

The Washington State Board of Education

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

Title:	<u>Basic Education Program Requirements: Review of Waiver Criteria</u>	
As Related To:	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
Relevant to Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Discussion will focus on a central issue regarding Option One rules: Should the Board include parent teacher conferences as an acceptable Option One or Option Three waiver activity? Additionally, does the Board wish to work with the Legislature to clarify intent regarding parent teacher conferences as 'school days' as defined in RCW 28A.151.203?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>This Memo summarizes Member recommendations for establishing clear criteria and parameters for Option One waiver.</p> <p>Timeline: Staff intends to return in November with draft rules and have a final rules hearing in January, 2012.</p> <p>Board Members provided the following guidance to staff in July: move forward with drafting rules to clarify Option One waivers, to include the following; limit Option One waivers to no more than five days; improve waiver accountability by requiring an annual Summary Report on implementation of waiver days; require districts to provide a calendar and an explanation of how they calculate instructional hours as part of the application.</p> <p>Discussion will focus on parent teacher conference days as related to waivers (see Policy Considerations/Key Questions above).</p>	

BASIC EDUCATION PROGRAM REQUIREMENTS: REVIEW OF WAIVER CRITERIA

BACKGROUND

Staff recommends analyzing the current Option One rules and setting specific criteria and parameters around acceptable waiver requests. With clearer expectations and limits, recurring Board Member concerns could be resolved and districts would have a clearer understanding of the Board's expectations. Staff is seeking input on the establishment of criteria used to approve Option One waiver requests, and direction as to whether to prepare draft rules that would include these criteria.

Current Options for Waivers from 180 Day Requirement

Currently, SBE grants waivers from the required 180 days under the following options:

- **Option One** is the regular request that has been available since 1995 to enhance the educational program and improve student achievement. Districts may propose the number of days to be waived and the types of activities deemed necessary to enhance the educational program and improve student achievement. This option requires Board approval. Currently 27 districts have Option One waivers for the 2011-12 school years and beyond, down from 66 in 2010-11. The number of current Option One waivers does not include the waiver requests presented in this memorandum.
- **Option Two** is a pilot for purposes of economy and efficiency for eligible districts to operate one or more schools on a flexible calendar. It expires August 31, 2014. Three districts were approved for this option in 2009 and these waivers will expire after 2011-12.
- **Option Three** is a fast track process implemented in 2010 that allows districts meeting eligibility and other requirements to use up to three waived days for specified innovative strategies. This Option requires staff review. Twenty-two districts have Option Three waivers for school years 2011-12 and beyond, up from seven in school year 2010-11.

Number of 180-day Waivers by Option, School Years 2010-11 and 2011-12

	School Year 2010-11	School Year 2011-12 (as of June, 2011)
Option One	66 (22.3 percent of state)	27 (9.1 percent of state)
Option Two	3 (1 percent of state)	3 (1 percent of state)
Option Three	7 (2.4 percent of state)	22 (7.5 percent of state)
Total, all options	76 (25.7 percent of state)	52 (17.6 percent of state)

Why Waivers are Needed for Parent-Teacher Conferences

SBE has approved waivers for full-day parent-teacher conferences since March 2007. Six of the Option One waivers to be discussed at this Board meeting (Federal Way, Highline, Omak, Riverside, Sequim, and Waitsburg) include parent-teacher conferences. Several more will be considered in September. Still, there continues to be confusion about whether districts need to seek waivers for parent-teacher conferences. SBE staff receives several calls or emails on these topics daily. The rationale for requiring waivers for full-day parent-teacher conferences lies in the definition of a school day, cited below.

Current definition of a school day (Effective until September 1, 2011). *A school day shall mean each day of the school year on which pupils enrolled in the common schools of a school district are engaged in educational activity planned by and under the direction of the school district staff, as directed by the administration and board of directors of the district.* (RCW [28A.150.030](#))

New definition of a school day (Effective on September 1, 2011). *"School day" means each day of the school year on which pupils enrolled in the common schools of a school district are engaged in academic and career and technical instruction planned by and under the direction of the school.* (RCW [28A.150.203](#))

Under either definition of a school day, full-day parent-teacher conferences do not count toward the required 180 days because all students are not present on a parent-teacher conference day. While the definition does not specifically say all pupils, 'all' is implicit. If the language read 'some' pupils, then that would permit school schedules where some students are scheduled for fewer than 180 days but on any given day some students are present (e.g. a calendar where all students attend four days and only students needing intervention attend on the fifth day of the week).

The confusion about parent-teacher conferences stems from the definition of an instructional hour: *"Instructional hours" means those hours students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, inclusive of intermissions for class changes, recess, and teacher/parent-guardian conferences that are planned and scheduled by the district for the purpose of discussing students' educational needs or progress, and exclusive of time actually spent for meals.* (RCW [28A.150.205](#))

Parent-teacher conferences are explicitly included in the definition of instructional hours and can be counted toward the required 1,000 hours of instruction. The definitions are related (instructional hours comprise a school day) but distinct (a school day must be available to all students). Information on the SBE website helps provide clarification and consistent messaging about this issue.

POLICY CONSIDERATION

While the application for a waiver is extensive and generates a significant amount of information on a given district, there are no formal criteria used to evaluate Option One waiver requests. RCW 28A.305.140 states: *"The state board of education may grant waivers to school districts from the provisions of RCW [28A.150.200](#) through [28A.150.220](#) on the basis that such waiver or waivers are necessary to implement successfully 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. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program. The state board shall adopt criteria to evaluate the need for the waiver or waivers.”

In order to help the Board consider possible criteria for approving waiver requests, Board Members Kris Mayer, Amy Bragdon, Bunker Frank, Bob Hughes, and Jack Schuster have synthesized concerns previously expressed by Board members and suggested a list of proposed solutions. Additionally, staff reviewed minutes and meeting materials from the past five years to determine how many waivers had been requested and how many had been approved.

Historically, this SBE has approved nearly all waiver requests as written, as indicated in the summary table below.

Year	Number of Waivers Requested	Number of Waivers Approved
2006	13	13
2007	30	30
2008	65	65*
2009	27	27
2010	19	19
2011 (as of conclusion of May 2011 Meeting)	21	21
Total 2006-May 2011	175	175

* Lyle School District requested a waiver of 36 days in July of 2008; the Board approved four days for professional development but not all requested days. In November of 2009, Lyle was approved for an Option Two waiver of 24 days for economy and efficiency.

The following pages summarize Board member concerns and possible solutions and criteria to approve or disapprove waiver requests.

Waiver Criteria

Concern:

The Board has established explicit criteria for Option Three waivers but not for Option One waivers (see Appendix A for specific WAC language). Formal criteria would clarify the Board's expectations to districts and more fully address the RCW requirements.

Possible Solution/Criterion A: Direct staff to draft rules to establish accountability for student time, acceptable caps on waiver days, and/or list acceptable activities for waiver days. Consider using the list of activities under the fast track waivers (see below).

Fast Track strategies from WAC 180-18-050 (3)

- (i) Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance.
- (ii) Use data from multiple measures to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with state academic standards.
- (iii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students.

- (iv) Implement strategies designed to recruit, place, and retain effective staff.
- (v) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.
- (vi) Increase graduation rates through, for example, credit-recovery programs, smaller learning communities, and acceleration of basic reading and mathematics skills.
- (vii) Establish schedules and strategies that increase instructional time for students and time for collaboration and professional development for staff.
- (viii) Institute a system for measuring changes in instructional practices resulting from professional development.
- (ix) Provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching.
- (x) Develop teacher and school leader effectiveness.
- (xi) Implement a school-wide "response-to-intervention" model.
- (xii) Implement a new or revised instructional program.
- (xiii) Improve student transition from middle to high school through transition programs or freshman academies.
- (xiv) Develop comprehensive instructional strategies.
- (xv) Extend learning time and community oriented schools.

Concern: SBE has an interest in documenting outcomes from waiver days and ensuring that districts are accountable to implement their waiver days as described on their application. A critical concern is how best to exercise the Board's responsibility for oversight after waivers are granted. There is currently little direct feedback from districts regarding how their waivers were implemented. Questions arise including how waiver days impacted student learning.

Possible Solution/Criterion B: Require more stringent accountability from districts requesting a renewal. Require districts that request renewals to submit a report to the Board describing the implementation of the waiver including agendas, amounts of time spent on various activities, and descriptions of who participated. Districts should include a specific description of how their waiver days impacted student achievement as related to their stated goals. Additionally, notify all waiver districts that the Board may select districts to present to the Board on the implementation of their waiver, either as a condition of renewal or at any time during their approved waiver period.

Instructional Time/Days

Concern: Some districts request a large number of waiver days – up to 12 in some cases – and Board Members are concerned that a large reduction in school days may have a negative impact on students.

Existing Option One Waivers

Number of waived days	Number of waivers	Percent of districts statewide
2	4	1.5 percent
3	8	2.7 percent
4	5	1.7 percent
5	7	2.4 percent
6	3	1 percent
7	1	0.3 percent
12	1 (Tacoma)	0.3 percent
Total	29*	10 percent

*there are 27 districts with 29 distinct waivers
Average Option One waiver days: 4.3

Possible Solution/Criterion C: Cap the number of waiver days at three, five, or some other specified number. A cap of three days would include 44 percent of current waivers. A cap at five days would include 83 percent of current waivers.

Possible Solution/Criterion D: Districts requesting waivers provide a wide range of additional paid teacher days without students (between zero and 11 for the 2011 waiver requests). The State Board's goal is to maximize student instructional days when approving waiver requests. This option caps the number of waiver days based on how many additional teacher days are provided above 180 by using an acceptable range of possible days based on a range of additional teacher days.

Example:

# of additional teachers days above 180	Maximum waiver days that could be requested
0-4	Up to 5
5-9	Up to 3
10 or more	0

Possible Solution/Criterion E: cap the number of waiver days plus additional teacher days at X (e.g. 10).

Example:

# of additional teachers days above 180	Waiver days that could be requested	Total
0	10	10
4	6	10
9	1	10
10	0	10

Concern: Districts state that they will meet the required 1,000 instructional hours, but they are not required to provide evidence that this is true. The application asks, "Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?" This is currently a yes or no answer. Board Members have expressed a desire to see evidence that this requirement can be met if a waiver request is approved.

Possible Solution/Criterion F: As a part of the waiver application, require districts to provide evidence that they provide 1,000 instructional hours with a school calendar and a description of how they calculate their 1,000 hours.

Parent-teacher Conferences

Concern: As described earlier in this memo, full-day parent-teacher conferences are not considered school days counted toward the required 180 days. Board Members have expressed various opinions on the use of waiver days for full-day parent-teacher conferences, and the Board has approved all applications for this purpose to date.

Possible Solution/Criterion G: Add full-day parent-teacher conferences as an acceptable strategy in Option Three. Include it as an acceptable strategy when drafting rule language for Option One.

Possible Solution/Criterion H: Advocate for a change in the legal definition of a school day to be inclusive of parent-teacher conferences.

Possible Solution/Criterion I: Exclude full-day parent-teacher conferences from all Options.

