state standards. These waiver days will allow teachers to plan instruction that will improve student success and accelerate learning. Teachers will also be given a chance to evaluate student data and recognize areas of needed growth. This past year, teachers were able to train together on our new reading curriculum. Without the waiver days, teachers would not have that opportunity to cohesively learn as a group.

Administrators will work in PLCs to analyze student assessment data that is housed in what is called a homeroom database. In addition, they will work with teachers on their activities and continue their work calibrating the CEL evaluation instrument.

Also, teachers and principals will work together on these two days to better understand the 5 Dimensions of Teaching and Learning rubric. Specifically, the goal will be to watch teaching videos together and score the lessons observed using the rubric. The outcome of this activity would be increased clarity and understanding of what quality instruction looks like according to the rubric.

For the Parent/Teacher Conference Waiver days our teachers and administrators are able to block out the days to accommodate varying parent schedules. Our parents have a highly diverse work schedule and blocking out full days for conferences allow us to communicate and collaborate with our parents who:

- work unusual schedules
- do not have English as their first language
- have multiple students in multiple buildings
- have limited childcare opportunities

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?

Graduation Rates, SBAC, and district assessments outlined in #3 above. In addition, as part of our Washington State Leadership Academy participation, we have developed a "Cycle of Continuous Instructional Improvement" (district, school and individual cycles of inquiry) which states that we will take process measurements every 45 days to capture progress being made toward our stated problem of practice and supporting theory of action. We will make adjustments as needed to demonstrate progress towards our intended goals. In addition, we are also utilizing district and building cycles of inquiry where we collect data incrementally and make adjustments to classroom instruction and support for instruction. This data is collected at the beginning of a cycle and periodically throughout the cycle. Each cycle culminates in the spring of the school year where plans for the upcoming summer and next school year are put into place.

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?

Each subsequent year of the waiver will be a continuation of evaluating and refining the execution of the 5 Dimensions of Teaching and Learning as well as continually gaining a better understanding of Common Core State Standards and SBAC testing as they are reflected and measured in increased student achievement. The District will continuously strive to create a culture that focuses on improvement, problem solving, and cooperation to achieve student success.

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

Input from administrators, teachers, classified staff, and parents have solidified the importance and success of waiver days. The increased amounts of continuous time versus short timeframes has provided the necessary networking among staff, that leads to professional discussions and understanding, of issues that leads to enhanced student achievement. Individual professional community teams as well as cross-building teams can collaborate more successfully with longer periods of sustained time working together. Waiver days also allow for increased input and communication from classified staff. Sultan School District Board of Directors is increasingly aware and knowledgeable about the factors impacting the success of Sultan students. As a group, they have been taking an active role in researching successful teaching strategies and best practices, and have been working with administrators to problem-solve issues that are unique to Sultan. Board members have also been more responsive to staff and administrator needs. Included with this application is a letter of support from the certificated and classified groups in our district.

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

The image below lists the exact non-student work dates in the SEA contract as outlined in SEA CBA for 2015-2018 section 7.1.2. Four are for parent student conferences. The additional two

waiver days are the days designated for professional collaboration. There are 3 half days and 31 to 32 early release Fridays. The calendars for 2018-2019, 2019-2020 and 2020-2021 are attached.

The calendar will be developed under the following guidelines, unless otherwise agreed:

1. First day of school shall be the first Wednesday after Labor Day.
2. Student instruction and employee work hours will be reduced no less than three and one-half (3 ½) hours on the day prior to Thanksgiving break, the day prior to Winter break, and on the last instructional day.
3. In the event of closures due to inclement weather, instructional days may be added at the end of the school year. The calendar may also contain snow makeup days during the instructional year to avoid the necessity of extending instruction beyond the scheduled last day of school.
4. Two (2) teacher work days will be scheduled prior to the first day of school, with at least half of the time on each day to be staff-directed.
5. At least two days in March and two days in October will be designated for parent conferencing.
6. At least one (1) day per year shall be scheduled as a professional development day during the month of September for work in accordance with Section 6.2.2.
7. A non-student day will be scheduled in the work calendar during the month of January. This is an optional work day but is intended to provide an opportunity for grading and/or preparing for the next semester/term.
8. Early Release Fridays: Students will be dismissed ninety (90) minutes early on each Friday throughout the year as designated in Appendix II-A. Direction of these days will be divided as follows:
 - a. Thirteen (13) of the ninety-minute early release Fridays will be individually directed days, which may include collaboration at the individual teacher's discretion.
 - b. Five (5) of the ninety-minute early release Fridays will be for district/principal determined activities, which may include collaboration time at the discretion of the principal.
 - c. Two (2) of the ninety-minute early release Fridays will be utilized for safe schools trainings.
 - d. The remainder of the ninety-minute early release Fridays in the annual calendar (12 days in 2015-16 and 2016-17, 11 days in 2017-18) will be collaborative days for work guided by the school improvement plan; provided that the first 20 minutes of each of these days shall be available for elementary teachers for individually directed planning.
 - e. The District and Association will jointly determine which specific early release Fridays will be used for which purpose on an annual basis during the term of this Agreement, using the procedure specified above.

This is our [current SEA Bargaining Agreement \(link\)](#), the Sultan School District and the SEA are going to be bargaining 2018-2019, 2019-2020, and 2020-2021 beginning this spring.

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

Student instructional days (as requested in application)	180
Waiver days (as requested in application) - Parent Teacher Conference Days	4
Waiver days (as requested in application) – Professional Development Days	2
Additional teacher work days without students	0
Total	174

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	X
2	Optional	X	X	X
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.

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. The waiver days were used for staff collaboration and development, analysis of student assessment data, continual implementation of Common Core State Standards, and understanding and implementing new SBAC expectations. Our teachers have also attended a full day of training for new reading curriculum to

The Parent/Teacher Conference days were also used. Our parents are appreciative of the time that teachers are able to set aside for their varying schedules to be able to communicate about their students progress. Our attendance rates for parents are at

- Sultan Elementary School 95% in person attendance and 5% phone conference
 - Gold Bar Elementary School over 85% of parent attendance consistently
 - Sultan Middle School – conference attendance increasing to 65% 2017 from 45% in 2012-2013.
 - Sultan High School 80% attendance consistently
2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.

