



# THE WASHINGTON STATE BOARD OF EDUCATION

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<b>Title:</b>	<b>Option One BEA Waiver Requests</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<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
<b>Policy Considerations / Key Questions:</b>	Should the requests presented for waivers of the minimum 180-day school year be approved, based on the criteria for evaluation in WAC 180-18-040(2) and (3)?	
<b>Possible Board Action:</b>	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Eight school districts request waivers under RCW 28A.305.140 and WACs 180-18-040 and 180-18-050 of the basic education requirement in RCW 28A.150.220(5) of a minimum 180-day school year. The districts are Bainbridge Island, Federal Way, Lopez Island, Napavine, Orient, Shoreline, Sunnyside and Wahkiakum. All of the requests are for renewals of current waivers. All but Shoreline's, which is for 2014-15 only, are for the next three school years. All are for professional development of staff except those of Bainbridge Island, which requests five days for parent-teacher conferences, and Sunnyside, which requests a total of seven days for a combination of parent-teacher conferences and professional development.</p> <p>In your packet you will find:</p> <ul style="list-style-type: none"> <li>• A memo summarizing the waiver requests.</li> <li>• The adopted school board resolution and application of each district.</li> <li>• A copy of WAC 180-18-040</li> <li>• A worksheet for use in evaluating the requests on the basis of criteria in rule.</li> </ul>	



## BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS

### Policy Consideration

Does each of the district requests for waiver of the minimum 180-day requirement merit approval by the Board, based on the criteria for evaluation in WAC 180-18-040? If not, what are the reasons, with reference to the rule, for denial of the request? If denied, what deficiencies in the application or documentation are there that the district might correct for possible re-submittal for Board approval at a subsequent meeting per WAC 180-18-050(2)?

### Background

Option One is the regular 180-day waiver available to districts under RCW 28A.305.140. The statute authorizes the State Board of Education to grant waivers to school districts from the minimum 180-day school year requirement of RCW 28A.150.220(5) “on the basis that such 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.”

WAC 180-18-040(1) provides that “A district desiring to improve student achievement for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement . . . while offering the equivalent in annual minimum instructional hours . . . in such grades as are conducted by the school district.” The Board may grant a request for up to three school years. There is no limit on the number of days that may be requested or granted. Rules adopted in November 2012 as WAC 180-18-040(2) and (3), establish criteria for evaluating the need for a new waiver and renewal of an existing waiver.

WAC 180-18-050 sets procedures that must be followed to obtain a waiver. A district must provide, in addition to the waiver application and a school board resolution, a proposed school calendar for each year of the waiver and a summary of the collective bargaining agreement with the local education association.

### Summary of Current Requests

**Bainbridge Island** requests waiver of five days, varying in number by grade, for parent-teacher conferences in grades K-8. The request is for renewal of a waiver granted in September 2011 for an additional three years. The district states that full-day conferences increase student achievement because they protect instructional time, eliminate the disruption of schedule changes, allow teachers to focus on teaching and conferencing on the days devoted to them, and protect vulnerable children such as those with IEPs. The purpose is to maintain or increase student achievement in all areas, as measured by MSP and MAP at all grade levels. The change from the previous waiver plan is an additional day for conferencing

in grades K-12 to give parents meaningful data on student growth and progress toward state standards, and help them understand the shift to Common Core. Bainbridge says both the original and revised plans have had strong community involvement and support.

**Federal Way** requests three waiver days for the next three years for professional development of staff. The district received a waiver of seven days for review of student data, development of a district-wide RTI model, and other initiatives in July 2011. The new waiver plan would set time aside for staff to analyze state and local assessment data to develop goals for individual students and identify instructional and intervention needs. Federal Way names specific targets for student achievement, by subgroup, under the waiver plan, and identifies data that will be collected and monitored to measure progress toward the goals. It describes with specificity how the waiver supports elements of the district's school improvement plans. The main change from the previous waiver plan is that the district has narrowed its focus to identify the populations of students who are currently underserved and in need of customized plans and interventions to help those not meeting standards.

**Lopez Island** requests waiver of four days for the next three years for professional development. Proposed activities on waiver days include training for teachers on research-based instructional strategies, review of assessment data, continued development of an RTI model, and implementation of Common Core and TPEP. The district describes how waiver plans will be reviewed and adjusted after each year. Activities conducted on waiver days, it says, are called out in school improvement plans. Lopez Island describes how the previous waiver, granted in 2011, was used. The change between the new waiver plan and the last is implementation of Common Core and TPEP and work on RTI at the secondary level.

**Napavine** requests waiver of four days in each of the next three years for specified professional development activities. This would be renewal of a waiver of four days granted for a well-elaborated district plan in May 2011. Napavine says its "purpose and goals for the waiver days are to provide time for our staff to implement the student growth components of the new teacher evaluation system, and align those goals with improvement plans identified within our school and district improvement plans." The district says the present waiver plan is particularly motivated by a need to raise student achievement among ELL and students from low-income families. It names immediate targets for improvement on state assessments in reading and math, and describes data that will be monitored to determine whether goals are met in each area. Activities on waiver days are linked to school improvement plans. The district provides a detailed explanation of how well the purposes and goals of the prior waiver plan were met. The principal changes in the new plan from the prior one are the closer focus on ELL and low-income students and the greater attention to data analysis.

**Orient** requests five days for three years for professional development activities. Approval would renew a waiver of five days granted in May 2011. Orient's stated purpose is to give staff needed time in concentrated blocks for student academic improvement through several means, including building a strategic plan with specific and measurable goals, strengthening instructional strategies to support individualized learning, improving technology skills and systems to support differentiated instruction, and implementing an effective TPEP program. Orient states that if this collaborative work were to be done during school days with students in attendance, it would have to hire substitute teachers, it would be a significant burden given the district's remote location, and disruptive to student learning. It describes how activities under the waiver will be monitored and revised on an ongoing basis with reference to assessment data. The effect of professional development under the prior waiver plan, it says, is evidenced by documented student achievement gains. The proposed change from the prior

plan is a shift of emphasis to better alignment of instruction with Common Core, evaluation of teacher effectiveness through TPEP, and what it terms assessment literacy.

**Shoreline** requests waiver of five days for the 2014-15 school year for professional development on Common Core and Next Generation Science Standards, and for development of instructional delivery models to meet the needs of an increasingly diverse and low-income student population. Shoreline sets out detailed goals of the waiver for student achievement, by subject, assessment and subgroup, with specific targets for growth and proficiency ratings on the Washington Achievement Index. It provides data in tabular form showing the achievement gaps it aspires to close and targeted Annual Measurable Objectives. Activities and goals for staff professional development are well detailed. It explains how the waiver supports school improvement plans, and how those plans are reviewed and updated annually to be responsive to changing needs. Shoreline provides a detailed description of how the previous five-day waiver, granted in March 2011, was used, and presents data to show positive results for student achievement. Proposed changes from the previous plan are more in-depth professional development on Common Core, Next Generation Science Standards, and use of the Danielson Framework for Teaching. The district also will focus on increasing effort to close achievement gaps, eliminating disparities in enrollment by subgroup in advanced coursework, and ensuring that every student graduates career and college-ready by meeting newly adopted graduation requirements.

**Sunnyside's** request is for seven waiver days – four for parent-teacher conferences and three for professional development of staff – for the next three years. Under its previous waiver, granted in September 2011, Sunnyside has devoted two days in the fall and two in the spring to parent-teacher conferences. The district says that engaging parents in their children's education is especially crucial, in that 97 percent of its students qualify for free and reduced-price lunch, and many are from families where English is not the primary language at home. Holding conferences in full days has enabled them to achieve high and increasing rates of parent participation.

The other three days requested are for professional development activities focused on K-12 math, English language arts, English Language Learners, and Special Education for effective use of curriculum guides aligned with Common Core State Standards. Professional development will also be directed toward stronger understanding of the Center for Educational Leadership's Five Dimensions framework for teaching.

The student achievement data motivating the waiver are SBAC and EOC assessments in math, English language arts, and biology, which the district will monitor against annual targets. Sunnyside points to significant gains in its graduation rates over the last four years, which it attributes in part to the time permitted by its waiver to do quality professional development and training. While the waiver request is the same as before, the district says, "the urgency to connect with families and professional development needs are at an all-time high" in light of changing standards and assessments.

**Wahkiakum** requests waiver of four days for three years for professional development focusing on implementing Common Core, use of the Five Dimensions instructional framework, and data analysis. Specific needs for professional development will be identified by the results of the new teacher evaluation system. Consultants will be utilized to facilitate P-D activities. State and local assessment results will be used to determine success of the activities. Teachers will also be surveyed on the effectiveness of the professional development. Wahkiakum provides a brief but clear description of how waiver days were used under the previous waiver, granted in September 2011, with a shift of emphasis to math

curriculum and instruction in the last two years. Under the proposed new plan, it says, professional development activities will become more comprehensive with a focus on implementing Common Core and the instructional framework for teacher evaluation.

### Summary of Option One Waiver Applications

District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver	Student Instructional Days	Additional Teacher Days without Students	New or Renewal
Bainbridge Island	5	3	Parent-Teacher Conferences	Varying by grade	3	R
Federal Way	3	3	Professional Development	173	4	R
Lopez Island	4	3	Professional Development	176	3	R
Napavine	4	3	Professional Development	176	4	R
Orient	5	3	Professional Development	175	0	R
Shoreline	5	1	Professional Development	175	8	R
Sunnyside	7	3	Parent-Teacher Conferences, Professional Development	173	12	R
Wahkiakum	4	3	Professional Development	176	2.5	R

### Action

The Board will consider whether to approve the district requests presented in the applications and summarized in this memorandum.

BOARD OF DIRECTORS

Mike Spence  
Patty Fielding  
Tim Kinkead  
Mev Hoberg  
Sheila Jakubik



SUPERINTENDENT  
Faith A. Chapel

8489 Madison Avenue NE \* Bainbridge Island, Washington 98100 \* (206) 842-4714 \* Fax: (206) 842-2928

RESOLUTION 05-13-14

A RESOLUTION of the Board of Directors of Bainbridge Island School District No. 303, Kitsap County Washington, to request a waiver for the 2014-15, 2015-16, and 2016-17 academic years from the 180-day school year requirement (RCW 28A.150.220) from the State Board of Education pursuant to RCW 28A.305.140, RCW 28A.305.141, and RCW 28A.655.180 (1), as provided for in WAC 180-18-030, WAC 180-18-040, and WAC 180-40-050:

WHEREAS the Bainbridge Island School District seeks a five (5) day waiver from the 180-day calendar for elementary, a four (4) day waiver for intermediate schools and two (2) day waiver for the middle school within the District for the purpose of implementing full-day parent/guardian/teacher conferences;

WHEREAS parents and staff have supported full-day parent/guardian/teacher conference schedule over the more traditional ten half-day schedule with early dismissals;

WHEREAS Bainbridge Island School District educators believe that the conference time with limited early dismissal disruptions, allowed by having full-day conferences twice per year at the K-6 level and once at the 7-8 level, creates a more productive teaching and learning environment;

WHEREAS the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes to permit schools to have schedules and programs that provide an effective educational system for all students or for individual schools in a school system (WAC 180-18);

WHEREAS the waiver for the purpose of full day conferences for K-8 schools supports increased academic achievement by: (1) eliminating ten half days of schedule changes in favor of full-days (less disruption for teachers and students and it protects instructional time); (2) allowing teachers to focus on teaching when teaching and conferencing when conferencing; (3) maintaining the focus on teaching and learning; (4) allowing for longer and more meaningful parent/guardian/teacher/student dialogue with a typical conference extended to 35-40 minutes rather than 20-25 minutes; (5) permitting the inclusion or partial inclusion of students in conferences; and (6) reducing the burden of families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules.

Adopted this 30th day of January, 2014.

*[Handwritten signatures of Mike Spence, Tim Kinkead, and Patty Fielding]*

BOARD OF DIRECTORS

Witness: Faith A. Chapel, Secretary to the Board of Directors



# THE WASHINGTON STATE BOARD OF EDUCATION

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

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

### Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov>. It may also be obtained by calling the Board at 360.725.6029 or emailing to [sbe@k12.wa.us](mailto:sbe@k12.wa.us).

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will meet the minimum instructional hour offerings in grades one through twelve, which are at least a district-wide annual average 1,000 instructional hours through the 2013-14 school year, and at least 1,080 instructional hours in each of grades seven through twelve, and at least 1,000 instructional hours in each of grades one through six, beginning with the 2014-15 school year (RCW 28A.150.220).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete the application form and submit with the Board resolution and supporting documents to:

Jack Archer  
The Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206  
360-725-6035; Fax 360-586-2357  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

Electronic submission of application materials through e-mail is strongly encouraged.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*  
Dr. Deborah Wilds • Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen  
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes  
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504  
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us) • [www.sbe.wa.gov](http://www.sbe.wa.gov)

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

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Bainbridge Island School District
Superintendent	Faith Chapel
County	Kitsap
Phone	206 780 1067
Mailing Address	8489 Madison Avenue NE Bainbridge Island, WA 98110
Contact Person Information	
Name	Julie Goldsmith
Title	Associate Superintendent
Phone	206 780-1067
Email	jgoldsmith@bisd303.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	no
If no, then which schools or grades is the request for?	Grades K-8
How many days are being requested to be waived, and for which school years?	
Number of Days	5 days for grades K-4; 4 days for grades 5-6; and 2 days for grades 7-8
School Years	2014-15, 2015-16, 2016-17
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	3
Reduction	1
Remaining number of half days in calendar	2
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?	
Yes or No	yes

1. What are the purpose and goals of the Waiver?

To provide meaningful time for parents and teachers to talk about student learning and growth of learning over time. The use of full day parent/guardian/teacher conferences increases academic achievement by: 1) protecting instructional time; 2) eliminating schedule changes and disruption (e.g., changes in specialist schedules) for teachers and students; 3) allowing teachers to focus on teaching when teaching and conferencing when conferencing; 4) protecting vulnerable children including those on IEPs and those receiving tutor and LAP services (typically these programs lose time or are cancelled altogether in order to provide contractual PCP time); 5) maintaining the focus on teaching and learning for an additional week each year; 6) providing more time for longer conferences, typically 35-40 minutes rather than 20-25 minute schedule during early dismissal; 7) providing for an option to truly include students in conferences; and 8) reducing the burden on families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules.