Summary Table of Concerns and Options

SBE Concern	Options to Address Concern																							
<p>Concern: need stronger criteria to evaluate Option One waiver requests.</p>	<p>Possible Solution/Criterion A: Draft rules to establish acceptable caps on waiver days, accountability for student time, and list acceptable activities for waiver days. Use the list of activities under the fast track waivers.</p>																							
<p>Concern: accountability for current waivers and conditions for renewal.</p>	<p>Possible Solution/Criterion B: Require more accountability when renewing; notify districts that the Board may select them for a Board presentation.</p>																							
<p>Concern: Districts request a large number of days</p> <p>Concern: Districts provide a wide range of additional paid teacher days without students (between zero and 11 for the 2011 waiver requests) in their collective bargaining agreements.</p>	<p>Possible Solution/Criterion C: Cap the number of waiver days at three, five, or some other specified number.</p> <p>Possible Solution/Criterion D: Cap the number of waiver days based on how many additional teacher days are provided above 180 by using a range of possible days.</p> <table border="1"> <thead> <tr> <th># of additional teachers days above 180</th> <th>Maximum waiver days that can be requested</th> </tr> </thead> <tbody> <tr> <td>0-4</td> <td>Up to 5</td> </tr> <tr> <td>5-9</td> <td>Up to 3</td> </tr> <tr> <td>10 or more</td> <td>0</td> </tr> </tbody> </table> <p>Possible Solution/Criterion E: Cap the number of waiver days plus additional teacher days at X (ex: 10).</p> <table border="1"> <thead> <tr> <th># of additional teachers days above 180</th> <th>Waiver days that can be requested</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>10</td> <td>10</td> </tr> <tr> <td>4</td> <td>6</td> <td>10</td> </tr> <tr> <td>9</td> <td>1</td> <td>10</td> </tr> <tr> <td>10</td> <td>0</td> <td>10</td> </tr> </tbody> </table>	# of additional teachers days above 180	Maximum waiver days that can be requested	0-4	Up to 5	5-9	Up to 3	10 or more	0	# of additional teachers days above 180	Waiver days that can be requested	Total	0	10	10	4	6	10	9	1	10	10	0	10
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<p>Concern: Accountability for average 1,000 hours.</p>	<p>Possible Solution/Criterion F: Require districts to provide evidence that they provide 1,000 instructional hours with a district calendar and a description of how they calculate their 1,000 hours.</p>																							
<p>Concern: Districts need to request waivers to have full-day parent-teacher conferences.</p>	<p>Possible Solution/Criterion G: Add full-day parent-teacher conferences as an acceptable strategy in Option Three. Include it as an acceptable strategy when drafting rule language for Option One.</p> <p>Possible Solution/Criterion H: Advocate for a change in the legal definition of a school day to be inclusive of parent-teacher conferences.</p> <p>Possible Solution/Criterion I: Exclude full-day parent-teacher conferences from all Options.</p>																							

For Future Consideration

New legislation¹ in 2011 directs OSPI to develop a process for districts to apply on behalf of their schools for designation as innovative schools or zones. Applications must be submitted by January 6, 2012 to the Educational Service Districts (ESDs) to be implemented beginning in the 2012-13 school year. The ESDs will recommend approval of designated applications to OSPI. The bill permits OSPI and SBE to grant waivers within the scope of their statutory authority to requirements that are necessary to be waived to implement the innovation. While specifically noting that SBE “may grant waivers for innovation schools or innovation zones of administrative rules pertaining to calculation of course credits for high school courses,” the bill also states: *“The state board of education, where appropriate, or the superintendent of public instruction, where appropriate, may grant waivers to districts from the provisions of statutes or rules relating to: the length of the school year; student-to-teacher ratios; any other administrative rules that in the opinion of the state board of education or the opinion of the superintendent of public instruction may need to be waived in order for a district to implement a plan for restructuring its educational program or the educational program of individual schools within the district or to implement an innovation school or innovation zone...”* Requests for waivers may be denied if OSPI or SBE conclude that the waiver is likely to result in a decrease in academic achievement, jeopardize the receipt of state or federal funds, or violate state or federal laws. OSPI and SBE are charged with providing an “expedited review” of these waiver requests.

EXPECTED ACTION

No formal action is needed. However, staff would like direction on two issues: does the Board want staff to bring back draft rules in September that would establish criteria for approving waivers? If so, which of the criteria reviewed would the Board like to see put into draft rules?

¹ [ESSHB1546](#)

RCW 28A.305.140

Waiver from provisions of RCW 28A.150.200 through 28A.150.220 authorized.

CHANGE IN 2011 (SEE [1546-S2.SL](#)) [Innovation Waivers]

The state board of education may grant waivers to school districts from the provisions of RCW [28A.150.200](#) through [28A.150.220](#) on the basis that such waiver or waivers are necessary to implement successfully 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. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program.

The state board shall adopt criteria to evaluate the need for the waiver or waivers.

[1990 c 33 § 267; (1992 c 141 § 302 expired September 1, 2000); 1985 c 349 § 6. Formerly RCW [28A.04.127](#).]

Notes:

Contingent expiration date -- 1992 c 141 § 302: "Section 302, chapter 141, Laws of 1992 shall expire September 1, 2000, unless by September 1, 2000, a law is enacted stating that a school accountability and academic assessment system is not in place." [1994 c 245 § 11; 1992 c 141 § 508.] That law was not enacted by September 1, 2000.

Severability -- 1985 c 349: See note following RCW [28A.150.260](#).

WAC 180-18-010

Purpose and authority.

(1) The purpose of this chapter is to support local educational improvement efforts by establishing policies and procedures by which schools and school districts may request waivers from basic education program approval requirements.

(2) The authority for this chapter is RCW [28A.305.140](#) and [28A.655.180](#)(1).

[Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#),[28A.305.130](#) (6), 02-18-056, § 180-18-010, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW [28A.305.140](#) and [28A.630.945](#). 98-05-001, § 180-18-010, filed 2/4/98, effective 3/7/98. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. 95-20-054, § 180-18-010, filed 10/2/95, effective 11/2/95.]

WAC 180-18-030

Waiver from total instructional hour requirements.

A district desiring to improve student achievement by enhancing the educational program for all students may apply to the state board of education for a waiver from the total instructional hour requirements. The state board of education may grant said waiver requests pursuant to RCW [28A.305.140](#) and WAC [180-18-050](#) for up to three school years.

[Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#),[28A.305.130](#) (6), [28A.655.180](#). 07-20-030, §

180-18-030, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter [28A.630](#) RCW. 01-24-092, § 180-18-030, filed 12/4/01, effective 1/4/02. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. 95-20-054, § 180-18-030, filed 10/2/95, effective 11/2/95.]

WAC 180-18-040

Waivers from minimum one hundred eighty-day school year requirement and student-to-teacher ratio 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](#) by offering the equivalent in annual minimum program hour offerings 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 initial waiver requests for up to three school years.

(2) A district that is not otherwise ineligible as identified under WAC [180-18-050](#) (3)(b) may develop and implement a plan that meets the program requirements identified under WAC [180-18-050](#)(3) to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district 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](#) by offering the equivalent in annual minimum program hour offerings as prescribed in RCW [28A.150.220](#) in such grades as are conducted by such school district.

(3) 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 student-to-teacher ratio requirement pursuant to RCW [28A.150.250](#) and WAC [180-16-210](#), which requires the ratio of the FTE students to kindergarten through grade three FTE classroom teachers shall not be greater than the ratio of the FTE students to FTE classroom teachers in grades four through twelve. The state board of education may grant said initial waiver requests for up to three school years.

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

WAC 180-18-050

Procedure to obtain waiver.

(1) State board of education approval of district waiver requests pursuant to WAC [180-18-030](#) and [180-18-040](#) (1) and (3) shall occur at a state board meeting prior to implementation. A district's waiver application shall be in the form of a resolution adopted by the district board of directors. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution shall be accompanied by information detailed in the guidelines and application form available on the state board of education's web site.

(2) The application for a waiver and all supporting documentation must be received by the state board of education at least fifty days prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education shall review all applications and supporting documentation to insure the accuracy of the information. In the

event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek state board approval at a subsequent meeting.

(3)(a) Under this section, a district meeting the eligibility requirements may develop and implement a plan that meets the program requirements identified under this section and any additional guidelines developed by 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](#). The plan must be designed to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district by offering the equivalent in annual minimum program hour offerings as prescribed in RCW [28A.150.220](#) in such grades as are conducted by such school district. This section will remain in effect only through August 31, 2018. Any plans for the use of waived days authorized under this section may not extend beyond August 31, 2018.

(b) A district is not eligible to develop and implement a plan under this section if:

(i) The superintendent of public instruction has identified a school within the district as a persistently low achieving school; or

(ii) A district has a current waiver from the minimum one hundred eighty-day school year requirement approved by the board and in effect under WAC [180-18-040](#).

(c) A district shall involve staff, parents, and community members in the development of the plan.

(d) The plan can span a maximum of three school years.

(e) The plan shall be consistent with the district's improvement plan and the improvement plans of its schools.

(f) A district shall hold a public hearing and have the school board approve the final plan in resolution form.

(g) The maximum number of waived days that a district may use is dependent on the number of learning improvement days, or their equivalent, funded by the state for any given school year. For any school year, a district may use a maximum of three waived days if the state does not fund any learning improvement days. This maximum number of waived days will be reduced for each additional learning improvement day that is funded by the state. When the state funds three or more learning improvement days for a school year, then no days may be waived under this section.

Scenario	Number of learning improvement days funded by state for a given school year	Maximum number of waived days allowed under this section for the same school year
A	0	3
B	1	2
C	2	1
D	3 or more	0

(h) The plan shall include goals that can be measured through established data collection practices and assessments. At a minimum, the plan shall include goal benchmarks and results that address the following subjects or issues:

(i) Increasing student achievement on state assessments in reading, mathematics, and science for all grades tested;

(ii) Reducing the achievement gap for student subgroups;
(iii) Improving on-time and extended high school graduation rates (only for districts containing high schools).

(i) Under this section, a district shall only use one or more of the following strategies in its plan to use waived days:

(i) Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance;

(ii) Use data from multiple measures to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with state academic standards;

(iii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students;

(iv) Implement strategies designed to recruit, place, and retain effective staff;

(v) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(vi) Increase graduation rates through, for example, credit-recovery programs, smaller learning communities, and acceleration of basic reading and mathematics skills;

(vii) Establish schedules and strategies that increase instructional time for students and time for collaboration and professional development for staff;

(viii) Institute a system for measuring changes in instructional practices resulting from professional development;

(ix) Provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching;

(x) Develop teacher and school leader effectiveness;

(xi) Implement a school-wide "response-to-intervention" model;

(xii) Implement a new or revised instructional program;

(xiii) Improve student transition from middle to high school through transition programs or freshman academies;

(xiv) Develop comprehensive instructional strategies;

(xv) Extend learning time and community oriented schools.

(j) The plan must not duplicate activities and strategies that are otherwise provided by the district through the use of late-start and early-release days.

(k) A district shall provide notification to the state board of education thirty days prior to implementing a new plan. The notification shall include the approved plan in resolution form signed by the superintendent, the chair of the school board, and the president of the local education association; include a statement indicating the number of certificated employees in the district and that all such employees will be participating in the strategy or strategies implemented under the plan for a day that is subject to a waiver, and any other required information. The approved plan shall, at least, include the following:

(i) Members of the plan's development team;

(ii) Dates and locations of public hearings;

(iii) Number of school days to be waived and for which school years;

(iv) Number of late-start and early-release days to be eliminated, if applicable;

(v) Description of the measures and standards used to determine success and identification of expected benchmarks and results;

(vi) Description of how the plan aligns with the district and school improvement plans;

(vii) Description of the content and process of the strategies to be used to meet the goals of the waiver;

(viii) Description of the innovative nature of the proposed strategies;

(ix) Details about the collective bargaining agreements, including the number of professional development days (district-wide and individual teacher choice), full instruction days, late-start and early-release days, and the amount of other noninstruction time; and

(x) Include how all certificated staff will be engaged in the strategy or strategies for each day requested.

(l) Within ninety days of the conclusion of an implemented plan a school district shall report to the state board of education on the degree of attainment of the plan's expected benchmarks and results and the effectiveness of the implemented strategies. The district may also include additional information, such as investigative reports completed by the district or third-party organizations, or surveys of students, parents, and staff.

(m) A district is eligible to create a subsequent plan under this section if the summary report of the enacted plan shows improvement in, at least, the following plan's expected benchmarks and results:

(i) Increasing student achievement on state assessments in reading and mathematics for all grades tested;

(ii) Reducing the achievement gap for student subgroups;

(iii) Improving on-time and extended high school graduation rates (only for districts containing high schools).

