

The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

Title:	Basic Education Program Requirements Requests for Option Two Waivers	
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Policy Considerations / Key Questions:	<p>At its Special Board Meeting on February 23, SBE reviewed a presentation on Option Two waivers and discussed a framework for consideration of waiver requests. Staff presented a recommended three-point framework for members' consideration. Based on discussion by members, that framework has been revised as follows:</p> <ol style="list-style-type: none"> 1. Does the district provide clear and detailed estimates of the expected cost savings from the proposed flexible calendar that are quantified and supported by data, and that can be substantiated by external data to the extent available? 2. Does the district provide a clear and compelling explanation of how estimated cost savings from the proposed calendar will be redirected to student learning in such a way as to make a difference to academic outcomes? 3. Does the district adequately address other statutory requirements of the application in RCW 28A.305.141(2), including: <ol style="list-style-type: none"> a) Impact on children who rely on free-and-reduced price nutrition services. b) Impact on the ability to recruit and retain employees in support positions. c) Impact on children whose parents work during the missed school day. d) Other concerns raised by the community at the required public hearing. <p>Board members will choose up to two of the three Option Two waiver applications for approval, as authorized by law.</p>	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>Three districts have applied for Option Two waivers and their applications are analyzed in light of the three-point framework for approval. Two applications are recommended for approval.</p>	

BASIC EDUCATION PROGRAM REQUIREMENTS **REQUESTS FOR OPTION TWO WAIVERS**

BACKGROUND

Under legislation enacted in 2009 (SHB 1292, Chapter 543, Laws of 2009), the State Board of Education has authority to grant waivers from the basic education minimum 180-day school year to a limited number of school districts that propose to operate one or more schools on a flexible calendar for purposes of economy and efficiency. SBE has termed these Option Two waivers to distinguish them from the other types of waivers of the 180-day school year authorized in law (See BEA Waivers, January 2012 Board Meeting).

SBE may grant a total of five school districts Option Two waivers for up to three years. Two of the recipient districts must have enrollments of less than 150, with three of the five districts who must have enrollments of 151 to 500.

The statute, RCW 28A.305.141, specifies elements that must be included in a waiver application. These include, for example:

1. A proposed calendar for the school day and school year that shows how the 1,000 instructional hour requirement will be maintained.
2. An estimate of the economies and efficiencies to be gained from compressing the instructional hours to less than 180 days.
3. An explanation of how those savings will be redirected to support student learning.

The application must also explain anticipated impacts of the district's proposed calendar on free and reduced-price lunch services, recruiting and retaining employees in support positions, and children whose parents work during the missed school time. SBE may request other information to assure that the proposed calendar will not adversely affect student learning.

The statute directs SBE to adopt criteria to evaluate requests for these waivers.

Currently two school districts are utilizing Option Two waivers, both with enrollments under 150. SBE has received three applications for the application period that ended January 25, 2012, all from districts with enrollments of less than 150. Those districts are Bickleton, Mill A, and Paterson. Under the statute only two of those three applications may be approved. The Bickleton and Paterson applications are requests for renewal.

At its Special Board Meeting on February 23, SBE reviewed a presentation on Option Two waivers and discussed a framework for consideration of waiver requests. Staff presented a recommended three-point framework for members' consideration. Based on discussion by members, that framework has been revised as follows:

1. Does the district provide clear and detailed estimates of the expected cost savings from the proposed flexible calendar that are quantified and supported by data, and that can be substantiated by external data to the extent available?
2. Does the district provide a clear and compelling explanation of how estimated cost savings from the proposed calendar will be redirected to student learning in such a way as to make a difference to academic outcomes?
3. Does the district adequately address other statutory requirements of the application in RCW 28A.305.141(2), including:
 - a) Impact on children who rely on free-and-reduced price nutrition services.
 - b) Impact on the ability to recruit and retain employees in support positions.
 - c) Impact on children whose parents work during the missed school day.
 - d) Other concerns raised by the community at the required public hearing.

POLICY CONSIDERATIONS

Members may consider these and other questions as it evaluates the Option Two waiver applications before them:

- Does the recommended framework for consideration of Option Two waivers, as revised for the February meeting, faithfully reflect the language and intent of SHB 1292 (C 543 L 09)?
- How much relative weight should be placed on each part of the recommended framework?
- In its findings and intents and in operational provisions of SHB 1292, the Legislature cited two purposes of the legislation: (1) to realize efficiencies in the operation of school districts, and (2) to provide benefits to student learning. How should these dual purposes be weighted and balanced in consideration of waiver requests?
- Given the strict limitation on the number of Option Two waivers the SBE may grant, should requests for renewal of existing waivers be given precedence over applications for new waivers, so as to maintain programs supported by the associated savings and give the Board a longer experience with which to examine waiver results? Or does selecting new districts for waiver approval both assure more equitable treatment of eligible districts and give the Board wider experience with which to examine waiver results?

SUMMARY AND ANALYSIS OF WAIVER APPLICATIONS

In the following sections we summarize and provide some analysis of each of the Option Two waiver applications the SBE has received, utilizing the recommended three-point framework for evaluation. Members are encouraged to review district applications for greater detail.

Bickleton

(for full application, see Appendix A)

1. Does the district provide clear and detailed estimates of the expected cost savings from the proposed flexible calendar, that are quantified and supported by data, and that can be substantiated by external data to the extent available?

Bickleton provides a comparison of estimated savings before implementation of its existing waiver with the actual savings obtained in the 2010-11 school year. This is to serve as an indication of the savings it would achieve were the new waiver to be approved. "Bickleton Schools will continue to use the same economies and efficiencies we have utilized over the past two years of the pilot program to maintain programs." The largest portions of the savings realized in 2010-11 are in pupil transportation (53 percent) and in salaries and benefits for classified staff (30 percent). (See tables, pages 3 and 7 of the application.) The district provides attachments showing savings achieved in utility costs from decreased usage.

In a follow-up communication, Bickleton states that the savings in the 2010-11 year will be basically the same as the savings this year and in the following years, because the main drivers – bus routes, wages and hours – stay the same. Transportation savings may increase because of rising fuel prices. Bickleton has a new school building, housing grades K-12. This will make it difficult to measure savings from the waiver on facilities costs.

2. Does the district provide a clear and compelling explanation of how estimated cost savings from the proposed calendar will be redirected to student learning in such a way as to make a difference to academic outcomes?

Bickleton states that it utilized the approximately \$48,000 in savings achieved from its flexible calendar to continue certain programs. "Because we can no longer depend upon state and federal grants, our goal was to redirect our savings to maintain the fidelity of our all ready (sic) successful programs." These include (1) K-8 reading program, (2) K-12 math intervention program, (3) K-12 science intervention program, (4) Three-fourths-time kindergarten Program, and (4) Meaningful staff development. There is not a direct linkage made between the savings achieved from the flexible calendar and the costs of these programs.

Bickleton implies but does not specifically state in its application that it will use a renewed waiver to maintain these same programs.

"The successful model that we have in place at Bickleton has allowed us to weather some of the current fiscal storm," the district says. "The waiver has allowed us to not only maintain the fidelity of our basic programs, but we also have been able to expand some of the more personalized instructional opportunities for both our fragile learners and our advanced students."

Bickleton states that the uninterrupted four-day week has resulted in more teacher-student contact time and increased its ability to bring professional development programs to the staff.

3. Does the district adequately address other statutory requirements of the application in RCW 28A.305.141(2), including:

- a. Impact on children who rely on free-and-reduced price nutrition services;**
- b. Impact on the ability to recruit and retain employees in support positions;**
- c. Impact on children whose parents work during the missed school day;**
- d. Other concerns raised by the community at the required public hearing.**

Bickleton School District does not provide school nutritional services.

Bickleton states that the ability to recruit and retain employees "has been the driver behind the waiver." The district uses combination classrooms in which children in different grades receive

instruction in the same rooms. The modified calendar, it says, has enabled the district to retain classroom aides to help in the intervention portions of their reading, mathematics and science programs so that when teachers are focused on one grade, classroom aides can provide instruction for the other grades as needed.

The district says it has been able to partially make up for the loss of hours for classified employees from the shorter work week by offering longer hours in their extended day. (Note, however, that the district reports significant savings from the waiver in salaries and benefits for classifieds.) Classified employees also save on commuting costs because of the four-day week.

Bickleton says there has been no impact from the flexible calendar on students whose parents work during the school day. "We are a small, rural agricultural community. . . . Child care is not an issue here. . . . All of our population has somebody to look after their children."

Bickleton does not specifically indicate in its application that it has had a public hearing on its flexible calendar, or that it has had one on its request to renew the waiver. The application states that there have been many discussions with students, staff, parents and the school board over the past three years of the waiver, and that there has not been a negative comment. It states that the community has been supportive. It provides a list of comments by parents and others, all of them favorable.

In a follow-up communication the district shows that the school board included an agenda item titled "180 Day Waiver Status (Public Input)" under New Business at its regular meeting on February 21, 2012. There was no public testimony on this item. The meeting minutes state that Superintendent Palmer "asked the board for feedback about the 180-day waiver. The board was very positive about the program. The public and the staff have also given very positive impact ..."

Mill A

(for full application, see Appendix B)

1. Does the district provide clear and detailed estimates of the expected cost savings from the proposed flexible calendar, that are quantified and supported by data, and that can be substantiated by external data to the extent available?

Mill A states that based on reports from other Washington school districts and throughout the U.S., and its own experience, it expects to achieve economies in pupil transportation, support staff, substitute teachers, and supplies, utilities and facility maintenance.