2. What are the student achievement data motivating the purpose and goals of the waiver?

Current assessments demonstrate high levels of achievement in all content areas. Parent conferences will support continued parent partnerships to ensure a high level of parent support for student learning.

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

Maintain or increase student achievement in all areas. The district will also conduct a survey of teachers and parents/guardians to determine the benefits and detriments of the full day conference schedule.

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

Continue to analyze MSP data and Measure of Academic Progress (MAP) at all grade levels. The district is also participating in the Center for Educational Excellence surveys which gathers input from parents, students and staff on the effectiveness of the district and programs. This data is incorporated into district and school improvement plans.

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

Conduct parent conferences with parents for all students Kindergarten through 8<sup>th</sup> grade. Many educators believed that full days of parent/guardian/teacher conferences, rather than early release days for conferences would produce a more uniform academic environment, which they believe is better for student learning. Consecutive early release days are disruptive to elementary and middle school routines. Schedules need to be revised to create planning time for every

teacher and to enable students with disabilities to access the resource room or related service providers, which can diminish the time devoted to core academics. Parents need to alter work schedules and/or find childcare. Teachers are often overwhelmed by the requirements of planning for teaching while conducting conferences.

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

They will be the same activities.

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

The district's commitment to best practice fuels the need for an alternative conference schedule. Copies of school improvement plans or the district improvement plan are available for review from the Curriculum and Instruction Office of BISD. Contact [jgoldsmith@bisd303.org](mailto:jgoldsmith@bisd303.org) to request copies.

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

A districtwide committee comprised of parents and staff developed the initial plan for revising the conference day schedule from half days to full days. Community and staff surveys were completed to assist in the development of the original plan to convert numerous half day conferencing into full day periods. Staff and parents felt this was a better use of instructional time.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction 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.

Link to CBA: <http://bisd303.org/Page/3451>

- Early Release of 90 minutes is provided each Monday.
- The last day of school is a half-day early release.
- Staff are provided with 3 additional days prior to the start of school
- Parent conferences:
  - Kindergarten/Fourth grade: 2 days in October, 3 days in March
  - Fifth/Sixth grade: 2 days in October, 2.5 days in January
  - Seventh/Eighth grade: 2.5 days in January

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

Student instructional days (as requested in application)	180 grades 9-12
	178 grades 7-8
	176 grades 5-6
	175 grades K-4
Waiver days (as requested in application)	0 grades 9-12 2 grades 7-8 4 grades 5-6 5 grades K-4
Additional teacher work days without students	3
Total	183 – gr 9-12 181 – gr 7-8 179 – gr 5-6 177 – gr K-4

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

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			
5	Optional			
6	Optional			
7	Optional			

Check those that apply

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

*New 180 Day Applications- Stop here and skip to the "Last Steps" section.*

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

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

All days were used as planned for parent conferences.

2. How well were the purposes 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.

Excellent results – our district continues to have strong partnerships with parents in the support of each child's learning.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.

We are requesting one additional day for our parents and staff at the kindergarten to fourth grade level. Teachers report the need for more time at the second conference period to provide parents with meaningful data on student growth and progress toward state standards. Much time is spent helping parents understand the shift in standards to the Common Core and the increased demand on students in literacy and mathematics.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan

To provide meaningful time for parents and teachers to talk about student learning and growth of learning over time.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

A districtwide committee comprised of parents and staff developed the initial plan for revising the conference day schedule from half days to full days. Community and staff surveys were completed to assist in the development of the original plan to convert numerous half day conferencing into full day periods. Staff and parents felt this was a better use of instructional time.

**Last Steps:**

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.



FEDERAL WAY PUBLIC SCHOOL DISTRICT NO. 210  
33330 8TH AVENUE SOUTH  
FEDERAL WAY, WASHINGTON 98003

RESOLUTION: 2014-01

A **RESOLUTION** of the Board of Education of the Federal Way Public School District No. 210 requesting a waiver for Federal Way Public Schools, Grades K-12, of the minimum 180-day requirement for the 2014-2015, 2015-2016, and 2016-2017 school years (WAC 180-18-040 and WAC 180-18-050.)

**WHEREAS**, the Federal Way School District has three target goals for making changes that will significantly increase student learning and individual achievement; and

**WHEREAS**, implementation of two major State Initiatives, CCSS, and Smarter Balanced Assessments coupled with the loss of three state funded learning improvement days; and

**WHEREAS**, in order to facilitate the kind of supportive learning environment for the restructuring and provide time for staff training, development, and planning on a consistent basis, a request is being made to waive the 180 days to 177 days; and

**WHEREAS**, the student contact hours would be over the state-required time maintaining an average of 1032 hours in Grades 1-12, and the teacher work hours would be according to the full teacher contract requirements; and

**WHEREAS**, the Agreement by and between the Federal Way School District and the Federal Way Education Association supports Data Days/Waiver Days; and

**WHEREAS**, the Washington State Board of Education has recognized the importance of education improvements and has established waivers of the 180-day school year requirement for restructuring purposes.

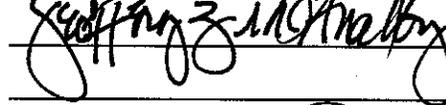
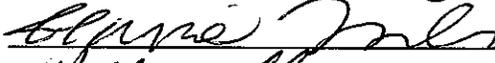
**NOW, THEREFORE, BE IT RESOLVED** that the Federal Way Public School District No. 210 Board of Directors requests that the minimum 180 school-day-year requirement be waived for Federal Way Public Schools to allow for three non-student days which will include September 2, 2014, January 29, 2015, and May 1, 2015 with dates for the 2015-2016\* and 2016-2017\* school years yet to be determined. During this time students would not attend school in order to allow for staff participation in training for improved student achievement, student relationships, and student activities.

**BY ORDER OF THE BOARD OF DIRECTORS OF THE FEDERAL WAY PUBLIC SCHOOL DISTRICT NO. 210, DATED THIS 25<sup>th</sup> DAY OF MARCH, 2014.**

**BOARD OF EDUCATION  
FEDERAL WAY PUBLIC SCHOOL DISTRICT NO. 210**

Attest:

Superintendent


\*Dependent on negotiated calendar



# THE WASHINGTON STATE BOARD OF EDUCATION

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

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

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The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will meet the minimum instructional hour offerings in grades one through twelve, which are at least a district-wide annual average 1,000 instructional hours through the 2013-14 school year, and at least 1,080 instructional hours in each of grades seven through twelve, and at least 1,000 instructional hours in each of grades one through six, beginning with the 2014-15 school year (RCW 28A.150.220).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete the application form and submit with the Board resolution and supporting documents to:

Jack Archer  
The Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206  
360-725-6035; Fax 360-586-2357  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

Electronic submission of application materials through e-mail is strongly encouraged.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*  
Dr. Deborah Wilds • Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen  
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes  
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504  
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us) • [www.sbe.wa.gov](http://www.sbe.wa.gov)

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

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Federal Way Public Schools
Superintendent	Rob Neu
County	King
Phone	253-945-2000
Mailing Address	33330 8 <sup>th</sup> Ave S. Federal Way, WA 98003
Contact Person Information	
Name	Cindy Black
Title	Executive Director of Elementary
Phone	253-945-2030
Email	cblack@fwps.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	3
School Years	3, 2014-15, 2015-16 and 2016-17
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 (Day before Thanksgiving and Last Day)
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

The purpose of the waiver is to provide time for teachers to deeply analyze specific assessment data including state assessments and progress monitoring through our district STAR and Fountas and Pinnell assessments and classroom based assessments. The goal is for teachers to be able to use this data to develop goals for students and determine instructional and intervention needs.

With the implementation of the CCSS underway we are also needing to increase the rigor of student learning tasks. This requires that teachers are even more prepared to scaffold instruction for students.

2. What are the student achievement data motivating the purpose and goals of the waiver?

Data analysis of the state assessments for our district and schools paint a clear picture that we have more work to do in identifying and planning instruction to better meet the needs of our students.

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

Reducing the number of students not meeting standard will be one measure of success. Additionally, in our district we have three clear targets focusing on students we have consistently underserved.

**TARGET ONE:** 100% of our incoming 9th Grade African American, Latino/a, and Native American students will be on track to graduate

**TARGET TWO:** 80% of English Language Learners (ELL) will enjoy reading and be reading at grade level by the end of Kindergarten; 90% by the end of the 1<sup>st</sup> grade; 100% by the end of the 2<sup>nd</sup> Grade

**TARGET THREE:** 100% of our African American, Pacific Islander, and Latino boys in Grades 3, 5, 8, &10 will: (a) see math as relevant and meaningful for their lives, now and in their futures and (b) be achieving at or above standard in math by the end of the school year

Our success will be determined by how well we achieve these goals.

Additionally, as a result of a new data warehouse our district has developed, teachers have real time access to student data set up as a dash board on their compute desk top, literally putting data in their hands so they can progress monitor.

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

The district will collect Data Day Agendas and closely monitor district STAR and Fountas and Pinnell throughout the year. Additionally, district and individual school data resulting from the state assessment will be analyzed. The correlation between STAR and the MSP is strong so ongoing progress monitoring will enable us to see how well students are on track to achieve a passing level and to determine what additional intervention will be needed.

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

Outcomes and expectations for each of the Data Days are collaborated on by the district leadership team. These are communicated to the school principal and school instructional coaches. The school planning team collaborates to build a robust agenda. Each principal submits their agenda to their supervisor who is able to monitor what is happening in each of the schools and can provide input as needed. Follow up school visits by the supervisor and other district leadership personell can monitor progress of plans that are developed for instruction. The Title/LAP Director also monitors student data collected by building interventionists.

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

We are requesting a three day waiver for three years. All activities in the subsequent years are connected to those of the first year of the waiver in that they all follow a similar process for development, determining goals for the next Data Day, monitoring outcomes and plans, and reviewing on-going student data during the school year.

At the end of each Data Day, we gather staff feedback regarding the day's outcomes and process. We take this into account when developing future agendas and take the instructional lans determined from the day to monitor implementation in the classrooms.

The adoption of the CCSS and Smarter Balanced Assessment as well as the growth goals set by teachers as a part of the evaluation process will also assist in maintaining continuity.

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

Our school improvement plans are aligned with the Nine Characteristics of High Performing Schools. The waiver specifically supports standards 1, 5, and 6: High standards and expectations for all students, Curriculum and Instruction, assessment aligned with state standards, and Frequent monitoring of learning and Teaching.

School improvement plans are collected at the district level by their direct supervisor and the Title/LAP Director. Plans are reviewed and feedback is provided.

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

Data Day waivers have been in place in the Federal Way Public Schools since 2002. Information is provided to our community through school newsletters and the district websites including social media. Our bargained agreement includes language about teacher involvement in the planning of the Data Days and the days have been easily scheduled as a part of our yearly calendar process.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction 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.

In the Federal Way Public Schools, with the approval of the waiver, will have 171 full instructional days, 4 conference days, 3 data days, and 2 early release days, one being the day before Thanksgiving and one on the last day of school. Our district does not have late start days. In addition, teachers participate in 4 required and 1 optional professional development days beyond the 180 day student calendar.

<http://www.federalwayea.org>

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

Student instructional days (as requested in application) Includes two half days	173
Waiver days (as requested in application)	3
Additional teacher work days without students – conference days	4
Total	180

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

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

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

We have 4 required professional development days and 1 optional day for teachers. These days are used to support teacher learning in the areas of curriculum, instruction, and assessment, specifically the implementation of the CCSS, TPEP, Grading/Assessment, STAR and Fountes and Pinnell progress monitoring tools, and RTI. These days are critical in order for teachers to understand and prepare for what is expected of them.

The requested waiver days provide time to analyze student data from the building to the classroom level. It enables teachers to collaborate with their colleagues in order to develop strong learning plans for their students.

*New 180 Day Applications- Stop here and skip to the "Last Steps" section.*

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

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

Our waiver days have been used as planned and reported. The staff at each building have analyzed school, classroom and individual student data to identify trends, successes, and needs. Following the data analysis staff develop plans designed to focus on the needs of students.

2. How well were the purposes 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.

Our school leaders and staff are improving in their ability to analyze data and develop plans to support student learning, and as a result we are consistently serving 70% of our students based on AMO data.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.

What we have changed with this proposal is a narrowed focus specifically identifying the populations of students we under serve. Our schools and classroom teachers are naming and claiming each individual student who fall into our targeted areas. We believe that this focus will help us develop specific, customized plans and interventions so that we can reach the 30% of students who are not meeting standards.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan

Approval of our request for the continuation of our waiver will allow us to further develop our ability to analyze student data. Over the years we have learned to look deeper at what the data is telling us. We have improved in our ability to do something with the data that makes a change in the learning trajectory of students.

By identifying specific, targeted groups of students we will have a laser like focus, enabling us dig deeper to truly understand the real problem and the action required to accelerate learning. Our new progress monitoring tools will support to the data analysis. The waiver will continue to

provide our teachers committed time allocated totally for the purpose of data analysis and developing plans.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Our waived days have been in place since 2002 and have become a part of the culture. They are easily calendared as a part of our negotiated agreement. Schools communicate using their newsletters, websites, and social media around the use of the days and the expected outcomes. Overall our school community values and supports the days. Time is a precious commodity and we would not be able to accomplish what we do without the waiver.

### Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Question #  
Application Instructions

LOPEZ ISLAND SCHOOL DISTRICT NO. 144  
86 SCHOOL ROAD  
LOPEZ ISLAND, WA 98261

RESOLUTION NO. 7:2013-2014  
A request for Waiver of Minimum 180-Day School Year

A RESOLUTION OF THE BOARD OF DIRECTORS of the Lopez Island School District 144, San Juan County, Washington, to request a waiver for students in grade K-12 from the minimum 180-day school year (WAC180-18-040) to 176 days, for the 2014-15, 2015-16, and 2016-17 school years.

WHEREAS, the Lopez Island School District Board of Directors recognize that:

1. Planning time is essential for staff to review and revise our K-12 curriculum and align with the Washington State EALRs in all core subjects; and
2. Ongoing staff training is necessary for effective development and revision of assessment strategies for reading, writing, math and science; and
3. Staff training is needed in the use of technology as an instructional tool; and
4. Training needs to be provided for classified employees to meet paraprofessional competencies and to assist certified employees in meeting the EALRs; and
5. Planning and collaboration time is a proven requisite to research and to analyze test and other student data so we can provide the best instruction practices which will improve student learning; and
6. Full days designated for curriculum development and staff training have been demonstrated to be more productive than providing early release days for the same purpose; and
7. The district will meet the minimum annual 1,000 and 1080 hours of instruction hour offerings (RCW28A.150.220 and WAC 180-16-215).

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

NOW, THEREFORE BE IT RESOLVED that the Board of Directors of the Lopez Island School District 144 does, hereby, request the minimum 180 school day requirement to be waived from 180 to 176 days for the 2014-15, 2015-16, and 2016-17 school years.

Dated this 26<sup>th</sup> day of February 2014.

  
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Board Member

  
\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Board Member

  
\_\_\_\_\_  
Board Member

  
\_\_\_\_\_  
Board Member

  
\_\_\_\_\_  
Bill Evans, Superintendent



# THE WASHINGTON STATE BOARD OF EDUCATION

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

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

### Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov>. It may also be obtained by calling the Board at 360.725.6029 or emailing to [sbe@k12.wa.us](mailto:sbe@k12.wa.us).

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will meet the minimum instructional hour offerings in grades one through twelve, which are at least a district-wide annual average 1,000 instructional hours through the 2013-14 school year, and at least 1,080 instructional hours in each of grades seven through twelve, and at least 1,000 instructional hours in each of grades one through six, beginning with the 2014-15 school year (RCW 28A.150.220).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete the application form and submit with the Board resolution and supporting documents to:

Jack Archer  
The Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206  
360-725-6035; Fax 360-586-2357  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

Electronic submission of application materials through e-mail is strongly encouraged.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*  
Dr. Deborah Wilds • Kevin Lavery • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen  
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes  
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504  
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us) • [www.sbe.wa.gov](http://www.sbe.wa.gov)

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

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Lopez Island School District
Superintendent	Bill Evans
County	San Juan
Phone	360.468.2202
Mailing Address	86 School Road Lopez Island Wa 98261
Contact Person Information	
Name	Bill Evans
Title	Superintendent
Phone	360.468.2202
Email	<a href="mailto:bevans@lopez.k12.wa.us">bevans@lopez.k12.wa.us</a>
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	4 days
School Years	2014-15, 2015-16, 2016-17
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
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

1. Our goals are to:
  2. Improve student academic success
    - a. Provide training for teachers on research-based instructional strategies in literacy and mathematics.
    - b. Review student achievement assessment data
    - c. Develop plans to continue to implement a Response to Intervention model to assist students who are struggling
    - d. Fully implement Common Core and TPEP
  3. Increase student safety and supportive learning environment
    - a. Provide training to staff about bullying, harassment, and boundary invasion
    - b. Develop and maintain school-wide strategies to encourage student responsibility and to increase student self-confidence through mastery of subject matter
    - c. Strengthen school-wide communications and climate
    - d. Further strengthen school-wide safety and response preparedness
2. What are the student achievement data motivating the purpose and goals of the waiver?
3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.  
Success in reaching stated goals will be measured as follows.
- 1a. Training will be provided
  - 1b. Staff will review student data such as MSP/HSPE scores, M.A.P. testing results, and DIBELS assessments, as well as the new Smarter Balanced Assessment data.
  - 1c. A plan will be developed with three tiers of intervention strategies identified, and specific students will be identified for extra assistance.
  - 2a. Staff members will participate in online training modules with topic such as bullying and harassment and boundary invasion, as well as school safety and response preparedness
  - 2b. Staff discussions will take place about ways to encourage greater student responsibility, self-confidence, through mastery of subject matter.
  - 2c. Discussions and/or surveys will take place to determine strengths and challenges with communication and climate.
4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

The School Board, school administrators, and staff leadership will monitor progress related to this plan. Staff members will continue to evaluate student achievement scores. From these scores, we will review and revise our plan to meet student needs. HSPE, MSP, MAP, and Smarter Balanced scores will be reported to students, parents and the community.

An observable increase in assessment scores and other data will provide positive evaluative evidence that we are being successful in our effort to improve student learning. Graduation rates will provide additional data about the success of the plan. Less than expected increases in test scores and other assessment data will provide prescriptive information to further inform instruction.

Student safety and supportive learning environment data will be collected by surveys, and by reviewing student discipline data.

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

Lopez Island School District is committed to improving instruction and increasing student achievement. Research confirms that the level of skill of a teacher is a critical factor in the academic success of students. Research clearly shows that an effective teacher can positively influence a student's academic learning. This waiver is intended to allow for professional development of our instructional staff in order to give them the tools needed to continue to positively impact student learning. Specifically, we intend to investigate those research-based strategies related to increased student achievement in literacy, and other core academics. Processes may include such things as direct instruction, text renderings, active reflection, and strategies to learn from exemplary schools who are utilizing effective best practices.

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

At the conclusion of the school year and again in professional activities in the fall of each school year, the staff will collaborate in a variety of activities and venues. This time will include opportunities for reflection and planning regarding the activities associated with the waiver days. After the first year of the requested waiver, plans will be modified and adjusted for subsequent years, based upon evaluative assessment of the first year, to further enhance the effectiveness of the intended activities in years two and three. Staff will be integrally involved in analyzing and reflecting, and then planning for subsequent years of the waiver period.

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

With the coming of Common Core and Smarter Balanced Assessment, and the implementation of TPEP, the need for ongoing professional development of our staff is critical. Therefore the waiver days represented in this application, if granted, will serve as the primary means whereby staff of Lopez Island will be able to meet for this purpose. The secondary and elementary Learning Improvement Plans are published on the District's website. The site is located at: <http://www.lopezislandschool.org>. The goals of the waiver directly support the school improvement plans, and you will note that the current waiver days are referenced within the plans.

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

The Lopez Island School District is a small close-knit community, as evidence by the numerous community volunteers and school/community based committees involved with our District working to create a stronger school for our students. Parents and community members were active participants in the development of our District Strategic Plan, and are currently active in our ongoing improvement plans. Discussion and official consideration of this specific waiver request were provided in an open public board meeting.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction 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.

We have recently signed a two year agreement with the Lopez Education Association. That agreement includes two district-controlled professional development days for 2013-2014. A total of 2.5 "start up" days are scheduled at the beginning of the school year. Of these, one half day is designated for individual teacher choice. Certificated staff members participate in focused collaboration meetings weekly when students are dismissed 1.5 hours early. This early dismissal also allows for sports teams to schedule games. Finally, the current contract and calendar stipulates early dismissal of students for the first and last days of school, and prior to four holidays.

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

Student instructional days (as requested in application)	176
Waiver days (as requested in application)	4
Additional teacher work days without students	3
Total	183

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

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

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

We are in need of waiver days for the expressed purposes described in question one, including the need for staff time to improve student academic success (teacher training for Common Core and TPEP, further development of RTI K-12, utilization of student progress data to inform instruction, etc.), and further development of efforts to increase student safety and supportive learning environments.

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

1. 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 previous waiver days were fully utilized for the stated purposes, including staff training, review of student progress data, development and enhancements of school safety and supportive learning environment efforts.

2. How well were the purposes 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.

Training was provided (1.a), staff reviewed student data (1.b), initial work was completed toward intervention tier development (1.c), staff participated in on-line training modules (2.a), significant discussions were held regarding student responsibility (2.b), and discussions are held regarding climate and communication (2.c).

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.

We will continue with the good work initiated in the last waiver days and further enhance those efforts toward improving student learning and improving instruction, as well as efforts to work on school safety and climate, etc. In addition, these new waiver days will allow us to continue significant work toward implementation of Common Core and TPEP, as well as "RTI (at the secondary level).

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan

An important resource for any effective efforts toward staff development, training, etc... These waiver days have been, and will continue to be extremely valuable to us in our ongoing efforts.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Parents and community members are kept informed of student academic progress by newsletters, parent-teacher conferences, student report cards, and through our website. Professional work days without students are posted on the school website calendar, and are publicized in a weekly newsletter and on the school reader board. The general purposes/goals/activities for those days are also publicized. The School Board is consistently apprised of the professional development activities during public board meetings, to which the public and parents are always invited.

### Last Steps:

- ✓ Please print a copy for your records.
- Mail or email the ~~school board resolution~~, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

# Napavine School District No. 14

TELEPHONE (360) 262-3303 • FAX (360) 262-9737  
P.O. Box 840  
Napavine, WA 98565-0840

## RESOLUTION 13-14-08

### WAIVER FROM MINIMUM 180-DAY SCHOOLYEAR REQUIREMENT

**WHEREAS**, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18-030-050); and

**WHEREAS**, the Napavine School District School Improvement Plans for each school serving students in kindergarten through grade twelve have the goal of providing an effective educational system and enhancing the educational programs for all students; and

**WHEREAS**, the district staff, parent, and community surveys have established that staff need the additional time previously scheduled as early release days for parent conferences, and monitoring student academic growth which support the goal of all students progressing towards achieving standard; and

**WHEREAS**, staff and administration recommend continuing the waiver days to support these essential professional development activities; and

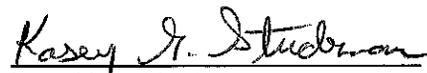
**WHEREAS**, the school district will offer the equivalent annual minimum program hour offerings as prescribed in RCW 28A.150.220; and

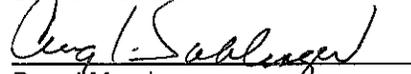
**WHEREAS**, we recognize that while this distribution of days results in a waiver request, the overall amount of learning time is equivalent and, in fact, more optimally structured on full instructional days rather than half days.

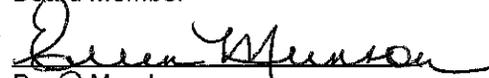
**NOW THEREFORE, BE IT RESOLVED** by the Board of Directors of the Napavine School District No. 14 hereby requests a four-day waiver from the minimum 180 day school year requirement under RCW 28A.150.220 and WAC 180-16-215 for the 2014-17 school years resulting in a 176 day school year for students in grades kindergarten through twelve. The District may or may not want to waive all four days every year, but wish to have that option open.

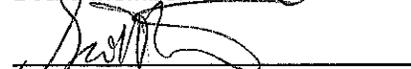
Adopted at a regular open public meeting of the Board of Directors held on March 17, 2014, the following Directors being present and voting therefore.

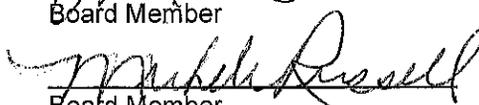
#### Napavine School District No. 14

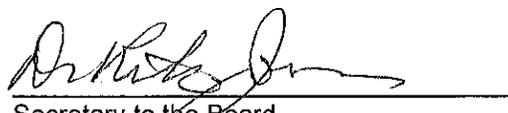
  
Board President

  
Board Member

  
Board Member

  
Board Member

  
Board Member

  
Secretary to the Board



# THE WASHINGTON STATE BOARD OF EDUCATION

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

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

### Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov>. It may also be obtained by calling the Board at 360.725.6029 or emailing to [sbe@k12.wa.us](mailto:sbe@k12.wa.us).

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will meet the minimum instructional hour offerings in grades one through twelve, which are at least a district-wide annual average 1,000 instructional hours through the 2013-14 school year, and at least 1,080 instructional hours in each of grades seven through twelve, and at least 1,000 instructional hours in each of grades one through six, beginning with the 2014-15 school year (RCW 28A.150.220).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete the application form and submit with the Board resolution and supporting documents to:

Jack Archer  
The Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206  
360-725-6035; Fax 360-586-2357  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

Electronic submission of application materials through e-mail is strongly encouraged.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*  
Dr. Deborah Wilds • Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen  
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes  
Randy Dorn, *Superintendent of Public Instruction*

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

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	NAPAVINE SCHOOL DISTRICT
Superintendent	DR. RICHARD JONES
County	LEWIS
Phone	360-262-3303
Mailing Address	PO BOX 840 NAPAVINE, WA 98565
Contact Person Information	
Name	DR. RICHARD JONES
Title	SUPERINTENDENT
Phone	360-262-3303
Email	rjones@napa.k12.wa.us
Application type:	
New Application or Renewal Application	RENEWAL APPLICATION
Is the request for all schools in the district?	
Yes or No	YES
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	4 DAYS EACH YEAR
School Years	2014-15, 2015-16, 2016-17
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	18
Reduction	8
Remaining number of half days in calendar	10
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?	
Yes or No	YES

1. What are the purpose and goals of the Waiver?

Our purpose and goals for the waiver days are to provide time for our staff to implement the student growth components of the new teacher evaluation system, and align those goals with improvement goals identified within our school and district improvement plans.