(n) A district eligible to create a subsequent plan shall follow the steps for creating a new plan under this section. The new plan shall not include strategies from the prior plan that were found to be ineffective in the summary report of the prior plan. The summary report of the prior plan shall be provided to the new plan's development team and to the state board of education as a part of the district's notification to use a subsequent plan.

(o) A district that is ineligible to create a subsequent plan under this section may submit a request for a waiver to the state board of education under WAC [180-18-040](#)(1) and subsections (1) and (2) of this section.

[Statutory Authority: Chapter [28A.305](#) RCW, RCW [28A.150.220](#), [28A.230.090](#), [28A.310.020](#), [28A.210.160](#), and [28A.195.040](#). 10-23-104, § 180-18-050, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW [28A.305.140](#) and [28A.655.180](#). 10-10-007, § 180-18-050, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), [28A.305.130](#) (6), [28A.655.180](#). 07-20-030, § 180-18-050, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), and [28A.305.130](#)(6). 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]

RCW 28A.305.140

Waiver from provisions of RCW 28A.150.200 through 28A.150.220 authorized.

***** CHANGE IN 2011 *** (SEE [1546-S2.SL](#)) *****

The state board of education may grant waivers to school districts from the provisions of RCW [28A.150.200](#) through [28A.150.220](#) on the basis that such waiver or waivers are necessary to implement successfully 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. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program.

The state board shall adopt criteria to evaluate the need for the waiver or waivers.
[1990 c 33 § 267; (1992 c 141 § 302 expired September 1, 2000); 1985 c 349 § 6. Formerly RCW [28A.04.127](#).]

Notes:

Contingent expiration date -- 1992 c 141 § 302: "Section 302, chapter 141, Laws of 1992 shall expire September 1, 2000, unless by September 1, 2000, a law is enacted stating that a school accountability and academic assessment system is not in place." [1994 c 245 § 11; 1992 c 141 § 508.] That law was not enacted by September 1, 2000.

Severability -- 1985 c 349: See note following RCW [28A.150.260](#).

The Washington State Board of Education

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

Title:	Basic Education Program Requirements: Current Waiver Requests	
As Related To:	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
Relevant to Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	SBE staff has reviewed the Option One waiver applications included with the memo and recommends them for the Board's consideration and approval.	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p><u>Waiver Application Synopses</u></p> <p>Federal Way: Seven waiver days for the next three school years to allow staff time to analyze assessment data and develop intervention plans.</p> <p>Highline: One waiver day for the next three school years to allow staff time to analyze student performance data.</p> <p>Mount Baker: Four waiver days for the next three school years to provide time for Professional Learning Community work to review student data, adjust instructional strategies, and set performance goals.</p> <p>Omak: Four waiver days for the next three school years to provide full-day parent teacher conferences.</p> <p>Oroville: Three waiver days for the next three school years to develop common instructional practices, train staff on professional learning community formats and protocols, and to align curriculum to formative assessments.</p> <p>Riverside: Six waiver days for the next school year for parent teacher conferences (four days) and professional learning communities focused on vertical teaming to improve teacher effectiveness (two days).</p> <p>Sequim: Four waiver days for the next three school years for parent teacher conferences (two days) and a reduced number of school days (two days) in exchange for longer instructional days, which would add 29.6 hours of instruction to the school year.</p> <p>Tacoma: Two waiver days for the next school year to provide time for teacher professional development.</p> <p>Waitsburg: Two waiver days for the next three school years for full day parent teacher conferences.</p>	

BASIC EDUCATION PROGRAM WAIVERS: CURRENT WAIVER REQUESTS

BACKGROUND

Option One Waiver Requests

At the July meeting, SBE will consider applications for Option One waivers from nine school districts. Six applications are renewals and three are new.

A summary of the requests has been included after the Expected Action portion of the memo. The full application is available electronically in Appendix A. A hard copy will be available at the meeting.

Current Options for Waivers from 180 Day Requirement

Currently, SBE grants waivers from the required 180 days under the following options:

- **Option One** is the regular request that has been available since 1995 to enhance the educational program and improve student achievement. Districts may propose the number of days to be waived and the types of activities deemed necessary to enhance the educational program and improve student achievement. This option requires Board approval. Currently 27 districts have Option One waivers for the 2011-12 school years and beyond, down from 66 in 2010-11. The number of current Option One waivers does not include the waiver requests presented in this memorandum.
- **Option Two** is a pilot for purposes of economy and efficiency for eligible districts to operate one or more schools on a flexible calendar. It expires August 31, 2014. Three districts were approved for this option in 2009 and these waivers will expire after 2011-12.
- **Option Three** is a fast track process that allows districts meeting eligibility and other requirements to use up to three waived days for specified innovative strategies. This Option requires staff review. Twenty-two districts have Option Three waivers for school years 2011-12 and beyond.

Definitions and Discussion

There have been a variety of interpretations of 'school day' and 'instructional hour' among districts. SBE staff receives several calls or emails on these topics daily. The definitions below are posted on the SBE website to ensure clarity in our messaging.

School Day:

Current: RCW 28A.150.030 (Effective until September 1, 2011)

A school day shall mean each day of the school year on which pupils enrolled in the common schools of a school district are engaged in educational activity planned by and under the direction of the school district staff, as directed by the administration and board of directors of the district.

New definition: RCW 28A.150.203 (Effective on September 1, 2011)

"School day" means each day of the school year on which pupils enrolled in the common schools of a school district are engaged in academic and career and technical instruction planned by and under the direction of the school.

Full-day Parent Teacher Conferences

Under either definition, full-day parent teacher conferences do not count toward the required 180 days because all students are not present on a parent-teacher conference day. While the definition does not specifically say all pupils, 'all' is implicit. If the language read 'some' pupils, then that would permit school schedules where some students are scheduled for fewer than 180 days but on any given day some students are present (e.g. a calendar where all students attend four days and only students needing intervention attend on the fifth day of the week).

SBE has approved waivers for full-day parent teacher conferences since March 2007. Six of the Option One waivers to be discussed at this Board meeting (Federal Way, Highline, Omak, Riverside, Sequim, and Waitsburg) include parent-teacher conferences. Several more will be considered in September.

Instructional Hours:

RCW 28A.150.205

"Instructional hours" means those hours students are provided the opportunity to engage in educational activity planned by and under the direction of school district staff, as directed by the administration and board of directors of the district, inclusive of intermissions for class changes, recess, and teacher/parent-guardian conferences that are planned and scheduled by the district for the purpose of discussing students' educational needs or progress, and exclusive of time actually spent for meals.

Parent-teacher conferences are explicitly included in the definition of instructional hours and therefore districts should count this time toward the required 1,000 hours of instruction.

POLICY CONSIDERATION

SBE staff has reviewed the included Option One waiver applications and recommends them for the Board's consideration and approval.

SUMMARIES OF WAIVER APPLICATIONS

Federal Way is requesting seven waiver days for the next three school years to allow staff time to analyze assessment data and develop intervention plans. This request is a renewal of their previous waiver of four days.

Highline is requesting three waiver days for the next three school years for parent-teacher conferences (two days) and to allow staff time to analyze student performance data (one day). This request is a renewal of their previous waiver of five days.

Mount Baker is requesting four waiver days for the next three school years to provide time for Professional Learning Community work to review student data, adjust instructional strategies, and set performance goals. This is a renewal of their previous waiver of four days.

Omak is requesting four waiver days for the next three school years to provide full-day parent teacher conferences. This is a new request.

Oroville is requesting three waiver days for the next three school years to develop common instructional practices, train staff on professional learning community formats and protocols, and to align curriculum to formative assessments. This is a new request.

Riverside is requesting six waiver days for the next school year for parent-teacher conferences (four days) and professional learning communities focused on vertical teaming to improve teacher effectiveness (two days). This is a renewal of their previous waiver of one day.

Sequim is requesting four waiver days for the next three school years for parent-teacher conferences (two days) and a reduced number of school days (two days) in exchange for longer instructional days which would add 29.6 hours of instruction to the school year. This is a new request.

Tacoma is requesting two waiver days for the next school year to provide time for teacher professional development. This is a renewal of their previous waiver of two days. This request does not apply to the three schools in Tacoma that have existing waivers.

Waitsburg is requesting two waiver days for the next three school years for full day parent teacher conferences. This is a renewal of their previous waiver of two days.

EXPECTED ACTION

Consider approval of the nine districts' applications included in this memorandum.