The goals of the professional development waiver days came at a time of great educational changes; shifting to Washington State Common Core Standards, new teacher and principal evaluation frameworks, local adoption of curriculum. To align these significant improvements requires that we complete the work over time to create sustainable success. We have made deliberate incremental strides towards approaching full implementation but we are not at 100% critical mass yet. As we have worked district wide through professional development and plc time we have achieved our first goal of having all staff develop essential learnings by answering as a plc group, “what do students need to know and be able to do?” Using our theory of action, our critical professional development and plc time has been spent collaboratively to create aligned curriculum implemented to consistently address student learning in each subject area. While we recognize that we have not achieved the ultimate goal of addressing all 4 Critical Questions, we recognize the dedication, collaboration, and necessary time needed to achieve that first goal of focusing plc time to directly impact student learning which encourages us to persevere to answer the remaining three focus areas of assessments and interventions for struggling and high-level students.

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.

There are no anticipated changes to the goals; however, changes might occur that address specific areas of student achievement that come to light as measured by the data we collected through “Cycles of Continuous Improvement,” SBAC, EOC, and district assessments.

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.

Full day collaborations are vital for the continued professional development and strategic planning if we are to reach our student achievement goals. Should those days not be approved, the district may not have ample periods for essential staff development and collaboration. Regular analysis of student data allows not only for continued improved for our students, but also our staff.

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.

Parents and the community are kept informed of student achievement and success of the previous waiver through a variety of ways including board meetings, newsletters, district calendar, Facebook, our website that links directly to Sultan School District's annual report card on the [OSPI website \(link\)](#):

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.



2018-2019 School Calendar

****Proposed & Tentative****

August						
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September						
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Important Dates			
Aug. 29-30	New Teacher Orientation	Jan. 1	New Year's Day
Aug. 31	Staff Development	Jan. 14	Martin Luther King Jr. Day (No School)
Sept. 3	Labor Day	Jan. 28	SEA/PSE Contract Day (No School)
Sept. 4	Staff Development & Benefit Fair	Feb. 15	Mid-Winter Break
Sept. 5	First Day of School Grades 1-5, 6&9	Feb. 18	President's Day
Sept. 6	First Day of School Grades 7 & 8, 10-12	March *6	Evening Parent/Teacher Conf.
Sept. 10	First Day of School for Kindergarten	March 7-8	Parent /Teacher Conferences (No School)
Sept. 17	Non-Student Day (SEA Contract/PSE Opt.)	April 1-5	Spring Break
Sept. *26	District Evacuation Drill (Schools in Sultan)	May 27	Memorial Day
Oct. ?	Education Jamboree	June 8	SHS Graduation
Oct. *17	Evening Parent/Teacher Conferences	June 14	Last Day of School (1/2 Day Early Release)
Oct. 18-19	Parent/Teacher Conferences (No School)		
Nov. 12	Veteran's Day Observed		
Nov. 21	1/2 day Early Release Thanksgiving Break	*Notice*	Calendar is subject to change. School year may be extended due to inclement weather.
Nov. 22-23	Thanksgiving Break		
Dec. 19	Winter Break (1/2 Day Early Release)		
Dec. 20-31	Winter Break		

Key
First Days of School (See left)
Holiday/Break/Non-School Day
90 Minute Early Release Fridays
Non-Student Day (SEA/PSE by contract)
1/2 Day Early Release
Parent/Teacher Conference Days



2019-2020 School Calendar

****Proposed & Tentative****

August						
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Important Dates			
Aug. 28-29	New Teacher Orientation	Dec. 18	Winter Break (1/2 Day Early Release)
Aug. 30	Staff Development	Dec. 20-31	Winter Break
Sept. 2	Labor Day	Jan. 1	New Year's Day
Sept. 3	Staff Development & Benefit Fair	Jan. 14	Martin Luther King Jr. Day (No School)
Sept. 4	First Day of School Grades 1-5, 6&9	Jan. 28	SEA/PSE Contract Day (No School)
Sept. 5	First Day of School Grades 7 & 8, 10-12	Feb. 15	Mid-Winter Break
Sept. 9	First Day of School for Kindergarten	Feb. 18	President's Day
Sept. 16	Non-Student Day (SEA Contract/PSE Opt.)	March *6	Evening Parent/Teacher Conf.
Sept. *25	District Evacuation Drill (Schools in Sultan)	March 7-8	Parent /Teacher Conferences (No School)
Oct. ?	Education Jamboree	April 1-5	Spring Break
Oct. *16	Evening Parent/Teacher Conferences	May 27	Memorial Day
Oct. 17-18	Parent/Teacher Conferences (No School)	June 8	SHS Graduation
Nov. 11	Veteran's Day	June 15	Last Day of School (1/2 Day Early Release)
Nov. 20	1/2 day Early Release Thanksgiving Break		
Nov. 21-22	Thanksgiving Break	*Notice*	Calendar is subject to change. School year may be extended due to inclement weather.

Key
First Days of School (See left)
Holiday/Break/Non-School Day
90 Minute Early Release Fridays
Non-Student Day (SEA/PSE by contract)
1/2 Day Early Release
Parent/Teacher Conference Days



2020-2021 School Calendar

****Proposed & Tentative****

August						
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February						
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March						
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July						
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Important Dates			
Sept. 2-3	New Teacher Orientation	Dec. 18	Winter Break (1/2 Day Early Release)
Sept. 4	Staff Development	Dec. 21-31	Winter Break
Sept. 7	Labor Day	Jan. 1	New Year's Day
Sept. 8	Staff Development & Benefit Fair	Jan. 18	Martin Luther King Jr. Day (No School)
Sept. 9	First Day of School Grades 1-5, 6&9	Feb. 8	SEA/PSE Contract Day (No School)
Sept. 10	First Day of School Grades 7 & 8, 10-12	Feb. 12	Mid-Winter Break
Sept. 14	First Day of School for Kindergarten	Feb. 18	President's Day
Sept. 21	Non-Student Day (SEA Contract/PSE Opt.)	March *17	Evening Parent/Teacher Conf.
Sept. *30	District Evacuation Drill (Schools in Sultan)	March 18-19	Parent /Teacher Conferences (No School)
Oct. ?	Education Jamboree	April 5-9	Spring Break
Oct. *21	Evening Parent/Teacher Conferences	May 31	Memorial Day
Oct. 22-23	Parent/Teacher Conferences (No School)	June 12	SHS Graduation
Nov. 11	Veteran's Day	June 17	Last Day of School (1/2 Day Early Release)
Nov. 25	1/2 day Early Release Thanksgiving Break		
Nov. 26-27	Thanksgiving Break	*Notice*	Calendar is subject to change. School year may be extended due to inclement weather.

Key
First Days of School (See left)
Holiday/Break/Non-School Day
90 Minute Early Release Fridays
Non-Student Day (SEA/PSE by contract)
1/2 Day Early Release
Parent/Teacher Conference Days

Sultan Education Association

February 21, 2018

Dan Chaplik, Superintendent
Sultan School District #311

Dear Mr. Chaplik,

This is a letter of support for the district in seeking a waiver to the minimum 180-day school year for the 2018-2019, 2019-2020 and 2020-2021 school years.

