



# THE WASHINGTON STATE BOARD OF EDUCATION

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

**Title: Option One and Option Two BEA Waiver Requests**

- As Related To:**
- Goal One: Develop and support policies to close the achievement and opportunity gaps.
  - Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.
  - Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
  - Goal Four: Provide effective oversight of the K-12 system.
  - Other

- Relevant To Board Roles:**
- Policy Leadership
  - System Oversight
  - Advocacy
  - Communication
  - Convening and Facilitating

**Policy Considerations / Key Questions:** Should the Option One requests presented for waiver of the minimum 180-day school year requirement be approved, based on the criteria in WAC 180-18-040? Are there deficiencies in any application that may warrant resubmittal, with corrections, for consideration by the Board at a subsequent meeting?

Should the request by Paterson School District for renewal of its waiver for purposes of economy and efficiency be approved, based on the criteria in WAC 180-18-065?

- Possible Board Action:**
- Review
  - Approve
  - Adopt
  - Other

- Materials Included in Packet:**
- Memo
  - Graphs / Graphics
  - Third-Party Materials
  - PowerPoint

**Synopsis:** The Board has before it three requests under RCW 28A.305.140 for Option One waivers of the basic education program requirement of a minimum 180-day school year, and one request for renewal of a 180-day waiver for purposes of economy and efficiency under RCW 28.305.141, termed Option Two. The Option One requests are from Cascade (4 days), Kelso (1 day) and Tacoma (4 days). The Option Two request for 34 days is from Paterson School District. In your packet you will find:

- A memo summarizing the three Option One and one Option Two waiver requests
- The Option One applications
- A copy of WAC 180-18-040
- Option One evaluation worksheets
- The Option Two application and attachments
- A copy of RCW 28A.305.141
- A copy of WAC 180-18-065



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## OPTION ONE BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS OPTION TWO BASIC EDUCATION PROGRAM WAIVER: CURRENT REQUEST

### Policy Considerations

Do the requests by Cascade, Kelso and Tacoma school districts for waivers of the minimum 180-day requirement merit approval by the Board, based on the criteria adopted by the Board in WAC 180-18-040(2)? If not, what are the reasons, with reference to the criteria, for denial of the request? If denied, what deficiencies are there in the application or documentation that the district might correct for board consideration at a subsequent meeting per WAC 180-18-050(2)?

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

### Background: Option One Waivers

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

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

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

As of April 2015, 50 school districts had 180-day waivers under Option One, most often for the purpose of professional development of staff. Thirty-seven districts had been granted 180-day waivers for the sole purpose of parent-teacher conferences, under the procedure set forth in WAC 180-18-050(3). Some districts may have waivers under each provision.

### Summary of Current Option One Requests

**Cascade**, a district of about 1,300 students in Chelan County, requests waiver of four days for the next three years for the purpose of full-day parent-teacher conferences. The request is for renewal of the waiver granted by the Board in July 2012 for three years and the same purpose of parent-teacher

conferences. (SBE rules filed as WSR 12-24-09 in December 2012 created an alternative procedure for requesting 180-day waivers for the purpose of parent-teacher conferences.)

Cascade says the purpose of the waiver is to substantially reduce the number of early release days during the school year, particularly during prime instructional time in the middle of the fall and spring. The waiver of four days avoids the need for 12 early release days for conferences on the school calendar. The early releases used before resulted in 30-minute classes at the secondary level and some classes not meeting to make time for others. The use of full days for conferences maintains instructional continuity and avoids disruption to food service, transportation and child care.

The stated goals for student achievement are for all students to make at least one year of growth in reading and mathematics and for students below grade level to achieve more than a year of growth. District benchmarks include reducing gaps in student achievement associated with membership in major subgroups. In addition to the state assessments, two local assessments -- Measures of Academic Progress (MAPS) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) -- will be used to measure student progress.

Cascade states that the waiver plan originated in a proposal by a Teaching and Learning Council consisting of administrators, teachers and classified staff, and has been supported by parents.

**Kelso** requests renewal of the waiver of one day, for the next three years, granted to it by the Board in July 2012. The purpose of the waiver, distinctive among those currently active, is to use a day at the beginning of the school year for activities intended to help students make a better transition between elementary school and middle school, and between middle and high school. The goal, the district says, is to "have all staff involved in a variety of activities that will help build relationships with incoming students, which will help students feel a connection to staff as well as to the school." Specific, measurable goals of the transition day are:

- Increased attendance
- Decreased discipline referrals, suspensions and expulsions
- Increased grade point average
- Increased graduation rates.

Kelso provides detail on the activities to be undertaken in the middle school and high school, with students, teachers and administrators participating in planning and running the day. They include motivational assemblies, school culture and expectations assemblies, meeting teachers and becoming familiar with the school buildings, team-building activities, a parent meeting with teachers and administrators, and an activity and club fair. Transition day activities are developed collaboratively by teams of administrators, student leaders, teachers and other staff at each school.

The district will obtain evidence of the degree to which the goals of the waiver have been attained through an annual survey of parents and teachers and collection of data on attendance, discipline, class completion rates, and graduation rates. Based on that information, activities and events will be altered from year to year to continue what's found to be successful and drop what's not.

In Part B of the application Kelso discusses the extent to which the goals of the 2012 waiver have been met, as measured by the metrics for the prior waiver plan. The district says it has seen declines in discipline referrals, out-of-school suspensions, and expulsions. Results for attendance have been mixed. Grade point average has declined, but the district says that some drop was to be expected as it implements the Common Core and raises standards. It provides a set of data tables and charts showing transition indicators for 6<sup>th</sup> and 9<sup>th</sup> graders over the last three years.

The main change from the prior waiver plan to the proposed new plan is to extend the transition day from an early release to a full day, allowing more time for students with their teachers and school staff. Kelso says that support for the waiver has been strong, as evidenced by the survey results.

**Tacoma** requests waiver of four days for each of the next three school years. This is a new application. Tacoma has a waiver of two days, granted November 2012, that expires this year. It has a second waiver of 20 days, also expiring this year, for its alternative high schools, the Science and Mathematics Institute and the School of the Arts. The present request of four days is for all schools in the district.

Tacoma says the purpose of the waiver is to enable the use of full days for professional development of staff within the 180-day calendar. “The purpose and goals of this waiver are to establish continuous and consistent time for educators to learn about data, develop collaborative action plans and create individual lesson plans that will increase student achievement,” the district states. The non-student days would also allow time for reorganization of services for greater alignment in support services and assessment.

The district describes in detail the specific activities that will be undertaken on each of the waiver days, which will be placed at nine-week intervals during the school year. For example, the first waiver day will be used to examine the previous year’s end-of-year data and summer school data to determine student groupings and interventions. Teachers will receive assessment and trend data to build support plans by grade level and content area and develop lesson plans to support interventions. Tacoma also describes how the waiver plan is tied to the District Improvement Plan and Strategic Plan, with specific reference to goals and indicators in the plans.

Tacoma provides a link to the multiple measure [accountability](#) system it has developed to monitor progress against goals for student achievement in a publicly accessible way. Benchmarks for each of the goals – Academic Excellence, Partnerships, Early Learning and Safety are set out in the linked document. Tacoma says that each of the four “Data Days” requested will facilitate a process in which staff will be able to connect to relevant data and build action plans to support students currently in their classes. The benchmarks will be consistent, the district says, while the data will be live and ever-changing.

The district describes the assessments that will be used to collect evidence of how well goals of the waiver are being achieved. In addition to state assessments they include student portfolios aligned to state standards, classroom grades, and at the high school level SAT, PSAT, and AP exams.

Tacoma says that there is strong support in the district for time in the calendar to learn about data, analyze data, and plan with data. “With more than 60% of our students living in poverty, more than 13% special education, nearly 10% ELL, and more than 1,200 homeless students, our educators need a systematic approach to use data to inform our daily learning activities, coordinate extended learning opportunities, and collaboratively align resources to support student achievement.”

### Summary of Option One Waiver Applications

District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver Request	Student Instructional Days	Additional Work Days Without Students	New or Renewal
Cascade	4	3	Parent-Teacher Conferences	176	1	R
Kelso	1	3	Student Transition Between Schools	179	5	R
Tacoma	4	3	Professional	176	2	N

			Development			
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### **Background: Option Two Waivers**

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

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

- A demonstration of how the BEA program requirement for instructional hours will be maintained by the district;
- An explanation of the economies and efficiencies to be gained from compressing the instructional hours into fewer than 180 days;
- An explanation of how monetary savings will be redirected to support student learning;
- A summary of public comments received in one or more public hearings on the proposal, and how concerns will be addressed;
- An explanation of the impact on students whose parents work during the missed school day.

Four districts have applied for waivers under this statute: Bickleton, Paterson and Mill A for districts with fewer than 150 students, and Lyle for districts of 150 to 500. In November 2009 the Board approved requests from Bickleton for waiver of 30 days for three years, from Paterson for 34 days for three years, and from Lyle for 12 days and 24 days, respectively, for two years. The Board granted renewal of the Bickleton and Paterson waivers in March 2012, and renewal of the Bickleton waiver for another three years in March 2015. Both continue to operate on calendars of four-day school weeks. Lyle returned to a standard calendar after two years on a four-day week.

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

The legislation establishing the waiver program expired on August 31, 2014. The SBE was directed to submit a report and recommendation to the Legislature by December 2013 on whether it should be continued, modified, or allowed to terminate on that date. The SBE recommendation was to focus on whether the program resulted in improved student learning as demonstrated by empirical evidence. The Board submitted an extensive [report](#) in November 2013, incorporating best available data on academic outcomes from the shortened school calendars.

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

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

In the 2014 Session the Legislature passed [ESSB 6242](#) continuing the SBE's authority to grant waivers under RCW 28A.305.141 through August 31, 2017. No changes were made to eligibility for the waiver or requirements for the application. There is no requirement for additional SBE study of the program.

### **Summary of Option Two Waiver Request**

**Paterson**, a K-8 district in Benton County, requests renewal of the waiver of 34 days it was originally granted in 2009 and renewed for three years in 2012. The application requests renewal for another three years, but the SBE may not approve for more than two years because the statute authorizing the waiver expires in 2017.

Paterson operates on a four-day, Monday-Thursday school week. Selected Fridays are designated "Adventure Fridays" on which children return to school for enrichment programs such as science projects. Other time on Fridays is used for staff meetings, professional development, instructional planning, and work by staff with individual students. The school day begins at 7:45 A.M. and ends at 3:45 P.M. for students and 4:10 P.M. for certificated staff. The schedule is the same for kindergarten. Additional time after student dismissal is used for extended day programs and academic assistance to students. Paterson states that it offers 1,046 instructional hours, in excess of the state requirement of 1,000 hours in grades 1-8.

Paterson estimates that its modified school calendar resulted in savings of \$48,715 in the 2013-14 school year. (Paterson's total General Fund expenditures for 2013-14 were about \$1.5 million.) It appears to project the same savings for the years for which the waiver is requested. Of the estimated \$48,715 savings, about 61 percent were from reduced expenditures for classified staff and benefits. The next largest savings were in costs for substitute teachers, because of reduced absenteeism by certificated staff, and for food services, because of the shorter week. The district says the savings gained help it maintain programs previously supported by state and federal grants. It also uses the savings to support the salary and transportation costs of an extended day intervention program that runs from 3:45 to 4:30 P.M. on Monday through Thursday.

Paterson cites these and other benefits of the shorter week and longer day for students, families and staff:

- Longer class periods, resulting in higher instructional quality and improved student learning;
- More time for interventions for students needing academic remediation;
- More learning opportunities for advanced students;
- Fewer interruptions of class time for activities, which are shifted to Adventure Fridays;
- Fewer student and teacher absences;
- Less time spent by students riding school buses in the expansive rural district, and fewer long commutes for staff;
- Reduced student discipline problems.

The district says there has not been an adverse impact for students who depend on free and reduced price nutrition services, as meals are provided on non-scheduled Fridays through local levies.

Paterson states that savings from the modified calendar has enabled it to retain classified teacher assistant positions that would otherwise have had to be eliminated because of changes in state funding. Moreover, the district says, the modified calendar, coupled with the academic successes of its students and the Paterson commitment to closing achievement gaps, has been an attraction for staff to work there and for parents to "choice in" their children there.

The impact of the shortened week on parents who work on missed school days is minimal, Paterson says, because the area's agricultural economy means that one parent or other family member is usually home on Fridays.