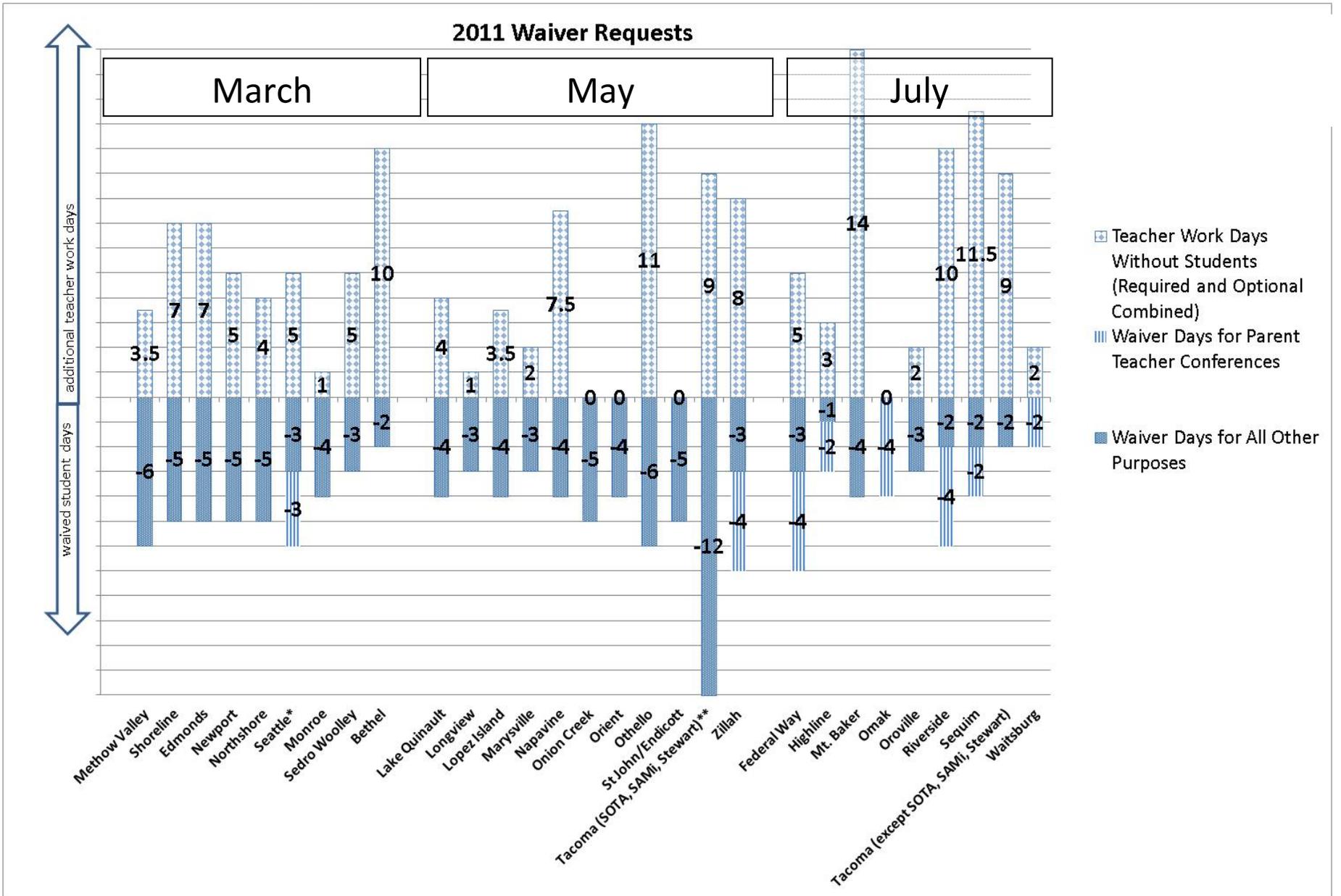
Table A: Summary of Waiver Applications

District	School Years	Waiver Days Req.	Student Days	Additional Teacher Days W/O Students	Total Teacher Days	Reduct. in Half-Days	New or Renewal	Made AYP in 09-10?	In Step of Improvement*?	PLA** and which year	2010 Washington Achievement Awards
Federal Way	2011-12, 2012-13, 2013-14	7	173	5	185	0	Renewal	No	Step 2		Federal Way Public Academy: Overall Excellence Mark Twain Elem: Closing Achievement Gaps Mirror Lake Elem: Overall Excellence – Gifted
Highline	2011-12, 2012-13, 2013-14	3	177	3	183	0	Renewal	No	Step 2	2010-11: Academy of Citizenship and Empowerment (HS), Odyssey HS 2009-10: Cascade MS, Chinook MS	Aviation HS: Overall Excellence, Science Career Link HS: Language Arts Health Sciences and Human Services HS: Extended Graduation Rates
Mt. Baker	2011-12, 2012-13, 2013-14	4	176	14	194	0	Renewal	No	N/A		Mount Baker HS: Overall Excellence
Omak	2011-12, 2012-13, 2013-14	4	176	0	180	0	New	No	Step 2		Omak HS: Extended Graduation Rates
Oroville	2011-12, 2012-13, 2013-14	3	177	2	182	0	New	No	Step 2	2010-11: Oroville MS/HS	
Riverside	2011-12	6	174	10	190	8	Renewal	No	N/A		
Sequim	2011-12, 2012-13, 2013-14	4	176	11.5	191.5	3-4	New	No	Step 1		
Tacoma	2011-12	2	178	9	189	0	Renewal	No	Step 2	2009-10: Gaudrone MS, Hunt MS, Stewart MS, Jason Lee MS 2010-11: Baker MS	Lincoln HS: Improvement
Waitsburg	2011-12, 2012-13, 2013-14	2	178	2	182	0	Renewal	No	N/A		Waitsburg HS: Overall Excellence and Extended Graduation

*Step of Improvement refers to the consequences for a school not making Adequate Yearly Progress (AYP) according to the accountability measures in the federal Elementary and Secondary Education Act.

**Persistently-lowest achieving schools: Schools with three consecutive years of data in the lowest five percent in both reading and mathematics or secondary schools with a weighted average of graduation rates less than 60 percent over a three-year period.

Table B: 2011 Waiver Requests



Appendix A: Full Waiver Applications

Federal Way

1. District	Federal Way
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	Seven
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	0
Reduction	0
Remaining number of half days in calendar	0

8. What are the purpose and goals of the waiver?

The goal of this waiver is to continue to foster a better understanding of the academic needs of all students. These days referred to in the District as “Data Days” will provide staff time to analyze the specific assessment data of current students and develop intervention plans to address the needs of these students.

9. What is the student achievement data motivating the purpose and goals of the waiver?

We believe that the development of an effective Response to Intervention (RTI) model provides each teacher the structure and strategies to differentiate instruction based upon the needs of students. We are currently using several progress monitoring systems. “Informer” is our in-district or longitudinal assessment system and our grades on-line. Next year our goal is to develop a more fluid student progress monitoring system that allows for day-to-day monitoring of student progress. State assessments (MSP & HSPE), district course assessments, summative assessments, and grades on-line are examples of our diverse data systems.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

We are using a combination of MSP, HSPE, district course assessments and other summative data to identify achievement goals. Until our grade level standards are identified (September, 2011), we are using our grade level expectations for monitoring student and grade level growth.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

We are using a combination of MSP, HSPE, district course assessments and other summative data to identify achievement goals. Until our grade level standards are identified (September, 2011), we are using our grade level expectations for monitoring student and grade level growth.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

Staff will have various forms of school-wide and current classroom data to analyze and discuss in professional learning communities. Each teacher will develop a plan for instruction and differentiation based on this data. These plans will be developed through a standards-based lesson plan. Attached are Data Day/Waiver Day agendas from an elementary, middle school and high school.

13. Describe the innovative nature of the proposed strategies.

Beginning in the fall of 2011, Federal Way Public Schools will embark upon a series of innovative plans. We will be implementing a standards-based instruction and grading plan, implement a new/revised report card K-12, and work to develop a district-wide RTI model.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

Our achievement goals are monitored and reported yearly. Our 10% growth in reading and math does not change year-to-year.

15. Describe how the waiver directly supports the district and/or school improvement plans?

See www.fwps.org/info/overview/performance/improvementplan.html

Research directly supports strategy #1: K-12 alignment in IA: highly effective instruction; and IB: supporting assessment-driven instruction.

16. Describe how administrators, teachers, other staff, parents, students, and the community have been involved in the development of the request for this waiver.

Each school has a leadership or instructional lead team comprised of teachers, staff, administrators, parents and students (where appropriate) that we use for communication and development of achievement goals. We use our School Board meetings, which are televised in the Federal Way community, as a way to connect district initiatives and actions.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. 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 link to the FWEA Collective Bargaining Agreement is below; and included are our district calendars for 2011-2012 and 2012-2013.

<http://www.fwps.org/dept/hr/agreements/fwea0914.pdf>

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

1. Student instructional days (as requested in application)	173
2. Waiver days (as requested in application)	7
3. Additional teacher work days without students	5
Total	185

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	100%		
2	Optional	100%		
3	Optional		100%	
4	Optional		100%	
5	Optional			100%

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

These are professional development days established by the district from the District Improvement Plan.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

Please see attached copies of Data Day agendas from one elementary, one middle school and one high school. Each school submits their agenda for approval and recording.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

We monitor the goals for each school and for our school district via our assessment department reports. We have been able to make incremental growth towards our goal of 100% of our students meeting or exceeding grade level reading and math.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Each school is responsible for communicating when and how the Data Days were used.

Highline

1. District	Highline
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	Three
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	0
Reduction	0
Remaining number of half days in calendar	0

8. What are the purpose and goals of the waiver?

The purpose and goals for our one (1) waiver day are:

- 1) Purpose: To offer concentrated time for staff to review student data
- 2) Goal: To use this data analysis to refine their School Improvement Plans for the following year, and/or
- 3) Goal: To work with students on understanding and sharing their progress and academic data (middle and high school)

The additional two waiver days are for full-day parent teacher conferences.

9. What is the student achievement data motivating the purpose and goals of the waiver?

Our literacy and math scores are flat, yet our district vision is to prepare all students for college, career and citizenship. There is a large gap between our expectations and dreams for students and what their assessments show. Since School Improvement Plans and student ownership of their goals are both calculated to enhance learning, the one (1) waiver day will provide dedicated time to act on these strategies.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

We have both short term indicators (level of implementation) and long term indicators (level of impact). Our short term indicators are the focused use of our waiver day time to either strengthen goals on the School Improvement Plan through analysis of student data/perception data to build a strong, relevant and focused plan that lead to enhanced student outcomes (see item # 11 below for our method); our more long term outcomes would be that stronger strategies within those plans lead to improved MAP and MSP/HSPE scores or our other academic school targets that are part of our accountability system. For those schools using the waiver day (1) for sharing of student goals and progress, the ability of students to know their goals, the progress they have made, and their ability to articulate their next step in learning is assessed by either a teacher or a panel.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

Our Executive Directors of Schools attend and observe waiver day activities and also personally review and add recommendations to strengthen School Improvement Plans. These plans include the outcomes for student learning expected to be reached through new strategies. Principals also send an agenda to their Executive Director that outlines the specific work /activities for the one waiver day (and Professional Collaboration Time as well).

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

At the beginning of the year, clear expectations are set for the use of our waiver day around the goals mentioned in #8. One of those expectations is to clearly share with parents how the day will be used and its benefit to students. As mentioned in #11, our Executive Directors of Schools marshal the process.

13. Describe the innovative nature of the proposed strategies.

Our strategies include the use of school targets that are now part of our own accountability system as drivers for our School Improvement Plan. Our accountability system is explained in item # 15 below and in many ways is similar to the State Board system. In Highline, schools fall into one of three tiers of improvement, and numerical targets are set for each school that are aligned with our 28 SWMS (System-wide measures of Success). Copy attached.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

We anticipate similar activities in year 2 and 3. Our School Improvement Plans identify our main strategies for improving math, literacy, and college readiness. These focus areas will remain constant throughout the three year period.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

Since the major use of our waiver day request is to use this day to analyze student data that will strengthen the School Improvement Plan, our proposal is directly tied to supporting the school improvement plan. Each of our schools also has school targets to reach. These targets are tied to our accountability system based on 28 System-wide Indicators (SWMS). This alignment helps not only strengthen school plans, but also aligns this work with district intent and our strategic plan work. At this point, we do not publish School Improvement Plans on the district website. However, each school highlights its goals in the annual Performance Report that is published on each school specific website.

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

We have surveyed parents on the day of the week most helpful for them in scheduling a waiver day (they told us Fridays). Teachers and principals have valued the past waiver time we have

been granted, and when a sample was probed, asked for us to keep our 1 waiver day so that there is concentrated time to delve into student data.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. 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.

There is not yet a CBA for 2011-12. For 2010-2011, Highline has a total of 179 total student days, with the 180th day being a full day waiver. In addition to this, we have 30-31 "Professional Collaboration Time" sessions that fall on Fridays. (When the PCT time was bargained, we dropped 4 of the 5 approved waiver days to keep within our 1000 hours.) In addition, we have 2 days for parent conferences for elementary/secondary students throughout the year.

Our days then would be:
 146 full days with students
 1 waiver day
 2 student led conference or parent conference days
 31 early release days (90 minutes release)
 Total: 180 days

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

1. Student instructional days (as requested in application)	177
2. Waiver days (as requested in application)	3
3. Additional teacher work days without students	3
Total	183

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	X		
2	Optional	X (1/2)	X (1/2)	
3	Optional		X	

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

All 3 of these days happen before school starts. These days are called "DID" days or "District Initiated Days". However, we decide annually what percentage of the 3 days a school uses to identify their own focus (which is usually tied to district initiatives) or to share content identified by the district. Most schools use one of these days to review their current School Improvement plan and the goals and expectations for the year. This August, many schools may introduce the new teacher evaluation tool as part of these 3 days. Through this waiver, we are asking for a

day (1) in spring that would allow staff to review student data and refine their School Improvement Plans for the following year—and/or work with students in sharing their academic goals and progress.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

During the 2009-2010 school year, our district adopted a 90 minute early release for 30 weeks of the school year. Due to this change, we only implemented one (1) of the approved five (5) waiver days as we could not do that and stay within the total annual instructional hours requirement. More importantly, we did not want students to lose out on 5 instructional days plus the weekly release even if this had been approved by WAC. For the one (1) day, we used this time for one of several purposes in our original plan: using student data to drive a new School Improvement Plan, to drive new strategies to enhance student learning, or student sharing of their goals and progress.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

Over time, we have strengthened the quality and relevance of our School Improvement Plans for schools. We are changing the format of these plans for the next cycle to make them even more relevant and timely. As noted above, our original plan included focusing on math instruction, but with winnowing our days from five (5) to one (1), we stayed focus on the three items identified in #18.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Each spring, the board approves a student calendar for the district. Each school posts the activities on-line and/or in newsletters so parents know what will happen on the waiver day. In the past, our survey of parents asked them what day of the week is best for a waiver day, and they identified Friday as that day as it would allow some to do college visits or head out with family for an extended weekend.

Note: the final school board resolution for Highline's waiver is expected on July 13, 2011. If it is not received, staff recommends tabling this waiver request until September.

Mount Baker

1. District	Mount Baker School District
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	Four
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days? No

Number of half-days before any reduction	8
Reduction	0
Remaining number of half days in calendar	8

8. What are the purpose and goals of the waiver?

The purpose of the waiver is to provide time for staff to engage in school improvement work and processes. Mount Baker School District cannot provide sufficient extended contracts for teachers to do the collaborative work necessary for data driven school improvement. The goals of the waiver days overlap with the goals of each school's improvement plan; to provide the time needed for formal Professional Learning Community (PLC) work. Each PLC establishes student performance goals that articulate with subject and grade level goals in the school improvement plan. Waiver days are used to provide time for Professional Learning Community to meet to review student performance data, compare current performance to the school's goal, adjust instructional strategies to maximize student learning, and to set the next set of performance goals.