This time will allow for greater opportunities for staff to work cooperatively in improving the opportunities and program delivery for our students. The full days will be greatly appreciated, as we will be able to utilize larger blocks of time to focus on tasks at hand, while not taking away any significant contact hours from our students.

I appreciate the district's willingness to pursue this waiver, as I believe we can utilize the time to prepare effectively for the beginning of the school year(s) and the challenges that each year brings.

Sincerely,

Andrea Fuller

Andrea Fuller
President
Sultan Education Association

Sultan Chapter Public School Employees Union

514 4th Street Sultan, WA 98294 (360) 793-9800

February 15, 2018

Dan Chaplik – Superintendent
Sultan School District #311
514 4th St
Sultan, WA 98294

Dear Mr. Chaplik,

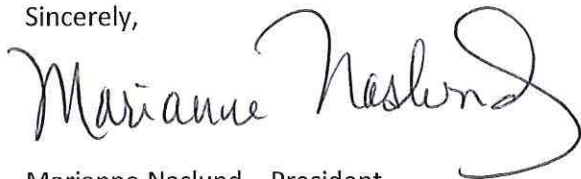
This is a letter of support for the Sultan School District in seeking a waiver from OSPI to the minimum 180-day school year for 2018/2019, 2019/2020, and 2020/2021 school years.

This waiver of time will provide opportunities for our certificated and classified staff to collaborate on program delivery for our students through several Professional Development learning opportunities both in our District as well as at external locations.

PSE appreciates the district's willingness to pursue this waiver, as we believe it will produce great results for our classified employees who desire to be exceptional employees through systematic planned Professional Learning along with their assigned certificated counterparts and not merely a day to catch up on grading papers and reorganizing classrooms. Student success is achieved through everyone working together with a common goal!

Thank you immensely for your contributions in Public Education!

Sincerely,



Marianne Naslund – President
Sultan Chapter Public School Employees Union



TACOMA SCHOOL DISTRICT NO.10
Resolution No. 2039

WHEREAS, the state legislature requires that the school consist of a minimum of 180 school days, Tacoma School District No.10 on behalf of the School of the Arts (SOTA), the Science and Math Institute (SAMI) and the School of Industrial Design and Engineering (IDEA) is requesting a waiver for grades 9 - 12 of the minimum 180-day school year (WAC 180-16-215) for school years 2018-2019, 2019-2020, 2020-2021; and

WHEREAS, the State Board of Education is authorized to approve a waiver of this requirement, conditional upon the district's providing adequate evidence that is restructuring its educational programs; and

WHEREAS, the State of Washington requires districts to focus on the nine characteristics of high performing schools, which includes "focused professional development, clear and shared vision and process and high levels of collaborations and communications;" and

WHEREAS, Washington State has designated SOTA and SAMI as innovative schools; and

WHEREAS, late arrival days will allow for training on best instructional practices, instructional assessment strategies, analysis for test data, and will provide staff time to work on school improvement plans; and

WHEREAS, SOTA, SAMI and IDEA will meet the minimum instructional hour offering required by RCW 28A.150.220(2) of 1080 hours.

WHEREAS, the students' school year for SOTA, SAMI and IDEA, Tacoma School District No.10 shall consist of one hundred sixty-six (166) days; and

WHEREAS, the staff shall begin 15 minutes before the opening and shall end 30 minutes after the close of school; and

WHEREAS, the Board of Directors endorses the accompanying documentation of the benefits to students provided by SOTA, SAMI and IDEA, Tacoma School District No. 10;

THEREFORE, be it resolved that the Board of Directors of Tacoma School District No.10 request a three-year waiver (school years 2018-2019, 2019-2020, 2020-2021) of fourteen school days each year from the State Board of Education for WAC 180-16-215 (the minimum 180-day school year) for Tacoma School District No. 10;

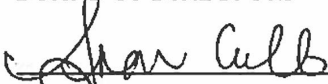
ADOPTED by the Board of Directors of Tacoma School District No. 10 at its regular meeting on March 22, 2018.

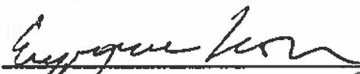
DATED this 22nd day of March 2018

ATTEST:


Carla Santorno, Board Secretary


BOARD OF DIRECTORS


President









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	Tacoma School District #10
Superintendent	Carla Santorno
County	Pierce
Phone	(253) 571-1011
Mailing Address	P.O. Box 1357 Tacoma, WA 98401-1357
Contact Person Information	
Name	Jon Ketler
Title	Principal / Director of Tacoma School of the Arts (SOTA), Science and Math Institute (SAMI), and the School of Industrial Design Engineering & Arts (IDEA)
Phone	(253) 377 – 4010
Email	jketler@tacoma.k12.wa.us
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	No
If no, then which schools or grades is the request for?	Three High Schools, grades 9-12: Tacoma School of the Arts (SOTA), Science and Math Institute (SAMI), and the School of Industrial Design Engineering & Arts (IDEA)
How many days are requested to be waived, and for which school years?	
Number of Days	14
School Years	3 school years: 2018-2019, 2019-2020, 2020-2021
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	Yes – 6 fewer half days
Remaining number of half days in calendar	1 – last day of school
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. Additionally, the total instructional hours for all three highschools included in this waiver will be greater than 1080.

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

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

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

The purpose of the proposed waiver renewal is to continue our successful model of an alternative calendar that allows for increased daily instructional time and weekly job-embedded professional development for faculty. Our schools have operated successfully in this model for the last several years. We propose a waiver renewal that allows SOTA/SAMI/IDEA continuity with its professional development and instructional program.

SOTA/SAMI/IDEA request a modified calendar with extended daily hours Monday through Thursday and a late-start Friday. Following this alternate schedule results in more opportunities for students daily and time for weekly job-embedded staff professional development. The proposed alternate schedule exceeds the requirement of 1,080 hours of instructional time. By increasing student's daily opportunity to learn and by engaging in building-based professional development, we will increase student achievement.