Paterson describes assessments the district uses to analyze student achievement over the course of the waiver. They include, in addition to the state assessments taken by grade, MAPS, DIBELS, and the Washington English Language Assessment (WELPA). The district will also rely on attendance data and teacher-created assessments to evaluate results of the waiver.

In Appendix C, Paterson provides demographic and achievement data for district students. In 2013-14 97 percent of students its students were Free-and-Reduced-Price eligible, 31 percent in Transitional Bilingual, and 22 percent Migrant. It includes a chart showing the district performing favorably in English proficiency compared to "feeder schools" in the Yakima Valley. In a series of charts, the district presents a longitudinal analysis showing growth in reading and math among students in classes under the waiver. A set of tables compare MSP results for 2013 and 2014 with those for the state and Valley feeder schools with similar demographics. For Spring 2014 assessments most Paterson results were significantly above the feeder schools'. Some Paterson results are suppressed because of the low sample sizes.

### **Actions**

The Board will consider whether to approve the requests for Option One waivers presented in the applications by Cascade, Kelso and Tacoma School Districts and summarized in this memorandum.

The Board will consider whether to approve the request for an Option Two waiver presented in the application by Paterson School District and summarized in this memorandum.

If you have questions regarding this memo, please contact Jack Archer at [jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us).



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

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

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

### Instructions:

#### Form and Schedule

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

#### Application Contents:

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

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

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

#### Submission Process:

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

Jack Archer  
Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206  
360-725-6035  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

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

**Part A: For all new and renewal applications:**

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

<b>School District Information</b>	
District	Cascade School District
Superintendent	Bill Motsenbocker
County	Chelan
Phone	509.548.5885
Mailing Address	330 Evans St. Leavenworth, WA 98826
<b>Contact Person Information</b>	
Name	Bill Motsenbocker
Title	Superintendent
Phone	509.548.5885
Email	bmotsenbocker@cascadesd.org
<b>Application type:</b>	
New Application or Renewal Application	Renewal
<b>Is the request for all schools in the district?</b>	
Yes or No	Yes
If no, then which schools or grades is the request for?	
<b>How many days are requested to be waived, and for which school years?</b>	
Number of Days	4
School Years	(3 years) 2015-16, 2016-17, 2017-18
<b>Will the waiver days result in a school calendar with fewer half-days?</b>	
Number of half-days reduced or avoided through the proposed waiver plan	12
Remaining number of half days in calendar	4
<b>Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?</b>	
Yes or No	Yes

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

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

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

The purpose of the waiver is to substantially reduce the number of early release days in the school calendar, and particularly those during prime instructional windows in the middle of the fall and spring. The district's goal is to maintain instructional integrity for students and teachers by preserving, to the extent possible, full length class periods at the secondary level and full instructional days at the elementary.

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

Cascade School District is working to increase student learning in all content areas, and consequently increase student performance on all state and local assessments, particularly in mathematics and science.

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

The district standard is for all students to make at least one year of growth in reading and mathematics each school year and students who are significantly below grade expected grade level will make more than one year of growth each year and will close the achievement gap between their achievement and their achievement expected for their grade and age.

Expected district benchmarks:

All students will successfully complete every course and grade level and demonstrate proficiency on local and state assessments. Gaps in student achievement that are connected to race, socioeconomic status, and gender will be reduced.

SBAC	ELA/Mathematics	Grades 3-8 & 11
MSP	Science	Grades 5 & 8
EOCs	Biology	Grade 10
MAPS	Reading/Mathematics	Grades K-11 (3 times per year)
DIBELS	Reading	K-5 (2 or more times per year)

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

This waiver will provide the ability for Cascade to continue full-day parent conferences and as a result maintain instructional continuity. Half-day early release days for conferences resulted in short 30 minute classes at the secondary level, or classes not meeting to provide other classes

with a normal duration. The half-day early release days also caused disruptions in food service, transportation, and childcare for parents.

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

The state and local assessments and metrics stated in #3 will be used for this purpose.

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

The plan and goals will move from year to year with a possibility for changes only as data supports. Year to year calendar predictability is a plus under this waiver application.

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

This is waiver renewal from three-years ago. The Cascade Teaching and Learning Council consisting of administrators, teachers, and classified staff first proposed the calendar change. Parents were informed of the changes at the time and have appreciated the calendar consistency. Student surveys were conducted and found no calendar concerns other than the length of summer and winter breaks.

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

Both CBAs address the development of the school calendar. In summary there are four early release days: the end of first quarter, to begin Thanksgiving break, the end of first semester, and the last day of school in June. The district utilizes Wednesday late starts for staff development twice per month. Student-led parent conferences are conducted two full days in the fall and two full days in the spring. There are no other interruptions to instructional time.

The following is a link to the CBAs on the Cascade website:  
[http://www.cascadesd.org/employmentnbsp\\_297.html](http://www.cascadesd.org/employmentnbsp_297.html)

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

Student instructional days (as requested in application)	176
Waiver days (as requested in application)	4
Additional teacher work days without students	1
Total	181

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

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

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

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

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

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

The district used the four full days to conduct student-led conferences as our earlier application described for the past three years. All were successful and deemed appropriate to continue.

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

It's difficult to attribute the full-day conferences to achievement gains, however, 4 of 5 grade levels in reading and math showed growth an average of 3.7% in reading and 4.7% in mathematics referring to students meeting standards on state assessments. This would equate to 4 more reading students meeting standard and 5 math students in each grade level from grade level FTEs equaling approximately 100 students per grade. State assessment data is not available yet for 2014.

DIBELS and MAPS data showed strong gains in the primary grades K-2 in both reading and math while MAPS data was mixed other than grades 4 & 5 which showed very strong math gains matching state assessments through RIT scores.

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

No changes are proposed in the waiver request or goals.

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

Past results have shown growth in the past and should repeat through consistent application.

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

Both union leadership groups have unanimously supported the continuation of the four waiver days for parent conferences. The Teaching and Learning Council has also unanimously requested the continuation. Parent communication during the four conference days has been very positive each year thus far.

**C. Last Steps:**

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

Thank you for completing this application.

**CASCADE SCHOOL DISTRICT NO. 228  
Chelan County, Washington**

**RESOLUTION No. 14/15-4**

**MINIMUM 180-DAY SCHOOL YEAR WAIVER**

WHEREAS, the Cascade School District Board of Directors has established goals for making changes that will significantly increase student learning and individual achievement; and

WHEREAS, the school district's goals include improving the parent-teacher conference process by incorporating student-led conferences as a strategy to help students evaluate and reflect on their own skills, interests, and accomplishments; and to involve families in students' decisions and plans; and

WHEREAS, the school district believes that full-day parent-teacher-student conferences are less disruptive to student learning than half-day school days, and the waiver will result in eight fewer calendar half-days; and

WHEREAS, the waiver supports the district improvement plan; and

WHEREAS, administrators and staff together developed the school year calendar that necessitates the request for the waiver; and

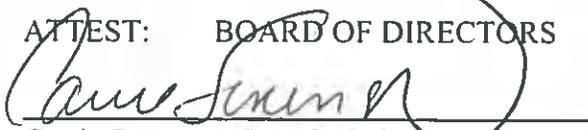
WHEREAS, the district assures it will continue to meet the annual average 1,000 hours of instructional hour offerings as required by RCW 28A.150.220; and

WHEREAS, the Washington State Board of Education, while respecting the value of teacher and student contact time, has recognized the importance of allowing school districts the opportunity to be innovative in enhancing the educational program for all students, and therefore, may grant waivers to districts for this purpose, now

BE IT THEREFORE RESOLVED, the Board of Directors of the Cascade School District requests that the minimum 180-day school year requirement, as established in RCW 28A 150.220, be waived by the Washington State Board of Education, per RCW 28A.305.140, for the Cascade School District to allow for four non-student days for the 2015-2016, 2016-2017, and 2017-18 school years. During this time, students will not attend class, but will instead participate in student-led parent-teacher conferences.

RESOLVED THIS 23<sup>rd</sup> of February 2015, as witnessed by our signatures.

ATTEST: BOARD OF DIRECTORS

  
Carrie Sorensen, Board Chairperson

Cindy Puckett, Vice-Chairperson

  
Kristen Wood, Board Member

  
Jennifer Pickel, Board Member

Kelly O'Brien, Board Member

  
Bill Mosenbocker, Supt/Board Secretary

## Option One Waiver Application Worksheet

**District:** Cascade  
**Date:** 5/13/2015

**Days requested:** 4  
**Years requested:** 3  
**New or Renewal:** R

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

**District: Cascade**

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

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

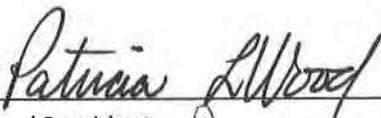
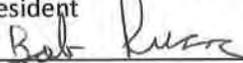
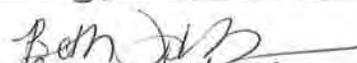
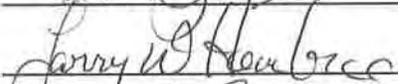
KELSO SCHOOL DISTRICT NO. 458  
BOARD RESOLUTION  
Board Resolution 14/15-2

- WHEREAS the state board of education's authority to grant waivers from the basic education program requirements is RCW 18A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers are WAC 180.18.030, WAC 180.18.040, and WAC 18.18.050; and
- WHEREAS the district is requesting a waiver for the 2015/2016, 2016/2017, 2017/2018 school years only; and
- WHEREAS the district is requesting a continuance of a one-day waiver of student attendance for incoming 7<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup> 11<sup>th</sup> and 12<sup>th</sup> grade students that was started during the 2012/2013 school year; and
- WHEREAS the district believes that by providing incoming sixth and ninth grade students with a sense of connectedness and feeling of confidence around their ability to be successful and meet the demands of their new schools, transitioning students will be able to successfully navigate their new environments and be knowledgeable of the many resources available to them in the coming year; and
- WHEREAS the district expects greater academic success, lower disciplinary referrals, and increased satisfaction among students and parents; and
- WHEREAS, the district acknowledges that it is still required to meet the annual average of 1,027 hours of instructional offerings (RCW 28A150.220 and WAC 180.16.215).

THEREFORE BE IT RESOLVED that the Kelso School District requests from the State Board of Education a waiver of one day's attendance for incoming 7<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students for the 2015/2016, 2016/2017, and 2017/2018 school years, dated this 27<sup>th</sup> date of April 2015.

Attest:

  
Glenn Gelbrich, Superintendent

  
Board President  
  
  
  




# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

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

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

### Instructions:

#### Form and Schedule

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

#### Application Contents:

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

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

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

#### Submission Process:

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

Jack Archer  
Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206  
360-725-6035  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

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

**Part A: For all new and renewal applications:**

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

<b>School District Information</b>	
District	Kelso School District
Superintendent	Glenn Gelbrich
County	Cowlitz
Phone	360-501-1927
Mailing Address	Kelso School District 601 Crawford Kelso, WA 98626
<b>Contact Person Information</b>	
Name	Chris Rugg
Title	Director of Student Services and Supervision
Phone	360-501-1905
Email	chris.rugg@kelsosd.org
<b>Application type:</b>	
New Application or Renewal Application	Renewal
<b>Is the request for all schools in the district?</b>	
Yes or No	No
If no, then which schools or grades is the request for?	Coweeman Middle School 7 & 8 Huntington Middle School 7 & 8 Kelso High School 10, 11 & 12
<b>How many days are requested to be waived, and for which school years?</b>	
Number of Days	1
School Years	2015-2016, 2016-2017, 2017-2018
<b>Will the waiver days result in a school calendar with fewer half-days?</b>	
Number of half-days reduced or avoided through the proposed waiver plan	no
Remaining number of half days in calendar	4
<b>Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?</b>	
Yes or No	Yes

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

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

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

The purpose of this waiver is to provide one day for students to make a smooth transition from elementary to middle school, and from middle school to high school. Our goal is to have all staff involved in a variety of activities that will help build relationships with incoming students, which will help students feel a connection to staff as well as to the school. Throughout the transition day, students will be exposed to school expectations, building layout, culture of the school, clubs and activities offered, and a chance to build new friendships with other incoming students as each level mixes a variety of students from their school. Through these activities and experiences, we want students to feel a connection so they know where to turn for support. We also want that connectedness to foster the desire for students to attend school and do their best.

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

Our secondary schools currently use Indistar as their school improvement tool and have individually identified a climate and culture indicator. Each school works with its feeder schools to help in the transition process and to build relationships to help lower suspension rates, to increase attendance rates, and to raise graduation rates.