We believe it is critical that teachers understand and know how to use student achievement data to improve student learning. Teachers must use data to guide instructional practices to make short-term and long-term instructional decisions, and provide timely feedback to students regarding their progress.

In addition, over the next three years, our staff will be implementing the new state evaluation tool. Each year one third of our staff will transition to the new model. It is imperative that teachers know and implement the Marzano Instructional Frameworks that have been adopted by our school district.

2. What are the student achievement data motivating the purpose and goals of the waiver?

The District has been using student achievement data from Measurements of Student Progress (MSP) High School Proficiency Exams (HSPE), and End-of-Course (EOC) exams, as well as from school and classroom assessments. From these assessments we have determined that, while overall student achievement in our district has risen in recent years, we continue to struggle with the performance of our Special Education students, and our students from low income families.

The time provided by the waiver days will allow staff to continue to analyze student assessment data and to work collaboratively, developing the necessary interventions to support increased student achievement. The time will also provide opportunities for targeted professional development designed to train teachers on effective Marzano strategies and intervention strategies to meet student needs.

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

After reviewing student progress on State assessments, we determined the following focus for 2014-15:

**Reading Target**

All students not meeting grade-level standards in reading, with a special emphasis on grades K-3, 7, and Special Education students.

**Math Target**

All 3-10 students who are not meeting grade level standards in math, with a special emphasis on Special Education students, and low income students.

Because our secondary school is conducting the Smarter Balanced field test in Spring of 2014, we will rely on State assessments and classroom assessments for measuring student progress.

Once Smarter Balanced assessments is operational, and a new state accountability system is in place, we will define our annual and multi-year goals in line with expectations from the new accountability system.

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

We will collect multiple forms of evidence to determine if we met our goals. Specifically, the following assessments will be used:

#### **Reading**

- DIBELS, grades K-6
- Easy CBM, grades 1-6
- Smarter Balanced Assessment, grades 3-8 and 11 beginning Spring 2015
- High School Proficiency Exam, grade 10

#### **Math**

- K-6 assessments from Math Expressions
- 7-8 assessments from Prentice Hall Math
- End of Course Math exams in Algebra and Geometry
- Smarter Balanced Assessment, grades 3-8 and 11, starting in Spring 2015

Our district uses Homeroom, allowing all certificated staff to view student learning data in a variety of ways, including disaggregating by gender, ethnicity, meal status, and special programs. Staff are able to track the ongoing progress of groups of students, as well as individual students throughout the year.

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

Our district has a TPEP Leadership Team, made up of K-12 teachers and administrators that plan the implementation of the new evaluation tool. Teacher leaders and a consultant provide professional development for the Marzano Instructional Frameworks.

In addition, we use Professional Learning Communities (PLC's) as our primary learning structure for K-6 teachers, and 7-12 staff meet in departments. Principals and teachers meet during a large percentage of our waiver day time. Through this structured time, teachers will collaborate to align student learning goals to standards, implement Marzano instructional strategies and monitor and review student growth toward the learning goals.

The time provided during waiver days will also allow opportunities for targeted professional development around Marzano Instructional Frameworks, and intervention strategies to support students not meeting standard.

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

Improving teaching strategies is a long-term vision of the school district. In addition, we plan to upgrade our student data system, and this will require ongoing professional development for

certificated staff. The new Smarter Balanced Assessments will also require staff to insure curriculum is aligned with the new standards.

This work is very complex and does not occur in a single school year. We have made a long-term commitment to a clear focus on improving instructional practices in the district, and strengthening teacher skills in the use of data to guide instruction, and monitor students progress.

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

Our School Improvement Plans are located on our District website at [www.napa.k12.wa.us](http://www.napa.k12.wa.us). The time provided by the waiver days gives staff the opportunity to review student academic growth, compare it to the goals of the School Improvement Plan, and make needed adjustments throughout the school year. Part of each waiver day is dedicated to monitoring the Plan.

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

When our district applied for waiver days in the Spring of 2011, administrators, staff, parents, and community agreed that the waiver days were a better option than additional half day releases. This change minimized the disruption to family schedules, and also maximized instruction, and professional development time for staff.

This spring we have just concluded a survey of staff, parents and community, and the strong response included continuous progress in improving student academic achievement, and professional development for staff. Survey results support the excellent progress we are making in the District, and encourage us to continue the high expectations that have been established. The waiver days have provided the critical time needed for school improvement efforts and it is clear that support is strong to continue this important work in our district.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction 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.

In our collective bargaining agreement with the teachers association, we have four waiver days, six locally bargained supplemental days, and three early release days for certificated staff K-12. The three early release days provide time for teachers to provide student progress reports for parents. A fourth early release occurs on the last day of school. In addition, all K-12 teachers have five early release days in November, and five early release days in April for parent conferences.

Our collective bargaining agreement can be found at [www.napa.k12.wa.us](http://www.napa.k12.wa.us).

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

Student instructional days (as requested in application)	176
Waiver days (as requested in application)	4
Additional teacher work days without students	4
Total	184

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

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

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

The six days are supplemental days, paid off the TRI schedule, if worked. With the waiver days being part of the base contract, all staff are expected to participate in the professional development activities that are included in the waiver days.

Three of the six supplemental days are held before school starts in September, and are primarily used for preparing for the start of school; preparing materials, organizing classrooms, and reviewing building, District and State information such as HIB, sexual harassment, bloodborne pathogen, and technology use agreements. In addition, staff handbooks are reviewed, and school schedules are evaluated and revised as necessary.

The waiver days allow the district to have uninterrupted blocks of time for staff to implement school improvement goals. During this time, staff is involved in developing curriculum and assessments, analyzing effectiveness of their work based on student learning data, working collaboratively to implement plans and goals, reviewing student data leading to adjustments of instructional practices and the development of common assessments. In addition, critical professional development occurs, aimed at improving instruction.

*New 180 Day Applications- Stop here and skip to the "Last Steps" section.*

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

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

Our waiver days for the past three years have continued a clear focus on intentional professional development for staff. Specifically, time for Professional Learning communities (PLC's) has been provided to examine and analyze student achievement data, develop and align curriculum to the state standards, and obtain knowledge and training in best teaching practices.

The Napavine School District implemented the new Teacher and Principal Evaluation Program, as required by SB 6696 beginning in 2011-12 with a pilot program. Each year a new cohort of teachers moves to the new system, supported by professional development.

Implementation of the new evaluation system and planning of the waiver days was the responsibility of the district TPEP Leadership Team. Members used the 2011 waiver day application as a guide in the deliberate planning of waiver day activities.

2. How well were the purposes 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.

In our prior request for waiver days (2011-2014), we identified four goals:

**Goal 1** – Napavine students will continue to meet the established achievement goals in the areas of Reading, Math, Writing and Science as established by the state for the 2012, 2013, and 2014 school years.

**Result** – Over the three years of the waiver plan, Napavine students have continued to score above the state bar. These results are significant when viewed in light of our changing population as reflected in an increase in free and reduced meals from 42.3% to 46.1%.

**Goal 2** – Napavine School District will use data to identify student cell groups that are “at risk”, and increase student achievement on classroom, district and state wide assessments.

**Result** – Data analysis reveals that our Special Education and low income students continue to struggle in reaching state expectations. Our waiver request focuses our efforts on these student groups.

**Goal 3** – Napavine School District will continue to support students to successfully graduate on time from Napavine high School, increasing our current on-time rate to at or above 95%.

**Result** – Over the past three years the on-time graduation rate has increased from 73.5% to 77.2%. While the goal of 95% was not reached, steady progress was made in each year.

**Goal 4** – Napavine School District will implement a new Teacher and Principal Evaluation System by 2014, as required by SB 6696.

**Result** – In the 2011-12 school year, Napavine participated in year 1 training for the new system. In 2012-13, the first cohort of staff “piloted” the evaluation tool. A second cohort of teachers is currently completing the evaluation process using the new tool. By 2015-16, all certificated staff will be transitioned to the new evaluation system.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.

This renewed waiver plan will focus more specifically on our low income students and our Special Education students. Data analysis shows that these students continue to achieve below state and district standards.

In addition, we will provide more focused professional development on data analysis, disaggregated by student demographics, in order to track the achievement of low performing students.

Finally, our professional development efforts will also provide staff with classroom strategies for differentiation of student instruction, as well as remediation strategies.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan

In the Napavine School District, we continue to struggle with the lack of resources to meet the needs of all our students. Waiver days provide the vital gift of time for our teachers to come together to learn new strategies to meet the needs of all our students. While test results show our students score above the state standard, we are committed to ALL students. This renewal of waiver days, will provide the opportunity for us to focus strategically on our low performing students.

Further, our professional development will continue to provide teachers with best practice strategies, using the Marzano Instructional Frameworks, to meet the needs of all our students.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Students and staff have benefited greatly from continual, intentional professional development during waiver days. We conducted a survey this Spring to gain input from our community regarding our education programs, and have used this information to inform our waiver application.

We sent out quarterly newsletters to our parents and community, informing them of progress toward our goals. Our parents have expressed appreciation for reduced early release days, and the high expectations we have established for our school district.

### Last Steps:

- Please print a copy for your records.

- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

**ORIENT SCHOOL DISTRICT #065**

**RESOLUTION #1-13/14**

A resolution of the Board of Directors of the Orient School District #065, Ferry County, Orient, Washington to request a waiver for grades K-8 from the minimum 180-day school year (WAC 180-18-050) for the next three school years.

WHEREAS, the Orient School District is working with the Orient School Board of Directors to build Orient's Strategic Plan, strengthen instructional strategies, improve technology skills and systems, promote professional development, and implement an effective Teacher and Principal Evaluation system, all intended to improve student teaching and learning as detailed in the attached application; and

WHEREAS, the Orient School District #065 Board of Directors recognize that:

1. Planning time is needed for staff to implement the identified goals and to align curriculum appropriately for instruction and assessment, and in calculating a 175-day school year, grades K-6 will have 137.5 hours beyond compliance, and grades 7-8 will have 57.5 hours beyond compliance;
2. Due to Orient's rural nature, substitute teachers are difficult to find, attendance at Orient School is lower on partial days and the learning processes are disrupted;
3. Full days designated for planning and in-service training better facilitate training opportunities for both certified and classified staff, and;

WHEREAS, the Washington State Board of Education has recognized the importance of, and has established waivers for the purpose of improving student achievement by enhancing the educational program for all students (WAC 180-18);

NOW THEREFORE, BE IT RESOLVED that the Orient School District Board of Directors requests from the State Board of Education that the minimum 180-day school year be reduced to 175 days for school years 2014/2015, 2015/2016, and 2016/2017, subject to approval by the Orient School Board of Directors each year. This will create five full school days per year to be devoted to the purposes enumerated in the attached application. The dates for such planning will be determined by the Orient School District and approved by the Orient School Board of Directors, and students in grades K-8 would not attend school on those days.

Signed and dated this 18th day of March, 2014.

Mark Sells

Bob McNeill

Brad Armstrong

Bob [Signature]

Bonnie Lee [Signature]

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

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

<b>School District Information</b>	
District	Orient School District #65
Superintendent	Dr. Mark Selle
County	Ferry
Phone	(509) 684-6873
Mailing Address	P.O.Box 1419 Orient, WA 99160
<b>Contact Person Information</b>	
Name	Tara Holmes
Title	Principal
Phone	(509) 684-6873
Email	Tara.holmes@orient.k12.wa.us
<b>Application type:</b>	
New Application or Renewal Application	Renewal
<b>Is the request for all schools in the district?</b>	
Yes or No	No
If no, then which schools or grades is the request for?	Orient Elementary School
<b>How many days are being requested to be waived, and for which school years?</b>	
Number of Days	5
School Years	2015-18
<b>Will the waiver days result in a school calendar with fewer half-days?</b>	
Number of half-days before any reduction	4
Reduction	0
Remaining number of half days in calendar	4
<b>Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?</b>	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

The purpose of the waiver days for Orient School over the next three years is to give our staff the needed time in concentrated blocks to accomplish universal student academic improvement through the achievement of the following goals:

- Build Orient's Strategic Plan with goals that are specific and measurable to reflect our Constancy of Purpose and any changes in state and federal regulations;
- Strengthen instructional strategies to support differentiated instruction and individualized, responsive learning for students at all tiers;
- Improve technology skills and systems for developing and accessing assessment and student data across disciplines and grade levels and for instruction with a focus on differentiation;
- Promote professional development that is driven by our Constancy of Purpose, Common Core State Standards (CCSS), student achievement data and state and federal regulations;
- Construct and implement an effective Principal and Teacher Evaluation Frameworks (TPEP).

This collaborative work is critical to the continued improvement in student achievement at Orient School. Of the options considered, 5 waiver days was preferred because if this collaborative work needs to be completed during the typical school day with students in attendance, we must hire substitute teachers. This is a financial burden as well as difficult to accomplish in our remote location with limited available teacher substitutes and, most importantly, it is disruptive to student learning. If we do this collaborative work during a weekly early release, we feel that students would lose twice the amount of instruction time and the collaboration has more chance to be interrupted.

2. What are the student achievement data motivating the purpose and goals of the waiver?

The above listed goals were determined from an analysis of classroom based, district wide and state assessment data and various needs assessments. Both strengths and challenges were identified and the goals were determined to address the greatest challenges.

Specifically, we examined student performance on:

- classroom-based assessments;
- goals and objectives on individual student learning plans and Individual Education Programs;
- End of the Year scores of Measures of Academic Progress (MAP);
- statewide assessments;
- recorded classroom observations.

In addition, we examined responses to needs assessments, teacher/parent communications and surveys.

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

Student performance school wide is examined at least 3 times a year. Specifically, to determine whether students are reaching grade level standards as well as individually making gains, we examined student performance on:

- classroom-based assessments;
- goals and objectives on individual student learning plans and Individual Education Programs;
- End of the Year scores of Measures of Academic Progress (MAP);
- statewide assessments;
- recorded classroom observations.