The district provides estimates, in certain percentages, of reduced expenditures for substitute teachers, food services, transportation, certain personnel services related to the number of school days, and supplies and utilities. It does not provide data supporting these estimates. The 20 percent savings estimated in expenditures for substitute teachers, food services, and transportation are each equivalent to the proposed 20 percent reduction in the number of days of school attendance each week.

In follow-up information provided to SBE, Mill A indicates projected 2012-13 savings of \$58,606, 78 percent of which is in classified staff. Other savings are in food services (\$3,715), utilities (\$1,916), and transportation (\$6,319).

Mill A adds that substantive policy changes the school board will be considering, as it begins work on a 2012-13 budget, may increase or decrease the potential savings from a flexible schedule.

2. Does the district provide a clear and compelling explanation of how estimated cost savings from the proposed calendar will be redirected to student learning in such a way as to make a difference to academic outcomes?

Mill A does not state in specific terms how estimated savings from its proposed calendar will be redirected to student learning. "The less that we spend on indirect education such as the categories above," it says, "the more resources we will have to spend on direct student learning, including certified teachers and curriculum. . . To the extent that we are unable to reduce indirect education expenditures, we may be forced to reduce direct student learning expenditures."

Mill A states that it will use two Fridays per month, enabled by the proposed calendar, for professional development activities. These include discussing curriculum, defining and setting goals for students, and discussing student development as students move from classroom to classroom for instruction. Building staff meetings and other staff development will be scheduled outside the student instructional days to reduce the need for substitutes and disruption of student learning.

Mill A does not describe its professional development activities in detail. The district does not indicate what the expected outcomes of those activities are for student learning. The district states that two of the unscheduled Fridays in each month would be used for professional development activities, but does not describe how other unscheduled time may be used.

The district states that an extended school day will have several benefits for student learning, including more time to complete lessons such as reading blocks, mathematics blocks, and science blocks. The longer day will allow additional direct instruction time for reading and mathematics interventions. "Staff understand that there will be expectations of increased progress monitoring to ensure that the integrity of the educational program at Mill A School is not compromised."

3. Does the district adequately address other statutory requirements of the application in RCW 28A.305.141(2), including:

- a. Impact on children who rely on free-and-reduced price nutrition services;**
- b. Impact on the ability to recruit and retain employees in support positions;**
- c. Impact on children whose parents work during the missed school day;**
- d. Other concerns raised by the community at the required public hearing.**

Mill A will address the impact on children served by free- and reduced-price meals by working with community organizations to advertise the availability of local nutrition programs, and by encouraging the expansion of community-based nutrition programs.

Mill A states that the proposed calendar will improve the district's ability to recruit and retain employees by reducing lengthy commuting times. The district will seek to offset the loss of hours by some classified employees by offering some staff the option to work on non-school days using federal funding for special programs.

Mill A states that the impact on students whose parents work during the missed school day will be minimal, because an analysis indicates that more than 60 percent of in-district students will have at least one parent home on non-school weekdays. The proposed school schedule may not increase the total number of childcare hours needed. The district will provide a list of local child care providers and assist parents in forming a child care coop if needed.

Mill A held a public hearing on its proposed flexible calendar on January 23. Mill A cites three principal concerns heard at the public hearing: effect on the district's after-school program, impact on student performance, and impact on working parents.

The district responds that (1) the after-school program will be maintained by extending it an additional 50 minutes; (2) the time set aside two Fridays per month for professional development activities devoted to curriculum and instruction will improve student performance and test scores, and (3) a district survey indicates that the flexible calendar will not affect a majority of parents, and the survey will assist parents in securing child care where needed. The district states that conversations will continue among the school board, administrators, staff, parents and the community on impacts as it implements the flexible calendar.

Paterson

(for full application, see Appendix C)

1. Does the district provide clear and detailed estimates of the expected cost savings from the proposed flexible calendar, that are quantified and supported by data, and that can be substantiated by external data to the extent available?

Paterson, which like Bickleton is requesting a renewal of its existing waiver, provides a comparison of estimated savings before implementation with the actual savings obtained in the 2010-11 school year. Sixty-four percent of actual savings in 2010-11 were in salaries and benefits for classified staff. Actual savings were 55 percent greater than estimated, with salaries and benefits for classified staff accounting for most of the difference. Actual savings for substitute teachers were much greater than estimated. The district experienced net costs rather than the savings estimated in pupil transportation. (See table on pages 3 and 9 of the application.)

Paterson's application does not provide explanation or documentation of savings from its existing waiver, or estimates of expected future savings were the waiver to be renewed.

In a follow-up communication, Paterson says that the increase in actual savings in 2010-11 over the amount anticipated is a direct result of restructuring teaching assignments and instruction delivery. It estimates there will be a reduction of about 35 hours per week in classified staff hours from use of the flexible calendar. Savings in classified staff savings and benefits are expected to be the same in 2011-12 and 2012-13 as in 2010-11. Savings in contracted substitutes are estimated at \$3,000-4,000. The district anticipates increased savings in utilities, fuel and food as the cost of these items rise. "Overall," the superintendent states, "I am projecting that we will see between \$32,000 and \$38,000 in overall expected savings each year for both the current year and 2012-13," an estimate she says is purposely cautious.

2. Does the district provide a clear and compelling explanation of how estimated cost savings from the proposed calendar will be redirected to student learning in such a way as to make a difference to academic outcomes?

Paterson states that with the loss of state and federal grants they have redirected savings obtained through their waiver to “maintain the integrity of Tier 1 and Tier 2 programs.” Specifically, they report, these savings allowed them to continue the district’s pre-school program, maintain a part-time reading specialist, and continue a 90-day kindergarten schedule. There is not a direct linkage made between the savings achieved from the flexible calendar and the costs of these programs.

The district states that its flexible calendar enables an additional 55 minutes of direct instruction to be provided during the school day for math, language arts, and reading interventions. More personalized education, it says, has had positive impacts for both fragile learners and high-level learners. Non-school days are used for staff development, teacher planning and, on selected Fridays (called “Adventure Fridays”), for enrichment programs outside the required 1,000 hours of direct instruction.

3. Does the district adequately address other statutory requirements of the application in RCW 28A.305.141(2), including:

- a. Impact on children who rely on free-and-reduced price nutrition services;**
- b. Impact on the ability to recruit and retain employees in support positions;**
- c. Impact on children whose parents work during the missed school day;**
- d. Other concerns raised by the community at the required public hearing.**

Paterson states that the district has a long history of community support for school nutrition programs, and that children will continue to be provided with free breakfast and lunches. It does not explain how this will be done. The district will provide up to 15 “enhancing and enriching days” on non-scheduled Fridays, and will provide a free snack and lunch for students who attend on those days.

Paterson states that the modified flexible calendar enabled the district to retain support staff that would have been lost because of reductions in state funding. Some of the classified staff hours lost in moving from a five-day to a four-day school week can be partially made up, the district says, by working on non-scheduled Fridays using federal funds.

Paterson says that because it is a rural, agricultural community, many households have one or both parents home during most of the school year, and that Adventure Fridays are scheduled for the part of the year when parents are most likely to be working. The longer school day, it says, is not a great change for most students because many previously stayed at school until late in the day for after-school activities.

Paterson does not indicate in its application that it held a public hearing on its waiver proposal. It states that “The issue of the modified/flexible calendar has been brought before parents, staff and the school board at a variety of different meetings . . . on a regular basis.” At these meetings, the district reports, different options for the length of the school day and year were reviewed, and that there was “unanimous consensus of all groups” in favor of the calendar chosen. The application lists comments made by staff and parents. No concerns are mentioned.

Supplemental materials subsequently provided to SBE show that the school board received a report on the district's modified flexible calendar at its regular meetings in October and November 2011 and that the superintendent discussed and received comment on the district's flexible school calendar at the October meeting of the Paterson PTO. The district also provided undated surveys of parents and staff which included questions on the modified calendar. It received mostly favorable responses to the questions asked.

STAFF RECOMMENDATIONS

Each of the three applications provided a satisfactory response to items 1 and 3 of the three-part framework. Item two, however, is where there the applications become more distinct. The districts are asked to provide a clear and compelling explanation of how estimated cost savings will be redirected to student learning to make a difference in academic outcomes. Bickleton lists the K-8 reading program, a K-12 math intervention program, a K-12 science intervention program, a $\frac{3}{4}$ time Kindergarten, and staff development. Paterson lists maintenance of the existing Tier 1 and Tier 2 program, the pre-school program, and a part time reading specialist position. In contrast, Mill A does not state in specific terms how estimated savings from its proposed calendar will be redirected to student learning but explains that if it is "unable to reduce indirect education expenditures, we may be forced to reduce direct student learning expenditures."

In reviewing the three applications in light of the three-part framework discussed above, and given that SBE can only approve two districts, staff recommend Bickleton and Paterson for SBE approval.

EXPECTED ACTION

Board members will choose up to two of the three Option Two waiver applications for approval, as authorized by law.

Appendix A: Bickleton School District

Application for Option 2 Waiver from 180-day Requirements for Economy and Efficiency

1. Contact Information (Please complete all information below)

Name	Ric Palmer
Title	Superintendent
School District	Bickleton School District # 203
Phone	509-896-5473
Email	rpalmer@bickleton.wednet.edu
Mailing Address	P.O. Box 10 Bickleton, WA 99322

2. Student Count:

	Count	Year
Most recent student count for the district (please identify year)	93	2011-2012
Estimate for the next student count (if available)	100	2012-2013

3. Are there currently any waivers in the district? If yes, please explain.

YES	On November 13, 2009, the State Board of Education approved a pilot program waiver of 17 days for the 2009-2010 school year, 30 days for the 2010-2011 school year, and 30 days for the 2011-2012 school year for the Bickleton School District.
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4. Is the request for all schools in the district? If no, which schools or grades are included?

