

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

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

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

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

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

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

Application materials must include:

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

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

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

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

BICKLETON SCHOOL DISTRICT NO. 203
3626 Bickleton Highway, Bickleton, Washington 99322
Phone: 509 896-5473 Fax: 509 896-2071

Ric Palmer, Superintendent-Principal Judy Naught, Business Manager

BICKLETON SCHOOL DISTRICT #203
180-DAY WAIVER
BICKLETON, WASHINGTON 99322

Flexible Calendar
Resolution No. 17-01-01

WHEREAS: Bickleton School District NO. 203 requests a waiver of thirty days for the 2017-18, 2018-19 school years, and

WHEREAS: Bickleton School District understands at the end of each school year if the State Board of Education determines that student learning is adversely affected, Bickleton School District #203 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: Bickleton School District #203 assures it will meet the annual average 1,080 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215), and


WHEREAS: Bickleton School District #203 assures it will collect data on school attendance rates of students and teachers, and collect satisfaction surveys of parents, students, and teachers with a target of 60% or greater participation from each group,

THEREFORE BE IT RESOLVED: by the Board of Directors of the Bickleton School District No. 203 the request to continue obtaining a 180-day waiver from the Basic Education Program Requirement for the purpose of Economy and Efficiency be approved.

ADOPTED ON 02/22/2017


Bickleton School District No. 203, Bickleton, Washington

ATTEST:


Board Chairman


Board Member


Secretary to the Board


Board Member


Board Member

SCHOOL BOARD
Chairman, Tom Mains, Vice- Chairman, John Jensen, Mary Jo Hanson, Gary Hess

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

1. Contact Information (Please complete all information below)

Name	Ric Palmer
Title	Superintendent
School District	Bickleton
Phone	509-896-5473
Email	rpalmer@bickleton.wednet.edu
Mailing Address	3626 Bickleton Hwy

2. Student Count:

	Count	Year
Most recent student count for the district (please identify year)	96	2016-2017
Forecast for the next student count (if available)	95	2017-2018

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

Yes	If yes, explain: Economies and Efficiency Renewal
-----	---

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

Yes	If no:	Schools	Grades
		Bickleton School	K-12

5. Number of waiver days requested:

School Years	2017-2018	2018-2019	2019-2020
Number of Days	30	30	30

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

Yes

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

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

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

Utilities	\$14,198.25
Transportation	14,469.67
Wages	22,838.71
Total:	\$51,506.63

Staff Mileage 6,480 miles/year

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

Transportation savings go directly back to the state. The remainder allows us to keep para-pros in the classroom for our intervention times. Our paras are our bus drivers so they maintain their full-time employee status.

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

- Continuation of our K-8 reading program (Reading First Model)
- Continuation of our K-12 Math Intervention Program
- Continuation of our K-12 Science Intervention Program
- Maintaining our $\frac{3}{4}$ time Kindergarten Program
- Meaningful staff development

We have achieved these goals.

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.

Our modified schedule has allowed us to keep pace with instruction and with all the demands that OSPI requires. One benefit that has been huge is our Professional development days (15). We are able to sit down as a full staff and discuss and strategized what is best for our students

from gifted to those who struggle. It has allowed on-site trainings in Common Core, Smarter Balanced, TPEP, Next Generation Science Standards and Safe Schools.

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

There have been no negative comments at public meetings or to the office of the superintendent. Our community fully supports this waiver. See Attachment

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

N/A We do not have a free and reduced-price school child nutrition service.

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

N/A

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

Because of our rural location, the modified schedule has sparked interest in our district. Potential candidates are more willing to apply because of this schedule. We are able to maintain all of our support position with this schedule.

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

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

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

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

In our community, all of the students have grandparents, aunt and uncles, and other siblings during the days they are at home. We are an agricultural community.

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

We concentrate on student-teacher contact time. With the uninterrupted schedule, there is more student-teacher contact time than there was in the old schedule. Students are not being pulled out of the classroom for athletics. This is huge. Our teachers are actually getting further and deeper into their curriculum than they were before.

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

We will continue to use Diebls, accelerated reader and accelerated math. We rely on the state testing to monitor trends in the classroom. We also use Next Generation Science assessments.

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.

See Attachment

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).

These are not potential academic benefits anymore they are real. Absences have gone down for both staff and students. Students are more refreshed and alert on the modified schedule particularly the young students. Staff have all of their students during instructional time and the professional development has been phenomenal.

For Renewal Requests

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

See 7 & 8

- 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.

See 8 & 9

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

See 9

- 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).

See 10

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

See 11

- 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.

N/A

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

See 14

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

See 15

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

See 16

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

See Attachment for School Report Card

See Attachment for Smarter Balanced

See Attachment for Smarter Balanced School Summary.

- 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).