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

Waiver day goals are designed to promote student achievement. Evidence to show the accomplishment of specific waiver day goals will include:

- Approval and implementation of Orient's Strategic Plan by the end of 2014-15 with revisions in subsequent years;
- A published 3-year Professional Development Plan that addresses technology, assessment literacy, and effective curriculum and differentiated instruction;
- The design and implementation of an effective TPEP model will continue during 2014-15 with refinements in subsequent years;
- Intervention records at each tier level that show adjustments in curriculum and instruction to meet student learning needs;
- Implementation of online resources and technology tools to access and record student achievement data and to supplement classroom and individual student learning.

Specific targets, evidence and schedules to address the waiver day goals will be determined at the beginning of the 3 year cycle of waiver days, written as Smart Goals and subsequently used to evaluate the accomplishment of those goals. Targeted areas and schedules will be reviewed on the first, third and fifth waiver days of each year to evaluate progress and revise our plan to meet our goals. In addition, student assessment data will be reviewed school wide at least 3 times a year, not only to adjust instruction and curriculum, but also to ensure that our waiver day plans are addressing our paramount purpose of improved student achievement.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver. Waiver day goals will be written as Smart Goals and incorporated into our Strategic Plan. Specific targets, evidence and schedules to address the waiver day goals will be determined at the beginning of the 3 year cycle of waiver days and subsequently used to evaluate the accomplishment of those goals. Targets and schedules will be reviewed on the first, third and fifth waiver days of each year to evaluate and revise our goals. In addition, student assessment data will be reviewed at least 3 times a year to evaluate progress, refine our goals and make necessary adjustments.

Specifically, waiver days will include:

- Scheduled reviews to ensure that curriculum is aligned and being implemented with fidelity;
- The examination of strategies that reflect best practices and increase instructional effectiveness;
- The use of assessment data to refine our “response to intervention” model to ensure that instruction is universally available;
- The refinement of TPEP and framework
- The acquisition of technological proficiency to access and record assessment data as well as enhance student learning.

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

Our waiver day goals are multifaceted, requiring extensive time and/or training to achieve. Plans to meet these goals will be structured over a three-year period. Accomplishment of our waiver day goals will culminate in improved student learning and to show an established trend to that effect, it will take at least three years.

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

By October 2014, our Strategic Plan (for School Improvement) will be revised to reflect the current, identified strengths and challenges of our school district in light of current research and state and federal mandates for improving student achievement. Our Strategic Plan will be written on a 3-year cycle with revisions made annually. Our waiver day plans, goals, activities and timelines over the 3 years will be directly tied to our Strategic Plan. Once our Strategic Plan has been approved and implemented, it will be on file at the district office and available online ([www.orientdsd.org](http://www.orientdsd.org)) and through direct request (509-684-6873).

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

Community members, staff and parents are all represented on the School Improvement

Team (SIT). The School Improvement Team meets monthly to review and revise our school programs as they relate to our school improvement plans. Suggestions and changes made by the SIT are presented to our superintendent and School Board for their perusal or approval. In addition Orient has updated its website and continues to send out newsletters where notices and information are available regarding school improvement plans and meetings. Finally, reponses by staff, parents and community on needs surveys influence our waiver day plans.

- Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction 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 district does not have a collective bargaining agreement with the certified staff.

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

Student instructional days (as requested in application)	175
Waiver days (as requested in application)	5
Additional teacher work days without students	0
<b>Total</b>	<b>180</b>

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

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

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

N/A

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

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

As proposed in 2011, Orient School used its waiver days to promote a Professional Learning Community (PLC) to support professional development that was focused on improving student learning. Staff engaged in professional development on those days that included:

- Brain-based learning;
- Awareness and alignment training of Common Core State Standards (CCSS);
- Principal Teacher Evaluation Project (TPEP);
- Technology-based learning;
- Differentiated instruction;
- Classroom-based and system-wide assessments;
- Academic vocabulary development.

2. How well were the purposes 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 major goal of the waiver days over the past 3 years (to engage in professional development promotes effective instruction and ensures student learning) was met and then some. Staff participated in professional development and collaboration and applied new knowledge that included:

- Brain-based learning;
- Awareness and alignment training of Common Core State Standards (CCSS);
- Principal Teacher Evaluation Project (TPEP);
- Technology-based learning;
- Differentiated instruction;
- Classroom-based and system-wide assessments;
- Academic vocabulary development.

The effect of this professional development on the improvement in student learning was evidenced by student achievement gains:

- on classroom based assessments;
- toward goals and objectives on individual student learning plans and Individual Education Programs;
- on End of the Year scores of Measure of Progress (MAP) and MSP statewide assessments;

- in recorded classroom observations
- through teacher/parent communications and surveys.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.

The focus of waiver days remained as proposed -- to improve student learning -- but the Orient School staff consolidated its professional development and concentrated its collaboration to strengthen:

- Best practices in instruction for all students with better classroom alignment of CCSS
- The evaluation of teacher effectiveness by selection of TPEP;
- Assessment literacy to ensure responsive instruction and advanced use of technology;
- Parent/teacher partnerships.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan.

The focus of waiver days remains as proposed -- to improve student learning -- but the Orient School staff consolidated its professional development and and concentrated its collaboration to strengthen:

- Best practices in instruction for all students with better classroom alignment of CCSS
- The evaluation of teacher effectiveness by selection of TPEP;
- Assessment literacy to ensure responsive instruction and advanced use of technology;
- Parent/teacher partnerships.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Community members, staff and parents are all represented on the School Improvement Team. The School Improvement Team meets monthly to review and revise our school improvement plan in an effort to improve student learning. Suggestions and changes made by the SIT are presented to our superintendent and School Board for their perusal or approval.

Shoreline School District No. 412  
King County Washington

RESOLUTION NO. 2014-2  
180-DAY WAIVER RENEWAL REQUEST FOR 2014-2015 SCHOOL YEAR

A RESOLUTION requesting the State Board of Education grant a renewal of waiver of the minimum 180-day requirement for the 2014-2015 school year (WAC 180-18-040)

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

WHEREAS, the Shoreline School District's goals include increasing understanding of the academic needs of students and restructuring instructional programs to provide more academic options for all students; and

WHEREAS, in order to achieve these goals, staff need additional non-student time for professional development, collegial teaming and collaborative activities which require whole staff release or collaboration between staff of different buildings and/or grade levels, including peer coaching, curriculum alignment, vertical teaming and/or planning for the following school year; and

WHEREAS, the student contact hours and program offerings would exceed state requirements and certificated staff work hours would be according to the full teacher contract requirements; and

WHEREAS, the Washington Board of Education has recognized the importance of education improvements and has established waivers of the 180-day school year requirement for restructuring purposes.

NOW, THEREFORE, BE IT RESOLVED, that the Shoreline School District No. 412 Board of Directors requests that the minimum 180-day school-day-year requirement be waived for the Shoreline School District to allow for up to five (5) waiver days in the school year 2014-2015. During this time, students would not attend school in order to allow for all staff to participate in professional development, collegial teaming, and collaborative activities which would require whole staff release or collaboration between staff of different buildings and/or grade levels, including peer coaching, curriculum alignment, vertical teaming and/or planning for the following school year, for the purpose of enhancing the educational program as well as providing more academic options for all students.

ADOPTED by the Board of Directors of the Shoreline School District No. 412, King County, Washington, in its regular meeting of March 10, 2014.

Shoreline Board of Directors



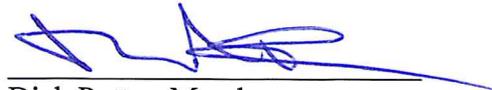
Michael Jacobs, President



Deborah Ehrlichman, Vice President



Dick Nicholson, Member



Dick Potter, Member



David Wilson, Member

Attest: March 10, 2014



Susanne M. Walker  
Secretary to the Board



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

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

### Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov>. It may also be obtained by calling the Board at 360.725.6029 or emailing to [sbe@k12.wa.us](mailto:sbe@k12.wa.us).

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will meet the minimum instructional hour offerings in grades one through twelve, which are at least a district-wide annual average 1,000 instructional hours through the 2013-14 school year, and at least 1,080 instructional hours in each of grades seven through twelve, and at least 1,000 instructional hours in each of grades one through six, beginning with the 2014-15 school year (RCW 28A.150.220).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete the application form and submit with the Board resolution and supporting documents to:

Jack Archer  
The Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206  
360-725-6035; Fax 360-586-2357  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

Electronic submission of application materials through e-mail is strongly encouraged.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*  
Deborah Wilds • Isabel Munoz-Colon • Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer • Bob Hughes  
Mara Childs • Cynthia McMullen JD • Mary Jean Ryan • Tre' Maxie • Connie Fletcher • Judy Jennings • Peter Maier  
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504  
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us) • [www.sbe.wa.gov](http://www.sbe.wa.gov)

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

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Shoreline
Superintendent	Sue Walker
County	King
Phone	(206) 393-4203
Mailing Address	18560 1 <sup>st</sup> Ave. NE Shoreline, WA 98155
Contact Person Information	
Name	Teri Poff
Title	Director of Teaching and Learning
Phone	(206) 393-4222
Email	Teri.poff@shorelineschools.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	Five
School Years	2014-2015
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	No. There are three scheduled half-days district wide: one on September 26, one on the day before Thanksgiving, and the other on the last day of school, June 19. Elementary students have seven half-days for parent conferences – three in October and four in January.
Reduction	No
Remaining number of half days in calendar	Same as above
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2)) for the school years for which the waiver is requested?	
Yes or No	Yes. Shoreline school district will comply with the State's instructional hour requirements for 2014-2015.

## 1. What are the purpose and goals of the Waiver?

The purpose of using the five days requested in this waiver is to focus on reducing the achievement gap while increasing the academic growth and achievement of all Shoreline students in meeting the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Teachers will receive professional development on CCSS and NGSS, and will focus on improving instruction using the Danielson *Framework for Teaching*. Staff will be brought together on the waiver days to develop a common understanding and application of the shifts in instruction necessary for students to demonstrate achievement of CCSS and NGSS on the Smarter Balanced Assessment to be administered in spring, 2015.

The development of instructional delivery models to meet the needs of our increasingly diverse and low-income student populations is an essential focus of our work. Based on the CCSS and NGSS, teachers need to embed effective formative assessments to inform them of the progress of individuals and subgroups of students in order to provide targeted differentiated instruction. Cultural competency, strategies for ELL, and accommodations for students with disabilities are critical elements of professional development and collaborative activities.

In addition, Shoreline has increased graduation requirements for the Class of 2016, which now is close to the State Board of Education's proposed 24-credit Career and College Ready diploma. Our requested waiver will support this work to ensure that every student graduates Career and College Ready.

Goals of the waiver:

1. From 2014 to 2017, increase the academic achievement of all Shoreline students of the Common Core State Standards in English Language Arts and Mathematics, as measured by *the percent of students reaching the grade level proficiency standard* on the Smarter Balanced Assessments and *the proficiency ratings* on the Washington Achievement Index.
2. From 2014 to 2017, increase the academic growth of all Shoreline students in learning the Common Core State Standards in English Language Arts and Mathematics, as measured by *changes in student growth percentiles* on the Smarter Balanced Assessments and *the growth ratings* on the Washington Achievement Index.
3. By 2017, close gaps between student subgroups in achievement of Common Core State Standards in English Language Arts and Mathematics, as measured by the *percent of subgroups reaching proficiency* on the Smarter Balanced Assessments and the *proficiency ratings for subgroups* on the Washington Achievement Index.
4. From 2014 to 2017, increase the academic achievement of all Shoreline students of the Next Generation Science Standards as measured by classroom based common assessments and *the percent of students reaching proficiency* on the state science assessments (MSP and EOC exams).
5. By 2017, eliminate student group disparities in representation in the Highly Capable Program and enrollment in secondary Honors, Advanced Placement, STEM and CTE courses.

## 2. What are the student achievement data motivating the purpose and goals of the waiver?

Over the past several years, Shoreline has experienced significant changes in its demographics, as illustrated in Table 1. The percent of students receiving lunch assistance has increased by five percent points in the past five years. These changes are creating new challenges for instructional staff. Shoreline teachers are learning new instructional approaches to teach the Common Core and Next Generation Science Standards and applying their learning to new and changing student demographics.

**Table 1. Demographic Changes in Shoreline Public Schools, 2008-09 to 2012-13**

Subgroup	2008-09	2009-10	2010-11	2011-12	2012-13
Race/Ethnicity <sup>1</sup>					
Asian/Pacific Islander	18.6	18.1	15.4	15.5	15.1
Black/African American	7.2	7.3	6.5	6.5	6.5
Hispanic/Latino	6.4	6.6	10.7	11.3	11.5
White	61.8	60.9	56.1	55.4	55.6
Two or More Races	n/a	n/a	10.7	10.7	10.8
Free or Reduced-Price Meals <sup>2</sup>	23.7	25.2	26.0	27.9	28.2
Special Education <sup>2</sup>	12.4	12.6	12.4	12.6	12.4
Transitional Bilingual <sup>2</sup>	6.3	6.3	6.9	7.1	7.0

<sup>1</sup>Values are percents. American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander excluded due to small numbers. Reported in October. Source: <http://reportcard.ospi.k12.wa.us>

<sup>2</sup>Values are percents. Reported in May. Source: <http://reportcard.ospi.k12.wa.us>

Shoreline has a growing body of evidence of achievement gaps. We have known from state assessment data (WASL/MSP) and accountability measures (AYP, AMOs, Washington Achievement Index ratings) that demographic factors (race, family income, etc.) are significant predictors of student achievement in our district. Table 2 presents a sample of more recent evidence.