YES	Schools	Grades
	Bickleton School District	K-12

5. How many waiver days are being requested:

School Years	2012-13	2013-14	2014-15
Number of Days	30	30	30

6. Will the district still meet the requirement under RCW 28A.150.220 (school districts offer an annual average instructional hour offering of at least one thousand hours)?

Yes

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

With the current trend of our depressed economic forecast, Bickleton Schools will continue to use the same economies and efficiencies we have utilized over the past two years of the pilot program to maintain programs. We will continue to see savings in transportation, utilities, wages and benefits.

8. Explain the effect that the waiver will have on the financial condition of the district.

Because we can no longer depend upon state and federal grants, our goal was to redirect money from our savings to maintain the fidelity of our very successful programs without bankrupting the fund balances of the district:

- Continuation of our K-8 reading program (Reading First Model)
- Continuation of our K-12 Math Intervention Program
- Continuation of our K-12 Science Intervention Program
- Maintaining our ¾ time Kindergarten Program
- Meaningful staff development

We have achieved these goals.

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

	Pre-December 2009 ESTIMATED SAVINGS	2010-2011 sy ACTUAL SAVINGS
Personnel (Classified):	\$ 10,000	\$ 10,501.12
Benefits (35%):	\$ 3,500	\$ 3,675.42
Substitutes:	\$ 2,000	\$ 4,000.00
Utilities:	\$ 6,000	\$ 4,464.21
Food:	\$ N/A	\$ N/A
Transportation (Fuel/Tires):	\$ 20,000	\$ 25,245
TOTAL SAVINGS:	\$ 41,500.00	\$ 47,885.75

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

The waiver has allowed us to maintain the fidelity of our all ready successful programs. Because we can no longer depend upon state and federal grants, our goal was to redirect money from our savings to maintain the fidelity of our very successful programs. We have been able to redirect almost \$48,000.00 to maintain

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

This has been one of the phenomenal aspects of the waiver. Student-teacher contact time is more due to the fidelity of the uninterrupted four day week. Staff has been able to actually sit down and

work on issues that are unique to our system and children (i.e. how is "so and so" doing in your classroom and how are we going to bring the struggling student along). We have been able to bring different professional development programs to the staff:

- *Success at the Core*
- *Smart Board Trainings*
- *ESD Technology*
- *Nurses training*
- *Autism*
- *State Standards*
- *District Goal Setting*
- *Teacher preparation*

12. Summarize the comments received at one or more public hearing(s) on the proposal and how concerns will be addressed.

We have had many discussions with students, staff, parents and the board over the past three years of the waiver. In those three years, I have not heard one negative comment on the pilot program. It has been just the opposite. Our community is supportive, the board of directors are supportive and the staff and students believe in this model and want to know if we can continue with it.

General Comments:

- *"We are excited about the larger blocks of time for instruction, particularly in lab classes."*
- *"This schedule makes it easier to do projects in reading, math and science."*
- *"I feel that we will be better able to provide interventions to struggling students."*
- *"I was worried about getting through my material. I am actually getting through more with the uninterrupted schedule."*

Parent Comments:

- *Children and I enjoy the schedule!*
- *I love having my children home more.*
- *It was hard to adjust to the homework schedule and longer days at first. Now we use our Fridays to get homework completed and our weekends are free to do family activities.*
- *We now schedule all of our appointments on Fridays. My children are missing less school.*
- *Absolutely love it!!! We feel very blessed to be in such a great environment for our kids. We are spoiled!*
- *My children are doing better in their classes.*
- *As a parent, we have more time to do educational activities at home and to discuss how they are doing in general. Furthermore, we are able to schedule medical and dental appointments for these days, thereby eliminating having to do so during school time. My children prefer the four-day week as well. Thank you for creating this opportunity for our families.*

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

N/A We have no nutrition program

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

N/A We have no nutrition program

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

This has been the driver behind the waiver for Bickleton School. We have combination classrooms (i.e. 1-2, 3-4, 5-6, and 7-8). In order to keep our reading, math, and science programs in tact, we need classroom aides to help in the intervention process of the programs. Our success has been derived from the teachers being able to teach core subjects that are class specific. This means that when we teach reading to the 4th grade, the teacher focuses entirely on just the 4th grade and typically the aide would use this time to work interventions with the 3^d grade. It is highly successful. The modified/flexible calendar allowed us to retain the existing support staff.

- *The loss of hours for classified employees when we moved from a 5-day calendar to a 4-day calendar can be partially recouped by offering the staff longer hours in our extended day format (our bus drivers are also our classroom aides).*

- *Because of the remoteness of the location, and the lack of housing in the district, most employees must travel up to 50 miles per day to work. By moving to a modified calendar, staff are able to save up to 20% of their out-of-pocket travel expenditures.*

16. Explain the expected impact on students whose parents work during the missed school day.

- *We are a small, rural, agricultural community that raises cattle and dry-land wheat. One of the unique things that Bickleton School students have is everyone has a mom and dad, grandparent, aunt or uncle, or a sibling that lives in the community. Child care is not an issue here.*
- *Many parents work a modified schedule during the winter months. (Monday thru Thursday)*
- *Parents plan their shopping trips and appointments for Fridays. Because of the long distance (up to 35 miles one way) for parents to travel for services, parents often plan routine appointments for their children on the same day that they do their banking and shopping (Friday)*
- *The modified calendar has resulted in lower student and staff absenteeism.*
- *The longer educational day (8:00-3:40 PM) has not impacted our students*
 - *Prior to the implementation of the modified calendar, many students would arrive at the school before 8:20 AM and would be in school until 3:20 PM*

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

- *PACING CALENDARS: Prior to implementing the modified calendar in January 2010, the staff adjusted their pacing calendars so that they could complete a full year's worth of*

student learning (180 day) in a 150 day schedule.

- **INTEGRITY OF INSTRUCTIONAL BLOCKS:** *The educational week has been structured to maintain the number of minutes provided in each core curricular area.*
- *For example, our 54 minute periods became 60 minute instructional periods. (240 minutes per week)*
- **INTERRUPTIONS:** *Interruptions are kept to a minimum during the regular school week.*
 - *Many of the “other” activities (field trips, athletics, student professional development, etc.) have been shifted to Fridays.*
- **ABSENTEEISM** *for both staff and students has been greatly reduced.*
 - *Parents and staff have been able to take advantage of the unscheduled Fridays to take care of personal appointments. (we have had more than 260 less absences during the pilot.*
- **INTERVENTION TIME:** *More Intervention time is available in the core curriculum areas every day.*
 - *Additional 10-20 minutes in math, language arts and science*
- **ADVANCED LEARNERS:** *More learning opportunities are available for advanced students:*
 - *Calculus, Advanced Math, Foreign Language, and job shadows. We are currently working with the wind turbine companies to implement a school-to-work program.*

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

The Bickleton School District will continue to use Dibels, Star Reading, Star Math, HSPE, EOC, and MSP State Assessments (formerly called WASL), WLPT(now called the WELPA), student and staff attendance records, end of unit tests, teacher created assessments to analyze student achievement over the course of the waiver.

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

SKIPPED – See question #30.

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

Potential Academic Benefits:

- Longer blocks of time available to complete lessons such as science labs and vocational classes
- More opportunities to personalize education to meet the needs of our students.
- Lower absenteeism of students and teachers.
- Additional direct instruction time available for math, science and reading interventions. (This will positively impact our fragile learners, and in particular our ESL students.)
- More opportunities to continue our curriculum review and purchase of materials.
- A shorter commute for students. (Many of our children spent more than 1.0 hour per day on the school bus.)
- Ongoing meaningful professional development for staff.

For Renewal Requests

21. Explain and estimate the economies and efficiencies that were gained from compressing the instructional hours into fewer days.

	Pre-December 2009 ESTIMATED SAVINGS	2010-2011 sy ACTUAL SAVINGS
Personnel (Classified):	\$ 10,000	\$ 10,501.12
Benefits (34%):	\$ 3,500	\$ 3,675.42
Substitutes:	\$ 2,000	\$ 4,000.00
Utilities:	\$ 6,000	\$ 4,464.21
Food:	\$ N/A	\$ N/A
Transportation (Fuel/Tires):	\$ 20,000	\$ 25,245
TOTAL SAVINGS:	\$ 41,500	\$ 47,885.75

22. Explain the effect that the waiver had on the financial condition of the district, including savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.

The successful model that we have in place at Bickleton has allowed us to weather some of the current fiscal storm. The waiver has allowed us to not only maintain the fidelity of our basic programs, but we have also been able to expand some of the more personalized instructional opportunities for both our fragile learners and our advanced students.

- We modified our classified positions for the longer school day, but on a shortened schedule.
- Reduced benefits are a direct reflection of the reduced wages. (primarily bus drivers)
- Staff and student absenteeism has been reduced significantly and staff development on site has reduced the need for substitutes.
- Utility savings were not quite as high as initially projected but still significant. Without the modified calendar we would have seen a significant spike in this area due to increases in power and propane, etc.
- We are able to maintain our ¾ time Kindergarten (756 days).
- We were able to retain staff for intervention process.

23. Explain how monetary savings from the proposal were redirected to support student learning.

The waiver has allowed us to maintain the fidelity of our all ready successful programs. Because we can no longer depend upon state and federal grants, our goal was to redirect money from our savings to maintain the fidelity of our very successful programs:

- Continuation of our K-8 reading program (Reading First Model)
- Continuation of our K-12 Math Intervention Program
- Continuation of our K-12 Science Intervention Program
- Maintaining our ¾ time Kindergarten Program
- Meaningful staff development

24. Describe how non-school days were used (e.g. for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar).

- Staff meetings and staff development are planned outside of the student instructional day
 - Reduced the need for substitutes
 - Reduced the disruption to the student learning process
- Teachers do individual planning outside of the regular student day
 - Provides additional time during the student instructional calendar for direct instruction
- Days lost to inclement weather (Snow Days) are made up on the unscheduled Fridays
 - This has allowed the District to maintain the integrity of the calendar year.