These are not potential academic benefits anymore they are real. Absences have gone down for both staff and students. Students are more refreshed and alert on the modified schedule particularly the young students. Staff have all of their students during instructional time and the professional development has been phenomenal. We still maintain a 100% graduation rate, 0% dropout rate, and over 90% of our graduating seniors go on to be successful in post-secondary education opportunities.

Bickleton School Calendar 2017-18

Aug.						
S	M	T	W	T	F	S
20	21	22	23	24	25	26
27	28	29	30	31		

Teacher Inserv. Aug 22
School Begins Aug. 28

President's Day Feb. 19

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

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

Labor Day - Sept 4

3rd Quarter Ends March 28

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

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

1st Quarter Ends Oct. 31

Spring Break April 2-6

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

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

Veteran's Day Nov. 11

Memorial Day May 28

Thanksgiving Nov. 22,23,24

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

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

Christmas Dec.22-Jan 5

Last day of school June 7
Teacher Inserv. June 8

June						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	

January 2017						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MLK Jan.15

2nd Quarter Ends Jan. 22

July						
S	M	T	W	T	F	S

Holidays (No school)

Prof. Dev. Day (Tchrs. Only.)

No School

School Starts/Ends

Conf. (Part day for Students)

Quarter Ends

1st Ends Oct. 31

2nd Ends Jan. 22

3rd Ends March 28

4th Ends June 7

Semester Ends

1st Jan 22

2nd Jn. 7

165 Staff Days

150 Student Days

MSP-Science

5th Grade

Washington State Average	410
--------------------------	------------

District	424
----------	------------

8th Grade

Washington State Average	408
--------------------------	------------

District	415
----------	------------

Smarter Balanced ELA

Seniors

Washington Average	2579
--------------------	-------------

District	2658
----------	-------------

Juniors

Washington Average	2635
--------------------	-------------

District	2708
----------	-------------

8th Grade

Washington Average	2582
--------------------	-------------

District	2577
----------	-------------

7th Grade

Washington Average	2564
--------------------	-------------

District	2559
----------	-------------

6th Grade

Washington Average	2536
--------------------	-------------

District	2485
----------	-------------

5th Grade

Washington Average	2516
--------------------	------

District	2487
----------	------

4th Grade

Washington Average	2480
--------------------	------

District	2460
----------	------

3rd Grade

Washington Average	2435
--------------------	------

District	2405
----------	------

Smarter Balanced Mathematics

3rd Grade

Washington Average	2447
--------------------	------

District	2453
----------	------

4th Grade

Washington Average	2492
--------------------	------

District	2478
----------	------

5th Grade

Washington Average	2520
--------------------	------

District	2491
----------	------

6th Grade

Washington Average	2536
District	2541

7th Grade

Washington Average	2557
District	2580

8th Grade

Washington Average	2573
District	2595

High School

Washington Average	2557
District	2656

We are split evenly below and above averages for the State Testing. The important trend is that scores get better as student progress up the grades. Bickleton School cannot give all data because we have been suppressed due to N<10. Again, what is the end product? The end product are students who are prepared for post secondary education and life.



District | Non-District | ESD | P-20 High School Feedback | **Tools:** Compare My School

Summary | AYP | CTE | AMO | WaKIDS | HS Dual Credit | **Graduation Progress Report**

MSP/HSPE | EOC | Smarter Balanced | WAAS PORT | WA- AIM | ELPA21 | NAEP

Graduation Progress Report **Search:** ☒ School ☐ District

District > Washington State > Office of Superintendent of Public Instruction > **Bickleton School District**

Print Friendly

Bickleton School District

Superintendent Ric Palmer
509.896.5473 ([more info](#))

100 MARKET ST BICKLETON 99322-0010
Educational Service District 105

This Graduation Progress Report displays state and district level summaries of the students who should have attempted the state assessment graduation requirements for the required WCAP subjects. The report breaks down which exam graduation alternative (s) assessment students attempted. It does not report any local graduation requirements such as credits earned. Each cohort in the report is based on the students' graduation requirement year (four years from when a student enters 9th grade).

Each student is counted only once per subject; multiple test attempts within a subject are prioritized by the ranked difficulty of assessment or graduation alternative. Students are excluded from the report if they have transferred out of state or to a non-public school, if the student is deceased, or if the student withdrew from school for an unknown reason.