<http://www.indistar.org/app/Login.aspx> Huntington Middle School – Login/password guests7588

<http://www.indistar.org/app/Login.aspx> Coweeman Middle School - Login/Password guests7587

<http://www.indistar.org/app/Login.aspx> Kelso High School - Login/Password guests13871

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

- Increased Attendance Rates
- Decrease Discipline Referrals (non-truancy/tardies)
- Decrease Number of Individuals Who Receive Referrals (non-attendance)
- Decrease OSS or Expulsions (non-attendance)
- Raise the Grade Point Average \*Beginning in 2015-16 we will begin tracking class completion rather than grade point average\*
- Raise Graduation Rates

See attached Data Sheet – Transition Data Waiver 2012\_13\_14

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

Student leadership, along with teachers and administration participate in planning and running the day, giving them an opportunity to get to know the incoming class members. While each school has their own agenda, that are all involved in a number of activities to engage and transition students:

- Motivational Assemblies – Students will have the opportunity to hear from prior students and motivational speakers to get them excited about coming to school, attending on a regular basis, and persevering to graduation.
- Culture and Expectations Assemblies – Students will have an opportunity to learn about the culture of their school and the expectations for which they will be held accountable.

These activities will provided the same message to all students and help lower discipline rates as well as suspension.

- Modified Schedule – Students will explore the school and learn where there classes are. They will be on a shortened schedule that will allow them time to find their rooms, meet their teachers, hear about their class and start the relationship building with teachers and fellow students.
- Team-Building Activities – These activities will begin the relationship building process between teachers and students and student-to-student. New friendships will blossom and students will see familiar faces when they start school the next day with all in attendance.
- Parent Meeting – This meeting will give parents the opportunity to once again hear about the school and meet teachers and administrators. This will also build bridges between the school and parents, increasing communication and giving parents the peace of mind that their children are attending a great school.
- Activity Fair\Club Fair – This will allow students to sign up for different activities and clubs. This provides students another connection to school, helping achieve lower discipline rates and higher graduation rates.

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

Each year we conduct a survey to understand student and parent perception of the transition day. Our main goal is to identify if it gets students off to a positive start in their new school. We will also use data collected through Skyward to monitor attendance, discipline, class completion rates and graduation rates.

See files – Data\_All\_21012, Data\_All\_21013, Data\_All\_21014, Staff\_Data\_All\_21012,

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

Each year we will collect information on the success of the transition day. Activities and events that are successful will continue from year to year to assist students in the transition. Less successful activities may be tweaked or dropped and replaced with new activities. Guest speakers' effectiveness will be evaluated and may or may not be invited to speak again to the student body.

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

Administration, teachers, student leadership and district staff collaborate to develop transition day activities and events. Each school team meets to decide how to divide the time. Our community members work with local businesses to obtain donations for the different events and activities; they also help set and man tables to distribute information including schedules, and help direct students and parents in the schools throughout the day.

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

Full Instruction Days: 180  
 Early-Release Wednesdays: 37  
 Early Dismissal Days: 4  
 Non-Instruction Days: 5  
 Parent Conferences Elementary: 4  
 Parent Conferences Middle School: 7  
 Parent Conferences High School: 4

<http://www.kelso.wednet.edu/Portals/0/HR/KEA%20Bargaining%20Agreement%202012%20-2015.pdf>

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

Student instructional days (as requested in application)	179
Waiver days (as requested in application)	1
Additional teacher work days without students	5
Total	185

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	(1) District kick-off		
2	100%		(2) teacher in-service	
3	100%			(2) Teacher work day
4				
5				
6				
7				
Check those that apply				

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

The waiver day gives teachers and incoming 6<sup>th</sup> and 9<sup>th</sup> graders the opportunity to build relationships. A full day will also provide students the opportunity to work with all teachers, attend a shortened schedule, get to know the building layout and learn about the culture and expectations of the school.

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

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

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

At secondary levels, upper classmen and leadership students were trained to provide support to incoming 6<sup>th</sup> graders and freshmen. The incoming students attended an abbreviated schedule and participated in team-building activities, motivational assemblies and school tours, as well as informational sessions on school culture and expectations. Parents were also invited to their transitioning child's school for a meeting in which administration, counselors and teachers shared information about the school and ways to help their students be successful.

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

We have seen a number of goals met through the last two years of the waiver. Being connected is our overall goal. We have experienced a decrease in discipline referrals for entire schools and in the number of students receiving a referral. We have also had a decrease in the number of out-of-school suspensions as well as expulsions. Sharing expectations and building relationships between students and teachers helps improve these numbers. We did not see the increase in attendance the first year, but in two of the three schools, the number has begun to improve. Our grade point average has dropped a bit but remained close to our original numbers. As we implement common core and raise our standards we would expect a drop in grade point levels.

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

We will be moving the day from a Wednesday Early Release Day to a full day. This will allow students more time with their teachers and school staff, and access to the building prior to the first day of school with the entire student body. Our goals to help students make a positive transition from elementary to middle school and from middle school to high school will remain the same.

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

Each year brings a new group of students making the transition to a new school. It is important that each group of students is afforded the opportunity of a smooth transition to get them off to a positive start. Transition days will continue to help us help students make advancements towards fewer suspensions, high grade point averages and a higher graduation rate.

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

Parents and the community have been informed of our impacts through parent newsletters and our websites. Principals have written about the transition day to share the effect of the day. They have also shared survey results in PTO meetings and other methods. Attached are the survey results from the first two years. Through these results we can see the support for the waiver. See files – Newsletter 1, News letter 2

**C. Last Steps:**

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

Thank you for completing this application.

### Transition Indicators (6th and 9th grade classes)

Absence Rate (combined days missed excused/unex)			
	11-12	12-13	13-14
CMS	7.47	8.46	8.02
HMS	7.7	10.17	10.97
KHS	7.7	12.45	10.86

Absence Rate (combined days missed excused/unex)			
	11-12	12-13	13-14
MS	7.59	9.32	9.53
HS	7.7	12.45	10.86

Discipline Referrals (non-truancy/tardies)			
	11-12	12-13	13-14
CMS	511	450	183
HMS	396	279	381
KHS	733	561	528

Discipline Referrals (non-truancy/tardies)			
	11-12	12-13	13-14
MS	907	729	564
HS	733	561	528

Individuals who received a referral (non-attendance)			
	11-12	12-13	13-14
CMS	0.45	0.54	0.32
HMS	0.46	0.37	0.4
KHS	0.46	0.39	0.34

Individuals who received a referral (non-attendance)			
	11-12	12-13	13-14
MS	0.45	0.46	0.36
HS	0.46	0.39	0.34

Discipline (OSS or expulsion) (non-attendance)			
	11-12	12-13	13-14
CMS	30	23	15
HMS	103	64	50
KHS	162	98	82

Discipline (OSS or expulsion) (non-attendance)			
	11-12	12-13	13-14
MS	133	87	65
HS	162	98	82

Grade Point Average			
	11-12	12-13	13-14
CMS	2.93	2.66	2.7
HMS	2.96	2.79	2.65
KHS	2.76	2.64	2.57

Grade Point Average			
	11-12	12-13	13-14
MS	2.94	2.65	2.625
KHS	2.76	2.64	2.57

Graduation Rate			
	11-12	12-13	13-14
KHS	80.4	87.7	87



## Option One Waiver Application Worksheet

**District:** Kelso  
**Date:** 5/13/2015

**Days requested:** 1  
**Years requested:** 3  
**New or Renewal:** R

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

**District: Kelso**

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

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

**Part A: For all new and renewal applications:**

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

School District Information	
District	Tacoma Public Schools
Superintendent	Carla Santomo
County	Pierce
Phone	253.571.1011
Mailing Address	P.O. Box 1357 Tacoma, WA 98401-1357
Contact Person Information	
Name	Toni Pace
Title	Assistant Superintendent K-12 Support
Phone	253-571-1036
Email	tpace@tacoma.k12.wa.us
Application type:	
New Application or Renewal Application	New Application
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	4
School Years	2015-2016; 2016-2017; 2017-2018
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	
Remaining number of half days in calendar	
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes. We will meet the District Average of 1,027 hours

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

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

1. What are the purposes and goals of the proposed waiver plan?  
The purpose and goals of this waiver are to establish continuous and consistent time for educators to learn about data, examine data, develop collaborative action plans and create individual lesson plans that will increase student achievement Tacoma Public Schools uses a multiple measure accountability to track and monitor progress - <http://www.tacoma.k12.wa.us/benchmarks/Pages/default.aspx>. Additionally, we are reorganizing services to provide greater alignment in support services and assessment. These efforts will provide increased focus, support and resources to our schools and the vulnerable learners we serve. Through the framework outlined below, school will develop team and individual plans that directly support the students they are currently serving.
2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

The Waiver Plan outlined above is directly tied to our District Improvement Plan and our District's Strategic Plan. Our District Improvement Plan provides a plan for teachers and principals to receive training on the use of an integrated assessment data system to inform instruction and to monitor the achievement of students on a regular basis (Indicator P5-A). In addition, our District's Strategic Plan identifies benchmarks for each of our 4 Goals: Academic Excellence, Early Learning, Safety and Community Partnerships. Those benchmarks are analyzed regularly and quarterly reports are presented to the Board identifying areas of concern, areas of gains and areas where we will be focusing on. The Waiver Day Plan presented here, will allow our District's staff members to work collaboratively to alter instruction to meet the needs of our diverse learners. Here is the link to the [District's Improvement Plan](#) and a link to the [District's Strategic Plan](#).

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

Tacoma Public Schools has invested in a multiple measure accountability system that provides transparent data to the public and to individual school staff. The public can access the data through - <http://www.tacoma.k12.wa.us/benchmarks/Pages/default.aspx>. Individual schools can access this data at the following levels: District, region, school, and individual student. This allows each school and classroom teacher to access data to build team intervention plans and individual classroom lessons to support a differentiated lesson plan. As articulated in question #1, each of our "Data Days" will facilitate a process in which staff members will be able to connect to relevant data and build action plans to support the students that are currently in the classes. The benchmarks (measurable data goals and sets) will remain consistent, however the specific data will be live and thus ever evolving.

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

The purpose and goals of this waiver are to establish continuous and consistent time for educators to learn about data, examine data, develop collaborative action plans and create individual lesson plans that will increase student achievement. The four days "Data Days" will be separated every 9 weeks throughout the year.

Day 1 of the waiver will be used to examine previous years end of the year data and summer school data to determine flexible student groupings and interventions. Teachers will receive assessment data as well as historical trend data to build grade level and content team support plans and develop targeted lesson plans to support in class interventions.

Day 2 of the waiver will be held approximately 9 weeks into the school year. This day will be broken into four parts: (1) Professional Development on data analysis and the science of data; (2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the first 9 weeks; (3) Team intervention planning; and (4) Individual classroom intervention planning.

Day 3 will be held approximately at the 18th week of school. This day will also be broken into four parts: (1) Professional Development on data analysis and the science of data; (2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the second 9 weeks; (3) Team intervention planning; and (4) Individual classroom intervention planning.

Day 4 will be held approximately at the 27th week of school. This day will also be broken into four parts: (1) Professional Development on data analysis and the science of data; (2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the second 9 weeks; (3) Team summer school planning; and (4) individual classroom intervention planning.

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

The following state and local assessments will be used:

High School Level: End of course exams, portfolios that are directly aligned to the standards, SAT, PSAT, and AP exams and released items, Smarter Balance Interim exams and classroom grades.

Middle School Level: End of course exams, portfolios that are directly aligned to the standards, Smarter Balance Interim exams and classroom grades.

Elementary School Level: Portfolios that are directly aligned to the standards, Smarter Balance Interim exams and classroom standards based report cards.

The Tacoma Public schools is currently creating common assessment banks that are item specific and linked to standards. This allows us to create common formative assessments that can be personalized to the student and allow us to track individual student progress.

Additional data will include the following:

<http://www.tacoma.k12.wa.us/information/StrategicPlan/Documents/TPS-Measuring-the-Whole-Child.pdf>

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

For each of the three year requested we will follow the following framework of activities:

Day 1 of the waiver will be used to examine previous years end of the year data and summer school data to determine flexible student groupings and interventions. Teachers will receive assessment data as well as historical trend data to build grade level and content team support plans and develop targeted lesson plans to support in class interventions.