25. Summarize the comments received at one or more public hearing(s) on the proposal and how concerns were addressed.

We have had many discussions with students, staff, parents and the board over the past three years of the waiver. In those three years, I have not heard one negative comment on the pilot program. It has been just the opposite. Our community is supportive, the board of directors is supportive and the staff and students believe in this model and want to know if we can continue with it.

General Comments:

- *"We are excited about the larger blocks of time for instruction, particularly in lab classes."*
- *"This schedule makes it easier to do projects in reading, math and science."*
- *"I feel that we will be better able to provide interventions to struggling students."*
- *"I was worried about getting through my material. I am actually getting through more with the uninterrupted schedule."*

Parent Comments:

- *Children and I enjoy the schedule!*
- *I love having my children home more.*
- *It was hard to adjust to the homework schedule and longer days at first. Now we use our Fridays to get homework completed and our weekends are free to do family activities.*
- *We now schedule all of our appointments on Fridays. My children are missing less school.*
- *Absolutely love it!!! We feel very blessed to be in such a great environment for our kids. We are spoiled!*

- *My children are doing better in their classes.*
 - *As a parent, we have more time to do educational activities at home and to discuss how they are doing in general. Furthermore, we are able to schedule medical and dental appointments for these days, thereby eliminating having to do so during school time. My children prefer the four-day week as well. Thank you for creating this opportunity for our families.*
-

26. Explain the impact on students who rely upon free and reduced-price school child nutrition services and the impact on the ability of the child nutrition program.

N/A Bickleton School does not have a child nutrition service.

27. Describe the impact on the district's ability to recruit and retain employees.

This has been the driver behind the waiver for Bickleton School. We have combination classrooms (i.e. 1-2, 3-4, 5-6, and 7-8). In order to keep our reading, math, and science programs in tact, we need classroom aides to help in the intervention process of the programs. Our success has been derived from the teachers being able to teach core subjects that are class specific. This means that when we teach reading to the 4th grade, the teacher focuses entirely on just the 4th grade and typically the aide would use this time to work interventions with the 3^d grade. It is highly successful. The modified/flexible calendar allowed us to retain the existing support staff.

- *The loss of hours for classified employees when we moved from a 5-day calendar to a 4-day calendar can be partially recouped by offering the staff longer hours in our extended day format (our bus drivers are also our classroom aides).*
- *Because of the remoteness of the location, and the lack of housing in the district, most employees must travel up to 50 miles per day to work. By moving to a modified calendar, staff are able to save up to 20% of their out-of-pocket travel expenditures.*

28. Describe the impact on students whose parents work during the missed school day.

- *There has been no impact on students. All of our population has somebody to look after their children.*

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

- PACING CALENDARS: *Prior to implementing the modified calendar in January 2010, the staff adjusted their pacing calendars so that they could complete a full year's worth of student learning (180 day) in a 150 day schedule. We have found that teachers can get through more curriculum because they have all of their students on instructional days.*
- INTEGRITY OF INSTRUCTION: *The educational week has been structured to maintain the number of minutes provided in each core curricular area.*
 - *For example, we have been able to maintain*
- INTERRUPTIONS: *Interruptions are kept to a minimum during the regular school week.*
 - *Many of the "other" activities (field trips, student leadership meetings, etc.) have been shifted to*

Adventure Fridays.

- ABSENTEEISM for both staff and students has been greatly reduced.
 - Parents and staff have been able to take advantage of the unscheduled Fridays to take care of personal appointments.
- INTERVENTION TIME: More Tier 1 and Tier 2 Intervention time is available in the core curriculum areas every day.
 - Additional 10-20 minutes in math, language arts and science
 - Access to staff on off day via the Internet or in person
- ADVANCED LEARNERS: More learning opportunities are available for advanced students:
 - Calculus, Advanced Math, Foreign Language, and job shadows. We are currently working with the wind turbine companies to implement a school-to-work program.

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

MSP State Test Results – Spring 2011: Overall, the District's students continue to show academic growth in all areas. We have a 30 percent student ESL population and no Migrant Program. Students are immersed in our system, as the score show, they continually climb the longer they are in the system. One thing to keep in mind is because we are so small and rural; students who move into the District at a later time can skew the percentages very quickly. (Please see Attachments)

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

Academic Benefits:

- Longer class periods to complete lessons such as science labs and vocational classes
- Overall quality of lessons and their delivery to students has improved.
- More opportunities to personalize instruction to meet the needs of our students
- Additional direct instruction time available for math and reading interventions.
- Lower absenteeism of teachers
 - Staff schedule more routine appointments on Fridays
 - Reduced need for substitute teachers has reduced the disruption to the student learning process and has increased the direct instructional time students spend with their regular classroom teacher.
- Lower absenteeism of students
 - Parents schedule more routine appointments for their children on Fridays
- Fewer long commutes

- *Many students ride a bus for up to 3.0 hours per day*
 - *Many certificated staff drive over 80 miles per day*
- *Building staff meetings and staff development are planned outside of the student instructional day*
 - *Reduced the need for substitutes*
 - *Reduced the disruption to the student learning process*
- *Teachers do all individual and team planning outside of the regular student day*
 - *Provides additional time during the student instructional day for direct instruction*
 - *Allows collaboration between staff for individual student needs*
- *Days lost to inclement weather (Snow Days) are made up on the unscheduled Fridays*
 - *This has allowed the District to maintain the integrity of the calendar year.*
- *District has committed to a non-interrupted four day week*
 - *Most activities and athletics are scheduled on Friday and Saturdays*
 - *More student-teacher contact time in an un-interrupted four day week compared to an interrupted 5 day week*

Appendix B: Mill A School District

Application for Option 2 Waiver from 180-day Requirements for Economy and Efficiency

1. Contact Information (Please complete all information below)

Name	Dale F. Palmer
Title	Superintendent
School District	Mill A School District #31
Phone	(509) 538-2522
Email	dpalmer@milla.k12.wa.us
Mailing Address	1142 Jessup Rd. Cook, WA 98605

2. Student Count:

	Count	Year
Most recent student count for the district (please identify year)	60	2011
Estimate for the next student count (if available)	60	2011

3. Are there currently any waivers in the district? If yes, please explain.

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

Yes	If no:	Schools	Grades

5. How many waiver days are being requested:

School Years	2012-13	2013-14	2014-15
Number of Days	35	35	35

6. Will the district still meet the requirement under RCW 28A.150.220 (school districts offer an annual average instructional hour offering of at least one thousand hours)?

Yes

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

Based on reports from school districts within Washington and throughout the U.S., and considering our school structure and experience, we expect to achieve the following:

- Economies:
 - o In transportation, because students are transported fewer days.
 - o In support staff, because students are in school fewer days.
 - o In substitute teachers, because teacher absenteeism is expected to decline (see below).
 - o In supplies, utilities, and facility maintenance, because the building is open fewer days.
 - o In food service, because students are in school fewer days.

- Efficiencies:
 - o Lower rates of student and staff absenteeism because of the availability of a non-school weekday for appointments and extracurricular activities.
 - o Fewer disciplinary issues that detract from learning time and require staff resources to resolve, because students are better rested.
 - o A more focused and productive learning environment, with fewer instructional interruptions relative to instructional time.
 - o More days for students to complete homework assignments.
 - o Improved academic and staff performance because of the positive impact a shorter school week has on morale.
 - o Reduced pollution caused by student transportation, because students will be transported fewer days.

8. Explain the effect that the waiver will have on the financial condition of the district.

With the state considering additional funding cuts, our community recently rejecting a maintenance and operations levy, and federal forest funds expiring, the paramount challenge confronting Mill A School District is how to provide a quality education at a lower cost.

- During the 2010 – 2011 school year, our General Fund balance declined 30%.
- Despite spending reductions that included reducing instructional staff by one full-time teacher, reducing curriculum development, reducing administrative staff expenditures, reducing classified staff expenditures, and eliminating extracurricular activities, our General Fund balance will decline an additional 25% this 2011 – 2012 school year.

To continue to serve the children in our community on a long-term, sustainable basis, it is imperative that we reduce spending by an additional 20% or more. Reducing the number of days that we are required to include in our school year may give us the additional flexibility that we need to provide the best education possible with the resources that are provided to us.

The option of offering longer, fewer school days is a tool that may assist us in reducing indirect education expenditures related to transportation, support staff, substitute teachers, supplies, utilities, facility maintenance, and food services, to the extent that such expenditures are correlated to school days rather than school hours. We will also be better positioned to provide our certified teachers with the focused planning time that they need to better manage multi-grade classrooms and meet other challenges resulting from our financial constraints. As a result, a waiver may not only improve our financial condition but may help us alleviate the strain that our financial condition is placing on students and staff.

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

Our initial estimate indicates that with a flexible schedule, we may realize:

- Up to 20% reduction in expenditures related to substitute teachers.
- Up to 20% reduction in expenditures related to food services, of which approximately 50% of total expenditures is currently funded out of the General Fund.
- Up to 20% reduction in expenditures related to transportation (including fuel), of which approximately 25% of total expenditures is currently funded out of the General Fund.
- Up to 15% reduction in expenditures related to certain personnel services that are

directly correlated with the number of school days.