Select a school year for graduation requirements:

Students Meeting Assessment Graduation Requirements

Students Meeting Requirement by the following exam types:					
Assessment or CAA/CIA Option Category	Assessment or CAA/CIA Option	ELA		Math	
		#	%	#	%
Via High School General Assessment	HSPE/EOC	1	11.11		
Via High School General Assessment	Smarter Balanced	8	88.88	9	100
Via High School General Assessment	Sub Total	9	100	9	100
Met	Total Met	9	100	9	100
Not Met	Tested: NotMet	0	0	0	0
Not Met	No Score	0	0	0	0
TOTAL	Total Met and Not Met	9	100	9	100

[Frequently Asked Questions](#)

[Contact Us](#)

[Glossary](#)

[Data Files](#)

[OSPI Home](#)

District : Non-District : ESD : P-20 High School Feedback :

Tools: [Compare My School](#) [go](#)
Summary : AYP : CTE : AMO : WaKIDS : HS Dual Credit : Graduation Progress Report :

MSP/HSPE : EOC : Smarter Balanced : WAAS PORT : WA-AIM : ELPA21 : NAEP :

Summary : [Bickleton School District](#) [go](#)
Search: ☒ School ☐ District [go](#)

District > Washington State > Office of Superintendent of Public Instruction > **Bickleton School District**
[Print Friendly](#)
Bickleton School District

Superintendent Ric Palmer
509.896.5473 [\(more info\)](#)

100 MARKET ST BICKLETON 99322-0010
Educational Service District 105

Select a year: [2015-16](#) [go](#)
2015-16 Results (Administration Info)

Grade Level	SBA ELA	SBA Math
3rd Grade	Suppressed	Suppressed
4th Grade	Suppressed	Suppressed
5th Grade	Suppressed	Suppressed
6th Grade	Suppressed	Suppressed
7th Grade	Suppressed	Suppressed
8th Grade	Suppressed	Suppressed
11th Grade	Suppressed	Suppressed

Grade Level	MSP Science
5th Grade	Suppressed
8th Grade	Suppressed

Grade Level *	EOC Biology
10th Grade	Suppressed

* End of Course (EOC) Biology is administered in any grade in which the course is offered. Prior to 2015, EOC Math exams were given in any grade in which the course is offered and served as the state's accountability test in mathematics. As of 2015, EOC Math tests are taken only for the purpose of meeting assessment graduation requirements by students in the classes of 2018 and prior.

** The "Makeup" exam was given to students who had already completed the Year 1 or Year 2 coursework. It was not a "retake".

Student Demographics

Enrollment		
October 2015 Student Count	86	
May 2016 Student Count	84	
Gender (October 2015)		
Male	48	55.8%
Female	38	44.2%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	28	32.6%
Asian	1	1.2%
White	55	64.0%
Two or More Races	2	2.3%
Special Programs		
Free or Reduced-Price Meals (May 2016)	13	15.5%
Special Education (May 2016)	13	15.5%
Transitional Bilingual (May 2016)	0	0.0%
Migrant (May 2016)	1	1.2%
Section 504 (May 2016)	0	0.0%
Other Information (more info)		
Unexcused Absence Rate (2015-16)	38	0.6%

Teacher Information (2015-16) ([more info](#))

Classroom Teachers	12
White	12
Average Years of Teacher Experience	13.1
White	13.1
Teachers with at least a Master's Degree	66.7%
Total number of teachers who teach core academic classes	9
% of teachers teaching with an emergency certificate	0.0%
% of teachers teaching with a conditional certificate	0.0%
Total number of core academic classes	24
ESEA Highly Qualified Teacher Information	
% of classes taught by teachers meeting ESEA highly qualified (HQ) definition	100.0%
% of classes taught by teachers who do not meet ESEA HQ definition	0.0%
% of classes in high poverty schools taught by teachers who meet ESEA HQ definition	100.0%
% of classes in high poverty schools taught by teachers who do not meet ESEA HQ definition	0.0%
% of classes in low poverty schools taught by teachers who meet ESEA HQ definition	100.0%
% of classes in low poverty schools taught by teachers who do not meet ESEA HQ definition	0.0%

[Frequently Asked Questions](#)
[Contact Us](#)
[Glossary](#)
[Data Files](#)
[OSPI Home](#)

Daily Schedule

Daily Schedule	
7:50	Classroom Doors Open/Busses Arrive
8:00-11:45 AM 8:00-12:06	AM Instructional Block for Elementary AM Instructional Block for High School
11:45 – 12:15 12:06-12:36	Lunch and Recess for Elementary Lunch for High School
12:15-3:40 12:36-3:40	PM Instructional Block for Elementary PM Instructional Block for High School
3:40	School is dismissed for all Grades
3:45	Buses Leave

3/15/17

Economies and Efficiencies Waiver

(4-day week)

In favor

Opposed

Jennifer Wylie

Darby Hanson

Mallory Delroza

Jenny Gittner

Shirley

Jay Carter

Kate Moore

Lee

Tom Mordense

Christie Mordense

Jennifer Wilson

Kid Berk

Meissa J

Kat Jones

Antonio Avala

Gelia Rodriguez

Sandra Powers

Kristi Ince

3/15/17

Economies and Efficiencies Waiver

(4-day week)

In favor

Opposed

Susan Powers
Mar Barker
Mary J. Hansen

Tom Berk

Obiwan Sump
Colton Warner

Dina L. Sump

Norma Tabavera

Bob Powers

Crystal Melfeld

May Venema