Day 2 of the waiver will be held approximately 9 weeks into the school year. This day will be broken into four parts: (1) Professional Development on data analysis and the science of data; (2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the first 9 weeks; (3) Team intervention planning; and (4) individual classroom intervention planning.

Day 3 will be held approximately at the 18th week of school. This day will also be broken into four parts: (1) Professional Development on data analysis and the science of data;(2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the second 9 weeks; (3) Team intervention planning; and (4) individual classroom intervention planning.

Day 4 will be held approximately at the 27th week of school. This day will also be broken into four parts: (1) Professional Development on data analysis and the science of data; (2) Specific data analysis school wide, department/grade level teams, and individual classroom data from the second 9 weeks; (3) team summer school planning; and (4) individual classroom intervention planning.

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

Collectively, our district has advocated for additional time to learn about data, analyze data and individually and collaboratively plan with data. Our Board has supported this application and its systematic approach. We believe that it is a critical step to support the most vulnerable and mobile students. With over 60% of our students living in poverty, over 13% special education, nearly 10% ELL, and over 1,200 homeless students, our educators need a systematic approach to use data to inform our daily learning activities, coordinate extended learning opportunities and collaboratively align resources to support student achievement.

Additionally we have invested locally in instructional coaches for every building and interventionist at our elementary schools. This additionally local commitment allows us to foster a district wide collaboration on data profession development and share evidence based practices for interventions based on specific standards, not merely content.

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

The Tacoma Education Association (TEA) supports the request for four (4) waiver days beginning with the 2015 – 2016 school year. The Collective Bargaining Agreement (CBA) provides for up to seven (7) days which may be used for professional development. Further the CBA addresses the following issues:

- Early Dismissal; The last day of school will be an early dismissal day for students.
- Conference Days: Elementary, middle, and high school conference days may be flexibly scheduled. Currently, the district provides four (4) full-day release days for kindergarten conferences and four (4) half-day release days for grades 1 – 12.

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

Student instructional days (as requested in application)	176
Waiver days (as requested in application)	4
Additional teacher work days without students	2
Total	182

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	The district will direct the 4 main goals for each day	The building will choose the specific data (aligned to the district adopted benchmarks) and instructional materials for the professional development activities.	Teachers, will identify the action plans for improvement and activities for the individual lessons that they will create to improve student achievement

2	100	The district will direct the 4 main goals for each day	The building will choose the specific data (aligned to the district adopted benchmarks) and instructional materials for the professional development activities.	Teachers, will identify the action plans for improvement and activities for the individual lessons that they will create to improve student achievement
3	100	The district will direct the 4 main goals for each day	The building will choose the specific data (aligned to the district adopted benchmarks) and instructional materials for the professional development activities.	Teachers, will identify the action plans for improvement and activities for the individual lessons that they will create to improve student achievement
4	100	The district will direct the 4 main goals for each day	The building will choose the specific data (aligned to the district adopted benchmarks) and instructional materials for the professional development activities.	Teachers, will identify the action plans for improvement and activities for the individual lessons that they will create to improve student achievement
5				
6				
7				
Check those that apply				

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days. The additional days that are provided for teachers over and above the 180 days are "Optional Days" which means that teachers can opt to attend or not. Since the Waiver Days will be regular work days, teachers will not have to opt in or out. The Waiver Days will allow us to insure that all of our teachers are engaged in this very meaningful work.

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

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

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.
  
2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.
  
3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.
  
4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.
  
5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

**C. Last Steps:**

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

Thank you for completing this application.

**TACOMA SCHOOL DISTRICT NO. 10**  
**Resolution No. 1985**

**WHEREAS**, the state legislature requires that the school year shall consist of a minimum of 180 school days, Tacoma School District No. 10 requests a waiver for grades K-12 of the minimum 180-day school year pursuant to RCW 28A.305.140 and WAC 180-18-040 for school years 2015-2016, 2016-2017, and 2017-2018; and

**WHEREAS**, the State Board of Education is authorized to approve a waiver of this requirement, as the District attests that it will meet the minimum instructional hours as required under RCW 28A.150.220(2); and

**WHEREAS**, the State of Washington requires districts to provide a minimum one hundred eighty-day school year; and

**WHEREAS**, the District desires to improve student achievement by enhancing the educational program for all students in the District or for individual schools in the District; and

**WHEREAS**, non-student days will allow time for reorganization of services to provide greater alignment in support services and assessment to increase student achievement through the establishment of continuous and consistent training for educators in the areas of data, collaborative action plans, and individual lesson plans; and

**WHEREAS**, the purpose and goals of the waiver plan from the required one hundred eighty-day school year are closely aligned with the District's Improvement Plan and Strategic Plan; and

**WHEREAS**, the students' school year for Tacoma School District No. 10 shall consist of one hundred seventy-six (176) days; and

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

**THEREFORE**, be it resolved that the Board of Directors of Tacoma School District No. 10 request a three-year waiver (school years 2015-2016, 2016-2017, 2017-2018) of four school days from the State Board of Education pursuant to RCW 28A.305.140 and WAC 180-18-040 for the Tacoma School District No. 10;

**ADOPTED** by the Board of Directors of Tacoma School District No. 10 at its regular meeting on February 26, 2015;

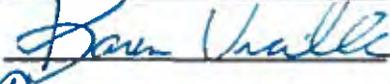
**DATED** this 26<sup>th</sup> day of February, 2015.

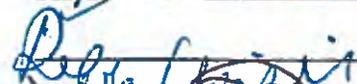
ATTEST:

  
Carla Santorno, Board Secretary

BOARD OF DIRECTORS

  
\_\_\_\_\_  
President

  
\_\_\_\_\_  
  
\_\_\_\_\_

  
\_\_\_\_\_  
  
\_\_\_\_\_

Board Members

**Tacoma Public Schools**  
**Proposed 2015-16 School Year Student Calendar**  
**180 Days, 1080 Instructional Hours**

DRAFT

7<sup>th</sup> Labor Day Holiday  
 8<sup>th</sup> First Student Day  
 11<sup>th</sup> Kindergarten Start Date  
 17 days

SEPTEMBER 15						
S	M	T	W	Th	F	S
		N	N	N	N	5
6	H	SS	9	10	KS	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

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

21<sup>st</sup> Elementary Conferences  
 \*Early Release grades K-5  
 22<sup>nd</sup>, 23<sup>rd</sup> All Grades Conferences  
 \*Early Release grades 1-12  
 22<sup>nd</sup>, 23<sup>rd</sup> No school for Kindergarten Students  
 22 days

11<sup>th</sup> Veterans' Day Holiday  
 16<sup>th</sup> Elementary Trimester Break  
 No school for elementary students only  
 25<sup>th</sup>, 26<sup>th</sup>, 27<sup>th</sup> Thanksgiving Break  
 16 days – elementary students  
 17 days – secondary students

NOVEMBER 15						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	H	12	13	14
15	*16	17	18	19	20	21
22	23	24	H	H	H	28
29	30					

DECEMBER 15						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	N	N	N	H	H	26
27	N	N	N	N		

Dec 21 – Jan 1 Winter Break/  
 No school  
 24<sup>th</sup>, 25<sup>th</sup> Christmas Eve and  
 Christmas Day  
 31<sup>st</sup> New Year's Eve  
 14 days

1<sup>st</sup> New Year's Day  
 4<sup>th</sup> School resumes  
 18<sup>th</sup> Martin Luther King Jr. Day  
 29<sup>th</sup> Secondary Semester Break  
 \*No school for middle and  
 high school students  
 19 days – elementary students  
 18 days – secondary students

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

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

15<sup>th</sup> Presidents' Day Holiday  
 20 days

17<sup>th</sup>, 18<sup>th</sup> All Grades Conferences  
 Early Release for all  
 students  
 23 days

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

APRIL 16						
S	M	T	W	Th	F	S
					1	2
3	N	N	N	N	N	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Apr 4 – Apr 8 Spring Break  
 16 days

27<sup>th</sup> Snow make-up day, if  
 needed  
 30<sup>th</sup> Memorial Day Holiday  
 20 days

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

JUNE 16						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	E	18
19	X	X	X	23	24	25
26	27	28	29	30		

17<sup>th</sup> Last Day of School/  
 Early Release  
 20<sup>th</sup>, 21<sup>st</sup>, 22<sup>nd</sup>  
 Additional snow make-up  
 days, if needed  
 13 days

**N** = Non-School Day    **H** = Holiday (no school)    **SS** = School Starts    **KS** = Kindergarten Start Date    **S** = Snow Make-Up Day  
**E** = Early Release    **X** = Additional Snow Make-Up Days if more are needed.

## Option One Waiver Application Worksheet

**District:** Tacoma  
**Date:** 5/13/2015

**Days requested:** 4  
**Years requested:** 3  
**New or Renewal:** N

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

**District: Tacoma**

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

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

## WAC 180-18-040

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

Application materials must include:

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

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

Jack Archer  
State Board of Education  
PO Box 47206  
Olympia, Washington 98504  
360-725-6035; Fax 360-586-2357  
[Jack.archer@k12.wa.us](mailto:Jack.archer@k12.wa.us)

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



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

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3. The completed application form (attached).

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

Jack Archer  
State Board of Education  
PO Box 47206  
Olympia, Washington 98504  
360-725-6035; Fax 360-586-2357  
[Jack.archer@k12.wa.us](mailto:Jack.archer@k12.wa.us)

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

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

1. Contact Information (Please complete all information below)

Name	JOHN SEATON
Title	SUPERINTENDENT
School District	PATERSON NO. 50
Phone	509-875-2601
Email	johnse@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)	129 (3/1/15)	2014-15
Forecast for the next student count (if available)	136 est.	2015-16

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

YES	<i>In the fall of 2013, the State Board of Education re-approved a Paterson School District's program waiver of 34 days. At this time, Paterson has been on an alternate academic calendar for nearly six school years.</i>
-----	---

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

Yes	If no:	Schools	Grades
		Paterson School District	K-8

5. Number of waiver days requested:

School Years	2015-16	2016-17	2017-18
Number of Days	34	34	34

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

*Yes, Paterson will exceed the minimums set by RCW.28A.150.220.2a ("...at least one thousand instructional hours for students in grades one through eight...; in fact, Paterson's grades K-8 all follow the same school calendar. The calendar has 1046 instructional hours and, additionally, 24 hours for conferences.*

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 five-to-six years of the modified flexible calendar. Monetary savings on fuel, food, utilities and salaries of some classified workers has been noted.*

8. 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 SAVINGS	2013-2014 SY SAVINGS
Personnel (Classified):	\$(11,000)	\$(21,171)	\$(22,250)
Benefits (34%):	\$ (3,350)	\$ (7,198)	\$(7565)
Substitutes:	\$ (1,500)	\$ (8,030)	\$(8,500)
Utilities:	\$(3,000)	\$ (2,470)	\$(2800)
Food:	\$ (5,120)	\$ (5,862)	\$(6100)
Transportation (Fuel/Tires):	\$ (4,500)	\$ 717	\$(1500)
<b>TOTAL SAVINGS:</b>	<b>\$ (28,470)</b>	<b>\$ (44,014)</b>	<b>\$ (48,715)</b>

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

*The waiver has allowed Paterson to maintain the fidelity of proven, successful programs. With the loss of state and federal grants beginning in 2009, Paterson has been able to redirect the monetary savings we have recouped (almost \$100,000 during the years 2012-13 and 2013-14 SY; nearly \$250,000 over the duration of the waiver) into Tier 1 and Tier 2 programs.*

10. Explain how unscheduled days may be used for activities such as professional development, planning, tutoring, special programs, and to make up for lost days due to weather or other disruptions to the calendar.
- Building staff meetings and staff development opportunities are planned outside of the regular instructional day
    - Reduced the need for substitutes
    - Reduced the disruption to the student learning process
    - Maintains instructional momentum for staff and predictability for families regarding child-care, etc.
  - Teachers do extended individual and block/team planning outside of the regular student day
    - Provides additional time during the student instructional calendar for direct instruction, projects, Socratic seminars, writing and reading as well as working with students in the classroom.

- 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 was developed, implemented, and expanded because of the opportunities afforded by the modified 146-day calendar
  - Children return to the school on selected Fridays during the calendar year for enrichment programs: e.g., “Engineering is Everywhere” made available by the Boston Museum of Science. Furthermore, this year, Paterson revised its Science Fair to become a STEM Fair (grades 1-8) and two Adventure Fridays helped students prepare their projects. The district uses funding from appropriate federal and state grants as well as BEA monies to support these activities.
- Paterson uses monetary savings from the unscheduled days to provide an extended day intervention program beyond the regular student day, Monday—Thursday.
  - The monetary savings pays for staffing and transportation costs
  - The extended day runs from 3:45 to 4:30
  - Students work at the school on Fridays for homework support as staff are present.