9. What is the student achievement data motivating the purpose and goals of the waiver?

In general, our students are achieving at or above the state's average on state tests, however math performance is of concern. We have developed district-wide coherence in our math program and have base-line data from which to monitor the effectiveness of instruction and student performance. Each school has specific student performance improvement goals in math. These goals are addressed in each school's School Improvement Plan (SIP). Formative and summative data are used in whole staff SIP work and in PLCs. Mount Baker School District has collaborated with several large school districts to develop a very sophisticated data management and analysis system. Incremental progress is monitored closely and PLCs make frequent instructional adjustments based on the performance data.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Mount Baker School District has developed and implemented its curriculum and performance goals based on state and national standards and on the performance levels set forth by ESEA and NCLB.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

Mount Baker schools monitor two categories of evidence; evidence of process fidelity to ensure research based improvement techniques are employed, and evidence of value added in terms of increase in student performance on common and standardized assessments. Student performance data are monitored on a short-term basis by PLCs and long term basis through the CSI process.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

Mount Baker School District uses a system-wide strategy adopted from ESD 189's School Improvement Plan Technical Assistance Project. We have modified the process for our district and call the process Continuous School Improvement (Continuous School Improvement). Each school uses CSI processes throughout the year to make school-wide decisions and uses PLC methodology to focus teacher work groups for classroom level instructional decisions.

13. Describe the innovative nature of the proposed strategies.

While not necessarily innovative on a broad scale, Mount Baker School District has begun employing an instructional framework district wide. The Center of Educational Leadership's Five Dimensions of Teaching and Learning has become a focus of our professional development, curriculum development, and our Professional Learning Community work. Furthermore, Mount Baker has begun the practice of Instructional Rounds, a professional development process that leads to classroom consultancies and school-wide problem of practice identification.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

Mount Baker has been consistent in using waiver days for the Continuous School Improvement and Professional Learning Community processes. This consistency has allowed staff to develop expertise in the processes and to make research-based improvement to instruction. Our staff has developed a common understanding of the effectiveness of the CSI and PLC processes and use the waiver days efficiently as part of the school improvement process. Our improvement efforts over the next three year will stay the course, with the addition of the instructional framework and instructional rounds.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

The time allowed by the four waiver days directly supports Mount Baker's improvement efforts by providing critical collaboration time for staff to continue the Continuous School Improvement and Professional Learning Community work that is integral to our success. Much of the waiver time is used to leverage other collaborative time. Some of the waiver time is also used for professional development that is relevant district-wide, such as grade level curriculum adjustments.

16. Describe how administrators, teachers, other staff, parents, students, and the community have been involved in the development of the request for this waiver.

Over the years that Mount Baker has used the four waiver days for the Continuous School Improvement process. The district Educational Leadership Team, school leadership teams, including parents, and school board have developed and continue to update the CSI and PLC processes.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. 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.

Mount Baker schools have 176 days of instruction. Elementary schools have eight early release days and secondary schools have 2 early release days. Teachers are paid for a full day of parent conferences, and have thirteen additional days of pay for work done beyond the contract day.

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	14
Total	194

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	X		
2-14	100%		X	x

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

School improvement is arduous work and requires significant time and effort. It is imperative that time is provided and teachers are compensated for the effort. Some of the additional time teachers are paid for is considered to be "deemed done" for the countless hours teachers spend each evening reviewing student work, preparing lessons, attending school events, and communicating with parents. Much of the additional time is used by teachers to work with their colleagues on an ongoing basis in CSI and PLC processes. The waiver days helps Mount Baker compensate teachers for work done beyond the contract, support the informal collaboration that takes place every day before and after school, and provide four formal Continuous School Improvement days.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

Over the years waiver days have become an integral part of the school improvement planning process. Our schools are committed to a predictable and effective process and waiver days, TRI days, and regular staff meetings focus on school improvement and the continuous improvement of instruction.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

Steady progress has been made in the development and implementation of professional, research-based improvement processes and some improvement in student performance on summative assessments is evident. Formative assessment data suggests that instructional improvements are leading to increased performance in math across the district.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

The Mount Baker community is very active in our schools. Our communication includes a district and school newsletters, presentations to PTAs and community groups, school visitations, and parent teacher conferences and a very active school board. Mount Baker community is very aware of our Continuous School Improvement processes.

Omak

1. District	Omak School District
2. New or Renewal	New
3. Is the request for all schools in the district?	Yes
4. Number of Days	4
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days? No

Number of half-days before any reduction	6
Reduction	0
Remaining number of half days in calendar	6

8. What are the purpose and goals of the waiver?

Reporting progress through student-led conferences is a natural next step for teachers and teams to take in their continued efforts to integrate learning and to honor and reflect student voice in the learning process. Preparation and successful implementation of student-led conferences demand active participation from students, teachers, and parents. It creates a purposeful way for young adolescents to talk with adults about their learning and offers parents a direct and active role in their child's school life.

Goals of Student-Led Conferences:

- To encourage students to accept responsibility for their learning
- To teach students to evaluate their academic performance
- To engage the parent, the student, and the teacher in honest dialogue
- To increase parent participation at conference time

Student led conferences offer students, parents, and teachers the opportunity for a sustained and focused conversation about learning. They honor the student as knowledgeable about his/her accomplishments and offer students the chance to set goals to address areas that challenge him/her. The conference itself becomes a treasured collection of work samples that shows growth and expertise in a variety of areas, connecting content, concepts, and skills from the disciplines in an integrated and natural way. By granting students an active and meaningful role in assessing and interpreting their own learning, we provide an authentic context for self-evaluation, a context that fosters accountability and the honest appraisal of both successes and challenges.

9. What is the student achievement data motivating the purpose and goals of the waiver?

Students are more connected when they are responsible for the information given to parents. Student-led conferences are emerging as a way to actively engage students in their learning process, wrote Donald G. Hackmann, Assistant Professor of Educational Leadership and Policy Studies at Iowa State University in an ERIC Digest, "Student-Led Conferences at the Middle Level." Following are some of the benefits of student-led conferences listed in Hackmann's article:

- * Students assume greater control of their academic progress.
- * Students accept personal responsibility for their academic performance.
- * Parents, teachers, and students engage in open and honest dialogue.
- * Parents attend conferences at increased rates.
- * Students learn the process of self-evaluation.
- * Students develop organizational and oral communication skills.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Students can deliver effective standards-based conferences. While student-led conferences may look different in different classrooms and grades, effective student-led conferences incorporate five basic components:

1. The student leads the conference.
2. The student demonstrates skills that show mastery of standards.
3. The student shows evidence of growth over time
4. The student self-assesses and reflects on work evidence.
5. The student writes a measurable goal and discusses a plan of action.

Putting students in charge of parent conferences allows them to examine how their strengths, weaknesses, and behavior affect them as learners. Student-led conferences are experiences that can positively change and impact the communication patterns of students, parents, and teachers. If a conference is just looking at a folder of work, it is a missed opportunity. A powerful student-led parent-teacher conference focuses on student learning goals we can set by examining the student's work.

- At a student-led conference, the child does most of the talking.
- The child will tell you the Performance Standards he or she is working on in class.
- The child will discuss with you his or her progress in each class.
- The child will discuss with you his or her improvement plan for the upcoming grading period.
- After the child has finished, he or she will turn the meeting over to the parent and the teacher for any further questions that need to be answered.

This is an active event in which the learner and those responsible for supporting her education identify her strengths and areas of growth and make plans to address these areas. Unfortunately, parents often do not know how to support their children in school, particularly if they were unsuccessful in their own schooling. The conference is one tool to help parents support their child's success.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

As a classroom teacher or administrator, how do you ensure that the information shared in a student-led conference provides a balanced picture of the student's strengths and weaknesses? The answer to this is to balance both summative and formative classroom assessment practices and information gathering about student learning.

Assessment is a huge topic that encompasses everything from statewide accountability tests to district benchmark or interim tests to everyday classroom tests. In order to grapple with what

seems to be an over use of testing, educators should frame their view of testing as assessment and that assessment is information. The more information we have about students, the clearer the picture we have about achievement or where gaps may occur.

Students should be able to articulate this shared information about their own learning. When this happens, student-led conferences, a formative assessment strategy, are valid. The more we know about individual students as they engage in the learning process, the better we can adjust instruction to ensure that all students continue to achieve by moving forward in their learning.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

For years parent-teacher conferences have been the primary means of parent-teacher communication. Because traditional parent-teacher conferences exclude the student from the process, this model does little to facilitate dialogue between parent and child or to recognize the need for students to assume greater control of their academic progress. But now, many schools are trying something new – student-led conferences that communicate not only how a student is doing but also why. As the name "Student-Led Conference" implies, students take the lead by sharing samples of their course work, discussing interests and goals, and working together with their parents on a preliminary plan for the balance of high school and beyond. This form of conferencing allows all three people to form a partnership that is equal among stakeholders.

13. Describe the innovative nature of the proposed strategies.

Student-led conferences provide students with an opportunity to talk with significant adults about their educational progress.

Each student invites his or her parents and teacher(s) to attend a meeting concerning the student's educational goals and progress in meeting those goals. The meetings are facilitated by the student and follow an agenda that the student has developed prior to the meeting. During the meeting, the student shares his or her educational goals and examples of his or her work (portfolio). The student also analyzes his or her strengths and weaknesses, and reflects upon the educational consequences of choices the student has made. Together, the student, teacher(s) and parents determine what each will do to help the student move closer to the student's educational goals.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

The student-led process typically has three phases: preparation, the actual conference, and an evaluation component. To prepare students for the conference, teachers instruct students on how to lead the conference, assist them with collecting and preparing information to be shared with parents, and describe how to explain and interpret any information to be shared. During the actual conference, discussion of academic grades is typically the primary focus, but the student-led format also provides an opportunity for students to share the contents of their portfolios and to discuss self-selected academic and social goals for the upcoming term. After the conference, students, parents, and teachers should be given an opportunity to provide their feedback concerning the effectiveness of the student-led format. If some parents want to meet with the teacher alone, teachers can give parents the option of selecting either a student-led conference

or a traditional parent-teacher conference, reserving five minutes at the end of the student-led conference for a private conversation between parent and teacher, or permit the parent to schedule a follow-up conference with the teacher.

Once students have learned how to prepare for and conduct a student-led conference, students can be asked to conduct conferences with their parents at home on a regular basis.

Student-led conferencing engages parents. Many schools report doubling their parent participation at parent conferences with this approach.

Student-led conferences are designed to achieve one or more of the following goals:

- to encourage students to accept personal responsibility for their academic performance;
- to teach students the process of self-evaluation;
- to facilitate the development of students' organizational and oral communication skills and to increase their self-confidence;
- to encourage students, parents, and teachers to engage in open and honest dialogue;
- and to increase parent attendance at conferences.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

Many teachers using the student-led conference (SLC) model frequently report that, as a result of involvement in student-led conferences, parent and teacher bonds are strengthened. Both teacher and parent are more likely to initiate subsequent contacts throughout the remainder of the school year.

Although the format and content of student-led conferences may vary from school to school, the concept remains the same: the student is in charge of the academic conference with the parents. The teacher simply serves as a discussion facilitator when needed. The beauty of this model is increased accountability moving the student from passive to active participant in a three-way interaction among parent, teacher, and student. Students assume "equal partner" status in discussions concerning their academic progress.

During the conference, students share their data folders which contain graphs and charts of academic and behavioral progress combined with other data collected. In addition, students share their personal mission statement, SMART goals and other work samples that demonstrate performance. The District Improvement Plan is located on the Omak School District website.