Waiver Plan:

1. Implement an alternate daily schedule in order to lengthen the student day to 7 hours (Monday – Thursday) and initiating a late-arrival day on Fridays, 4.33 hours. (See attached Bell Schedule and Instructional Hours Calculations – Page 1)
2. Implementing an alternate teacher workday schedule in order to lengthening the day from 7.5 hours to 8.25 hours.
3. Implement an alternate school-year calendar for teachers and students. The modified calendar includes 166 student days with more than 1080 hours of instruction. The teacher calendar includes 168 teacher work days, plus 6 additional professional development days. The teacher calendar is equivalent in hours to the Tacoma Public Schools (TPS) teacher calendar. (See attached Calendar, Page 2)
4. Utilize late-start Fridays for teacher professional development utilizing the DuFour Professional Learning Community (PLC) model with a strong focus on data-driven interventions for students, and implementation of standards-based instruction which includes best practices for the implementation of Common Core and Next Generation Science standards.
5. Implement an alternative schedule for the first three days of school in order to start the school year with an intensive student and teacher retreat experience which focuses on our school community goals of Community, Empathy, Thinking and Balance.
6. Engage all school staff in professional development during 6 specific workshop days. Teacher workshops will focus on continuous improvement: increasing student achievement based on data-driven strategies, continued implementation of DuFour model PLCs, and a strategic focus on forming positive relationships with students by educating the whole child.

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.)

Our School Improvement Plan aligns directly to the four benchmarks identified in the Tacoma School District's Strategic Plan: Academic Excellence, Early Learning, Safety and Community Partnerships. The strategies identified in the SOTA/SAMI/IDEA SIP plans include imbedded school-site professional development for staff, and extended school days for students, which aligns to the Waiver Plan presented above. Our SIP goals for Academic Excellence include increasing 9th grade success rates in academic classes, increasing success and proficiency in mathematics with identified sub-groups, and increasing on-time graduation. Our SIP goals for Partnerships include increasing internship opportunities for students, and developing authentic learning project opportunities with local organizations. Our success in these areas depend on collaborative weekly professional development for staff and extended time in class for students.

Link to TPS District Strategic Plan.

<https://www.tacomaschools.org/strategic-plan/Pages/default.aspx>

Link to SOTA SIP online.

<https://www.tacomaschools.org/sota/Documents/17-18%20SOTA%20SIP%20plan.pdf>

Link to IDEA SIP online.

https://www.tacomaschools.org/idea/Documents/IDEA_SIP_ACTIONPLAN_2017-18.pdf

Link to SAMI SIP online.

https://www.tacomaschools.org/sami/Documents/SAMI%20SIP%20_2017-18.pdf

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.

Goal 1: 9th grade Mastery

- By 2021, 100% of the SOTA/SAMI/IDEA students will meet standard in their 9th grade classes through intensive support from mentor teachers, and student bridges.
 - In 2017-2018, 22% of SOTA 9th graders failed one or more class at semester.
 - In 2017-2018, 4.5% of SAMI 9th graders failed one or more class at semester.
 - In 2017-2018, 12% of IDEA 9th graders failed one or more class at semester.

Goal 2: English Language Arts

- By 2021, 100% of the SOTA/SAMI/IDEA students will meet standard in in writing as measured by the writing portion of the SBAC.
 - In 2016-2017, 75% of SOTA students met standard on the writing SBAC.
 - In 2016-2017, 73.2% of SAMI students met standard on the writing SBAC.
 - IDEA students will take their first SBAC exams in spring 2018.

Goal 3: Mathematics

- By 2021, 80% of the SOTA/SAMI/IDEA students will meet standard in writing as measured by the math SBAC
 - In 2016-2017, 21.1% of SOTA students met standard on the math SBAC.
 - In 2016-2017, 35.2% of SAMI students met standard on the math SBAC.

- IDEA students take their first SBAC exams in Spring 2018.

Goal 4: On-Time Graduation

- By 2021, the on-time graduation rate will increase to 100% at SOTA, SAMI and IDEA.
 - In 2016, the on-time graduation rate at SOTA was 96.1%.
 - In 2016, the on-time graduation rate at SAMI was 99.2%.
 - The first class at IDEA is scheduled to graduate in 2020.

Goal 5: Successful Post-High School Plans

- By 2021, 75% of senior students at SOTA, SAMI and IDEA will have participated in a extended internship .
 - In 2016, internship participation by seniors was 28% at SOTA, and 30% at SAMI.
- By 2021, 85% of SAMI/SOTA/IDEA graduates will enroll in post-high school education, as measured by the Education Research and Data Center.
 - 65 to 69% of the SOTA/SAMI class of 2016 enrolled in post-highschool education.

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.

Our waiver proposal is an alternate school-year calendar for students that includes more than 1080 hours of student instructional time in 166 student days, 6 full teacher workshop days, and late-start Fridays.

The alternate calendar:

- lengthens each student day to 7 hours (Monday – Thursday), which increases class-time each day. Providing students with class periods equalling 90 minutes allows more in-depth study of learning objectives and provides more time for hands-on project-based learning, including STEM- and arts-integration.
- includes a late-arrival day for students on Fridays, 4.33 hours, which provides the opportunity for weekly imbedded professional development time for teachers. We utilize the DuFour Professional Learning Community model with a strong focus on data-driven interventions for students, and implementation of standards-based instruction which includes best practices for the implementation of Common Core and Next Generation Science standards.
- implements an alternative schedule for the first three days of school in order to start the school year with an intensive student and teacher retreat experience which focuses on our school community goals.
- lengthens the teacher work day to 8.25 hours, which provides teachers more time to work with students before- and after- school in tutoring.
- Creates 6 embedded teacher professional development days to focus on best-practices and SIP goals.

SOTA and SAMI have operated under a similar alternate calendar for the last 9+ years, each year achieving outstanding results as evidenced by high graduation rates and above average HSPE/EOC/SBAC scores. We are likely to meet our above-stated goals with a continuation of the Professional Learning Community work, and increased daily class time for students included in the alternate calendar. IDEA is a new school in it's second year. It is modelled after SOTA and SAMI and led by the same leadership team. We expect similar results with IDEA. The SBE waiver allows us to continue our success.

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?

- Core class grades
- Smarter Balance Exams
- On-time Graduation Rate
- Education Research and Data Center information about post-high school
- Internship course completion

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?

Year 1 of the waiver will connect directly to Years 2 and 3 in that the alternate calendar will be identical in order to provide students, teachers and families consistency year-to-year.

Teacher Professional Development will increase in rigor and focus with each year of the waiver. SOTA and SAMI began Professional Learning Community (PLC) work in the 2009-2010 school year. Since then, we have tightened our focus of the PLC work to implementing DuFour-model PLCs with fidelity. DuFour PLC work, by its definition, is cyclic – re-starting each year but moving more quickly along the continuum of Basic to Proficient to Distinguished.

Professional Development in Year 1 will focus on defining PLCs, developing norms of operation, defining power standards aligned to national standards (Common Core / Next Generation Science), and developing common formative assessments. PLC work in Year 2 will focus on revising common formative assessments, investigating best teaching practices related to power standards, and addressing interventions for students who are not understanding the learning standards. Year 3 will focus on extended revision of lessons related to the power standards, increased use of common formative assessments, refining intervention activities, and developing extension activities for students who do understand.