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

(see APPENDIX D: Advocacy Documents as well as comments below)

*The issue of the modified/flexible calendar continues to be supported parents, staff and the school board. It has been discussed at a variety of different meetings (PTO, PAC, professional development/staff meetings, school board, 1:1 and small group discussions) on a regular basis.*

*Paterson’s daily schedule has the student day start at 8:05AM and end at 3:40 PM. This day provides 7.16hrs of instruction daily, with 146 calendar days per year (1045.4 hrs). Kindergarten students have the same schedule as the 1<sup>st</sup>-8<sup>th</sup> grades.*

#### 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 modified schedule allows more observation time and one to one time with students. Most assessments in kindergarten take place by observation and direct student/teacher interaction (such as the WA-Kids evaluation). And, additionally, the extra time in Kindergarten day is used for free choice time or intervention activities. This gives 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—learning necessary social and community skills. In the past, 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, Kindergarten*

**Grade 1 and 2:**

*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 1<sup>st</sup>-2<sup>nd</sup> grades*

**Grade 3-5 Block:**

- *From my teacher's perspective, the benefit I see most from a modified, four day week calendar is the longer school day. This affords us time to give more in-depth instruction and meaningful practice each school day. With extended time for each subject area, there are fewer starts and stops which means less time is wasted in transitions.*
- *After several years of having a four day school week I honestly think our rural students and families are better served. Students spend significantly less time on a bus being transported to and from school. If we actually do the math, the students with the longest commutes cut over 150 hours of travel from their school year. That is a lot of time to a six year old. That is time that can be better spent with parents who really like having their children home with them.*
- *And while I do not have statistics, it seems as though there are fewer nonmedical absences. Families in our district have long drives to get to appointments, grocery stores or even gas stations. It wasn't uncommon for students to be absent at least one day a month, sometimes two, simply because their parents had to go to town and needed their children to be with them. Having one day a week for such errands has lessened our absentee rate. -- Betty Craig, Elementary Grades, Reading*

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*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, 3-5 grades, Math and Science*

**Grade 6-8 Block:**

*Our offerings change with the needs of the students. This year we are able to offer Speech class as well as the Junior Achievement Finance Park program. We also have our students participating in National History Day. In addition, we can offer intervention in both reading and math everyday in small groups or one on one. The Fridays give them time to work on projects. As I am here every Friday, the kids are welcome to come in and work on projects. This gives them one on one time with me if they need it, or just extended time to get work done. The kids have full days. The extended day calendar has become part of their culture. They know their time in school is not to be squandered. They work hard while they are here and there are expectations for outside reading when they are home. The families love it and the kids are academically successful as well.*

*The 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. 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. 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 quality of learning has increased since the inception of the shorter week. The students are able to be immersed within instructional settings for a longer period of time and it promotes more meaningful teaching and learning. Students have more time to practice the skills they are learning with an extended period and day--, students' scores are an example of this. Also, the students are excited to learn and know they get Fridays to do their homework or catch up on their projects. So they are working diligently all four days and are take their learning serious. The discipline problems have decreased because students are more engaged in learning.*

*The modified schedule has prevented students from having to miss school because of needs like dental appointments since they can be scheduled on a Friday. In my classroom, with the extended period length, I find that the for students to be seated, take attendance, and get their materials out is reduced since I don't need to do it five times a week.. With a 4-day school week, classes are longer, and the time lost to necessary "housekeeping routines" is saved and reclaimed for instruction.*

*Finally, the modified schedule allows me to plan for the next week and the next units more efficiently. Additionally, I try to make all my doctor appointments on Fridays so my classroom is not affected or stressed with a substitute teacher.* **--Ms. Kerry Evans, Math and Science, 6<sup>th</sup>-8<sup>th</sup> Grades**

*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 15-20 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. We are able to tackle projects and hold seminars in an extended manner. This is the second year we have had National History Day project, then gone on to regional and state NHD competitions.* **-- Mr. Corey Ingvalson -- History, Social Studies**

**Parent Comments, Petition of Support, and Student Letters: (see APPENDIX D as well)**

- 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.*

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

- *All Paterson children will continue to be provided with FREE breakfast and lunch.*
- *The District's long history of community support to ensure that ALL children are provided with FREE breakfast and lunches will continue and is part of the commitment in the M&O levy funding.*
- *Further, the District will continue to provide up to 15 extra enhancing and enriching days (e.g., Adventure Friday, academic remediation days or test prep days) on the non-scheduled Fridays. All students who attend on these days are provided with a free snack and lunch. (The meals provided on non-scheduled Fridays are not reimbursable meals – the total cost for these meals is supported by the community.)*

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

- *The District 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 \$6100 in the overall cost for running this program allowing the BEA funds to support instructional programs*

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

*Some time ago, with the heightened funding difficulties beginning in the 2009/10 school year, Paterson School District found itself in a situation where we had to eliminate two classified teacher assistant positions. Furthermore, the District lost the funding for part of its certificated reading specialist. However, the savings due to the Efficiency and Economy waiver allowed Paterson to retain the classified support staff that otherwise would have been eliminated.*

- *The loss of hours for classified employees as Paterson moved from a 5-day/week calendar to a 4-day/week calendar is partially recouped by offering the staff the option of working on the non-scheduled Fridays using federal dollar as well as support through our M&. Naturally, the longer school day itself keeps many of the hours intact.*

*It is important to note that Paterson is a remote location (30+/- miles from Prosser and 35+/- miles to the Tri-Cities), and the lack of housing in the district, requires nearly all employees to 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.*

*On professional development days held on Fridays, the staff meets at the Benton County Fire Station or the PUD building in Prosser—thus, teachers can meet effectively for several hours (3-4 hours) to collaborate without having those PD hours at the end of the traditional school day, and due to our remote location, PD of that duration within a traditional model would get staff home to their families at around 8:30 or 9:00pm.*

*Many smaller remote schools express difficulty finding and retaining staff members. Many of the Paterson staff have worked together for several years: as the district recruits and selects new staff members, the modified calendar—when coupled with the academic successes of the students, the strong bonds between the school and families of the students, the commitment to equity and closing the opportunity gap—provides a “tipping point” when making an employment decision that weighs “quality of the environment”, “work/life balance”, where to work and why. Paterson School’s improved quality of life for students, staff, and families is enhanced by the modified calendar whose instructional time clearly exceeds the minimum requirements by approximately 5%—the additional hours are the equivalent of 7-8 days of instruction, or think of it this way: a school with a 180 day calendar and meeting a minimum standard would need to increase to an 187-day calendar in order to match Paterson’s instructional time.*

*How can we feel confident about these conclusions? Simple. Paterson’s student population is growing: in October, 2010—78 students; October, 2012—111 students; and, October, 2014—132 students. Parents from neighboring districts are ‘choicing in’ their children to Paterson. Thus, Paterson can add additional staff members and increase opportunities. Currently, over 55% of Paterson’s enrolled students have “waived in” to the district—despite the distance and the travel time, they have chosen Paterson because of its success and climate of high expectations. And when families talk about a successful school such “word of mouth” spreads quickly which, again, makes recruitment and retention of employees less difficult—and it improves the talent pool of interested candidates.*

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

- *Paterson is a unique, remote, and rural farming community. Many families are multi-generational households and have at least one parent or one grandparent off work throughout the year or from the time harvest ends in the Fall until crops are again ready to be planted in the spring.
 
  - *In order to adapt to the needs of the families, Adventure Friday dates are clustered in early fall and late spring when parents might be working. Even remediation days or test prep days can be scheduled readily.**
- *In our agricultural community, many parents or households work a modified, shortened schedule (Monday thru Thursday) during the winter months. So, a non-school Friday becomes an advantage during long period of the academic year. (see the next bullet)*
- *The pay day for many of the agricultural workers is Thursday evening. So families plan their shopping trips and appointments for Fridays. The long distance (up to 45 miles one way) for parents to travel for services, food, medical/dental/legal appointments, means they often plan routine appointments for their children on the same day that they do their banking and shopping—which is on Friday.*
- *The modified calendar has resulted in lower student absenteeism.*
- *The longer educational day (8:05--3:40 PM) has not had a negative impact for 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 staff left at 4:10 PM**

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

- *PACING CALENDARS: In preparation to implement the modified calendar in January 2010, the staff adjusted their instructional calendars so they could complete a full year's worth of student learning (180 day) in a 146 day schedule. Due to the extended length of the day and its class periods, the change to a 146 day calendar continues to be neither onerous for staff nor rushed for students.*
- *INTEGRITY OF INSTRUCTIONAL BLOCKS: The educational week has been structured to maintain the number of minutes provided in each core curricular area.*
  - *For example, the older 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—which previously meant that staff and students would miss hours of school for medical/dental appointments due to Paterson's geographical distance from Prosser or the Tri-Cities. Thus, during a time when "subs" are notoriously difficult to find for so many districts, Paterson has reduced its need for substitute teachers since staff generally schedule personal appointments for Friday and PD is conducted on a non-school day Friday.*
- *INTERVENTION TIME: More Tier 1 and Tier 2 Intervention time is available in the core curriculum areas every day.*
  - *Additional 10-25 minutes in math, language arts and science*
  - *Further, students can take advantage of remediation or tutoring opportunities on Friday.*
- *ADVANCED LEARNERS: More learning opportunities are available for advanced students:*
  - *HS Geometry, Advanced Math/HS Algebra, Speech, Honors Reading and National History Day Competitions.*

17. 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 or IXL assessment results (Grade 2-8 throughout the year), Dibels, MSP State Assessments), WELPA, MSP results from previous years, SBAC results from the current and future years, student and staff attendance records, end of unit tests, teacher created assessments, and student work itself to analyze student achievement over the course of the waiver.*

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

GO TO #30 AND APPENDIX C: Achievement Data, Demographics, et al)

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

**Academic Benefits for Paterson Students and Families due to modified calendar:**

- *Longer blocks of time available to complete lessons or projects such as lab, STEM projects, National History Day projects, community service events, drafting and editing essays*
- *More opportunities to personalize education to meet the needs of our students*
- *Lower absenteeism of students and 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*
  - *Parents schedule more routine appointments for their children on Fridays*
- *Additional direct instruction time and academic remediation is available for math and reading interventions. (This will positively impact our fragile learners, and in particular Paterson’s ELL students.)*
- *More opportunities to continue our curriculum review, improve professional development and create an enhanced PLC aligned with the state’s aspirations for improving teacher quality*
- *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*
- *Overall quality of teaching and the lessons has improved through the use of the modified calendar*
- *Fewer long commutes for students and staff: some students spend 1.5-2 hours/day on the bus; all certificated staff drive 70+/- miles/day*
- *Paterson has continued our Adventure Friday opportunities to provide enrichment and enhancement activities such as field trips, fine arts, special project-based learning (STEM Fair, National History Day, “Engineering is Everywhere”), homework support – this will limit the disruptions to the regular instructional schedule. The Adventure Friday days are in addition to the 146-days (1046+/-hours) of instructional time. A plan will be presented to voters in 2016 to use M&O Levy funds to support Adventure Fridays as well as provide transportation to expand the number of students who can participate in the extended day in the event that federal dollars or other grant dollars are lost or reduced...*
- *Days lost to unforeseen emergencies or inclement weather (Snow Days)*
  - *Made up as soon as possible on the first available unscheduled Friday. This has allowed the District to maintain the integrity of the calendar year.*

### For Renewal Requests

20. 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 SAVINGS	2013-2014 SY SAVINGS
Personnel (Classified):	\$(11,000)	\$(21,171)	\$(22,250)
Benefits (34%):	\$(3,350)	\$(7,198)	\$(7,565)
Substitutes:	\$(1,500)	\$(8,030)	\$(8,500)
Utilities:	\$(3,000)	\$(2,470)	\$(2,800)
Food:	\$(5,120)	\$(5,862)	\$(6,100)
Transportation (Fuel/Tires):	\$(4,500)	\$ 717	\$(1,500)
<b>TOTAL SAVINGS:</b>	<b>\$(28,470)</b>	<b>\$(44,014)</b>	<b>\$(48,715)</b>