**Table 2. Recent Achievement Gap Data in Shoreline Public Schools, Grade 7 in 2012-13**

Subgroup	N <sup>1</sup>	Percent of students in district grade level enrollment <sup>1</sup>	Percent of students meeting standard on 2013 Grade 7 MSP <sup>1</sup>	Median student growth percentile (SGP) <sup>2</sup>	% of current 8 <sup>th</sup> grade students enrolled in advanced mathematics course <sup>3</sup>
Race					
African American	36	5.3	52.8	48	3.2
Asian	104	15.4	80.8	50	18.4
Hispanic	69	10.2	52.2	40	4.2
Multiracial	77	11.4	83.1	50	13.5
White	385	57.0	82.9	50	60.1
Low income	180	26.7	60.6	43	12.3
Limited English	20	3.0	50.0	44	7.1
Special education	65	9.6	27.7	42	1.1
Total	675	100.0	77.9	49	39.5

<sup>1</sup>Based on 2013 MSP data from [OSPI Report Card](#)

<sup>2</sup>Based on individual student growth percentile data, based on 2012 and 2013 MSP scores, released by OSPI in Fall 2013. The state average of growth for any group of academic peers is 50

<sup>3</sup>Based on middle school transcript data for Fall 2013. Advanced math courses include Algebra I and Geometry.

The third data column in this table reports proficiency rates for selected student subgroups. As groups, African American students, Hispanic students, students from low income households, and students learning English or who have disabilities were less likely to reach the state proficiency standard on the MSP exam last spring. The recent release of student growth percentile data is broadening our understanding of growth. These new data suggest that student subgroups vary in their growth relative to academic peers. The last column reports the percent of students taking an advanced math course in eighth grade who are from these groups. African American, Hispanic, and low-income students are underrepresented in this coursework.

In short, Shoreline continues to examine achievement gap data, and these data continue to drive our work made possible by this waiver.

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

To determine success and identification of expected benchmarks and results, Shoreline will continue to use data from the official state assessments. Our state assessment system, however, is in transition between instruments based on Washington State standards (MSP and HSPE) and those based on the Common Core State Standards (the Smarter Balanced Assessments). We will continue to use MSP and HSPE data until we receive data from the Smarter Balanced Assessments in the fall of 2015.

The Annual Measurable Objectives (AMOs), which were established as part of the state waiver from the requirements of No Child Left Behind, remain our state's primary measure of achievement gap. These AMOs indicate where our students need to be in the coming years, so this is our expectation and is reported in Table 3.

**Table 3. Annual Measurable Objectives for Shoreline Public Schools<sup>1</sup>**

Subject	Subgroup Name	Target 2014	Target 2015	Target 2016	Target 2017
Mathematics	All	78.9	81.2	83.6	85.9
	Asian	83.9	85.7	87.4	89.2
	Black	60.9	65.2	69.6	73.9
	Hispanic	63.8	67.8	71.8	75.9
	White	82.3	84.3	86.2	88.2
	Limited English	48.7	54.4	60.1	65.8
	Special Education	46.3	52.2	58.2	64.2
	Low Income	62.9	67.0	71.1	75.2
	Two or More Races	79.8	82.1	84.3	86.6
Reading	All	86.0	87.6	89.1	90.7
	Asian	87.9	89.2	90.6	91.9
	Black	70.7	74.0	77.2	80.5
	Hispanic	73.1	76.1	79.1	82.0
	White	89.3	90.5	91.7	92.9
	Limited English	47.9	53.7	59.5	65.3
	Special Education	55.3	60.2	65.2	70.2
	Low Income	73.8	76.7	79.6	82.5
	Two or More Races	88.1	89.4	90.7	92.1

<sup>1</sup>Values reported are percents of students in the subgroups who met or exceeded the state proficiency standard on the MSP (which will be replaced by the Smarter Balanced Assessments).

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

Shoreline will collect and examine evidence from several sources to show whether our goals were attained:

*Until Fall 2015:*

- Data from MSP
- Data from the Washington Achievement Index
- Student growth percentiles based on MSP data, both aggregate (All) and for all ESEA subgroups (All, Asian, African American, Hispanic, White, Limited English, Special Education, Low Income)
- Achievement data from district formative assessments (Dynamic Indicators of Basic Early Literacy (DIBELS), Scholastic Reading Inventory (SRI), easyCBM® mathematics measures, and Renaissance-STAR Math)
- Student enrollment in the Highly Capable Program and advanced courses, disaggregated by ESEA subgroups (All, Asian, African American, Hispanic, White, Limited English, Special Education, Gender, and Low Income).

*Fall 2015 and beyond:*

- Following Spring 2015: Data from the Smarter Balanced Assessments, both aggregate (All) and for all ESEA subgroups (Asian, African American, Hispanic, White, Limited English, Special Education, Low Income)
- Schools will collect student growth and achievement data from the common assessments determined in their grade level and content area professional learning communities. Schools will also collect school-based data from district assessments and the Smarter Balanced Assessment.

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

The main focus of the waiver days will be to train teachers in the Common Core State Standards, the Smarter Balanced Assessment that will measure those standards, and the Next Generation Science Standards. Teachers will meet in grade level and content area groups to learn the new standards, understand the instructional shifts needed to ensure students meet those standards, and apply new instructional strategies to engage students in the CCSS and NGSS learning outcomes. Teachers will use student growth data to identify subgroups of students who need differentiated instruction and support to meet or exceed state standards.

Shoreline's District Board Priority is to "increase the academic achievement of every student." To achieve this central priority, the District Action Plan is articulated within 5 main categories:

1. Create a culture for learning
2. Plan with data
3. Align curriculum, instruction and assessment
4. Improve instruction and assessment practices
5. Close the gap

The goals of the waiver are aligned to our District Board Priority and the District Action Plan.

To this end, the five waiver days will be used to provide high quality professional development and teacher collaboration around student learning. Specifically our staff will use the time to:

- Understand the Common Core State Standards and Smarter Balanced Assessments in English Language Arts and Math and the instructional shifts that teachers must embrace
- Apply understanding of the instructional shifts in the Common Core State Standards into new lessons, units, and assessments
- Learn and implement new instructional strategies to engage all students in learning Common Core State Standards.
- Understand how to collect and analyze evidence of student academic growth
- Make instructional decisions to improve student growth for all students in order to close achievement gaps and provide enrichment and acceleration for those who are meeting or exceeding standard
- Understand the Next Generation Science Standards and the instructional changes that teachers must implement
- Apply understanding of the Next Generation Science Standards and new pedagogical strategies to develop and implement problem-based learning approaches integrating science, technology, engineering and math (STEM)
- Improve instruction for ELL students in a general education classroom setting using GLAD (Guided Language Acquisition Design) and SLOP (Sheltered Instruction Observation Protocol)
- Learn how to better deliver interventions immediately to students not meeting standards
- Learn how to better deliver curriculum enhancements, extensions, and accelerated instruction for students meeting or exceeding standard
- Provide targeted instruction, guidance and support to subgroups of students in order to eliminate discrepancies by race, gender, limited English, and disabilities in academic achievement and enrollment in advanced course work

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

We will continue providing professional development and working in collaborative professional learning communities to strengthen and deepen our understanding and implementation of Common Core State Standards, Next Generation Science Standards and the Danielson *Framework for Teaching*. Teachers will need multiple opportunities to study and gain proficiency in the instructional shifts embedded in the new standards. Specific content needs will be determined based on staff feedback, but will likely include in-depth analysis of Smarter Balanced Assessment results, strategies to engage students in the CCSS mathematical practices, close reading of complex text, using evidence to support both written and verbal claims, and engaging in engineering practices and problem-based learning. Additionally, in the following years, our certificated staff will be working to improve instruction, as measured by the Danielson Framework and evidence of student growth. Areas of focus are likely to be student engagement, questioning and discussion techniques, formative assessment, and analysis of student growth measures.

**7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to 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 directly supports the Shoreline Board Priority #1: Increase the academic achievement of every student by:

- Creating a culture for learning
- Planning with data

- Aligning curriculum, instruction, and assessment
- Improving instruction and assessment practices
- Closing the gap

Our District Action Plan and our School Improvement Plans align with this Board Priority. Our plans are reviewed every year to ensure consistency and coherence to the Board Priority. In 2014-2015, these plans will include implementing the CCSS, NGSS, the Danielson *Framework for Teaching*, and the use of student growth goals and data to close achievement gaps and measure success. The desired outcomes of our District Action Plan and our School Improvement Plans are that students will achieve more rigorous state standards that will prepare them to be career and college ready and to compete in a global society.

Link to Board Priority #1:

[http://www.shorelineschools.org/school\\_board/13-14\\_priorities.pdf](http://www.shorelineschools.org/school_board/13-14_priorities.pdf)

Links to School Improvement Plans:

[http://www.shorelineschools.org/schools/improvement\\_plans/bc\\_school\\_improvement\\_plan.pdf](http://www.shorelineschools.org/schools/improvement_plans/bc_school_improvement_plan.pdf)  
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[http://www.shorelineschools.org/schools/improvement\\_plans/cc\\_school\\_improvement\\_plan.pdf](http://www.shorelineschools.org/schools/improvement_plans/cc_school_improvement_plan.pdf)

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

We have involved groups and individuals in the development of this waiver through participation in meetings and surveys:

- Feedback from 2014 Superintendent search focus groups and online survey on district goals and professional development (school board, administrators, teachers, support staff, parents and community)
- District PTA Council; the 2014-2015 waiver plan was presented to our district PTA Council members, who were given the opportunity to provide feedback and to seek feedback from PTA members at individual schools
- Superintendent's Cabinet (Deputy Superintendent, Executive Director of Schools, and Directors of Teaching & Learning, Student Services, Human Resources and Business/Finance)
- Instruction Department staff meetings (district instructional administrators, teacher instructional specialists and support staff)
- Shoreline Education Association leadership
- Professional Development Committee (district administrators, principals, classroom teachers, teacher instructional specialists, and union leadership)
- Elementary and Secondary Principals

- School Site Councils; members gave input on School Improvement Plans (parents, teachers, support staff and principals)
- School leadership teams and staff meetings

**9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction 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 2012-2014 Shoreline Collective Bargaining Agreement specifies the use of non-student work days in sections 17.0 – 17.7. The thirteen (13) total non-students days are identified and defined as “Administrative Time,” “Collegial Time,” or “Individual Time.” The CBA lists examples of activities that may be used during these time periods.

As outlined in sections 31.1, 16.1 and 16., elementary teachers have three (3) early release days in October and four (4) early release days in January to hold parent-teacher conferences. All teachers have one (1) early release day for the purpose of participating in collegial work. Two (2) early release days are provided on the day before Thanksgiving and on the last day of school.

A summary of the Shoreline CBA is attached to this application.

Link to the 2012-14 Collective Bargaining Agreement:

<http://schools.shorelineschools.org/hr/files/2013/09/SEA-CBA-2011-2015-Final.pdf>

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

Student instructional days (as requested in application)	175
Waiver days (as requested in application)	5
Additional teacher work days without students	8
Total	188

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100			X
2	100		X	X
3	100			X
4	100	X	X	X
5	100	X	X	X
6	100	X		X
7	100		X	X
8	100			X
Check those that apply				

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

The five waiver days will be used primarily for professional development activities focused on more in-depth learning of CCSS, NGSS and strategies for effective core instruction for all learners, including those struggling to meet standard and those that need enrichment and acceleration. The teacher work days over and above the 180 school days will be used primarily for collegial and individual application of new learning into lessons, assessments, student interventions and enrichment. Waiver days for professional development are spaced throughout the school year. Additional teacher work days scheduled throughout the year are designated for teachers to apply new learning into their instruction and assessment practices to meet the changing academic growth needs for all of their students. Research is clear that this type of job-embedded professional development is most effective in improving teacher practice in the classroom. The blend of the waiver days and additional teacher work days will give teachers the knowledge and skills they need along with the collegial and individual time to embed that knowledge into their instruction.

Our Collective Bargaining Agreement defines the use of Collegial Time: Collegially-directed time shall be used to improve student learning as planned and directed by collegial teams. The use of this time shall be within the discretion of the collegial teams, as long as the time is used to: (a) focus on learning; (b) develop result-oriented team goals; (c) incorporate the regular collection and analysis of performance data into their work; (d) develop and implement interventions to support student learning; or (e) support implementation of the new classroom teacher evaluation system.

Our Collective Bargaining Agreement defines the use of Individual Time: Individually-directed time shall be used to improve student learning as planned and directed by the individual certificated employee. Examples of activities which employees may choose to engage in on these days include, but are not limited to, classroom and workspace preparation, instruction and curriculum planning, student assessment, department, grade level and collegial planning, personally-directed professional development, grading and report card preparation and parent and student communication.

*New 180 Day Applications- Stop here and skip to the "Last Steps" section.*

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

**1. 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 days were used as reported in our prior request. Our teachers met in grade level and content area teams to determine their power standards – those standards that were the most critical for ALL students to meet. Teachers met in job-alike groups across the district so that standards were aligned both horizontally and vertically.

Since our focus for the last three years was in mathematics, our elementary and middle school teachers used their newly adopted math curriculum and materials to establish a common scope and sequence, match topic tests from the curriculum to the Washington State Standards, and match them to test items on the easyCBM® district math assessment. With a common scope and sequence and common assessments, teachers were better able to identify students needing interventions in math. Teachers then received professional development on how to use the interventions in their newly adopted curriculum materials to help individual students get the targeted assistance needed. In addition, elementary teachers received initial training in the

Common Core State Standards in Mathematics and training on using modifications to the *enVision* curriculum that the district had adopted in 2010.