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

Communication with the home took place at both the classroom and school level. Most parents were aware of the time and location for the conferences. Arrangements were made for those unable to attend in almost all cases. Evidence Provided: Calendars, agendas, minutes of parent meetings; Newsletters, brochures, letters, memos; Web page dedicated to parents/community members; Emails, phone answering system; Parent - Teacher conferences schedule; District Improvement Committee: agendas, minutes, membership; Wide variety of stakeholder communication documents/avenues; Stakeholders affirm they have variety of opportunities to be formally involved in life of district;

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. 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.

Electronic copy was sent with application.

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	0
Total	180

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
NA	NA	NA	NA	NA

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

NA.

Oroville

1. District	Oroville School District
2. New or Renewal	New
3. Is the request for all schools in the district?	Yes
4. Number of Days	3
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	6
Reduction	0
Remaining number of half days in calendar	6

8. What are the purpose and goals of the waiver?

Because we are a small school district and funds are not available for additional professional development days, we are asking for three days to provide professional development to (1) embed a instructional vocabulary and practices K-12 so that we can implement self reflection, peer observation and develop a district wide evaluation tool,(2) train staff on effective Professional learning community formats and protocols so that we can become more effective in our use of that format, and (3) deep curriculum alignment so that we can ensure quality curriculum alignment with common formative assessments . We believe that this will ensure our teaching practices will become more focused and effective so that our student achievement will improve radically.

9. What is the student achievement data motivating the purpose and goals of the waiver?

Our student achievement scores on state standards are below expectations and have not shown sufficient consistent improvement within the last three years. We were a Tier II persistently low achieving school in the latest listing so we took advantage of the needs assessment offered to schools in that situation. We then used that assessment to develop a three year plan to apply for the federal School Improvement Grant. We were not chosen for that grant but we would like to provide time for focused and intentional professional development. Here is the [link to our District Report Card](#). Both the elementary school and Jr./Sr. High school are currently rated as "FAIR" on the Washington Achievement Index, but we would like to see that rating improve to the Very Good or Exemplary status in the next few years.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

We will use state assessments. NWEA (MAPS) fall/spring data, PSAT/SAT/Act data, enrollment in college preparatory and CTE completer classes, and post-secondary enrollment completions. We expect to see a 10-20% improvement in each of those areas each of the three years.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

We will review our NWEA (MAPS) data and state assessment each fall and spring with parents and students at student led conferences, We will document for the school board and community the growth in PSAT/SAT and ACT score , the enrollment in college prep and CTE completers and in the postsecondary enrollment each spring.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

We have agreed to use the Marzano materials and research in our professional training. Due to budgetary constraints, we will use staff to provide the professional development and professional learning community team follow-up throughout the year so that we can continue our reflections and conversations on what is working and what continues to need improvement. As a staff we are committed to making a difference for our students but need the time to collaborate and work on implementing the changes we need to make.

13. Describe the innovative nature of the proposed strategies.

We are proposing to develop a K-12 community focus on the same instructional format, K-12 curriculum with common formative assessments and NWEA(MAPS) testing for placement and interventions, focused intentional interventions and enrichments so that we can engage and challenge each student. It all starts with an agreed upon instructional vocabulary and practices with self-reflections, peer observations, and evaluations that reflect that common understanding. We intend to develop a new teacher training and mentorship that incorporates the common understanding so that we are coherent and collaborative in our efforts with our students. We will also engage parents in our process as much as possible so they understand our goals and expectations for our students, our parents and ourselves.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

In the first year we will provide professional development around an instructional format to ensure consistent vocabulary and expectations around instructional practices, implementing effective PLC teams and aligning curriculum k-12 with common formative assessments, the second year we will focus on using the time for differentiation training within the instructional format, and the third year will focus on standardized grading formats within the instructional format.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

We are committed to developing communication and collaboration K-12 and this allows that to happen. We are committed to developing a deep curriculum alignment and formative assessments with state standards to improve our students' skills on state standards and therefore our state assessment results. We also plan to use the information developed around the instructional format to increase rigor and engagement in our classes. Our school improvement plans are on our website at: www.oroille.wednet.edu by clicking on District Office and then on the "District Improvement" link.

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

We were given an opportunity to have a professional educational consultant, The BERC Group, do a need assessment that included the administrators, teachers, other staff, students, parents and community members. After we received the information from the need assessment, we convened meetings again to address the issues in the needs assessment with all the groups involved originally. If we are allowed this waiver, we will periodically convene parent and community meetings to address what we are doing and why, and we will also periodically report to the school board on our progress.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. 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.

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

1. Student instructional days (as requested in application)	177
2. Waiver days (as requested in application)	3
3. Additional teacher work days without students	2
Total	182

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	X	X	X
2	Optional			X

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The district pays teachers for 1 mandatory day to be worked the day before the first day of school. This day typically starts with a district wide meeting to go over mandatory items to share with employees. The two buildings go their way and hold their own staff meetings for an hour or two to review items such as first day activities, staff handbook, and other related items, and the remaining part of the day is usually left to teachers to plan and prepare classrooms.

The second day is an optional workday for teachers and can be worked any time during the school year. Some teachers use this to come during August to prepare their rooms and curriculum planning while others use this a semester time to grade papers and generally get ready for the second semester.

With expectations and accountability being higher than ever, we have been left with little time to work and plan together to develop common language and practices to start our year off with. In the past we had Learning Improvement Days, which allowed for collaboration and planning to

take place before the year began. We are hoping that our application for the waiver days will be approved so that we can once again collaborate and plan before we start the year off with students. We have already set our district calendar for the next three years, so at this point if approved, we will start as planned and simply take three student days off the end of each school year so as to lessen the impact to student learning and to lessen the interruption to families.

Our district lost levy equalization funds last year due to increased property values in our county, especially because of recreational properties. As a result, we did plan ahead and pass a levy that was double the amount of previous ones to try and make up the differences. However, we are still not in a position to negotiate any more teacher work days as they are cost prohibitive.

If the district is going to be expected to meet AYP and improve student learning and achievement, we feel it is absolutely vital that teachers have time to meet before the school year begins to plan for success, which has to be more than just one day before school begins. Our administrators in cooperation with teachers and teacher leaders would like the opportunity to have three additional days to help us accomplish our goals.

Riverside

1. District	Riverside School District
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	6
5. School Years	2011-12
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	12
Reduction	8
Remaining number of half days in calendar	4

8. What are the purpose and goals of the waiver?

The purpose of the waiver day before school starts and the one at semester break is to provide opportunities, not otherwise available, for all district staff on the first day and for certificated staff on the second day to have large group instruction and the opportunities to work vertically in content areas and by subject area to better align the district's instructional goals. These goals include: improving teacher effectiveness and student learning through the development of Professional Learning Communities, implementation of a research-based effective model of instruction (GANAG). The GANAG instructional tool provides a strategy map for the teaching schema. Jane Pollock's and Sharon Ford's book, "Improving Student Learning One Principal at a Time" discusses this strategy. G is for Goal Setting for the Learners, A is for Accessing Prior Knowledge, N is for Acquiring New Information, A is for Applying Knowledge and G is for Generalizing Knowledge Learned. Waiver day activity will also include the implementation of the new elementary report card and the implementation of summative and formative assessment in teaching.

Currently, the parent/teacher conferences have been five half days (early releases) in the fall and five in the spring. These days have been a struggle for staff to provide a consistent learning environment, with the least disruptions. Riverside, a rural, unincorporated area, has students who rely on the bus system. If there are after school activities, on conference days, students have a hardship to find a ride back to school for their school activities that happen at 3:00. By requesting two full days for conferences in fall and spring, it will allow parents more opportunities to schedule conferences. Our district is considered a "commuter" area, where parents typically travel to Spokane for their job. Parents will appreciate the opportunity to have conference on their way to work as an option. It will be easy to monitor the success of this set up, because we currently monitor the percentage of participation by parents in conferences. We know that good communication with parents helps students achieve academic success. Having two and a half conference days, compared to five half days, will help ease the disruptions of shortened class periods and other accommodations that disrupt the educational process.

9. What is the student achievement data motivating the purpose and goals of the waiver?

- 1) 2008, 2009 and 2010 state disaggregated test scores
- 2) On-going district math, reading and writing assessments, assess three times per year
- 3) For the waiver days for full day conferences, it will be to increase parent participation and thus better manage student progress. Conference participation data will be collected at all grade levels.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Riverside continues to use standards based district assessments that provide more in-depth information about student learning. Dialogue based on examination of the current assessment data will be tracked and compared to the previous school year. Measurement of growth, as set by the SIP teams, will be identified. Reading assessments have been developed which better define points of progress throughout the school year. Math assessments on a scheduled time line have allowed staff and administrators to track progress in math instruction and learning. With the implementation of the new elementary report card, specific standards have been developed and will be monitored during this first year. Parent attendance at fall conferences will be a measure of potential increase of community involvement as well as attendance at the Family Nights activities developed by the elementary schools. All buildings, upon review of district and state assessment data, will be able to identify areas of need. School Improvement Plans have built in timelines which will continue to be monitored by the SIP Team. Staff participation in books studies will be monitored for number involved, increasing the culture of learning at the building level.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

Each school annually reports student academic achievement to the Board of Directors. This includes state and district assessment results and plans for improvement. School Improvement Teams regularly review data and, as necessary, appoint data study teams to further investigate data results. The data study team reports to the building School Improvement Team. School principals, staff and central office staff collaboratively plan the use of Waiver Days and report the results publicly to the school board as well as in building newsletters. School improvement plans and student learning plans are adjusted, based on the data studied. Principals will be able to observe staff during instruction to note the effective use of the new research-based instructional method (GANAG). Principals, who have been actively involved in the Washington State Leadership Academy, will continue to monitor the progress of the district "Problem of Practice" which has its own Theories of Action in the quest to positively change instructional practice to improve each student's academic achievement. Principals will report on a regular basis the evidence the instructional goals are being met at their Leadership Team meetings.

Each school will collect data to determine if parent participation in conferences increases and if it has an impact on test scores. Having more options available in the day time (there are night conferences that will still continue next year) should provide increased participation.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

The first waiver day will be with all district staff initially for the purpose of: 1) Communicating district goals 2) Communicating the progress of the District Strategic Plan as related to the 2011-2012 school year activities and goals 3) Presenting the new elementary report card and its significance related to learning. After these discussions will be the following activities: High school and middle school staff will participate in the creation of formative and summative assessment strategies, relating to classroom instruction. The elementary schools will split into K-2 and 3-5 grouping to focus on the development of the perfect lesson design, with emphasis on differentiated instruction and formative and summative assessment. Outside professionals will demonstrate lesson instruction with students. Discussion in grades K-12 staff will also continue on the development of Professional Learning Communities.

The second waiver day, with just certificated staff, will start with all staff together, participating in a Learning Gallery. Staff from the various buildings will come together and report progress on instructional goals and provide documentation/displays of student work. This day will be more content specific, based on district-wide assessments. Focus will be on vertical alignment by subject area. The subjects of focus will be writing, science and math. The goal of the afternoon will be to exam the data, develop the formative assessment component in differentiated instruction, matching standards to instruction and assessment. At the middle school and high school level, staff will examine student work and develop explicit effective feedback. That feedback will be used for future planning.

13. Describe the innovative nature of the proposed strategies.

Throughout the 2010-11 school year, Riverside administrators participated in the Washington State Leadership Academy. Through extensive work the whole year, the Riverside Leadership Team developed a problem of practice: How can systemic leadership positively change instructional practice to improve each student's academic achievement? The Theories of Action components for improvement of student achievement were thoroughly examined and plans were made for future implementation. These areas include: Curriculum, Instruction, Assessment, Interventions, and Professional Development. The proposed strategies evolved through the recognition of what areas were most important in improving student achievement. All of these areas will be addressed, to some degree, during the two waiver days. Never before has the professional development been so concise and specific to goals. Staff, through their current book studies, are becoming familiar with research-based, best practice methods of instruction. Next year, during the waiver days, they will be able to observe good teaching, celebrate their own successes through the Gallery of Learning and be more confident in what components make for good instruction. Being able to "see" good instruction happening and to develop class room design through a "fishbowl" method, will be innovative and impactful for this staff.