- Up to 5% reduction in certain expenditures such as supplies and utilities.
- No reduction in expenditures related to salaries of administrative and certified staff

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

The less that we spend on indirect education such as the categories outlined above, the more resources we will have to spend on direct student learning, including certified teachers and curriculum. Unfortunately, to the extent that we are unable to reduce indirect education expenditures, we may be forced to reduce direct student learning expenditures. An Economy and Efficiency Waiver is an important tool that may help us preserve student learning resources as we meet our budget challenges.

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

This is probably the most exciting potential that we might have with a flexible schedule. Two Fridays per month the staff would participate in professional development activities that is unique to the Mill A School District. The flexible schedule will allow enough time to develop and enhance our existing programs K-8. It will give staff opportunities to discuss curriculum issues, define and set goals for their students, revisit what works and what does not work in the classroom, and discuss student development with the other teacher(s) as students will be moving from classroom to classroom for various curricular content. In a small school setting, all teachers know all students and their individual needs.

Building staff meetings and staff development opportunities will be planned outside of the student instructional day. This will reduce the need for substitutes and will reduce the disruption to the student learning process.

Days lost to inclement weather, or other disruptions to the school year, will be made up on the unscheduled Fridays. This will allow the Mill A School District to maintain the integrity of the calendar year.

12. Summarize the comments received at one or more public hearing(s) on the proposal and how concerns will be addressed.

Comments received at the Public Hearing held on 1-23-12 include:

1. How will the flexible schedule affect the After School Program?
2. How will the flexible schedule impact academic and student performance?
3. How will the flexible schedule impact working parents?

These concerns will be addressed in the following manner:

1. Our After School Program will not be impacted except that the program will begin, and end, later in the afternoon. Our school day will be extended by 50 minutes. The 3-days per week we operate our After School Program will have the students staying an additional 50 minutes beyond their current schedule.

2. We believe the flexible schedule will very positively impact academic and student performance. Staff will have two Fridays per month to concentrate on curriculum and instruction in an uninterrupted time span. We believe this will increase student performance

and test scores in a very positive manner.

3. Although the flexible schedule will impact some of our parents, our initial analysis indicates that over 60% of our in-district students will have at least one parent in the home on potential non-school weekdays. We will direct parents to resources to assist them in forming a childcare cooperative if needed.

Extensive collaborative conversations between our school board, administration, staff, parents and community will continue on an ongoing basis as we develop, implement, modify, continue and/or discontinue a flexible calendar with reduced school days.

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

We will actively work with local nutrition programs and community organizations to minimize the impact a reduction in school days may have on child nutrition. In particular, we plan to:

- Advertise the availability of local programs to meet the needs of families.
- Invite program personnel and service organizations into our school to offer nutrition information and assistance.
- Encourage the expansion of community-based nutrition programs such as the development of a “backpack food program” similar to that offered in other school districts, where students are sent home with canned goods to help meet their nutritional needs on non-school days.

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

Our food service program expenditures currently exceed program revenues by approximately 100% (the program spends twice as much as it receives in direct funding). The additional expenditures are funded out of our General Fund, reducing the amount of revenues that we have to spend on basic education. Reducing the number of school days will reduce the overall food service program expenditures; 50% of every dollar saved is revenue that may be applied to basic education, and the food service program will be in a better position to operate an economically independent program.

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

Because of the remoteness of Mill A School, and the lack of available housing in the district, most employees commute up to thirty miles per day. Reducing the number of school days will save staff up to 20% of their commuting time and expense, which will significantly improve our ability to recruit and retain employees.

The loss of hours for certain classified staff may be partially offset by offering the option of working on non-school days using federal funding for special programs.

- 16.** Explain the expected impact on students whose parents work during the missed school day.

We expect the impact to be minimal.

- Our initial analysis indicates that over 60% of our in-district students will have at least one parent in the home on potential non-school weekdays during the 2012 – 2013

school year.

- Because our community is rural and most workers have significant commutes, and because we currently offer early dismissal one day each week, working parents likely have schedules that currently require before and/or after school child care on school days. By offering the same number of classroom hours overall, the total number of childcare hours required by working parents may be the same.
- It may actually be easier for working parents to find childcare for one day a week rather than an hour or two each day.
- We will continue to encourage working parents to arrange their schedule to meet their family's needs, we will provide a list of local childcare providers, and we will direct parents to resources to assist them in forming a childcare coop if needed.

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

In an extended school day, students will have a longer block of time (about 15%) available to complete lessons such as reading blocks, mathematics blocks, and science blocks of time (we currently utilize the FOSS, Full Option Science System). The extended school day will create an opportunity to personalize education to meet the needs of ALL students. It will allow additional direct instruction time available for reading and mathematics interventions. A huge key will be an uninterrupted school day. We have had constant communication with staff regarding the flexible school calendar. There were open and very frank discussions as to the projected effects of a modified schedule/calendar. Teachers were asked to consider, and have dialogue about each of their programs and how they would handle curriculum delivery and student progress monitoring to maintain, or even increase, student achievement. Strategies were formed for delivery and reporting and the staff understands that there will be expectations of increased progress monitoring to insure that the integrity of the educational program at Mill A School is not compromised.

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

Measurements of Student Progress (MSP), DIBELS, Progress Monitoring, Classroom Based Assessments (CBA's), and STAR Reading.

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

2010-11 MSP/HSPE Results (Administration Info)

Grade Level	Reading	Math	Writing	Science
6th Grade	54.5%	54.5%		

2009-10 MSP/HSPE Results (Administration Info)

Grade Level	Reading	Math	Writing	Science
5th Grade	36.4%	36.4%		36.4%

Mill A School District currently has 60 students in grades K-8. The only grade level that has enough students to show test data is our current 7th grade. We have provided their test results over the past two school years.

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

We expect:

- o Lower rates of student and staff absenteeism because of the availability of a non-school weekday for appointments and extracurricular activities.
- o Fewer disciplinary issues because students are better rested.
- o A more focused and productive learning environment, with extended, uninterrupted student-teacher contact time.
- o Improved academic performance because students have more days to complete homework assignments.
- o Improved academic and staff performance because of the positive impact a shorter school week has on morale and planning time.
- o Broader opportunities for students to participate in extracurricular activities, including arts and sports activities outside of our district, because of the non-school weekday.
- o Enhanced quality of instruction because of the additional professional development and planning time available to teachers and staff, and the reduced rate of substitute teachers.
- o Enhanced learning time because extended learning periods provide opportunities for more flexible learning models that are an integral part of multi-grade classrooms.

Appendix C: Paterson School District

Application for Option 2 Waiver from 180-day Requirements for Economy and Efficiency

1. Contact Information (Please complete all information below)

Name	Peggy S. Douglas
Title	Superintendent
School District	Paterson School District No. 50
Phone	509-875-2601
Email	peggyd@paterson.wednet.edu
Mailing Address	PO Box 189, Paterson, WA 99345

2. Student Count:

	Count	Year
Most recent student count for the district (please identify year)	107	2011-2012
Estimate for the next student count (if available)	105	2012-2013

3. Are there currently any waivers in the district? If yes, please explain.

YES	On November 13, 2009, the State Board of Education approved a pilot program waiver of 26 days from the 2009-2010 school year, 36 days from the 2010-2011 school year, and 36 days from the 2011-2012 school year for the Paterson School District.
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4. Is the request for all schools in the district? If no, which schools or grades are included?

YES	Schools	Grades
	PATERSON SCHOOL DISTRICT	K-8

5. How many waiver days are being requested:

School Years	2012-13	2013-14	2014-15
Number of Days	34	34	34

6. Will the district still meet the requirement under RCW 28A.150.220 (school districts offer an annual average instructional hour offering of at least one thousand hours)?

YES

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

The Paterson District anticipates that we will continue to see the same economies and efficiencies that are evident in the prior two years of the modified flexible calendar. Monetary savings on fuel, food, utilities and salaries of some classified workers has been noted.

8. Explain the effect that the waiver will have on the financial condition of the district.

The waiver has allowed us to maintain the fidelity of our already successful programs. With the loss of state and federal grants we have been able to redirect the monetary savings we have found (approximately \$44,000 during the 2010-2011 SY) back into our Tier 1 and Tier 2 programs.

Specifically, the savings has allowed for the following:

- *The continuation of our Pre-K program*
- *The continuation of additional hours in our Kindergarten program*
- *The continuation of a part-time reading specialist in grades K-3*

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

	Pre-December 2009 ESTIMATED SAVINGS	2010-2011 SY ACTUAL SAVINGS
Personnel (Classified):	\$ (11,000)	\$ (21,171)
Benefits (234%):	\$ (3,350)	\$ (7,198)
Substitutes:	\$ (1,500)	\$ (8,030)
Utilities:	\$ (3,000)	\$ (2,470)
Food:	\$ (5,120)	\$ (5,862)
Transportation (Fuel/Tires):	\$ (4,500)	\$ 717
TOTAL SAVINGS:	\$ (28,470)	\$ (44,014)

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

The waiver has allowed us to maintain the fidelity of our all ready successful programs. With the loss of state and federal grants we have been able to redirect the monetary savings we have found (approximately \$44,000 during the 2010-2011 SY) back into our Tier 1 and Tier 2 programs.

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

- *Building staff meetings and staff development opportunities are planned outside of the instructional day*
 - *Reduced the need for substitutes*
 - *Reduced the disruption to the student learning process*
- *Teachers do all individual and block/team planning outside of the regular student day*
 - *Provides additional time during the student instructional calendar for direct instruction*
- *Days lost to inclement weather (Snow Days) are made up on the unscheduled Fridays*

- This has allowed the District to maintain the integrity of the calendar year.
- Adventure Friday concept developed and implemented
 - Children return to the school on select Fridays during the calendar year for enrichment programs. The district uses funding for several federal grants to support these activities.