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

*The successful model that we have in place at Paterson has allowed us to weather some of the current and ongoing fiscal storms. The waiver has allowed Paterson to maintain the fidelity of our basic programs; however, 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 (TAs, kitchen staff, 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 during the regular instructional day—consequently, Paterson had a reduced need for substitutes*
- *Utility savings aren't quite as high as initially projected but still significant. But, the modified calendar has made it easier to absorb rate spikes 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 75-85%. Lunch participation went from 72% to 85-90%.*
- *The full day kindergarten program runs on the same 146-day schedule*
- *Our Pre-K program includes 60 days with two, 2.5 hour blocks each day – AM class and PM class*
- *This year we were able to introduce a music appreciation and enrichment program in to our schedule for all grade levels.*

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

*The waiver has allowed Paterson to maintain the fidelity of proven, successful programs. With the loss of state and federal grants beginning in 2009, Paterson has been able to redirect the monetary savings we have recouped (almost \$100,000 during the years 2012-13 and 2013-14 SY; nearly \$250,000 over the duration of the waiver) into 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
  - Maintain part-time bilingual specialist
  - Has conducted a full day Kindergarten on a 146-day calendar schedule (1046 hours) for two and one-half years
- 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 instruction time is provided during the school day for math, language arts as well as reading intervention and enrichment
  - Personalized education has positively impacted fragile learners, and in particular ELL students
  - Personalized education has positively impacted higher-level learners (HS Algebra, HS Geometry, Honors Reading, Speech)

Additional positive impacts:

- *The savings 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 75-85%. Lunch participation went from 72% to 85-90%.*
- *Our Pre-K program includes 60 days with two, 2.5 hour blocks each day – AM class and PM class*
- *This year we were able to introduce a music appreciation and enrichment program into our schedule for all grade levels.*

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

- Building staff meetings and staff development are planned outside of the student instructional day
  - Reduces the need for substitutes and keeps the teacher with her/his students
  - Reduced the disruption to the student learning process
  - Maintains instructional momentum for staff and predictability for families regarding child-care, etc.
- Teachers do individual and block/team planning outside of the regular student day
  - Provides additional time during the student instructional day and calendar for direct instruction, projects, Socratic seminars, writing and reading and working with students in the classroom

- 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 was developed, implemented, and expanded because of the opportunities afforded by the modified 146-day calendar
  - Children return to the school on selected Fridays during the calendar year for enrichment programs: e.g., “Engineering is Everywhere” made available by the Boston Museum of Science. Furthermore, this year, Paterson revised its Science Fair to become a STEM Fair (grades 1-8) and two Adventure Fridays helped students prepare their projects.. The district uses funding from appropriate federal and state grants as well as BEA monies to support these activities.
- Paterson uses monetary savings from the unscheduled days to provide an extended day intervention program beyond the regular student day, Monday—Thursday.
  - The monetary savings pays for staffing and transportation costs
  - The extended day runs from 3:45 to 4:30
- Adventure Fridays used federal grant dollars (Gear UP) to bring children back into the school during the year for enhancing and enriching activities
  - Allows the District to maintain and, in some cases, expand 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 or other appropriate 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
  - The District’s certificated staff and classified staff have been involved in teaching and supporting activities held on non-school Fridays: e.g., “Engineering is Everywhere”; National History Day; community service projects.
  - 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 local experts for special projects, as well as lengthen our instructional program time to better support “project learning”
  - A local Benton County fisheries biologist is working with elementary students as a partnership of our “Salmon in the Classroom” program
  - All of Paterson’s students will tour McNary Dam after the salmon release in May
  - Medieval enthusiasts, dressed in the attire of the era, presented a program on the Middle Ages to students

24. Summarize the comments received at one or more public hearings on the proposal and how concerns were addressed.

Please refer to APPENDIX D: ADVOCACY DOCUMENTS

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

*All children will continue to be provided with FREE breakfast and lunch.*

*The District’s long history of community support to ensure that ALL children are provided with FREE breakfast and lunches; they will continue and it is part of the commitment in the M&O levy funding.*

*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 75-85% (85-95 students). Lunch participation went from 72% to 85-90% (105-115 students).*

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

**26. Describe the impact on the district’s ability to recruit and retain employees.**

*Some time ago, with the heightened funding difficulties beginning in the 2009/10 school year, Paterson School District found itself in a situation where we had to eliminate two of classified teacher assistant positions. Furthermore, we lost the funding for part of our certificated reading specialist. However, the savings due to the Efficiency and Economy waiver allowed Paterson to retain the classified support staff that otherwise would have been eliminated. The loss of hours for classified employees as Paterson moved from a 5-day/week calendar to a 4-day/week calendar is partially recouped by offering the staff the option of working on the non-scheduled Fridays using Federal dollars. Naturally, the longer school day itself keeps a substantial number of the hours intact.*

*It is important to know and emphasize that Paterson is a remote location (30+/- miles from Prosser and 35+/- miles to the Tri-Cities), and the lack of housing in the district, requires nearly all employees to 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.*

*On professional development days held on Fridays, the staff meets at the Benton County Fire Station or the PUD building in Prosser—thus, teachers can meet effectively for several hours (3-4 hours) to collaborate without having those PD hours at the end of the traditional school day, and due to our remote location, PD of that duration would get them home to their families at around 8:30 or 9:00pm.*

- Staff use the off-schedule Fridays for grade level meetings and staff development thereby increasing the direct instructional time M-Th that teachers spend with their students.*
- Staff use the unscheduled Fridays for professional development : Science Kit Training, PLC professional development, plan time, tutoring, special programs or to make up lost days due to inclement weather while still maintaining integrity of calendar.*
- Staff have expressed that the ability to use a full day and uninterrupted day on Fridays for tasks such as lesson planning, collaboration, or grading has improved the overall quality of the lessons that they are deliver to students.*

*Many smaller remote schools express difficulty finding and retaining staff members. Many of the Paterson staff have worked together for several years: as the district recruits and selects new staff members, the modified calendar—when coupled with the academic successes of the students, the strong bonds between the school and families of the students, the commitment to equity and closing the opportunity gap—provides a “tipping point” when making an employment decision that weighs “quality of the enviroment”, “work/life balance”, where to work and why. Paterson School’s improved quality of life for students, staff, and families is enhanced by the modified calendar whose instructional time clearly exceeds the minimum requirements by approximately 5%--the additional hours are the equivalent of 7-8 days of*

*instruction, or think of it this way: a school with a 180 day calendar and meeting a minimum standard would need to increase to an 187-day calendar in order to match Paterson's instructional time.*

*How can we feel confident about these conclusions? Simple. Paterson's student population is growing: in October, 2010—78 students; October, 2012—111 students; and, October, 2014—132 students. Parents are 'choicing in' their children to Paterson. Thus, we are able to add additional staff members and increase opportunities. Currently, over 55% of Paterson's enrolled students have "choiced-in" to the district—despite the distance and the travel time, they have chosen Paterson because of its success and climate of high expectations. And when families talk about a successful school such "word of mouth" spreads quickly which, again, makes recruitment and retention of employees less difficult—and it improves the talent pool of interested candidates.*

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

- *Paterson is a unique, remote, and rural farming community. Many families are multi-generational households and have at least one parent or one grandparent off work throughout the year or from the time harvest ends in the Fall until crops are again ready to be planted in the spring.
 
  - *In order to adapt to the needs of the families, Adventure Friday dates are clustered in early fall and late spring when parents might be working. Even remediation days or test prep days can be scheduled readily.**
- *In our agricultural community, many parents or householdwork a modified, shortened schedule (Monday thru Thursday) during the winter months. So, a non-school Friday becomes an advantage during long period of the academic year. (see the next bullet)*
- *The pay day for many of the agricultural workers is Thursday evening. So families plan their shopping trips and appointments for Fridays. The long distance (up to 45 miles one way) for parents to travel for services, food, medical/dental/legal appointments, means they often plan routine appointments for their children on the same day that they do their banking and shopping—which is on Friday.*
- *The modified calendar has resulted in lower student absenteeism.*
- *The longer educational day (8:05--3:40 PM) has not had a negative impact for 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 staff left at 4:10 PM**

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

- *PACING CALENDARS: In preparation to implement 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. Due to the extended length of the day and its class periods, the change to a 146 day calendar continues to be neither onerous for staff nor rushed for students.*

- *INTEGRITY OF INSTRUCTIONAL BLOCKS: The educational week has been structured to maintain the number of minutes provided in each core curricular area.*
  - *For example, the older 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—which previously meant that staff and students would miss hours of school for medical/dental appointments due to Paterson’s geographical distance from Prosser or the Tri-Cities. Thus, during a time when “subs” are notoriously difficult to find for so many districts, Paterson has reduced its need for substitute teachers since staff generally schedule personal appointments for Friday and PD is conducted on a non-school day Friday Furthermore, it was not unusual for non-English speaking parent to take their child out of school in order to help translate when conducting family business—now those appointments can be held on Fridays and students don’t miss school.*
- *INTERVENTION TIME: More Tier 1 and Tier 2 Intervention time is available in the core curriculum areas every day.*
  - *Additional 10-25 minutes in math, language arts and science*
  - *Further, students can take advantage of remediation or tutoring opportunities on Fridays as staff are available.*
  -
- *ADVANCED LEARNERS: More learning opportunities are available for advanced students:*
  - *HS Geometry, Advanced Math/HS Algebra, Speech, Honors Reading and National History Day Competitions.*

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

SEE APPENDIX C: Achievement Data, Demographics, et al

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

**Academic Benefits for Paterson Students and Families due to modified calendar:**

- *Longer blocks of time available to complete lessons or projects such as lab, STEM projects, National History Day projects, community service events, drafting and editing essays*
- *More opportunities to personalize education to meet the needs of our students*
- *Lower absenteeism of students and 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*
  - *Parents schedule more routine appointments for their children on Fridays*
- *Additional direct instruction time and academic remediation is available for math and reading interventions. (This will positively impact our fragile learners, and in particular Paterson's ELL students.)*
- *More opportunities to continue our curriculum review, improve professional development and create an enhanced PLC aligned with the state's aspirations for improving teacher quality*
- *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*
- *Overall quality of teaching and the lessons has improved through the use of the modified calendar*
- *Fewer long commutes for students and staff: some students spend 1.5-2 hours/day on the bus; all certificated staff drive 70+/- miles/day*
- *Paterson has continued our Adventure Friday opportunities to provide enrichment and enhancement activities such as field trips, fine arts, special project-based learning (STEM Fair, National History Day, "Engineering is Everywhere"), homework support – this will limit the disruptions to the regular instructional schedule. The Adventure Friday days are in addition to the 146-days (1046+/-hours) of instructional time. A plan will be presented to voters in 2016 to use M&O Levy funds to support Adventure Fridays as well as provide transportation to expand the number of students who can participate in the extended day in the event that federal dollars or other grant dollars are lost or reduced...*
- *Days lost to unforeseen emergencies or inclement weather (Snow Days)*
  - *Made up as soon as possible on the first available unscheduled Friday.*
  - This has allowed the District to maintain the integrity of the calendar year.*

APPENDIX A

PATERSON CALENDARS

PATERSON School District No. 50

2015-2016 Student School Calendar

July 2015					August 2015					September 2015				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
		1	2	3	3	4	5	6	7		1	2	3	4
6	7	8	9	10	10	11	12	13	14	7	8	9	10	11
13	14	15	16	17	17	18	19	20	21	14	15	16	17	18
20	21	22	23	24	24	25	26	27	28	21	20	21	22	25
27	28	29	30	31	31					28	29	30		
					4 DAYS					17 DAYS				
October 2015					November 2015					December 2015				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
			1	2	2	3	4	5	6		1	2	3	4
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11
12	13	14	15	16	16	17	18	19**	20	14	15	16	17	18
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25
26	27	28	29	30	30					28	29	30	31	Jan 1st
18 DAYS					14 DAYS					11 DAYS				
January 2016					February 2016					March 2016				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
4	5	6	7	8	1	2	3	4	5		1	2	3**	4
11	12	13	14	15	8	9	10	11	12	7	8	9	10	11
18	19	20	21	22	15	16	17	18	19	14	15	16	17	18
25	26	27	28	29	22	23	24	25	26	21	22	23	24	25
					29					28	29	30	31	1-Apr
15 DAYS					16 DAYS					20 DAYS				
April 2016					May 2016					June 2016				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
4	5	6	7	8	2	3	4	5	6			1	2**	3
11	12	13	14	15	9	10	11	12	13	6	7	8	9	10
18	19	20	21	22	16	17	18	19	20	13	14	15	16	17
25	26	27	28	29	23	24	25	26	27	20	21	22	23	23
					30	31				27	28	29	30	
12 DAYS					17 DAYS					2 DAYS				

TRIMESTER END DATES: (1) NOVEMBER 19\*\* (2) MARCH 3\*\* (3) June 2

146 Day Student Year

8:00 to 3:40 Instructional Day

All calendar make-up days (snow, etc.) will be scheduled on 1ST available Fridays.