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

This waiver and alternate calendar were written collaboratively by teachers and administrators from all three schools: Kristin Tinder, Jon Ketler, Brittany Skobel, Renee Froembling, Kainoa Higgins, Zach Varnell, Joni Hall, Liz Minks and Bliss King. The committee presented documents to the whole staff for review. The work is based on what has been successful for our schools as well as conversations with staff, students, parents, and the community.

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

The Collective Bargaining Agreement (CBA) between the Tacoma Education Association (TEA) and Tacoma Public Schools (TPS) provides for up to seven optional days which may be used for professional development. These are defined as 3 building-based days, 2 district-based days and 2 personal days. Further, the CBA addresses:

- Early Dismissal; The last day of school for students
- Conference Days; high school conferences may be flexibly scheduled

Link to the CBA:

<https://www.tacomashools.org/hr/Bargaining%20Agreements/TEA%20Certificated%20Agreement.pdf>

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

Student instructional days (as requested in application)	166
Waiver days (as requested in application)	6
Additional teacher work days without students	2
Total	174

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 (PRS Day)	100			X
2 (PRS Day)	100			X
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.

PRS days are strictly teacher-directed.

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.

We utilized the alternate calendar with the longer staff/student day as planned. We provided increased daily instructional time with 90 minute periods allowing for more in-depth hands-on study. Late-start Fridays were used for teacher professional development, during which we established high-functioning PLCs.

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

The purpose of the previous waivers (2012, 2015) were met as a result of our alternate calendar and teacher professional development. The following goals were set for the 2012 and 2015 waivers. Additionally, Page 3 (attached) shows a series of graphs with Smarter Balance results.

Goals set in 2015 and subsequent results:

Goal 1: Reading

- By 2018, 100% of the Tacoma School of the Arts' students will meet standard in reading as measured by the reading portion of the HSPE.
 - In 2014, 95.9% of SOTA students met standard on the reading HSPE. This represents growth of 3.3% since 2009. (2009, 92.6%)
 - The SBAC ELA was implemented during this time period and 71.6% of SOTA 11th graders met or exceeded standard in 2017.
- By 2018, 100% of the SAMI students will meet standard in reading as measured by the reading portion of the HSPE.
 - In 2014, 94% of SAMI students met standard on the reading HSPE. This represents growth of 1.3% since 2009. (2009, 92.7%)
 - The SBAC ELA was implemented during this time period and 68% of SAMI 11th graders met or exceeded standard.

Goal 2: Writing

- By 2018, 100% of the Tacoma School of the Arts' students will meet standard in writing as measured by the writing portion of the HSPE.
 - In 2014, 95.4% of SOTA students met standard on the writing HSPE.
 - The SBAC ELA was implemented during this time period and 71.6% of SOTA 11th graders met or exceeded standard in 2017.
- By 2018, 100% of the SAMI students will meet standard in writing as measured by the reading portion of the HSPE.
 - In 2014, 93.4% of SAMI students met standard on the writing HSPE.
 - The SBAC ELA was implemented during this time period and 68% of SAMI 11th graders met or exceeded standard.

Goal 3: Mathematics

- By 2018, 100% of the Tacoma School of the Arts' students will meet standard in math as measured by the math End-of-Course Exam.
 - In 2014, 94.5% of SOTA students met standard on the math geometry EOC.
 - The SBAC math exam was implemented in this time period. In 2017, 25.2% of SOTA students met or exceeded standard on the exam. Clearly, there is more work to be done in this area. Intensive PLC work through professional development Fridays will be helpful.
- By 2018, 100% of the SAMI students will meet standard in math as measured by the the math End-of-Course Exam.
 - In 2014, 94.5% of SAMI students met standard on the math geometry EOC.
 - The SBAC math exam was implemented in this time period. In 2017, 31.2% of SAMI students met or exceeded standard on the exam. Clearly, there is more work to be done in this area. Intensive PLC work through professional development Fridays will be helpful.

Goal 4: On-Time Graduation

- By 2018, the on-time graduation rate will increase to 100% at SOTA and SAMI.
 - In 2014, the on-time graduation rate was 99.3% at SOTA. This represents growth of 10.2% since 2009. (2009, 89%). In 2016, the rate was 96.1%.
 - At SAMI in 2014, the on-time graduation rate was 98%. In 2016, the rate was 99.2%.
 - Because of the alternate schedule and late-start Fridays, both SOTA and SAMI's graduation rates have been at/near 98% each year since it's first graduating class (SOTA: 2004 & SAMI, 2013).

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 new waiver adds a post-high and internship goal.

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

The request for the renewal of the waiver will result in advancement of the goals stated because of our commitment to teacher professional development through PLCs and increased student instructional time. Teacher Professional Development focuses on increasing student achievement through a close examination of teacher practice; teachers focus weekly on power standards alignment to the Common Core, best practices in pedagogy, common formative assessment and strategic intervention. A strict focus on the DuFour model PLC as our professional development initiative will provide advancement of our goals. Students benefit from the teacher professional development and focused extended class time daily. Increasing student contact hours daily provides more time in class for project-based, standards-based teaching and learning.

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

The use and impact of our current waiver was shared with SOTA/SAMI/IDEA parents at monthly meetings, through the e-newsletter, regular robo-call communication and through our school district website. Parents,

students, and the community were included in the process through meetings and conversation. We inform incoming students and their parents at our Information Nights and all 9th grade transition activities. Additionally, parents are invited monthly to the school for Parent Nights to see the learning activities and hear about the achievement of their students.

C. Last Steps:

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

Thank you for completing this application.