Having full conference days will give staff flexibility to schedule conferences of varying lengths, depending on the number of staff needed for the conference and/or issues that will need to be discussed.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

Riverside will continue to participate in the Washington State Leadership Academy, refining the activities and development of improved student achievement. The continued focus on the components of the Theories of Action will guide continued professional development and grade and subject level meetings. The district-wide Strategic Plan and building level SIP teams will continue to monitor and adjust for more effective instruction.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

The waiver day activities all focus on improving teacher effectiveness and student achievement. The student improvement plans are all data driven. Each plan examines the yearly state and district-wide assessments, tracks progress and defines areas needed for improvement. For a link to the school improvement plans, see the attached documents at the end of this application.

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

1) The district-wide Calendar Committee, consisting of certificated, classified, and administrative staff, parents and students, met and wholly supported and recommended to the Board of Directors the two waiver days proposal. The Calendar Committee also recommended the innovative move to full day conferences to help provide more options for parents and more ease of scheduling for the staff.

2) Labor management meetings with certificated and classified employees discussing the waiver day plans and have shown support by the unions for the waiver day professional development.

3) The Leadership Team recognizes the need for the waiver days, assists in planning the waiver days, and actively seeks ways to increase our time together to be cohesive as a district and to focus on student achievement.

4) The Leadership Team has been actively involved in the Washington State Leadership Academy, and has identified a Problem of Practice, which has helped the district focus intensely on teaching effectiveness.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. 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 bargaining groups (REA and PSE) will renegotiate contracts this summer. For the 2010-11 school year, there was one Waiver Day both unions participated in. District-wide, there were fourteen late arrivals (two hour late starts) and two early releases: prior to Thanksgiving and on the last day of school. There were also five days in the fall and five days in the spring of three hour early releases for parent/teacher conferences. The district exceeds the 1000 hour instructional requirement, with a school day of 7:50 a.m.-2:30 p.m.

In the REA contract, teachers may participate in 3 days prior to the start of the school year of which 1.5 days are directed by the administration and SIP team. Teachers have an additional two days, with approval of the building administrator that must be based on the SIP plan. The

other five days of TRI time are for specific approved activities. Any unclaimed per diem pay will be put into a professional development fund to be utilized by employees the following year, under the management of the superintendent.

Classified employees have attended the Waiver Day prior to the start of the school year traditionally. They have also been involved in district late starts for collaboration. They do not have any other designated training time identified in their contract.

From the teachers' collective bargaining agreement: Page 36: "Five days (per diem) will be available yearly with placement to be as follows: Three days will be placed prior to the teacher orientation day. One and a half of the days will be used for teachers to work in classrooms and/or collaborate with their colleagues. One day will be planned by the administrator and SIP Team. The remaining half day will be at the discretion of the building administrator.

The assignment of the remaining two days will be flexible. The use of this time shall be determined by that building's certificated employees based on the SIPT plan and approved by the building administrator.

Staff member(s) must be present at the activity(ies) to get the compensation."

Page 48: "The District shall provide TRI days at the employee's per diem rate of pay. Five additional days. Such days may be used to recognize additional time, responsibility or incentive that the employee performs beyond the contractual basic education work year and work day. Days may be worked in whole days or hours. Such days shall be used for the activities listed on Appendix A/2"

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

1. Student instructional days (as requested in application)	174
2. Waiver days (as requested in application)	6
3. Additional teacher work days without students	10
Total	190

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1-1.5	Optional		X	
1.5-10	Optional			X

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The CBA does not allow for time that is district-directed, which would include vertical alignment and collaboration. As the district looks at adopting new curriculum (math), the need for staff from all grade levels is essential. As the district is implementing a new teaching model, having staff from all buildings, together is essential. The day before school starts and the day between semesters would be the two days that would give Riverside an opportunity for district-directed professional development.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

The one Waiver Day was used for bringing all certified and classified employees together for: large group instruction on new safety procedures for student health and welfare and review of the district strategic plan, with refined timelines. At the building level, staff reviewed state and district assessment results from spring, 2010, and received new information regarding each building's School Improvement Plan for 2010-11. Grade Level Expectations and Performance Expectations were discussed and modified at the building level, with the elementary schools starting work on a new report card.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

1. Large group instruction on safety and welfare of students was presented, followed by the successful implementation and training of staff on student health care plans. Those were carefully monitored by school nurses at each building. Accountability for every single staff member to receive and understand the safety procedures of the district was overseen by the Human Resources staff.
2. Input was gathered from each building addressing the District Strategic Plan. The information was then given to the Strategic Planning Committee, who then used the information in their planning and modifications.
3. With input from staff, each building's School Improvement Plan was modified. That information was then reported to the building staff and the School Board.
4. Grade Level Expectations and Performance Expectations were modified and at the elementary level, started the process of developing a new report card. Other grade levels did extensive work revising grade and subject level curriculum.
5. Book Studies at all buildings were in full operation through out the school year. The administration planned and approved the process and outline. Each administrator then conducted the book studies using the defined goals from the Leadership Team.
6. Each building presented to the School Board how they would improve relationships with the community. Attendance at conferences and other school related events was tracked for increasing number participating.
7. Each building developed a plan for improvement on state test scores. This information was shared at the building and district level, as well as with the School Board. It worked in conjunction with the School Improvement Plan, as well.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

The district website, the Strategic Planning Committee, school board presentations, building newsletters and parent/teacher conferences are some of the means by which the district

connects with parents about the waiver day usage and impact of the waiver. Our focus continues to be student achievement and we are constantly communicating with parents and community members about our work to improve student learning.

Sequim

1. District	Sequim School District
2. New or Renewal	New
3. Is the request for all schools in the district?	Yes
4. Number of Days	4
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	5-6
Reduction	3-4 half days. If the waiver request for 2 half days of conferencing is not approved, the district would schedule 3-4 half days to accommodate the conferencing schedule.
Remaining number of half days in calendar	2 (day before Thanksgiving and last day of school)

8. What are the purpose and goals of the waiver?

The primary and substantial purpose of the waiver request is to increase student performance. Scheduling parent conferences on half-days for a period of 3-4 days is a significant disruption to the educational process and will not accommodate parent needs. A schedule of two full days of parent conferences has far less disruption and serves the needs of parents. Our elementary buildings need 2 full days in order to complete conferencing with all parents. We will schedule one day of conferencing for our secondary students due to the different needs of students and parents at the secondary level.

The waiver requests a revision of 4 days of which two days are to accommodate the conferencing schedule. The request also asks for a reduction of 2 additional days while increasing the length of our school day. We would propose to add 10 minutes to our instructional day. This would add 29.6 instructional hours to our school year or approximately 4.5 days of instruction. This exchange of increased daily time with 2 fewer annual days would provide a net gain of 2.5 days of instruction.

9. What is the student achievement data motivating the purpose and goals of the waiver?

Sequim students perform near or slightly above the state average as shown on state tests. We have spent the year rethinking and reworking our district student performance plan. Our goal is that our students perform at levels that significantly exceed state norms. In addition to State test results, the district utilizes MAP testing for students grade 3-8. Our data indicates that our student collectively achieve the expected one year's worth of growth. However, not all students achieve at the expected level. Our expectation is that all students will experience a minimum of one year's growth as indicated on our assessments.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

The District will use both State assessment information and MAP (Measures of Academic Performance). School Improvement Plans are developed annually by each school building. The stated goals and targets identified in those plans are evaluated annually for progress.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

MAP data, state assessment data, parent, staff, and student surveys will be collected and examined. Building schedules will be collected to assure that increased instructional time is provided. Additionally, each year, a 2-3 day administrative board workshop is scheduled. Assessment data and school improvement plans are the key agenda topics at this planning/assessment meeting.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

Our goal is to increase student performance by increasing our instructional hours. We have also initiated a review of our student engagement time. While it is important to provide opportunities for extended school days, we feel it is equally important to ensure that all instructional time is maximized with engaging and meaningful content. Our district theme this year is 'Every Moment, Every Child, Every Day.' We are committed to continual review of our use of instructional time. We feel every minute counts. The commitment to maximize use of instructional time will be included in all school improvement plans.

13. Describe the innovative nature of the proposed strategies.

This year, the school board approved funding to initiate an After School program we have entitled, "Opportunity to Excel." Students in grades 5-12 can stay after school on Tuesdays and Thursdays to receive additional help in any subject. In order to insure high levels of participation, the board agreed to provide transportation following the after school time. This effort on the part of the board and staff are clear statements that we believe that all students can be successful if given the opportunity of time and support. The district feels strongly that for all students to achieve at high levels additional time to master subject matter is critical. In addition to our after school program, our request for an increased instructional day would provide the instructional time needed to meet the needs of all students.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

The schedule would remain in place for the three years of the waiver.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

This year, we will adopt a revised District Student Performance Plan. Each building SIP will support the goals of the District plan. The District Student Performance Plan and SIPs will be posted on the District web page.

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

The waiver proposal has been reviewed by the Administrative Team and the Board of Directors. We have also engaged our teachers association regarding the goals of the waiver request. If the waiver is approved, we will conduct meetings with each of the building staffs and provide additional opportunities for parents to be informed of the goals of the waiver. We have written letters to parents, posted information on our web site, included information in school newsletters and our local paper and contacted parents personally to inform them of the additional opportunities of the After School program. We would incorporate the same strategies to inform and include parents in the opportunities of our increased instructional day.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. 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 teachers' CBA includes 11.5 TRI days. Of the 11.5, 4.5 days are declared as district days. The activities on those days are overseen by administration to further the instructional goals of the districts. The remaining days are allocated to teachers to meet for team planning, complete required district initiatives, and to plan instruction. The contract also provides 2 days of professional days for each teacher. This school year, the district has provided approximately 37 days of professional development days for each certificated staff member. Those days included district assigned and director professional development opportunities and selected classes or workshops chosen by teachers. The calendar currently includes 180 days of full instruction. Monday of each week is a late start of one hour designated for professional development. This time is used for team planning and collaboration and district and principal facilitated time. Non-instruction time includes 30 minutes of lunch time at each building and recesses scheduled at elementary buildings. The district's CBE is located at www.sequim.k12.wa.us.

Professional Development days were held on Monday mornings, with an hour late start, during the school year. 34 late start Mondays were included in the 2010-11 school year.

Two half days, the day before Thanksgiving and the last day of school. This accounts for 178 full days and two half days in the contract year.

Parent/teacher conferences were scheduled on 2 days with student attending.

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

1. Student instructional days (as requested in application)	174
2. Waiver days (as requested in application)	6
3. Additional teacher work days without students	11.5
Total	191.5

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	All	X		
2	All	X		
3	All	X		
4	All		X	
5	All		X	
6	Optional			X
7	Optional			X
8	Optional			X
9	Optional			X
10	Optional			X
11	Optional			X
12	Optional			X

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The additional district directed days are utilized for required or mandatory training for staff. The required trainings typically include State mandated trainings and district professional growth opportunities for staff. These days must be used for these activities as the student contact days are instructional days.

Tacoma

1. District	Tacoma School District
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	All except SAMi, SOTA, Stewart which operate under a separate waiver
4. Number of Days	2
5. School Years	2011-12
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	All District Elementary Schools will have 8 early release days. All Secondary Schools (except, SAMI, TSOTA and Stewart) will have 7 early release days. All of the schools have 5 common early release days and the elementary has 3 more and the secondary has 2 more. The early release days are used for student conferences and three are early release days before a holiday such as Thanksgiving, Winter Break and the last day of school.
Reduction	0
Remaining number of half days in calendar	Same as above

8. What are the purpose and goals of the waiver?

The purposes and goals of this Waiver are to use the extra time requested to provide teacher professional development focused on standards based instruction in all content areas. We have been working with the University of Washington's 5 Dimensions of Teaching and Learning Tool to clearly define and implement the components of quality teaching and learning. We will use the two requested Waiver Days to continue this work. Ultimately by increasing our teachers' instructional capacity during Waiver Day professional development, student achievement will increase.