August 21 and 24--	FIRST DAYS for Teachers and Staff
August 25--	FIRST DAY OF SCHOOL
July 20 -- Aug 6	Summer School (tentative)
Sept 7	No School Labor Day
Oct 12-16	Conferences
Nov--11	NO SCHOOL VETERANS' DAY
Nov 25-27	HOLIDAY, Thanksgiving
Dec 21-Jan 1	HOLIDAY, Christmas Break
Jan 4----	Back to School
Jan 18--	NO SCHOOL M.L.K.DAY
Feb 15--	NO SCHOOL PRESIDENTS' DAY
Mar 28-Apr 1	Conferences
Apr 4--8	HOLIDAY, Spring Break
May 30--	NO SCHOOL I MEMORIAL DAY
Jun 1	Graduation
Jun 2	First and Last Student Day
Jun 3	Teacher work day
Adventure Fridays	TBD



**PATERSON SCHOOL DISTRICT NO. 50**

P.O. Box 189 – Paterson, WA 99345 – Phone (509)875-2601 – Fax (509) 875-2067

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**Daily Schedule** (7.17 hrs/day x 146 days/yr = 1046.82 instructional hours):

- 7:45 ..... Building Opens/Certificated Staff Arrival
- 7:45-8:00 ..... Buses Arrive
- 8:05-8:15 ..... Homeroom/Academic check-in
- 8:15-11:45 ..... AM Instructional Block
- 11:45 – 12:25 ..... Lunch and recess for students (teachers at lunch)
- 12:25-3:40 ..... PM Instructional Block
- 3:40 ..... Student Dismissal
- 3:45 ..... Buses Depart
- 3:45-4:30 ..... Extended Day Program/Academic Assistance w/ Intervention Staff
- 4:10 ..... Certificated Staff Departure

APPENDIX B

PATERSON SCHOOL BOARD:

RESOLUTION #02-2015



# PATERSON SCHOOL DISTRICT NO. 50

P.O. Box 189 Paterson, WA 99345 Phone (509)875-2601 Fax (509) 875-2067

## Option 2 Waiver from 180-Day Requirements for Economy and Efficiency RESOLUTION # 02-2015

WHEREAS, the Paterson School District is applying to the State Board of Education for an **Option 2 Waiver from 180-Day Requirements for Economy and Efficiency**; and,

WHEREAS, the Paterson School District #50 requests a waiver of 34 days for each of the 2015/2016, 2016/2017 and 2017/2018 school years; and,

WHEREAS, the Paterson School District #50 understands at the end of each school year, if the State Board of Education determines student learning is adversely affected, Paterson School District #50 shall discontinue the flexible calendar as soon as possible, but not later than the beginning of the next school year after the determination has been made; and,

WHEREAS, the Paterson School District #50 assures it will meet an annual instructional hour offering of at least 1,000 hours, pursuant to RCW 28A.150.220; and,

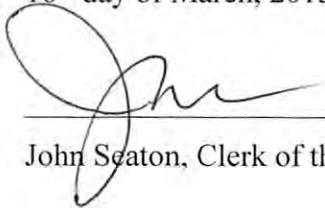
WHEREAS, the Paterson School District #50 assures it will collect and provide data upon request on attendance rates, student achievement, and staff and parent satisfaction.

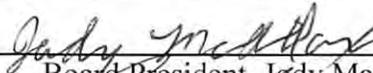
NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of Paterson School District, Benton County, Washington, the request for an **Option 2 Waiver from the 180-day Requirements for Economy and Efficiency** be approved.

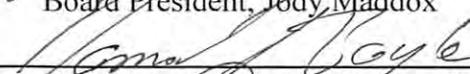
Board of Directors,  
**PATERSON SCHOOL DISTRICT NO. 50**

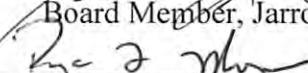
Adopted and Signed this

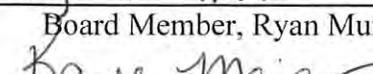
16<sup>th</sup> day of March, 2015

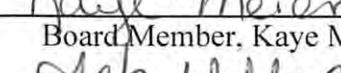
  
\_\_\_\_\_  
John Seaton, Clerk of the Board

  
\_\_\_\_\_  
Board President, Jody Maddox

  
\_\_\_\_\_  
Board Member, Jarrod Boyle, Vice-President

  
\_\_\_\_\_  
Board Member, Ryan Munn

  
\_\_\_\_\_  
Board Member, Kaye Meier

  
\_\_\_\_\_  
Board Member, Sarah Maddox

**APPENDIX C: ACHIEVEMENT DATA**

**DEMOGRAPHICS: PATERSON/WASHINGTON STATE**

**END OF COURSE EXAM (EOC): ALGEBRA**

**WLPT RESULTS: PATERSON/VALLEY SCHOOLS**

**LONGITUDINAL RESULTS: PATERSON/WASHINGTON STATE**

**MSP RESULTS: PATERSON/VALLEY SCHOOLS/WASHINGTON--  
2014 and 2013**

*The children we serve have multiple at-risk characteristics that jeopardize their academic success. Below are the demographics for our student body over the last two years as compared to the state demographics.*

### Paterson School District Student Demographics 2013-2014

Enrollment		
October 2013 Student Count		104
May 2014 Student Count		117
Gender (October 2013)		
Male	56	53.8%
Female	48	46.2%
Race/Ethnicity (October 2013)		
Native Hawaiian / Other Pacific Islander	1	1.0%
Hispanic / Latino of any race(s)	45	43.3%
White	58	55.8%
Special Programs		
Free or Reduced-Price Meals (May 2014)	114	97.4%
Special Education (May 2014)	7	6.0%
Transitional Bilingual (May 2014)	36	30.8%
Migrant (May 2014)	26	22.2%
Section 504 (May 2014)	0	0.0%
Foster Care (May 2014)	0	0.0%
Other Information ( <a href="#">more info</a> )		
Unexcused Absence Rate (2013-14)	0	0.0%

### State-Wide Student Demographics 2013-2014

Enrollment	
<b>Gender (October 2013)</b>	
Male	51.6%
Female	48.4%
<b>Race/Ethnicity (October 2013)</b>	
Native Hawaiian / Other Pacific Islander	1.0%
Hispanic / Latino of any race(s)	21.1%
White	58.0%
<b>Special Programs</b>	
Free or Reduced-Price Meals (May 2014)	45.9%
Special Education (May 2014)	13.2%
Transitional Bilingual (May 2014)	9.7%
Migrant (May 2014)	1.9%
Section 504 (May 2014)	2.4%
Foster Care (May 2014)	0.7%
<b>Other Information (<a href="#">more info</a>)</b>	
Unexcused Absence Rate (2013-14)	0.5%

### Student Demographics 2012-2013

Enrollment		
October 2012 Student Count		111
May 2013 Student Count		110
Gender (October 2012)		
Male	57	51.4%
Female	54	48.6%
Race/Ethnicity (October 2012)		
Hispanic / Latino of any race(s)	56	50.5%
White	55	49.5%
Special Programs		
Free or Reduced-Price Meals (May 2013)	107	97.3%
Special Education (May 2013)	14	12.7%
Transitional Bilingual (May 2013)	36	32.7%
Migrant (May 2013)	34	30.9%
Section 504 (May 2013)	0	0.0%
Foster Care (May 2013)	0	0.0%
Other Information ( <a href="#">more info</a> )		
Unexcused Absence Rate (2012-13)	15	0.1%

### State-Wide Student Demographics 2012-2013

Enrollment	
<b>Gender (October 2012)</b>	
Male	51.6%
Female	48.4%
<b>Race/Ethnicity (October 2012)</b>	
Native Hawaiian / Other Pacific Islander	0.9%
Hispanic / Latino of any race(s)	20.4%
White	59.1%
<b>Special Programs</b>	
Free or Reduced-Price Meals (May 2013)	46.1%
Special Education (May 2013)	13.0%
Transitional Bilingual (May 2013)	9.0%
Migrant (May 2013)	1.7%
Section 504 (May 2013)	2.3%
Foster Care (May 2013)	0.2%
<b>Other Information (<a href="#">more info</a>)</b>	
Unexcused Absence Rate (2012-13)	0.5%

**COMPARISON INFORMATION: PATERSON SCHOOL AND VALLEY SCHOOLS**

**End of Course (EOC) Exam – High School Algebra**

*During the 2013/14 school year the District offered High School Algebra to sixteen students (4- 8<sup>th</sup> graders and 12- 7<sup>th</sup> graders). All sixteen students took the State's EOC Algebra exam. 87.5% successfully passed this high school test and have fulfilled this part of their obligation for graduation.*

**Paterson WLPT II Student Scores Spring 2014:**

<b>Transitional (English Proficient)</b>		7.6%
Level 4 (Transitional)		7.6%
<b>Not Transitional (Limited English)</b>		92.3%
Level 3 (Advanced English)		66.6%
Level 2 (Intermediate English)		25.6%
Level 1 (Beginning English)		0.0%
No Score*		0.0%
<b>Total</b>	39	100.0%

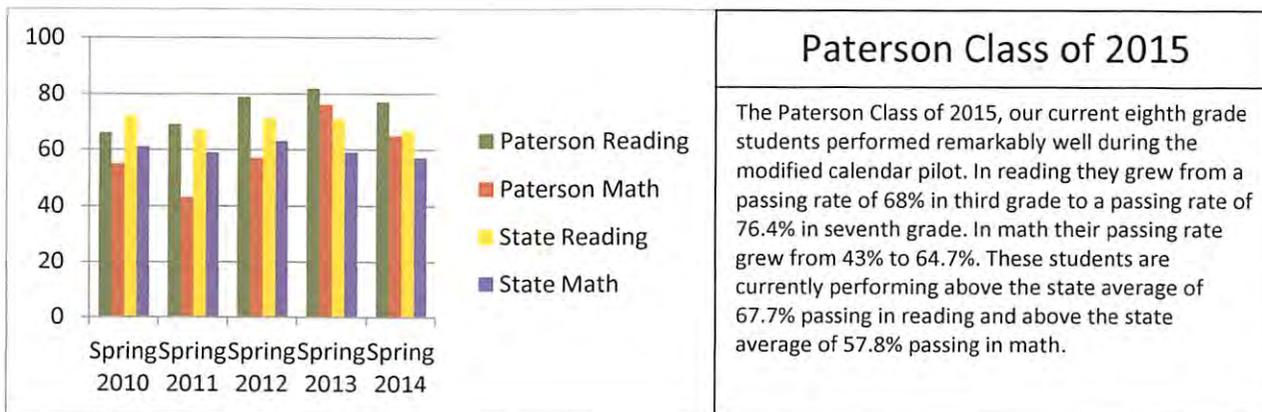
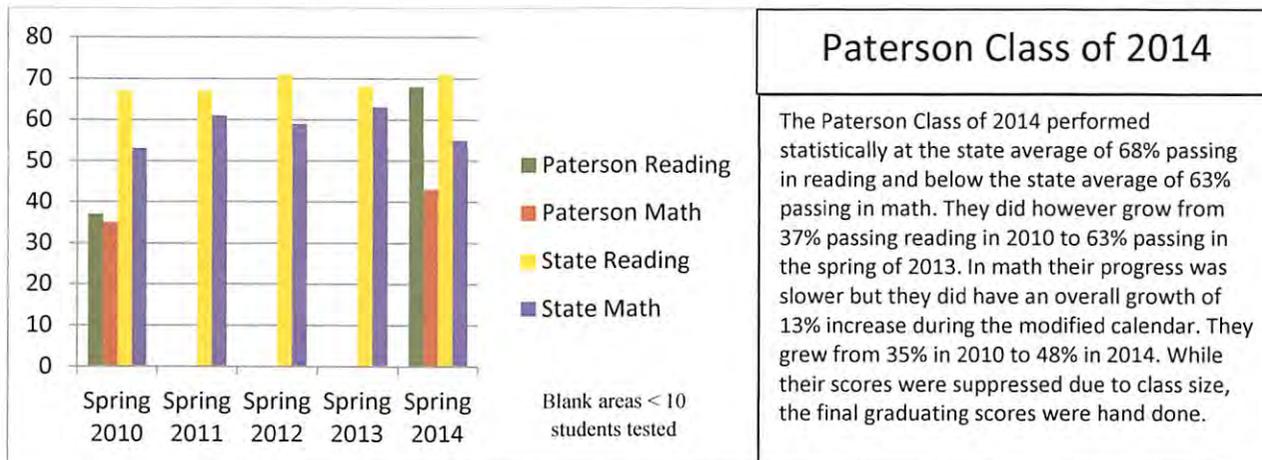
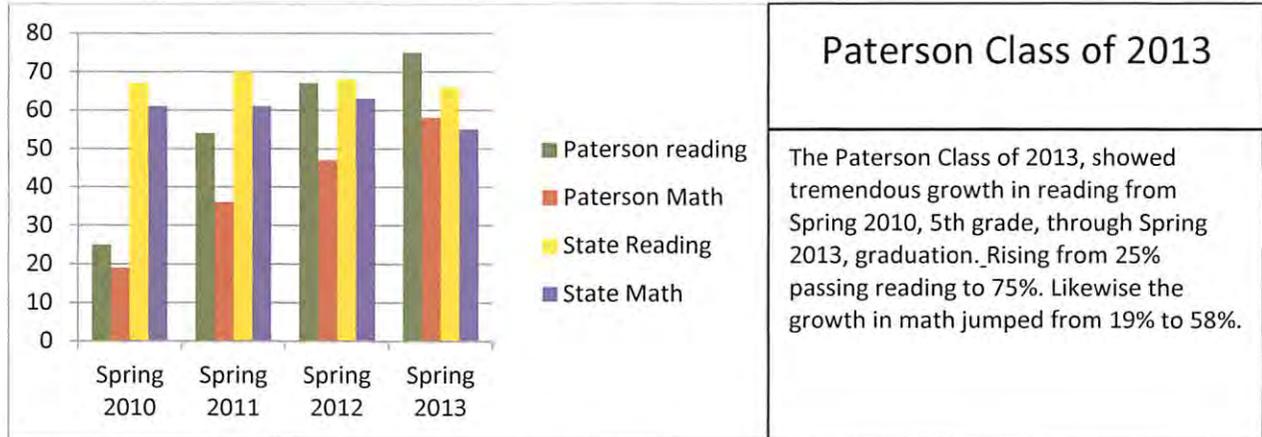
**Valley Feeder Schools WLPT II Student Scores Spring 2014:**