Instructional Hours – 2018-2019, 2019-2020, 2020-2021

SOTA-SAMI-IDEA Bell Schedule		Instructional Minutes		
Monday to Thursday Bell Schedule				
1st / 5th : 8:00 - 9:30		90		
Intermission for Class Change		20		
2nd / 6th: 9:50 - 11:20		90		
Lunch: 11:20 – 11:50		0		
Intermission for Class Change		20		
3rd / 7th: 12:10 - 1:40		90		
Intermission for Class Change		20		
4th / 8th: 2:00 - 3:30		90		
		420	7 hours	
Friday Bell Schedule (Late Start)				
PLC Professional Development: 8:00 - 10:00		0		
Mentor Group: 10:30 - 12:30		120		
Lunch: 12:30 - 1:00		0		
Intermission for Class Change		20		
Mentor Group: 1:20 - 3:20		120		
		255	4.33 hours	
Monday to Thursday Teacher Day: 7:45am to 4:00pm = 8.25 hours				
Friday Teacher Day: 8:00am – 3:30pm = 7.5 hours				
SOTA-SAMI-IDEA Hours Calculations:	Number	Student Instructional Hours per day	Total Student Hours	Total Teacher Hours
Fridays	30	4.333	130	225
Monday - Thursdays	132	7	924	1089
All School Instructional Retreat 1 (8am-10pm)	2	14	28	28
All School Instructional Retreat 2 (8am-12pm)	1	4	4	4
PRS Teacher Days	2	0	0	15
Last Day of School (St:8-9:30am, T:7:45-11:45)	1	1.5	1.5	4
TOTAL Student Days	166			
TOTAL TEACHER DAYS	168			
TOTALS			1087.5	1365
Difference to 1080 hour requirement			7.5	
Teacher Hours, Total				1365
Difference to TPS contract, 1365 inclusive of PRS days				0

SOTA Waiver Request for Alternative Calendar, and Work Day: 2018-2019, 2019-2020, 2020-2021

The purpose of the proposed waiver renewal is to continue our successful model of an alternative calendar that allows for increased daily instructional time and weekly job-imbedded professional development for faculty. Our schools have operated successfully in this model for the last several years. We propose a waiver renewal that allows SOTA/SAMI/IDEA continuity with its professional development and instructional program.

SOTA/SAMI/IDEA request a modified calendar with extended daily hours Monday through Thursday and a late-start Friday. Following this alternate schedule results in more opportunities for students daily and time for weekly job-embedded staff professional development. The proposed alternate schedule exceeds the requirement of 1,080 hours of instructional time. By increasing student’s daily opportunity to learn and by engaging in building-based professional development, we will increase student achievement.

Waiver Plan:

1. Implement an alternate daily schedule in order to lengthen the student day to 7 hours (Monday – Thursday) and initiating a late-arrival day on Fridays, 4.33 hours.
2. Implementing an alternate teacher workday schedule in order to lengthening the day from 7.5 hours to 8.25 hours. (Teachers: Monday to Thursday: 7:45am – 4:00pm; Friday: 8:00am-3:30pm)
3. Implement an alternate school-year calendar for teachers and students. The modified calendar includes 166 student days with more than 1080 hours of instruction. The teacher calendar includes 168 teacher work days, plus 6 additional professional development days. The teacher calendar is equivalent in hours to the Tacoma Public Schools (TPS) teacher calendar. (See attached Calendar, Page 2)
4. Utilize late-start Fridays for teacher professional development utilizing the DuFour Professional Learning Community (PLC) model with a strong focus on data-driven interventions for students, and implementation of standards-based instruction which includes best practices for the implementation of Common Core and Next Generation Science standards.
5. Implement an alternative schedule for the first three days of school in order to start the school year with an intensive student and teacher retreat experience which focuses on our school community goals of Community, Empathy, Thinking and Balance.
6. Engage all school staff in professional development during 6 specific workshop days. Teacher workshops will focus on continuous improvement: increasing student achievement based on data-driven strategies, continued implementation of DuFour model PLCs, and a strategic focus on forming positive relationships with students by educating the whole child.

I, the undersigned, agree to the Waiver Plan for an Alternative Work Day & Calendar for the 2018-19, 19-20, 20-21 school years:

	Printed Name	Signature	Date	School
1.	Zeck Hightower		3/12/18	SOTA
2.	Bliss King		3/12/18	SOTA
3.	Bucy Carrillo		3-12-18	SOTA
4.	Rachel Fardus		3-12-18	SOTA
5.	HARRIS LEVINSON		3-12-18	SOTA
6.	Yvonne Sany		3/12/18	SOTA
7.	Elizabeth Gordon		3/12/18	SOTA

	Name	Signature	Date	School
8.	Christina Weaver	Christina Weaver	3/12/18	TSDCA
9.	Joyce Ellis	Joyce Ellis	3-12-18	TSDCA
10.	Regina Norris-Phillips	Regina Norris-Phillips	3/12/18	TSDCA
11.	Ralph Harrison	Ralph Harrison	3/12/18	TSDCA
12.	Adam Brasted	Adam Brasted	3/12/18	TSDCA
13.	Lauren Start	Lauren Start	3/12/18	TSDCA
14.	Robin Jaecklein	Robin Jaecklein	3/14/18	SOTA
15.	Renee Frumblings	Renee Frumblings	3/15/18	SOTA
16.	Jordan Villalpando	Jordan Villalpando	3/19/18	SOTA
17.	Debbie Hollins	Debbie Hollins	3/19/18	SOTA
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32.				

Proposed Bell Schedule & Teacher Workday:

	Instructional Minutes	
SOTA-SAMI-IDEA Bell Schedule		
Monday to Thursday Bell Schedule		
1st / 5th : 8:00 - 9:30	90	
Intermission for Class Change	20	
2nd / 6th: 9:50 - 11:20	90	
Lunch: 11:20 - 11:50	0	
Intermission for Class Change	20	
3rd / 7th: 12:10 - 1:40	90	
Intermission for Class Change	20	
4th / 8th: 2:00 - 3:30	90	
	420	7 hours
Friday Bell Schedule (Late Start)		
PLC Professional Development: 8:00 - 10:00	0	
Mentor Group: 10:30 - 12:30	120	
Lunch: 12:30 - 1:00	0	
Intermission for Class Change	20	
Mentor Group: 1:20 - 3:20	120	
	255	4.33 hours

IDEA Waiver Request for Alternative Calendar, and Work Day: 2018-2019, 2019-2020, 2020-2021







The purpose of the proposed waiver renewal is to continue our successful model of an alternative calendar that allows for increased daily instructional time and weekly job-imbedded professional development for faculty. Our schools have operated successfully in this model for the last several years. We propose a waiver renewal that allows SOTA/SAMI/IDEA continuity with its professional development and instructional program.

SOTA/SAMI/IDEA request a modified calendar with extended daily hours Monday through Thursday and a late-start Friday. Following this alternate schedule results in more opportunities for students daily and time for weekly job-embedded staff professional development. The proposed alternate schedule exceeds the requirement of 1,080 hours of instructional time. By increasing student's daily opportunity to learn and by engaging in building-based professional development, we will increase student achievement.