12. Summarize the comments received at one or more public hearing(s) on the proposal and how concerns will be addressed.

The issue of the modified/flexible calendar has been brought before parents, staff and the school board at a variety of different meetings (PTO, PAC, bi-monthly staff meetings, school board, 1:1 and small group discussions) on a regular basis.

Several different scenarios for the length of school day and school year were reviewed. The unanimous consensus of all groups was to support a daily schedule that would have the student day start at 8:15 AM and end at 3:40 PM. This day would provide 7.08 hrs of instruction daily; with a minimum of 146 calendar days per year (1030 hrs). Kindergarten students attend 90 days (637 hours).

General Comments:

- "We are excited about the larger blocks of time for instruction."
- "This schedule makes it easier to do projects, science experiments, and reading."
- "I feel that we will be better able to provide interventions to struggling students."
- "Really like the extra Fridays to work with students on big projects."

Kindergarten:

• *The extra time in Kindergarten is being used for free choice time. This is giving the children a chance to review and complete activities they have worked on throughout the day. They also have the time to play and interact one with another. I have felt this piece missing with such a fast pace and rigorous learning schedule. They look forward to the last forty minutes for these reasons. -- Mrs. Clark*

1st and 2nd Grades:

• *In my opinion, the four-day school schedule has been extremely beneficial for my students. The additional time we now spend in school has allowed me to spend more time in all subjects. Previously, it was not uncommon to run out of class time before finishing a lesson. The lesson would then have to be carried over to the next school day which often resulted in the momentum of the lesson being lost in reviewing. My students have been better prepared for class since we switched to the four-day week. They appear to be more rested and I have witnessed fewer absences. Professionally, having no students on Fridays has allowed me necessary time to prepare better lessons for my students. Additionally, I have noticed an increase in the number of students turning in completed homework assignments. -- Mrs. Steinbock*

Grade 3-5 Block:

• *The new schedule has thus far been a most positive change. I especially like the longer school day as it affords the opportunity to actually get every subject area covered each day. I also am a big fan of the schedule we as teachers have worked out that allows each of us (Bob, Tanya, Lori, and I) to teach in the areas that match our strengths. It matters to me that most of my day is spent teaching in the curriculum area in which I have the most training and, hopefully, expertise. -- Mrs. Betty Craig, Reading Specialist*

- *With the new schedule, I am teaching writing and social studies. I am loving it! I have more time for discussion as well as it enables me to enrich our social studies curriculum with literature that partners nicely with writing. I believe this change is best for the students as we have the time to build relationships with content areas that give understanding and insight. It really has been a very positive change and well worth the disruption in my teaching routine. Great schedule! -- Mrs. Weron, Language Arts, Social Studies and 21st Century Grant Coordinator*

- *Personally, I am very pleased and excited for the opportunity to participate in this pilot program. I feel we are spending a greater percentage of time actually delivering classroom instruction using our new schedule. I have been able to add an additional 15 minutes a day of math and science instruction to each of the grades. The vocabulary program for grades 3-5 (Wordly Wise) is now able to meet 4 times a week and deliver much better instruction. The longer day has given me more instructional flexibility. Making the commute 4 days a week is markedly better than 5 days per week. -- Mr. Stoddard, Math and Science*

Grade 6-8 Block:

- *Overall the new calendar has been really great. The kids have never really treated Thursday like Friday. What I mean is that on Thursday afternoon they are still focused, unlike what often happened on Friday afternoons. They have to work a little harder to get everything in, which lessens downtime which makes classroom management much simpler. They have ample time at home to work on projects as they have all day Friday! * The new schedule has allowed for the middle school students to add more language arts time. We have started daily literature circles with the students. They are reading non-fiction historical pieces. This is not only benefitting them with reading and vocabulary but it is increasing their knowledge of historical eras. * The other opportunity the extended day has given the students in middle school is speech class. This class gives every student an opportunity to create, (write) and present many speeches to the class. We are loosely following the Toast Masters Speech Program. * Every student is receiving a minimum of four hours of math instruction a week. Those students who need additional intervention support are receiving up to eight hours of math instruction a week. * I also have more time for science! The longer days are great! The Fridays have given me additional time to keep up on correcting work, and it allows me more time to plan lessons. -- Mrs. Monica Burnett -- Language Arts, Speech, Honors Reading*

The students have Literature Circles, Speech Class and more time for math with this new schedule change. It has been a positive change for the students. They even have more time to read with the new calendar change. Also, this is the first time I have been caught up with correcting papers. I correct my papers and plan for my lessons on Friday. -- Ms. Kerry Evans – Math and Science

- *The modified schedule has allowed me to incorporate Literature Groups into the daily schedule, which helps supplement topics/issues that are being covered in History. Additionally the modified schedule has allowed for 10 more minutes of instruction time for each of my classes that help complete topics in a more timely fashion. The modified schedule has been a positive benefit to our History classes thus far. -- Mr. Corey Ingvalson -- History, Social Studies and Gear UP Grant Coordinator*

Parent Comments:

- *Children and I enjoy the schedule!*
- *I love having my children home more.*
- *It was hard to adjust to the homework schedule and longer days at first. Now we use our Fridays to get homework completed and our weekends are free to do family activities.*
- *Love all of the activities on Adventure Fridays!*
- *We now schedule all of our appointments on Fridays. My children are missing less school.*
- *Absolutely love it!!! We feel very blessed to be in such a great environment for our kids. We are spoiled!*
- *My children are doing better in their classes.*
- *As a parent, I have found the extended day/no Friday weeks superior to the traditional shorter day/five day*

a week program. I find that we are able to spend more time together when we have a full day. We have more time to do educational activities at home and to discuss how they are doing in general. Furthermore, we are able to schedule medical and dental appointments for these days, thereby eliminating having to do so during school time. My children prefer the four-day week as well. Thank you for creating this opportunity for our families.

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

The District has a long history of community support to ensure that ALL children are provided with FREE breakfast and lunches. Children will continue to be provided with these meals.

The District will provide up to 15 extra enhancing and enriching days (Adventure Friday) on the non-scheduled Fridays. All students who attend on these days are provided with a free snack and lunch. (The meals provided on Adventure Fridays are not reimbursable meals – the total cost for these meals is supported by the community.)

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

The District only receives reimbursement for approximately 55% of the total cost that we spend for food and labor. The unfunded balance of these costs has been support by the community through their M&O taxes and/or absorbed through basic education dollars. By moving to the modified/flexible calendar we have been able to save approximately \$5900 in the overall cost for running this program allowing the BEA funds to support instructional programs.

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

The reduction in funding from the State, beginning with the 2009/10 school year, found the Paterson School District in a situation where we had to eliminate two of our classified teacher assistant positions. We also lost the funding for part of our certificated reading specialist. The modified/flexible calendar allowed us to retain the existing support staff.

- *The loss of hours for classified employees when we moved from a 5-day calendar to a 4-day calendar can be partially recouped by offering the staff the option of working on the non-scheduled Fridays using Federal dollars.*

- *Because of the remoteness of the location, and the lack of housing in the district, most employees must travel up to 70 miles per day to work. By moving to a modified calendar, staff is able to save up to 20% of their out-of-pocket travel expenditures.*

16. Explain the expected impact on students whose parents work during the missed school day.

- *We are a unique community. Because we are a remote and rural farming community, many families have at least one, if not both, parents off work from the time harvest ends in the Fall until crops are again ready to be planted in the Spring*
 - *Adventure Friday dates are purposely clustered in early Fall and late Spring when parents are working*
- *Many parents work a modified schedule during the winter months. (Monday thru Thursday)*
- *The pay day for many of the workers is Thursday evening so they plan their shopping trips and appointments for Fridays. Because of the long distance (up to 45 miles one way) for parents to travel for services, parents often plan routine appointments for their children on the same day that they do their banking and shopping (Friday)*
- *The modified calendar has resulted in lower student absenteeism.*
- *The longer educational day (8:15-3:40 PM) has not greatly impacted most of our students*
 - *Prior to the implementation of the modified calendar, many students would arrive at the school before 8:00 AM and would stay for after-school activities on most evenings until 4:10 PM*

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

- *PACING CALENDARS: Prior to implementing the modified calendar in January 2010, the staff adjusted their pacing calendars so that they could complete a full year's worth of student learning (180 day) in a 146 day schedule.*
- *INTEGRITY OF INSTRUCTIONAL BLOCKS: The educational week has been structured to maintain the number of minutes provided in each core curricular area.*
- *For example, our 90 minute daily reading blocks became 113 minute instructional blocks. (450 minutes per week)*
- *INTERRUPTIONS: Interruptions are kept to a minimum during the regular school week.*
 - *Many of the "other" activities (field trips, student leadership meetings, etc.) have been shifted to Adventure Fridays.*
- *ABSENTEEISM for both staff and students has been greatly reduced.*
 - *Parents and staff have been able to take advantage of the unscheduled Fridays to take care of personal appointments.*
- *INTERVENTION TIME: More Tier 1 and Tier 2 Intervention time is available in the core curriculum areas every day.*
 - *Additional 10-20 minutes in math, language arts and science*
- *ADVANCED LEARNERS: More learning opportunities are available for advanced students: HS Geometry, Advanced Math/Algebra, Speech, Honors Reading and Math Team*

Competitions.

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

The Paterson School District will continue to use MAPS (Grade 2-8; 3X Yearly), Dibels, MSP State Assessments (formerly called WASL), WLPT, student and staff attendance records, end of unit tests, teacher created assessments to analyze student achievement over the course of the waiver.

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

SKIPPED – See question #30.