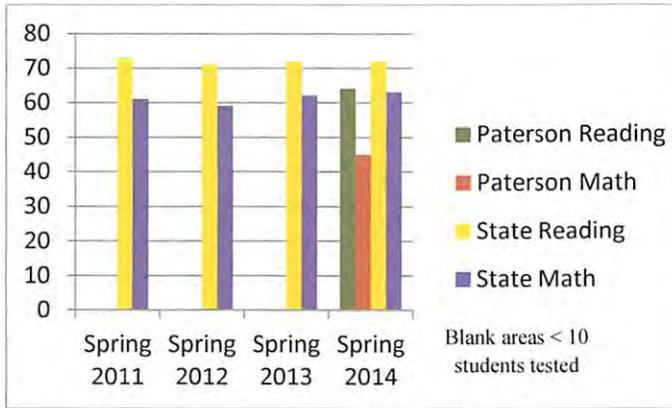
<b>Transitional (English Proficient)</b>		6.15%
Level 4 (Transitional)		6.15%
<b>Not Transitional (Limited English)</b>		93.85%
Level 3 (Advanced English)		59.5%
Level 2 (Intermediate English)		31.3%
Level 1 (Beginning English)		2.06%
No Score*		0.99%
<b>Total</b>		100.0%

\*Valley Feeder Schools have included Prosser, Ki-Be, Grandview, and Sunnyside Schools

## A Longitudinal Look at Paterson MSP Scores: 2010 - Present

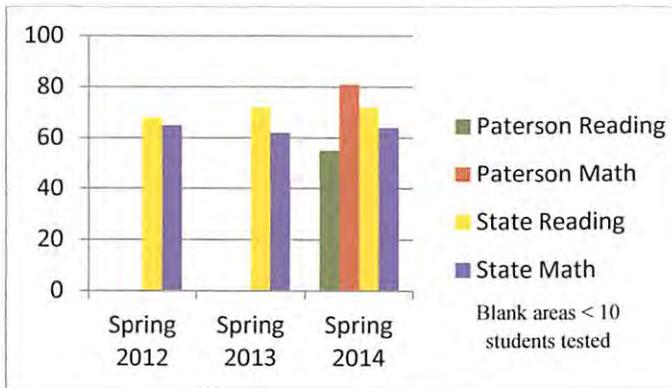
*Paterson School implemented the modified calendar in January of 2010. That spring, the state changed state assessments from WASL to MSP. The following information is individual grade state testing progress throughout the modified calendar from 2010-present.*





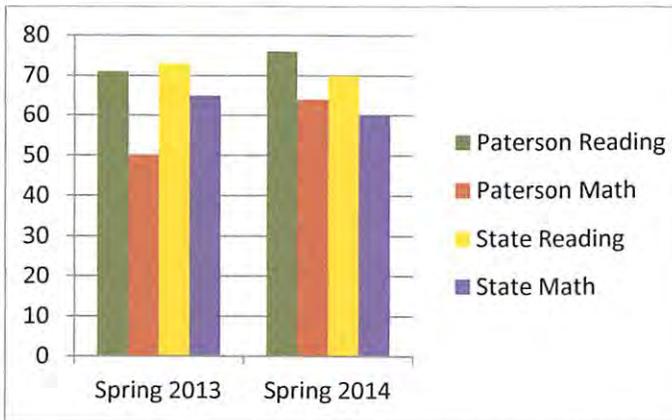
### Paterson Class of 2016

The Paterson Class of 2016, the current seventh grade, is very small and their enrollment fluctuates due to migrant movement. This class has suppressed information beginning in 3rd grade. However, last year they had 11 students testing as two new students came to us from Mexico. Each student accounts for 9 percentage points. Last year they passed MSP reading at 63.6% and MSP math at 45.4%.



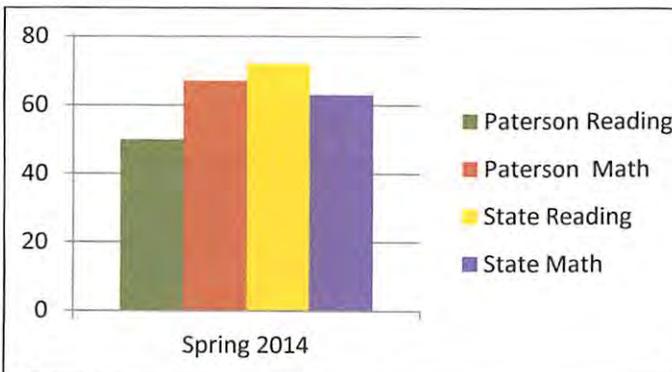
### Paterson Class of 2017

The Paterson Class of 2017, our current sixth grade had their scores in 3<sup>rd</sup> and 4<sup>th</sup> suppressed due to the low enrollment. Their class grew to 11 students in the fifth grade and they passed reading at 54.5% and math at 81.8%.



### Paterson Class of 2018

The Paterson Class of 2018, our current fifth grade had 14 students tested in the spring of 3rd grade. Each student represented approximately 7 percentage points. For the first year testing, the students performed statistically at the state average in reading. Our students were slightly below the state average of passing in math. In fourth grade their scores increased to 76.4% passing reading and 64.7% passing math.



### Paterson Class of 2019

The Paterson Class of 2019, our current fourth grade had 12 students tested in the spring of 3rd grade. Each student represented approximately 8.3 percentage points. For the first year testing, the students averaged of 50% passing in reading and 66.6% passing in math.

**COMPARISON INFORMATION: PATERSON SCHOOL, VALLEY SCHOOLS, AND WASHINGTON STATE**

**MSP State Test Results – Spring 2014:** 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 2013/14. The demographics of the District mirror the school districts in the Yakima Valley – high poverty and ESL. The charts below compare the Spring 2014 MSP results of the Paterson District to the other Yakima Valley schools and to the over-all statewide scores.

READING	State	Valley Feeder Schools*	PATERSON
3	72.0%	52.1%	50.0%
4	70.0%	47.83%	76.4%
5	72.4%	48.6%	54.5%
6	72.7%	50.2%	63.6%
7	67.7%	43.97%	76.4%
8	71.6%	50.07%	suppressed
NOTE: suppressed = <10 students			

WRITING	State	Valley Feeder Schools*	PATERSON
4	62.1%	46.2%	41.1%
7	71.1%	58.9%	76.4%

MATH	State	Valley Feeder Schools*	PATERSON
3	63.0%	46.8%	66.6%
4	60.8%	37.47%	64.7%
5	63.5%	35.97%	81.8%
6	63.6%	45.6%	45.4%
7	57.8%	44.93%	64.7%
8	55.9%	45.66%	suppressed
EOC Algebra	58.3%	47.26	87.5%
NOTE: suppressed = <10 students			

\*Valley Feeder Schools have included Prosser, Ki-Be, Grandview, and Sunnyside Schools

**COMPARISON INFORMATION: PATERSON SCHOOL, VALLEY SCHOOLS, AND WASHINGTON STATE**

**MSP State Test Results – Spring 2013:** 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 2012/13. The demographics of the District mirror the school districts in the Yakima Valley – high poverty and ESL. The charts below compare the Spring 2013MSP results of the Paterson District to the other Yakima Valley schools and to the over-all statewide scores.

READING	State	Valley Feeder Schools*	PATERSON
3	73.0%	59.5%	71.4%
4	72.5%	56.5%	suppressed
5	72.7%	56.75%	suppressed
6	71.5%	54.3%	82.3%
7	68.7%	48.825%	suppressed
8	66.3%	55.9%	suppressed
NOTE: suppressed = <10 students			

WRITING	State	Valley Feeder Schools*	PATERSON
4	62.1%	54.2%	suppressed
7	71.0%	50.9%	suppressed

MATH	State	Valley Feeder Schools*	PATERSON
3	65.2%	46.8%	50.0%
4	62.5%	51.3%	suppressed
5	62.6%	53.73%	suppressed
6	59.3%	54.6%	76.4%
7	63.8%	45.5%	suppressed
8	53.3%	45.66%	suppressed
EOC Algebra	53.1%	42.4%	suppressed
NOTE: suppressed = <10 students			

\*Valley Feeder Schools have included Prosser, Ki-Be, Grandview, and Sunnyside Schools

## RCW 28A.305.141

Waiver from one hundred eighty-day school year requirement —  
Criteria. (Expires August 31, 2017.)

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

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

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

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

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

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

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

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

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

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

(3) The state board of education shall adopt criteria to evaluate waiver requests. No more than five districts may be granted waivers. Waivers may be granted for up to three years. After each school year, the state board of education shall analyze empirical evidence to determine whether the reduction is affecting student learning. If the state board of education determines that student learning is adversely affected, the school district shall discontinue the flexible calendar as soon as possible but not later than the beginning of the next school year after the determination has been made. All waivers expire August 31, 2017.

(a) Two of the five waivers granted under this subsection shall be granted to school districts with student populations of less than one hundred fifty students.

(b) Three of the five waivers granted under this subsection shall be granted to school districts with student populations of between one hundred fifty-one and five hundred students.

(4) This section expires August 31, 2017.

[2014 c 171 § 1; 2009 c 543 § 2.]

Notes:

**Finding -- 2009 c 543:** "The legislature continues to support school districts seeking innovations to further the educational experiences of students and staff while also realizing increased efficiencies in day-to-day operations. School districts have suggested that efficiencies in heating, lighting, or maintenance expenses could be possible if districts were given the ability to create a more flexible calendar. Furthermore, the legislature finds that a flexible calendar could be beneficial to student learning by allowing for the use of the unscheduled days for professional development activities, planning, tutoring, special programs, parent conferences, and athletic events. A flexible calendar also has the potential to ease the burden of long commutes on students in rural areas and to lower absenteeism.

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

## WAC 180-18-065

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

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

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

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