Waiver Plan:

1. Implement an alternate daily schedule in order to lengthen the student day to 7 hours (Monday – Thursday) and initiating a late-arrival day on Fridays, 4.33 hours.
2. Implementing an alternate teacher workday schedule in order to lengthening the day from 7.5 hours to 8.25 hours. (Teachers: Monday to Thursday: 7:45am – 4:00pm; Friday: 8:00am-3:30pm)
3. Implement an alternate school-year calendar for teachers and students. The modified calendar includes 166 student days with more than 1080 hours of instruction. The teacher calendar includes 168 teacher work days, plus 6 additional professional development days. The teacher calendar is equivalent in hours to the Tacoma Public Schools (TPS) teacher calendar. (See attached Calendar, Page 2)
4. Utilize late-start Fridays for teacher professional development utilizing the DuFour Professional Learning Community (PLC) model with a strong focus on data-driven interventions for students, and implementation of standards-based instruction which includes best practices for the implementation of Common Core and Next Generation Science standards.
5. Implement an alternative schedule for the first three days of school in order to start the school year with an intensive student and teacher retreat experience which focuses on our school community goals of Community, Empathy, Thinking and Balance.
6. Engage all school staff in professional development during 6 specific workshop days. Teacher workshops will focus on continuous improvement: increasing student achievement based on data-driven strategies, continued implementation of DuFour model PLCs, and a strategic focus on forming positive relationships with students by educating the whole child.

I, the undersigned, agree to the Waiver Plan for an Alternative Work Day & Calendar for the 2018-19, 19-20, 20-21 school years:

Printed Name	Signature	Date	School
Blake Hansen		3/14/18	IDEA
Lauren Anderson		3/14/18	IDEA
Melissa Moffett		3/14/18	IDEA
Peter Rutter		3/15/18	IDEA
Daye Mylet		3/15/18	IDEA
Brent Cook		3/15/18	IDEA

IDEA Waiver Request for Alternative Calendar, and Work Day: 2018-2019, 2019-2020, 2020-2021


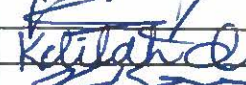

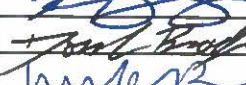
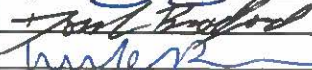

The purpose of the proposed waiver renewal is to continue our successful model of an alternative calendar that allows for increased daily instructional time and weekly job-imbedded professional development for faculty. Our schools have operated successfully in this model for the last several years. We propose a waiver renewal that allows SOTA/SAMI/IDEA continuity with its professional development and instructional program.

SOTA/SAMI/IDEA request a modified calendar with extended daily hours Monday through Thursday and a late-start Friday. Following this alternate schedule results in more opportunities for students daily and time for weekly job-embedded staff professional development. The proposed alternate schedule exceeds the requirement of 1,080 hours of instructional time. By increasing student’s daily opportunity to learn and by engaging in building-based professional development, we will increase student achievement.

Waiver Plan:

1. Implement an alternate daily schedule in order to lengthen the student day to 7 hours (Monday – Thursday) and initiating a late-arrival day on Fridays, 4.33 hours.
2. Implementing an alternate teacher workday schedule in order to lengthening the day from 7.5 hours to 8.25 hours. (Teachers: Monday to Thursday: 7:45am – 4:00pm; Friday: 8:00am-3:30pm)
3. Implement an alternate school-year calendar for teachers and students. The modified calendar includes 166 student days with more than 1080 hours of instruction. The teacher calendar includes 168 teacher work days, plus 6 additional professional development days. The teacher calendar is equivalent in hours to the Tacoma Public Schools (TPS) teacher calendar. (See attached Calendar, Page 2)
4. Utilize late-start Fridays for teacher professional development utilizing the DuFour Professional Learning Community (PLC) model with a strong focus on data-driven interventions for students, and implementation of standards-based instruction which includes best practices for the implementation of Common Core and Next Generation Science standards.
5. Implement an alternative schedule for the first three days of school in order to start the school year with an intensive student and teacher retreat experience which focuses on our school community goals of Community, Empathy, Thinking and Balance.
6. Engage all school staff in professional development during 6 specific workshop days. Teacher workshops will focus on continuous improvement: increasing student achievement based on data-driven strategies, continued implementation of DuFour model PLCs, and a strategic focus on forming positive relationships with students by educating the whole child.

I, the undersigned, agree to the Waiver Plan for an Alternative Work Day & Calendar for the 2018-19, 19-20, 20-21 school years:

Printed Name	Signature	Date	School
Robin Jaeklein		3/14/18	IDEA
Benjamin Ulin		3/15/18	IDEA
Kelilah Anders		3/20/18	IDEA
Kainer Hipping		3/20/18	IDEA
Doss L. Bradford		3/20/18	IDEA
LINNEA BOSTROM		3/20/18	IDEA

IDEA Waiver Request for Alternative Calendar, and Work Day: 2018-2019, 2019-2020, 2020-2021


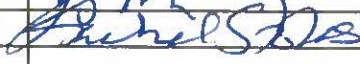
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Waiver Plan:

1. Implement an alternate daily schedule in order to lengthen the student day to 7 hours (Monday – Thursday) and initiating a late-arrival day on Fridays, 4.33 hours.
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I, the undersigned, agree to the Waiver Plan for an Alternative Work Day & Calendar for the 2018-19, 19-20, 20-21 school years:

Printed Name	Signature	Date	School
Elizabeth Hellam		3-20-18	IDEA
Rachele Sikes		3/20/18	IDEA

		AUG/SEPT 18						
		S	M	T	W	Th	F	S
29 th , 30 th , 31 st	All School Retreat	26	27	28	R	R	R	1
3 rd	Labor Day Holiday	2	H	W	W	SS	7	8
4 th & 5 th	No School -Teacher Workshop	9	10	11	12	13	14	15
6 th	First Student Day	16	17	18	19	20	21	22
28 th	No School -Teacher Workshop	23	24	25	26	27	W	29
19 days		30						

		OCTOBER 18						
		S	M	T	W	Th	F	S
12 th	No School -Teacher Workshop		1	2	3	4	5	6
		7	8	9	10	11	W	13
		14	15	16	17	18	19	20
		21	22	23	24	25	26	27
		28	29	30	31			
22 days								

		NOVEMBER 18						
		S	M	T	W	Th	F	S
12 th	Veterans' Day Holiday (observed)					1	2	3
19 th – 23 rd	Thanksgiving Break	4	5	6	7	8	9	10
		11	H	13	14	15	16	17
		18	N	N	N	H	H	24
16 days		25	26	27	28	29	30	

		DECEMBER 18						
		S	M	T	W	Th	F	S
Dec 21 – Jan 4	Winter Break/ No school							1
		2	3	4	5	6	7	8
		9	10	11	12	13	14	15
		16	17	18	19	20	N	22
		23	H	H	N	N	N	29
14 days		30	H					