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

Potential Academic Benefits:

- *Longer blocks of time available to complete lessons such as science labs*
- *More opportunities to personalize education to meet the needs of our students.*
- *Lower absenteeism of students and teachers.*
- *Additional direct instruction time available for math and reading interventions. (This will positively impact our fragile learners, and in particular our ESL students.)*
- *More opportunities to continue our curriculum review and purchase of materials.*
- *Fewer long commutes for students. (Many of our children spent more than 1.5 hours per day on the school bus.)*
- *District plan includes the continuation of our Adventure Friday opportunities to provide enrichment and enhancement activities such as field trips, fine arts, special project support, homework support – this will limit the disruptions to the regular instructional schedule. The Adventure Friday days are in addition to the 146-days (10030hours) of direct instructional time. A plan will be presented to voters in 2012 to use M&O Levy funds to support Adventure Fridays in the event that Federal dollars are lost.*

For Renewal Requests

21. Explain and estimate the economies and efficiencies that were gained from compressing the instructional hours into fewer days.

	Pre-December 2009 ESTIMATED SAVINGS	2010-2011 SY ACTUAL SAVINGS
Personnel (Classified):	\$ (11,000)	\$ (21,171)
Benefits (34%):	\$ (3,350)	\$ (7,198)
Substitutes:	\$ (1,500)	\$ (8,030)
Utilities:	\$ (3,000)	\$ (2,470)
Food:	\$ (5,120)	\$ (5,862)
Transportation (Fuel/Tires):	\$ (4,500)	\$ 717
TOTAL SAVINGS:	\$ (28,470)	\$ (44,014)

22. Explain the effect that the waiver had on the financial condition of the district, including savings in expenditures for substitutes, fuel, food service, utilities, and salaries of district and school employees.

The successful model that we have in place at Paterson has allowed us to weather some of the current fiscal storm. The waiver has allowed us to not only maintain the fidelity of our basic programs, but we have also been able to expand some of the more personalized instructional opportunities for both our fragile learners and our advanced students.

- *Classified positions (TA and bus drivers) were modified to reflect the longer student day, but reduced school week*
- *Reduced benefits are a direct reflection of the reduced wages*
- *Staff missed fewer days due to illness, appointments, staff development resulting in the need for fewer substitutes*
- *Utility savings were not quite as high as initially projected but still significant. Without the modified calendar we would have seen a significant spike in this area due to increases in power, natural gas, waste management, etc.*
- *The savings we found in our food services budget is significant. ALL children are provided with FREE breakfast and lunches. Since the district started the "all kids eat for free" program in September 2010, we have seen a dramatic increase in the average daily meals that are served to students. Breakfast counts went from 40% participation to 75%. Lunch participation went from 72% to 90%.*
- *Although the Kindergarten days were reduced from 118-days (796 hours) we were able to still provide a 90-day, longer day, program (637 hours)*
- *Our Pre-K program includes 56 days with two, 2.5 hour blocks each day – AM class and PM class*
- *We were able to retain a .2 FTE Reading Coach for grades K-3*

23. Explain how monetary savings from the proposal were redirected to support student learning.

With the loss of state and federal grants we have been able to redirect the monetary savings we have found (approximately \$44,000 during the 2010-2011 SY) back into our Tier 1 and Tier 2 programs. Specifically, the savings has allowed for the following:

- Monetary savings on fuel, food, utilities and salaries of some workers have been redirected to maintain the integrity of Tier 1 and Tier 2 programs
 - Allowed for continuation of the preschool program
 - Maintained a part-time reading specialist
 - Maintained a 90 day Kindergarten schedule (637 hours)

- Teacher assignments changed to block scheduling – allows teachers to teach to their strengths. The District successfully utilizes the “walk to learn” process for students.
 - K-2 Block (with part-time reading specialist from 3-5 block)
 - 3-5 Block (math/science, language art/social studies, reading)
 - 6-8 Block (math/science, language arts/reading, social studies/history)

- Personalized education meets the needs of students
 - Additional 55 minutes of direct instruction provided during the school day for math , language arts and reading interventions
 - Personalized education has positively impacted fragile learners, and in particular ESL students
 - Personalized education has positively impacted high-level learners

24. Describe how non-school days were used (e.g. for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar).

- Building staff meetings and staff development are planned outside of the student instructional day
 - Reduced the need for substitutes
 - Reduced the disruption to the student learning process

- Teachers do individual and block/team planning outside of the regular student day
 - Provides additional time during the student instructional calendar for direct instruction

- Days lost to inclement weather (Snow Days) are made up on the unscheduled Fridays
 - This has allowed the District to maintain the integrity of the calendar year.

- Adventure Friday concept developed and implemented
 - Children return to the school on select Fridays during the calendar year for enrichment programs. These days are NOT PART of the required 1000 hour minimum of direct instruction. The district uses funding from several federal grants to support these activities: 21st CG and Gear UP.
 - INCREASE direct instructional time with students up to 75 hours during the school year

- Adventure Fridays are funded through federal grant dollars (21st CG and Gear UP) to bring children BACK into the school during the year for enhancing and enriching activities
 - Allows the District to add back important enrichment activities
 - Shifts the financial burden from our basic operating budget for these additional days
 - The AF program is dependent on continuation of federal grant dollars

- Adventure Friday model allows us to maximize the staffing resources
 - For any small rural district, the greatest challenge that we face is finding quality staff to deliver enriching programs
 - 89% of the District's certificated staff and 78% of our classified staff have been involved in teaching and supporting activities
 - Our delivery model has allowed us to maximize the resources that we already have available....and has created a win-win situation for children

- Delivery model has allowed us to bring in quality presenters for special projects, as well as lengthen our program time to better support "project style learning"
 - A biologist was brought in to dissect salmon with students as a partnership of our "Salmon in the Classroom" program

25. Summarize the comments received at one or more public hearing(s) on the proposal and how concerns were addressed.

The issue of the modified/flexible calendar has been brought before parents and staff at a variety of different meetings (PTO, PAC, school board, 1:1 and small group discussions) on a regular basis. Several different scenarios for the length of school day and school year were reviewed. The unanimous consensus of all groups was to support a daily schedule that would have the student day start at 8:15 AM and end at 3:40 PM. This day would provide 7.08 hrs of instruction daily; with a minimum of 146 calendar days per year (1033 hrs). Kindergarten students attend 90 days (637 hours).

General Comments:

- "We are excited about the larger blocks of time for instruction."
- "This schedule makes it easier to do projects, science experiments, and reading."
- "I feel that we will be better able to provide interventions to struggling students."
- "Really like the extra Fridays to work with students on big projects."

Kindergarten:

• *The extra time in Kindergarten is being used for free choice time. This is giving the children a chance to review and complete activities they have worked on throughout the day. They also have the time to play and interact one with another. I have felt this piece missing with such a fast pace and rigorous learning schedule. They look forward to the last forty minutes for these reasons. -- Mrs. Clark*

1st and 2nd Grades:

• *In my opinion, the four-day school schedule has been extremely beneficial for my students. The additional time we now spend in school has allowed me to spend more time in all subjects. Previously, it was not uncommon to run out of class time before finishing a lesson. The lesson would then have to be carried over to the next school day which often resulted in the momentum of the lesson being lost in reviewing. My students have been better prepared for class since we switched to the four-day week. They appear to be more rested and I have witnessed fewer absences. Professionally, having no students on Fridays has allowed me necessary time*

to prepare better lessons for my students. Additionally, I have noticed an increase in the number of students turning in completed homework assignments. -- Mrs. **Steinbock**

Grade 3-5 Block:

• The new schedule has thus far been a most positive change. I especially like the longer school day as it affords the opportunity to actually get every subject area covered each day. I also am a big fan of the schedule we as teachers have worked out that allows each of us (Bob, Tanya, Lori, and I) to teach in the areas that match our strengths. It matters to me that most of my day is spent teaching in the curriculum area in which I have the most training and, hopefully, expertise. -- Mrs. **Betty Craig, Reading Specialist and Language Arts**

• With the new schedule, I am teaching writing and social studies. I love it! I have more time for discussion as well as it enables me to enrich our social studies curriculum with literature that partners nicely with writing. I believe this change is best for the students as we have the time to build relationships with content areas that give understanding and insight. It really has been a very positive change and well worth the disruption in my teaching routine. Great schedule! -- Mrs. **Weron, Language Arts, Social Studies and 21st Century Grant Coordinator**

• Personally, I am very pleased and excited for the opportunity to participate in this pilot program. I feel we are spending a greater percentage of time actually delivering classroom instruction using our new schedule. I have been able to add an additional 15 minutes a day of math and science instruction to each of the grades. The vocabulary program for grades 3-5 (Wordly Wise) is now able to meet 4 times a week and deliver much better instruction. The longer day has given me more instructional flexibility. Making the commute 4 days a week is markedly better than 5 days per week. -- **Mr. Stoddard, Math and Science**

Grade 6-8 Block:

• Overall the new calendar has been really great. The kids have never really treated Thursday like Friday. What I mean is that on Thursday afternoon they are still focused, unlike what often happened on Friday afternoons. They have to work a little harder to get everything in, which lessens downtime which makes classroom management much simpler. They have ample time at home to work on projects as they have all day Friday! * The new schedule has allowed for the middle school students to add more language arts time. We have started daily literature circles with the students. They are reading non-fiction historical pieces. This is not only benefitting them with reading and vocabulary but it is increasing their knowledge of historical eras. * The other opportunity the extended day has given the students in middle school is speech class. This class gives every student an opportunity to create, (write) and present many speeches to the class. We are loosely following the Toast Masters Speech Program. * Every student is receiving a minimum of four hours of math instruction a week. Those students who need additional intervention support are receiving up to eight hours of math instruction a week. * I also have more time for science! The Fridays have given me additional time to keep up on correcting work, and it allows me more time to plan lessons. -- Mrs. **Monica Burnett -- Language Arts, Speech, Honors Reading**