High school math teachers developed common semester and end-of-year assessments for algebra and geometry courses. They also received initial professional development on Common Core State Standards and met in professional learning communities by math course to determine how their current curriculum and common assessments needed to be adjusted to meet the new standards. Secondary math teachers also learned how to administer a new district math assessment (Renaissance-STAR) that promised better benchmark and progress monitoring data. Instructional specialists worked with secondary math teachers on waiver days to analyze student assessment results and make adjustments to instruction in order to ensure greater student growth in mathematics. As a follow-up to the professional development and collaborative work in professional learning communities on the requested waiver days, math teachers engaged in a lesson study model and peer observations. Teachers continue to request more professional development, especially around the Common Core State Standards and the Smarter Balanced Assessment.

While the focus of the waiver days was on math for elementary teachers and for secondary math teachers, other secondary teachers focused on reading, writing, and content standards for their disciplines. Secondary teachers in all content areas aligned their curriculum, developed common assessments, and implemented strategies to strengthen reading, writing and math skills for their content areas. Science teachers focused on better alignment and implementation of the inquiry, applications, and systems strands of the science standards.

Building principals used part of the requested waiver days to work with their school staff on identification of students at-risk and to set up and maintain a system of interventions (Response to Intervention) and progress monitoring. As a result, staff members were very involved in developing a meaningful School Improvement Plan with action steps and measurable outcomes. This allowed staff to buy in to the school improvement process and to take ownership of the implementation of the plan and to take personal accountability for student achievement results.

**2. How well were the purposes 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 previous waiver request outlined a variety of ways to measure the success of our work. Table 4 presents evidence of success from a variety of measures over the past few years.

**Table 4. Achievement in Shoreline Public Schools, 2010-11 to 2012-13**

Measure and grade levels	2010-11	2011-12	2012-13
<i>Early Literacy (% of students scoring at spring benchmark on DIBELS measures)</i>			
K (Nonsense Word Fluency)	85	75	78
1 (Oral Reading Fluency)	79	74	78
2 (Oral Reading Fluency)	77	77	78
<i>Mastery of Washington State Standards (cross grade level simple average of % of students meeting or exceeding standards)</i>			
Math (Grades 3-10)	72.4	73.5	75.3
Reading (Grades 3-10)	80.7	83.1	83.1
Writing (Grades 4, 7, 10)	80.1	82.8	79.7

Science (Grades 5, 8, 10)	71.9	81.4	79.4
<i>Participation in Advanced Placement (AP) Coursework (% of students receiving letter grades from at least one AP course)</i>			
Grade 11	39.1	42.2	50.2
Grade 12	51.3	55.9	64.0
<i>Performance on Advanced Placement (AP) Exams</i>			
Cumulative pass rate on all exams taken	71.8	69.8	72.4
Number of exams taken	941	873	1,025
<i>Adjusted 5-Year Cohort Graduation Rates</i>			
	Class of 2009	Class of 2010	Class of 2011
All	87.8	88.8	88.0
African American/Black	n/a	87.0	83.7
Hispanic	n/a	76.1	88.1
Low Income	n/a	80.5	83.7

One source of evidence is data from the state assessments (MSP and HSPE). There we have seen overall proficiency in math, reading, writing, and science increase by several percent points from spring 2011 to spring 2013. Another source of evidence is data from our Advance Placement courses and exams. Shoreline has worked very deliberately to increase and diversify student enrollment in AP courses, and by extension, participation in AP exams. Table 4 presents evidence of success, with larger percentages of juniors and seniors taking AP courses, and by extension a larger number of AP exams as well as a higher success rate on those exams. Finally, we see encouraging evidence of success in our recent graduation rates. In accordance with federal guidelines, the state recently began to report graduation rates as *adjusted 5-year cohort graduation rates*; this method follows groups of students for four (or five) years from the year they entered ninth grade. Table 4 shows that, with the exception of African American rates, the rates for both Hispanic students and low income students increased by several percent points.

During the 2011-12, 2012-13, and 2013-14 school years, the district waiver days were used as planned and reported in our 2010 request. We have:

- Finished determining power standards in the content areas of math, science, English language arts, social studies, as well as in courses in career and technical education. Waiver days allowed teachers to work in district wide grade level and content area teams to determine the power standards that every student must learn regardless of the school the student attends.
- Finished aligning our standards and curriculum P-12 in all courses for math, science, English language arts, and social studies. Waiver days allowed teachers to meet in district-wide grade level bands to align our curriculum across each grade level and to create a P-12 curriculum continuum that is consistent between all schools in the district.
- Created common assessments in K-12 math to include unit topic tests from our newly adopted curriculum in K-8, as well as semester and end-of-year tests in algebra and geometry. The results of these assessments can be found in teacher grade books at the elementary and middle school levels, and on data Dashboard for algebra and geometry. We are currently developing a district common assessment for 9<sup>th</sup> grade science.
- Determined math interventions for all grade levels. Math interventions have been a focus of our work. Building teams have refined RtI processes to identify students at-risk, determine appropriate interventions, and set up a system of student progress-monitoring to ensure that these students are successful.

- Elementary and middle school teachers have received training on how to use intervention materials that are part of the newly adopted *enVision* and *Digits* materials. Teachers are using easyCBM® as a progress-monitoring tool for grades K-8. They have also been trained on how to effectively use supplementary *IXL* math to differentiate school and home math practice for students below standard, at standard, and above standard.
- Middle schools have run math courses that are team taught by a general education math teacher and a special education teacher. In addition, the middle schools have run intervention periods in math during a half-hour school-wide intervention/enrichment time during the day.
- At the high school level, teachers have received training on how to effectively use *Agile Minds* curriculum with students struggling in algebra. Secondary teachers have been trained to use a new *Renaissance-STAR* math assessment as both a screening and a progress-monitoring tool for grades 7-10. Teachers have used waiver days to work in collaborative teams to determine which students needed math interventions and determine the delivery model for those interventions.
- Trained teachers on waiver days to work effectively as Professional Learning Communities (PLC) to analyze math data to inform their instruction and demonstrate student growth. Teachers have set up regular meeting schedules to implement PLC work.
- Provided elementary and middle school teachers training on new math curriculum that the district adopted, along with initial level training on the new Common Core State Standards for Mathematics and the instructional shifts embedded in the CCSS. In addition, we provided professional development to strengthen teachers' content knowledge in mathematics and pedagogical best practices in mathematics.
- Implemented initial training for all certificated teachers and principals on effective core instruction, using the Danielson *Framework for Teaching*. The district's evaluation committee, consisting of district administrators, principals, teachers, and union leadership, determined that training all staff on the instructional rubrics within the framework was an effective growth model for teachers to analyze the effectiveness of their core instruction.

**3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.**

The goals of the waiver are to continue to implement a system of instruction that will increase the achievement and growth of every student in learning the Common Core State Standards and Next Generation Science Standards, as evidenced by improvements in proficiency and growth on the state and new consortium assessments.

Our proposed changes include more in-depth professional development on implementation of Common Core State Standards, Next Generation Science Standards, and effective classroom instruction through the use of the Danielson *Framework for Teaching*. Additionally, we are placing greater focus on closing the achievement gap, eliminating disparities in students enrollment by subgroup in advanced coursework, and ensuring that every student graduates career and college ready by fulfilling our newly adopted graduation requirements for the Class of 2016.

We have made significant progress using our waiver days during the past three years. However, we still have much work to do, so we plan to use the waiver days to:

- Provide professional development throughout the school year on Common Core State Standards and Next Generation Science Standards.

- Go deeper with professional development connecting CCSS and NGSS with effective classroom instruction as defined in the *Daniel Framework for Teaching*.
- Collaborate in grade level and content area professional learning communities across the district to analyze Common Core classroom-and-district-based assessments in ELA and Math and Next Generation Science Standards, and to design instruction to ensure all students meet those standards. Teachers will work together district-wide to develop consistency and alignment grade level-to-grade level and school-to-school.
- Provide staff training on high impact instructional strategies and differentiation for a student-centered classroom where learning needs are met for all students, including students at risk and students ready to accelerate their learning. These high impact strategies will include those from GLAD (Guided Language Acquisition Design) and SLOP (Sheltered Instruction Observation Protocol), as well as specific ways to use district-adopted texts and curriculum to differentiate instruction.
- Embed STEM problem-based learning, technology and engineering practices into math and science core instruction.

We are making these changes in our waiver plan in order to build on the work and accomplishments of the past three years. Teachers need time to learn how to apply new standards, curriculum alignment agreements, common assessments, and new instructional strategies to their classroom instruction. The emphasis of the work will shift from “the what” to “the how” as teachers work as a team to implement best practices resulting in significant student growth for all students and closing achievement gaps and course enrollment disparities.

**4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan.**

Teachers need the additional waiver days to fully understand the instructional changes that must occur in their classrooms and how those changes will improve student achievement of new standards and result in successful completion of a career and college-ready diploma. In order to build district-wide consistency with implementation, teachers need to collaborate with their grade level or content area teams across the district to examine district-wide, school-wide and classroom-based data and make collective agreements on how to best serve an increasing diversity of student learning needs and changing student demographics.

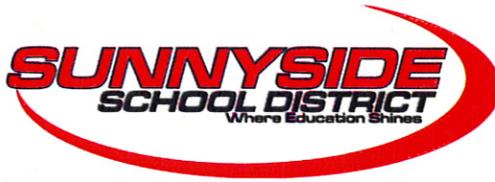
**5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.**

The district website provided information on student achievement, district priorities and initiatives, and school improvement plans. School newsletters informed parents about the professional development and collaborative work on waiver days. In addition, PTAs and site councils were informed of the work planned on each waiver day and the outcome of that work. School assessment reports were mailed out informing parents of student achievement results in their schools. Parents received additional information regarding each student’s individual progress and learning needs during parent-teacher conferences. Presentations to the Board of Directors and PTA Presidents also provided information to the public about our progress on district priorities, state and district initiatives, and growth in student achievement.

Principals and other administrative staff met several times per year to review our District Action Plan for meeting our District Board Priorities and developed the plan for the following year. Additionally, the principals, district administrators and instructional specialists discussed and gave input on the specific activities for the waiver days. A district Professional Development Committee, consisting of administrators, teacher instructional specialists, classroom teachers and the Shoreline Education Association President, met and gave input on the district professional development and activities planned for waiver days.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.



**RESOLUTION NO. 7-2014**  
**REQUEST FOR WAIVER**

**A RESOLUTION** of the Board of Directors of the Sunnyside School District No. 201, Yakima County, Sunnyside, Washington, to request a waiver for grades K-12 of the minimum 180-day school year (WAC 180-18-060) for the school years 2014-15, 2015-16, 2016-17.

**WHEREAS**, Sunnyside School District No. 201 has a Strategic Plan to improve learning; and

**WHEREAS**, Sunnyside Education Association continuously works with the Sunnyside School District to improve student learning; and

**WHEREAS**, Sunnyside School District No. 201 Board of Directors recognizes that:

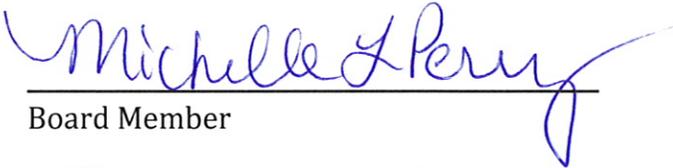
1. Planning time is needed for staff to implement the identified goals and to align curriculum with state guidelines for instruction and assessment.
2. The District currently utilizes 173 full days of uninterrupted instruction and uses four full days for parent conferencing. In addition three full days of the 180 days are planned staff development to improve student learning. Furthermore, the District utilizes 12 negotiated days that must be aligned to the State and District learning and teaching goals.
3. All grade levels exceed the minimum hours of teacher-student contact time as required and will continue to exceed the compliance requirement with the requested waiver.
4. Full days designated for curriculum planning, professional development and parent conferencing facilitate training opportunities for staff.
5. The parents and community support and appreciate having a set schedule of full days of instruction, staff development, and conferencing rather than partial days.
6. Attendance has improved at all grade levels.

**THEREFORE, BE IT HEREBY RESOLVED**, by the Board of Directors of Sunnyside School District No. 201, Yakima County, Washington, hereby petition the Washington State Board of Education for a waiver of the 180 day school year requirement so that seven full school days per year may be devoted to staff development and conferencing; that the school calendar and staff development dates will be determined in cooperation with the Sunnyside Education Association, building administration, and approved by the Sunnyside School District Board of Directors with the opportunity for parents, students, and community members to provide input; and that the students in grades K-12 will not attend school on the seven days.

**DATED:** this 27th day of March, 2014.



Secretary to the Board

  
President of the Board

Board Member



Board Member



Board Member

Board Member



# THE WASHINGTON STATE BOARD OF EDUCATION

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

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

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

### Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov>. It may also be obtained by calling the Board at 360.725.6029 or emailing to [sbe@k12.wa.us](mailto:sbe@k12.wa.us).

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will meet the minimum instructional hour offerings in grades one through twelve, which are at least a district-wide annual average 1,000 instructional hours through the 2013-14 school year, and at least 1,080 instructional hours in each of grades seven through twelve, and at least 1,000 instructional hours in each of grades one through six, beginning with the 2014-15 school year (RCW 28A.150.220).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete the application form and submit with the Board resolution and supporting documents to:

Jack Archer  
The Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206  
360-725-6035; Fax 360-586-2357  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

Electronic submission of application materials through e-mail is strongly encouraged.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*  
Deborah Wilds • Isabel Munoz-Colon • Kevin Lavery • Phyllis Bunker Frank • Elias Ulmer • Bob Hughes  
Mara Childs • Cynthia McMullen JD • Mary Jean Ryan • Tre' Maxie • Connie Fletcher • Judy Jennings • Peter Maier  
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504  
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us) • [www.sbe.wa.gov](http://www.sbe.wa.gov)

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

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Sunnyside
Superintendent	Dr. Richard Cole
County	Yakima
Phone	809-837-5851
Mailing Address	1110 South 6th Street Sunnyside, WA 98944 98944
Contact Person Information	
Name	Dr. Richard Cole
Title	Superintendent
Phone	509-836-8701
Email	rick.cole@sunnyside.wednet.edu
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	7
School Years	3 School Years: 14-15, 15-16, 16-17
Will the waiver days result in a school calendar with fewer half-days? Yes	
Number of half-days before any reduction	14
Reduction	14
Remaining number of half days in calendar	0
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?	
Yes or No	Yes in grades K-12

1. What are the purpose and goals of the Waiver?

The purpose and goals of the waiver are to provide the necessary structure to improve student achievement K-12. This will be accomplished by engaging families in their child's learning with parent conferences and professional development for all certified staff that is focused on improving instruction. The seven days that we will utilize as a result of the waiver are for four-parent conference days and three professional development days.