		JANUARY 19						
		S	M	T	W	Th	F	S
1 st	New Year's Day							
7 th	Mini-Term Begins			H	N	N	N	5
21 st	Martin Luther King Jr. Day	6	7	8	9	10	11	12
30 th	Mini-Term Ends	13	14	15	16	17	18	19
31 st	Secondary Semester Break	20	H	22	23	24	25	26
17 days		27	28	29	30	P		

		FEBRUARY 19						
		S	M	T	W	Th	F	S
1 st	No School -Teacher Workshop						W	2
4 th	Second semester begins	3	4	5	6	7	8	9
18 th	Presidents' Day Holiday	10	11	12	13	14	15	16
		17	H	19	20	21	22	23
18 days		24	25	26	27	28		

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

		APRIL 19						
		S	M	T	W	Th	F	S
1 st – 12 th	Spring Break		N	N	N	N	N	6
22 nd	No School / Snow Make Up Day	7	N	N	N	N	N	13
		14	15	16	17	18	19	20
		21	N	23	24	25	26	27
11 days		28	29	30				

		MAY 19						
		S	M	T	W	Th	F	S
24 th	No School/Snow Make-up Day				1	2	3	4
27 th	Memorial Day Holiday	5	6	7	8	9	10	11
		12	13	14	15	16	17	18
		19	20	21	22	23	S	25
21 days		26	H	28	29	30	31	

		JUNE 19						
		S	M	T	W	Th	F	S
11 th	Last Day of School/ Early Release							1
12 th - 14 th	Snow make-up days, if needed	2	3	4	5	6	7	8
		9	10	E	S	S	S	15
		16	17	18	19	20	21	22
		23	24	25	26	27	28	29
7 days		30						

R = All-School Retreat **SS** = School Starts **W** = SIP day workshop (teacher day, no students)
H = Holiday (no school) **N** = No School **E** = Last Day Early Release **S** = Snow Make-Up Day

28th PRS Day

29th, 30th, 31st All School Retreat

3rd Labor Day Holiday

4th & 5th SIP DAY #1 & #2

6th First Student Day

28th SIP DAY #3

19 days

SEPTEMBER 18						
S	M	T	W	Th	F	S
		P	R	R	R	1
2	H	W	W	SS	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	W	29
30						

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

12th SIP Day #4

22 days

12th Veterans' Day Holiday (observed)

19th – 23rd Thanksgiving Break

16 days

NOVEMBER 18						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	H	13	14	15	16	17
18	N	N	N	H	H	24
25	26	27	28	29	30	

DECEMBER 18						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	N	22
23	H	H	N	N	N	29
30	H					

Dec 21 – Jan 4 Winter Break/ No school

14 days

1st New Year's Day

7th Mini-Term Begins

21st Martin Luther King Jr. Day

30th Mini-Term Ends

31st Secondary Semester Break PRS Day

17 days

JANUARY 19						
S	M	T	W	Th	F	S
		H	N	N	N	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	H	22	23	24	25	26
27	28	29	30	P		

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

1st SIP Day #5

4th Second semester begins

18th Presidents' Day Holiday

18 days

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

21 days

APRIL 19						
S	M	T	W	Th	F	S
	N	N	N	N	N	6
7	N	N	N	N	N	13
14	15	16	17	18	19	20
21	W	23	24	25	26	27
28	29	30				

1st – 12th Spring Break

22nd SIP Day #6 / Snow Make Up Day

11 days

24th No School/Snow Make-up Day

27th Memorial Day Holiday

21 days

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

JUNE 19						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	E	S	S	S	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

11th Last Day of School/ Early Release

12th - 14th Snow make-up days, if needed

7 days

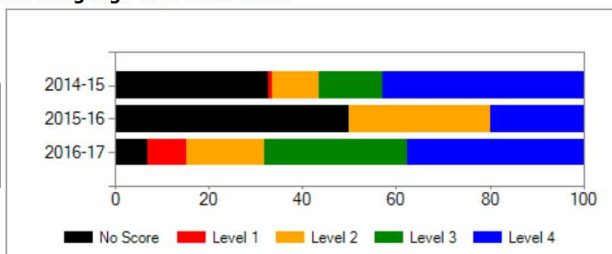
P = PRS Day (teacher day, no students) R = All-School Retreat SS = School Starts W = SIP day workshop (teacher day, no students)
 H = Holiday (no school) N = No School E = Last Day Early Release S = Snow Make-Up Day

Standardized Test Results, SBAC 2014 to 2017

Science and Math Institute

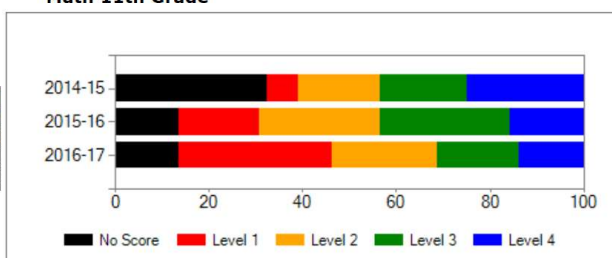
**Grade 11 Students Scoring in Each Level
English Language Arts 11th Grade**

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2014-15	32.7%	0.8%	10.0%	13.4%	42.8%
2015-16	50.0%	0.0%	30.0%	0.0%	20.0%
2016-17	6.9%	8.3%	16.6%	30.5%	37.5%



Math 11th Grade

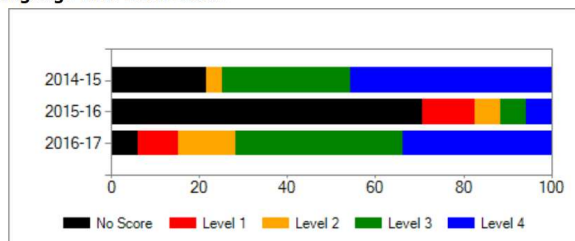
School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2014-15	32.5%	6.6%	17.5%	18.3%	25.0%
2015-16	13.5%	17.1%	25.7%	27.8%	15.7%
2016-17	13.7%	32.5%	22.5%	17.5%	13.7%



Tacoma School of the Arts

**Grade 11 Students Scoring in Each Level
English Language Arts 11th Grade**

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2014-15	21.5%	0.0%	3.7%	29.1%	45.5%
2015-16	70.5%	11.7%	5.8%	5.8%	5.8%
2016-17	6.2%	8.9%	13.1%	37.9%	33.7%



Math 11th Grade

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2014-15	21.5%	18.9%	34.1%	20.2%	5.0%
2015-16 **					
2016-17	12.4%	40.3%	26.0%	16.1%	4.9%

* These data are suppressed because more than 95% of students met standard in this content area. As this page does not summarize data by Met Standard and Did Not Meet Standard, no data can be presented on this page.