The students have Literature Circles, Speech Class and more time for math with this new schedule change. It has been a positive change for the students. They even have more time to read with the new calendar change. Also, this is the first time I have been caught up with correcting papers. I correct my papers and plan for my lessons on Friday. -- **Ms. Kerry Evans – Math and Science**

• The modified schedule has allowed me to incorporate Literature Groups into the daily schedule, which helps supplement topics/issues that are being covered in History. Additionally the modified schedule has allowed for 10 more minutes of instruction time for each of my classes that help complete topics in a more timely fashion. The modified schedule has been a positive benefit to our History classes thus far. -- **Mr. Corey Ingvalson -- History, Social Studies and Gear UP Grant Coordinator**

Parent Comments:

- *Children and I enjoy the schedule!*
- *I love having my children home more.*
- *We like it!*
- *It was hard to adjust to the homework schedule and longer days at first. Now we use our Fridays to get homework completed and our weekends are free to do family activities.*
- *Love all of the activities on Adventure Fridays!*
- *We now schedule all of our appointments on Fridays. My children are missing less school.*
- *Absolutely love it!!! We feel very blessed to be in such a great environment for our kids. We are spoiled!*
- *My children are doing better in their classes.*
- *As a parent, I have found the extended day/no Friday weeks superior to the traditional shorter day/five day a week program. I find that we are able to spend more time together when we have a full day. We have more time to do educational activities at home and to discuss how they are doing in general. Furthermore, we are able to schedule medical and dental appointments for these days, thereby eliminating having to do so during school time. My children prefer the four-day week as well. Thank you for creating this opportunity for our families.*

26. Explain the impact on students who rely upon free and reduced-price school child nutrition services and the impact on the ability of the child nutrition program.

The District has a long history of community support to ensure that ALL children are provided with FREE breakfast and lunches. Children will continue to be provided with these meals. Since the district started the "all kids eat for free" program in September 2010, we have seen a dramatic increase in the average daily meals that are served to students. Breakfast counts went from 40% participation to 75%. Lunch participation went from 72% to 90%.

The District will also continue to provide up to 15 extra enhancing and enriching days (Adventure Friday) on the non-scheduled Fridays. All students who attend on these days are provided with a free snack and lunch.

27. Describe the impact on the district's ability to recruit and retain employees.

- *The reduction in funding from the State, beginning with the 2009/10 school year, put the Paterson School District in a situation where we had to eliminate two of our classified teacher assistant positions. We also lost the funding for part of our certificated reading specialist. The modified/flexible calendar allowed us to retain the existing support staff.*
- *The loss of hours for classified employees when we moved from a 5-day calendar to a 4-day calendar can be partially recouped by working on the non-scheduled Fridays using Federal dollars.*
- *Because of the remoteness of the location, and the lack of housing in the district, most employees must travel up to 70 miles per day to work. By moving to a modified calendar, staff is able to save up to 20% of their out-of-pocket travel expenditures.*
- *Staff use the off-schedule Fridays for grade level meetings and staff development*
 - *Increased the direct instructional time M-Th that teachers spend with their students.*
- *Use of the unscheduled Fridays for professional development, plan time, tutoring, special programs or to make up lost days due to inclement weather maintaining integrity of calendar.*
- *Staff have expressed that the ability to use a full day on Fridays for tasks such as lesson planning has improved the overall quality of the lessons that they are delivering to students.*

28. Describe the impact on students whose parents work during the missed school day.

- We are a unique community. Because we are a remote and rural farming community, many families have at least one, if not both, parents off work from the time harvest ends in the Fall until crops are again ready to be planted in the Spring
 - Adventure Friday dates are purposely clustered in early Fall and late Spring when parents are working
- Many parents work a modified schedule during the winter months. (Monday thru Thursday)
 - The pay day for many of the workers is Thursday evening so they plan their shopping trips and appointments for Fridays
 - Because of the long distance (up to 45 miles one way) for parents to travel for services, parents often plan routine appointments for their children on the same day that they do their banking and shopping (Friday)
- The modified calendar has resulted in lower student absenteeism.
- The longer educational day (8:15-3:40 PM) has not greatly impacted most of our students
 - Prior to the implementation of the modified calendar, many students would arrive at the school before 8:00 AM and would stay for after-school activities until 4:10 PM

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

- PACING CALENDARS: Prior to implementing the modified calendar in January 2010, the staff adjusted their pacing calendars so that they could complete a full year's worth of student learning (180 day) in a 146 day schedule.
- INTEGRITY OF INSTRUCTIONAL BLOCKS: The educational week has been structured to maintain the number of minutes provided in each core curricular area.
 - For example, our 90 minute daily reading blocks became 113 minute instructional blocks. (450 minutes per week)
- INTERRUPTIONS: Interruptions are kept to a minimum during the regular school week.
 - Many of the "other" activities (field trips, student leadership meetings, etc.) have been shifted to Adventure Fridays.
- ABSENTEEISM for both staff and students has been greatly reduced.
 - Parents and staff have been able to take advantage of the unscheduled Fridays to take care of personal appointments.
- INTERVENTION TIME: More Tier 1 and Tier 2 Intervention time is available in the core curriculum areas every day.
 - Additional 10-20 minutes in math, language arts and science

- ADVANCED LEARNERS: More learning opportunities are available for advanced students: HS Geometry, Advanced Math/Algebra, Speech, Honors Reading and Math Team Competitions.

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

Children in the community have multiple at-risk characteristics that jeopardize their academic success.

MSP State Test Results – Spring 2011: Overall, the District's students continue to show academic growth in all areas. The Paterson District met the State's AYP (Adequate Yearly Progress) again for 2010/11. The demographics of the District mirror the school districts in the Yakima Valley – high poverty and ESL. The charts below compare the Spring 2011 MSP results of the Paterson District to the other Yakima Valley schools and to the over-all statewide scores.

READING	State	Valley	PATERSON
3	73.10%	59.00%	NA
4	67.30%	50.70%	68.80%
5	67.60%	53.20%	NA
6	70.60%	53.90%	56.30%
7	56.40%	38.80%	63.60%
8	68.60%	51.30%	NA
NOTE: NA = <10 students			
WRITING	State	Valley	PATERSON
4	61.40%	49.90%	50.00%
7	71.00%	55.90%	90.00%

MATH	State	Valley	PATERSON
3	61.50%	45.40%	NA
4	59.30%	39.50%	43.80%
5	61.20%	46.10%	NA
6	58.80%	37.90%	56.30%
7	56.90%	39.40%	54.50%
8	50.30%	33.40%	NA
NOTE: NA = <10 students			

End of Course (EOC) Exam – High School Algebra

During the 2010/11 school year the District offered High School Algebra to eight students (7-8th graders and 1-7th grader). All eight students took the State's EOC Algebra exam. Six of the eight successfully passed this high school test and have fulfilled this part of their obligation for graduation.

WLPT II Student Progress Summary:

- In 2010-11 WLPT II student scores increased by an average of 35.28 points. The previous school year we showed an average increase of 20.75 points. This is a difference of 17.53 points.*
- Currently we have 67.75% of our students at an advanced proficiency level (level 3) compared to the previous year where we had 66.66% of our students at a level 3; an increase of 1.09%.*
 - 22.58% of our students are at a level 2 -- this is up from the previous year by 2.58%*
 - None of our students are currently at a beginning proficiency level (level 1). The previous year we had 6.66% of our bilingual students at a level 1.*
- When comparing the student data from 2008-09 and 2009-10 school year our students showed gains. However, our gains from the school year 2009-10 to 2010-11 were significantly higher.*
 - All teachers implement Sheltered English Instructional Strategies within their classrooms.*
 - Additionally, more than 50% of our staff has attended GLAD trainings. Several of those teachers are now implementing GLAD strategies along with Sheltered English Strategies to promote English Proficiency.*
 - Students who have shown little growth are identified and receive additional intervention and support.*

The Paterson School District will continue to use MAPS (Grade 2-8: 3X Yearly), Dibels, MSP State Assessments (formerly called WASL), WLPT, student and staff attendance records, end of unit tests, teacher created assessments to analyze student achievement over the course of the waiver.

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

Academic Benefits:

- Longer blocks of time to complete sessions such as science labs
- Overall quality of lessons and their delivery to students has improved.
- More opportunities to personalize instruction to meet the needs of our students
- Additional direct instruction time available for math and reading interventions.
- Lower absenteeism of teachers
 - Staff schedule more routine appointments on Fridays
 - Reduced need for substitute teachers has reduced the disruption to the student learning process and has increased the direct instructional time students spend with their regular classroom teacher.
- Lower absenteeism of students
 - Parents schedule more routine appointments for their children on Fridays
- Fewer long commutes
 - Many students ride a bus for up to 1.5 to 2.0 hours per day
 - All certificated staff drive over 70 miles per day
- Building staff meetings and staff development are planned outside of the student instructional day
 - Reduced the need for substitutes
 - Reduced the disruption to the student learning process
- Teachers do all individual and block/team planning outside of the regular student day
 - Provides additional time during the student instructional day for direct instruction
- Days lost to inclement weather (Snow Days) are made up on the unscheduled Fridays
 - This has allowed the District to maintain the integrity of the calendar year.
- District has implemented an innovative use of federal dollars to return enrichment programs to students on off-schedule Fridays -- Adventure Fridays
 - Shifted the financial burden from our basic operating budget
 - Minimized the disruptions to the regular instructional schedule
 - Increased direct instructional opportunities to students from 1015 (regular 180 calendar year) to 1033 hours (plus provide an opportunity for students to receive up to an additional 75 hours on enrichment Fridays)