The purpose and goals of this Waiver are to use the extra time requested to provide teacher professional development focused on standards-based instruction in all content areas. The Tacoma School District uses a web-based application to access current and historical assessment data. During the first waiver day this database will include the most recent state assessment results and all historic test records for students enrolled in the Tacoma School District. Teachers will be expected to review assessment data for students enrolled in their class to help develop an understanding of the skill sets of the students they will be teaching in the upcoming year. This will establish a foundation for the district initiative of professional development for standards-based instruction in all content areas.

Our school principals will incorporate the work of the University of Washington's 5 dimensions of teaching and learning which was part of their professional development in this past year. Using these components as guiding principles they will outline the expectations of quality teaching and learning as put forth by the 5D model. The rubric identifies 5 Dimensions and 13 Sub-

Dimensions of Teaching and Learning. The 5D framework for professional development are drawn from research on what constitutes good teaching. The Research base for 5D includes, but is not limited to:

- Wiggins and McTighe: Understanding by Design
- Newman, King & Carmichael: Authentic Intellectual Engagement
- Resnick & Zurawsky: Accountable Talk
- Danielson & Bizar: Enhancing Professional Practice
- Marzano, Pickering & Pollick: Classroom Instruction That Works
- Stiggins: Assessment for Learning
- Bransford, Brown & Cocking: Developing Expertise

The two requested Waiver Days will provide a large group instructional development, smaller learning groups and professional learning communities as a model to implement the standards-based instructional goals for the Waiver Day.

9. What is the student achievement data motivating the purpose and goals of the waiver?

(See Attachment A) Data shows the majority of schools are not meeting the 10% Growth Status Goal of the district; however, it should be noted that state growth trends also do not show a 10% growth. Because of these results, the professional development we plan for our two requested waiver days will be focused on standards-based instruction in all content areas. The district will continue to monitor the 10% Growth Status goal during the 2011-12 school year.

Our Washington Comprehensive Assessment Program (MSPE and HSPE) results have almost perfectly mirrored the state trends over the past five years. For example, from 2006 to 2010 Writing scores have increased in all grades for both the district and state Grade 4 (TPS +1, WA +1), Grade 7 (TPS +1, WA +6), Grade 10 (TPS +19, WA +6). In the area of Science both Tacoma and Washington dipped in Grade 5 (TPS -3, WA -2) and increased in Grades 8 (TPS +11, WA +12) and Grade 10 (TPS +11, WA +10). Again, following the state trends, five year Reading trends showed increases in Grade 3 (TPS +3, WA +4) and dipped in Grade 4 (TPS -14, WA, -14), Grade 5 (TPS -7, WA -7), Grade 6 (TPS -7, WA -2) and Grade 8 (TPS -4, WA -1).

Results were mixed in Grade 7 (TPS -7, WA +2) and Grade 10 (TPS +10, WA -3). Our patterns were similar to the state in Math with increases in Grade 6 (TPS +2, WA, +2), Grade 7 (TPS +1, WA +7) and Grade 8 (TPS +1, WA +3). Decreases were noted in both the district and state for Grade 5 (TPS -1, WA -2) and Grade 10 (TPS -4, WA -9). Tacoma's Math scores increased and the state scores decreased in Grade 3 (TPS +2, WA -2) and Grade 4 (TPS +2, WA -5).

There have been larger increases and decreases at individual schools, but our focus has been a district-wide support of curriculum and practices to increase student achievement. We also have specific goals around increasing student attendance, decreasing dropout rate and increasing our graduation rate overall as well as between different subgroups.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Each school will be provided a Data Dashboard which will be the structure for collecting regular data such as: failure rates in Algebra, 3rd Grade Reading Proficiency, and other measures that serve as benchmarks of attainment of our overall 10% growth status goal. Our assessment and data research department provides an electronic data system to optimize ease of use for all data used by students, parents and district staff.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

We expect our achievement results to increase based on increased teacher quality. For example, we will analyze Algebra pass rates and state assessment results to monitor our progress. Data Dashboard results will be analyzed at the district level every six weeks and principal meetings will be focused on this analysis. Principals and their leadership teams will create plans to address learning needs of students identified through the Data Dashboard structure.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

- Teacher Development Group (Mathematics)
- Inquiry by Design (Literacy)
- Center for Educational Leadership (University of Washington – Seattle, WA)
- College Prepared Project

13. Describe the innovative nature of the proposed strategies.

The elements of our mathematics professional development will be new and aligned with our newly adopted mathematics program.

14. Describe the content and process of the strategies to be used to meet the goals of the waiver.

This request is for one year only. Our Waiver Days during the 2011-2012 school year will build on the knowledge teachers gained from previous professional development sessions focused on standards based instruction. Staff and teachers in the Tacoma Public Schools are working to align our instructional programs to state standards. In the fall of 2010 we conducted an environmental scan of all classrooms and this qualitative classroom practices data reveals that further focus on learning targets, assessment of student learning and intervention for students who need further support is necessary.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

All school improvement plans are focused on increasing math and literacy scores. Plans will be

posted on individual school websites – June 2011.

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

The Teacher’s Education Association and the Principal’s Association were involved in the development of the request for this waiver. Tacoma is only requesting a one year waiver. This will provide us with the ability to evaluate the effectiveness of the waiver day professional development time.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. 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.

- Number of Optional Professional Development Days – 4 District Directed, 2 School Directed and 1 Teacher Directed.
- Number of Full Instruction Days – 178 (not counting the 2 Waiver Days that we are requesting)
- Number of Half Days – 8 for Elementary and 7 for Secondary
- 5 Half Days are for Elementary Conferences
- 4 Half Days are for Secondary Conferences

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

1. Student instructional days (as requested in application)	178
2. Waiver days (as requested in application)	2
3. Additional teacher work days without students	9*
Total	189*

*adjusted by SBE staff based on the answer to 17C below

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

The two days identified in column 3 are called Professional Responsibility Stipends and are used for preparing for school before the start of the school year and for grading purposes in January. In addition there are 7 “Optional Days” for teachers where they must attend professional development activities to get paid. Those days/hours occur after the school day and are directed by the various categories listed.

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	x		
2	Optional	x		
3	Optional	x		

4	Optional	x		
5-6	Optional		x	
7-9	Optional			x

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The two “Additional teacher work days without students” are called Professional Responsibility Stipends for teachers and are used for additional time that teachers may use to get ready for class before the school year starts, attend student conferences, Open Houses etc. As is explained in other questions, the Waiver Days are used for District wide Professional Development for teachers.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

The (2) two Waiver Days for the 2010-2011 school year were used as planned and reported in our prior request. We used the days to provide content specific professional development on student attainment of state and district standards. Specifically we provided training for teachers and principals on the implementation of Math Expressions (K-5) and also with the secondary teachers using the newly purchased Prentice Hall math program (6-8). All 8th graders took Algebra 1 and most will also take the End of Course Assessment in Math. The 8th grade teachers will determine at the time the students take the End of Course assessment whether or not each student taking the test has enough Algebra knowledge to pass the End of Course assessment or whether the student should take Algebra 1 in the 9th grade to gain the additional knowledge to pass the End of Course Assessment in Algebra.

Some of the Waiver Day time was used to coordinate the teaching of math and identifying the Big Ideas in Algebra 1. The Teacher’s Development Group continues to provide professional development through the use of side by side coaching for teachers and principals in the area of math at the secondary level (6-10). Although we have had an emphasis on math, we have also provided training in reading and writing. Our Middle School Teachers are receiving training in using advanced teaching strategies through a company called Inquiry by Design. Our High School Language Arts Teachers and Social Studies Teachers are also receiving training in raising the rigor for all students and preparing them for college work through the College Prepared Project which is housed in the University of Washington.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district’s success at meeting each of the expected benchmarks and results of the previous waiver.

The purpose and goals for the previous waiver have been met. There is still work to do in closing the achievement gap for students and families in Tacoma and we realize that this is a multi-year process. State level student achievement data will continue to be analyzed.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

All of our assessment is available through the district website. (The website is updated daily/weekly). We also give frequent updates at public school board meetings regarding our

progress on student achievement as well as the latest professional development opportunities we have available for staff. We can always improve and will continue to post information and give update to the public at school board meetings as well as other public events.

Waitsburg

1. District	Waitsburg
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	2
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	2
Reduction	0
Remaining number of half days in calendar	2

8. What are the purpose and goals of the waiver?

An on-going goal of the District is to “develop strategies to increase parent involvement.” The waiver will not only support the attainment of that goal but also enhance student achievement by creating an environment in which there is a high level of family and community involvement and engagement. The opportunity for students and their parents/guardians to be involved in conferences for the purpose of providing information on a student’s progress towards meeting the standards, as well as the development and monitoring of student learning plans for those who have not met standards, is critical to increase student achievement.

Through having at least two evenings in the fall and two evenings in spring devoted to student/parent/teacher conferences, direct communication with parents and students will be accomplished. Evening conferences ensure a greater participation rate by parents in that scheduling will take place during times when most parents are available and will not interfere with the majority of parents’ work schedules.

9. What is the student achievement data motivating the purpose and goals of the waiver?

Students’ classroom performance will be directly impacted in that parents/guardians/ and their student(s) participate together in receiving information regarding the student’s classroom progress. Hence consistency in communication and support is enhanced by the building of relationships between all partners in a student’s educational experience. Additionally, student performance towards meeting state standards is enhanced since parents with their student(s) will receive a common message regarding performance and expectations.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

The percentage of parents and students involved in direct communication with staff regarding student progress will indicate the impact of scheduling conference during evening hours.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

In the past, we have had 100% at the elementary level and 95% at the secondary (a level at which parent participation seems to dwindle). We will continue to collect data in this area.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

Parents will be informed of their scheduled conference time. They will be given the opportunity to adjust the time to meet their schedule. Parents who do not show up for their schedule conference will be rescheduled. If parents are not able to come in, they will be given the opportunity to discuss their student's progress via a phone conference. All parents will be contacted during a conference period.

13. Describe the innovative nature of the proposed strategies.

The strategy is not necessary innovative. It's what's best for students and parents as regards communicating with school personnel.

14. Describe the content and process of the strategies to be used to meet the goals of the waiver.

Participation data from each conference period during the three years will be collected and reported to the Board of Directors.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

The Board of Directors of the Waitsburg School District has set as one of its goals "to develop strategies to increase parent involvement." Allowing the District to waive two regular days of school attendance for use during student/parent/teacher conferences will assure all certificated staff are available within their regular number of contracted days to schedule and facilitate the conferences.

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

Formal and informal surveys of parents have indicated their preference for evening conferences which are scheduled at least twice a year. All staff and administrators have stated the value of these student/parent interactions during staff meetings.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. 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.

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

1. Student instructional days (as requested in application)	178
2. Waiver days (as requested in application)	2
3. Additional teacher work days without students	2
Total	182

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	1		
2	100			1

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The district directed day is the only day during which staff is brought together to complete required annual trainings, as well as to prepare for the school year as it is held one week prior to the opening of school. The teacher directed day is allocated to curriculum preparation prior to the start of school. The waiver days are to utilize teacher contracted time for student/parent/teacher conference during the evening hours during which most parents are available.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

The waiver days were use as planned and report to the Board of Directors. As a matter of fact, many teachers went well beyond the contracted time allowed for conferences by scheduling additional evenings or early morning conferences so as to better accommodate family schedules.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district’s success at meeting each of the expected benchmarks and results of the previous waiver.

The elementary school had between 98 and 100% participation by parents and students during the 3 years. The middle school had between 90% and 95% participation during the three years. The high school had the lowest percentage of participation due to experimenting with difference scheduling strategies. Results of surveys, as well as level of participation has identified the most successful means of increasing participation by high school parents.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Parents were surveyed as to their preference for participation and given the opportunity to identify other means of staying informed of their student's progress.