The four days of parent conference days are focused on engaging parents in their student's learning and developing relationships that support and reinforce what is being taught in school. We have two conference days in the fall and two days in the spring. One of the barriers that we have faced in engaging our parents is that 97 percent of our students qualify for free or reduced lunch because a majority of our families live in poverty. In addition to this, English is not the primary language spoken in many of our families' homes. For this reason, engaging our parents with our schools and teachers is critical for student achievement. Parent conferences are essential for Sunnyside's ability to engage families in support of their student's success.

We have utilized our previous waiver to hold parent-teacher conferences and have had a great amount of success in parent and family turnout and participation. Over 95 percent of parents attended parent-teacher conferences in the elementary and middle schools. About 60 percent of the parents at the high school attended conferences this year, and this percentage has been increasing steadily. These conferences are well planned by each school and are focused on supporting student learning and partnering with families. Schools have staff members who are bilingual and utilized to effectively communicate with our monolingual families to help reduce the language barrier and make families feel more comfortable and welcome. The 180-day waiver is a critical element in educating families and building relationships to support and help our students learn and achieve at high levels.

Sunnyside School District is focused on district-wide improvement. The waiver will be critical in our implementation of aligning our curriculum, instruction, and assessment to the Common Core State Standards in ELA and mathematics district-wide. The three professional development days that we will utilize are essential to help our teachers improve their instructional skills. The three professional development days will focus on K-12 Math, English Language Arts, English Language Learners, and Special Education to help deepen teachers' understanding of the before, during, and after strategies for the use of the curriculum guides aligned to CCSS. Professional development on these days will also be focused on staff building a stronger understanding of the Center for Educational Leadership 5 Dimensions Framework and researched best practices to improve teaching and learning.

S.S.D. will implement curriculum guides that are aligned to CCSS in ELA and math. We will utilize the three professional development days to develop a deeper understanding of the standards and assessments. We will analyze student achievement in these areas utilizing common assessment data and ELA and math interim assessments. The professional development will support teachers by helping them answer the following guiding questions: How will you plan for re-teaching? What alternative instructional strategies will you use? How will you differentiate instruction to meet the needs of all learners? What assessments will you use to monitor learning outcomes?

The collaboration between buildings, grade levels, and subject areas will focus on common assessment data and ELA and math interim assessment data. The collaboration across the district is essential, and it will give us the opportunity to review the strengths and challenges on specific standards tested and data will be used at each grade level and building site. Collaboration in Sunnyside School District is focused on building on strengths from the results of the assessments in schools and sharing strategies to support schools that did not perform as well on these assessments. The staff collaboration will also focus on structured conversations on lesson planning that will include planning for re-teaching, alternative instructional strategies, differentiated instruction, and assessments to monitor learning outcomes.

The 180-day waiver allows us to maximize student-learning time with 173 full days of instruction without fragmenting daily instruction time and provides continuity and focused learning time.

2. What are the student achievement data motivating the purpose and goals of the waiver?

The student achievement data motivating the purpose and goals of the waiver are the Smarter Balanced Assessment and the End-of-Course exams in math, ELA and Biology. Sunnyside School District utilizes state assessments to monitor our progress on an annual basis. We have made substantial gains in our graduation rate. Our graduation rate for the last four-year are 2010-64.5 percent, 2011- 71.5 percent, 2012- 77.1 percent and 85.1 percent in 2013. The graduation rate increase has been accomplished through a district-wide focus on providing quality teaching and learning in every classroom. This waiver has given us the time necessary to do quality professional development and training focused on improving student achievement.

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

As a district we will use our SSD student achievement targets on the Smarter Balanced Assessment and the End-of-Course exams for ELA, math, and science. In addition to these assessments, we will also utilize the new ELA and Math Interim Benchmark Assessments from OSPI that are aligned to the CCSS. Sunnyside will implement the interim assessments in the fall, winter and spring. The graduation rate will also be used to measure and determine our success at the high school and district overall.

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

The evidence will consist of student achievement data as measured by Smarter Balanced Assessment, End-of-Course ELA/Bio/Math, MSP science, and ELA and math interim assessments. The graduation rate will also be an essential data point. In addition, we will collect evidence on district and individual school building goals that includes specific achievement goals for English Language Learners and special education students. Staff development schedules will be reviewed and adjusted if need to ensure alignment with the District Improvement Plan building goals. Evidence of professional development that supports teacher professional growth

plans will be collected by reviewing teacher in-service evaluations and by class observations and walk-throughs.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver. The professional development days will support the implementation of our District Student Achievement Plan and school improvement plans. The district will be engaged in extensive professional development on the CCSS. We will also utilize portions of the professional development days to focus on improving student achievement by looking at data in our PLCs and utilizing the District's curriculum, instruction, and assessment (CIA) conceptual framework. In the PLCs teachers will collaboratively plan lessons based on student needs that are determined by analyzing students assessment data on common assessments aligned to CCSS. In PLCs, a majority of the time will be spent on collaboratively planning the instructional time and instructional practices for the next unit of instruction. The link below is the SSD CIA Conceptual Framework that guides the work of the PLCs for our teachers, instructional coaches, and administrators.  
[http://www.sunnysideschools.org/files/\\_ybKjX\\_/78fe521c22fbd6c23745a49013852ec4/CIA\\_Framework\\_Conceptual\\_Framework\\_Updated.pdf](http://www.sunnysideschools.org/files/_ybKjX_/78fe521c22fbd6c23745a49013852ec4/CIA_Framework_Conceptual_Framework_Updated.pdf)

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

A majority of the activities are on going and will continue for the three school years. Our professional development will focus on improving teaching and learning by deepening teachers' understanding of the Common Core State Standards in ELA and mathematics. Curriculum guides that include CCSS aligned standards; assessment and pacing will be implemented in ELA and math K-12. The teacher and principal evaluation will support teaching and learning and connect with our professional development goals. Sunnyside School District utilizes the CEL Framework to support teacher reflection on their instructional practice. Formative and summative data will be collected and utilized to adjust and inform instruction and will be an essential part of teacher and administrator professional growth goals.

Increasing family engagement will be a continued focus all three years of the waiver and beyond. Our district and buildings will utilize the four conference days to intentionally partner with families on their child's learning strengths and needs. Sunnyside School District has a Family Engagement Director who works directly with the schools and families to increase participation and connections with schools and individual teachers. The Family Engagement Director is focused on continuously making these conferences productive and meaningful for all families.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to 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 supports the district and school improvement plans by providing for comprehensive teacher and staff training in deepening understanding of the CCSS and providing time for staff to work in their PLCs and grade level teams to review data to inform instructional practice. The district's improvement plan can be found online at the web address below.

[http://www.sunnysideschools.org/files/\\_ybKnY\\_/cb99d986218493713745a49013852ec4/Sunnyside\\_School\\_District\\_Improvement\\_Plan\\_Sheet1.pdf](http://www.sunnysideschools.org/files/_ybKnY_/cb99d986218493713745a49013852ec4/Sunnyside_School_District_Improvement_Plan_Sheet1.pdf)

The individual school improvement plans are on Indistar and can be found at the address below.  
<http://www.indistar.org/app/>

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

The District communicates and collaborates with parents, staff, and the community through advisory committees, publications, and with various community organizations, non-profit organizations, and municipalities. In addition, the District Math and Literacy Leadership team, which consists of teachers and administrators, collaboratively plan and implement district-wide professional development on the CCSS. The Teacher/Principal Evaluation committee consists of several teachers and administrators that plan portions of the professional development focused on the connection of the CCSS to the CEL 5D framework.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction 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.

With this waiver, the collective bargaining agreements will include 173 full instructional days. In addition, we have 12 additional workdays without students. The breakdown of the 12 days includes five days for in-service, five days teacher-validated days and two days for collaboration. The waiver would provide four conferences days and three professional development days that would be utilized throughout the year. The link to the CBA is listed below. Please note the CBA is listed as 2010-13 but also includes the current (2013-14) school year. The new three-year contract will be finalized this spring and will include the year 2013-14 school year.

2016.[http://www.sunnysideschools.org/files/\\_feK1w\\_/f3a8a478ec21ee193745a49013852ec4/SEA\\_2010-2013.pdf](http://www.sunnysideschools.org/files/_feK1w_/f3a8a478ec21ee193745a49013852ec4/SEA_2010-2013.pdf)

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

Student instructional days (as requested in application)	173
Waiver days (as requested in application)	7
Additional teacher work days without students	12
Total	192

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

Day	Percent of teachers required	District directed activities	School directed activities	Teacher directed activities

	to participate			
1	Optional	X		X
2	Optional	X		X
3	Optional	X		X
4	Optional	X		X
5	Optional	X		X
6	Optional			X
7	Optional			X
Check those that apply				

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.  
 We have 12 workdays above the 180 school days but they are dependent on the amount of funding available from our federal dollars. These additional days are focused on professional development that aligns to district and school improvement goals. The waiver we are requesting allows us to provide a calendar that has four parent conference days and three embedded professional development days. By having this waiver we are able to have three embedded professional development days during the calendar year that provides continuity and support for teacher learning.

*New 180 Day Applications- Stop here and skip to the "Last Steps" section.*

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

- 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 District used the waiver days as planned for professional development and parent-teacher conferences.
- How well were the purposes 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.  
 Sunnyside School District has made significant improvement with overall graduation rate. In 2011 our graduation rate was 71.5 percent, 77.2 percent in 2012 and 85.1 percent in 2013. We are greatly encouraged by the increase in graduation because this is a district percentage. We do not have separate alternative schools for at-risk students. We own all of our students and have utilized this waiver to greatly improve our graduation rate. We also have seen gains in math and reading at many grade levels.
- Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.

The waiver hasn't changed in length, however the urgency to connect with our families and the professional development needs are at an all time high. We are focusing efforts on improving instruction K-12 utilizing professional development to support the implementation of the Common Core State Standards in English Language Arts and math.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan

We need this additional time to connect and partner with our families at parent-conferences to focus on supporting students. The additional time will also be used for three professional development days focused on implementing the CCSS in math and ELA. This will be our first year in implementing the new standards and using the Smarter Balanced Assessment System. The SBAC system will include implementing new interim benchmarks aligned to CCSS, utilizing the Digital Library and students taking the summative Smarter Balanced Assessment. Teachers will need a lot of support and training in utilizing these new assessment tools to monitor and inform their instructional practice. This will also have implications for aligning curriculum, instruction, and assessments in unit and lesson planning.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Frequent communication, newsletters, local media, and letters sent home. The District communicates and collaborates with parents, staff and the community through advisory committees, publications, and with various community organizations, non-profit organizations, and municipalities.

The waiver has essential components that connect to our district and building goals. Administrators and teachers will lead the three professional development days. The calendar committee has made adjustments to support teaching and learning and it reflects this waiver. Finally, parent conferences are an essential component of this waiver and the Family Engagement Task Force, that includes Title and LAP parent representatives from each school were updated included in the development of the waiver. The Family Task Force is very supportive of this waiver because conferences have been an invaluable strategy to connect families with each teacher and school.

### Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Stephanie Leitz, Principal  
Wahkiakum High School  
360.795.3271  
Fax: 360.795.0545

W. Robert Garrett, Superintendent  
Bernice Sundby, Business Manager  
360.795.3971 Fax: 360.795.0545

Theresa Libby, Principal  
Julius A. Wendt Elementary School  
John C. Thomas Middle School  
360.795.3261 Fax: 360.795.3205

## Wahkiakum School District 200

500 South Third Street/P.O.Box 398  
Cathlamet, WA 98612

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### RESOLUTION NO. 214-031814 March 18, 2014

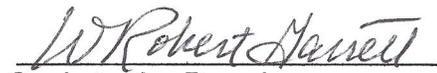
A RESOLUTION of the Board of Directors of the Wahkiakum School District No. 200, Wahkiakum County, Cathlamet, Washington, to request a waiver for grades K-12 of the minimum 180-day school year (RCW 28A.150.220) for the 2014-2015, 2015-2016 and 2016-2017 school years;

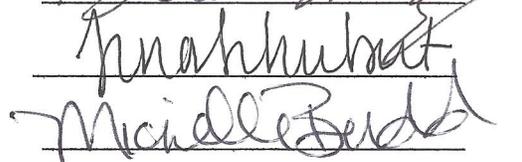
WHEREAS, the Wahkiakum School District Board of Directors recognizes that:

- 1) Planning time is needed for staff to implement a local restructuring plan which provides an effective educational system to enhance the educational program for all students in the district, and
- 2) According to the 2013-14 Form Package 600 (Minimum Basic Education Requirement Compliance), all grade levels are more than meeting the minimum program hours offering requirements and that is with a 176-day school year for students already in effect; and we will continue to exceed the minimum program hours offering requirement in E2SSB 6552 which is expected to be signed by the Governor very soon; and
- 3) Full days designated for planning and in-service training would facilitate training opportunities for classified staff, and

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Wahkiakum School District No. 200 does hereby request the minimum 180 school day requirement be waived from 180 to 176 days for the 2014-2015, 2015-2016 and 2016-2017 school years.

  
Sec'y to the Board

Board of Directors

Dated this 18th day of March, 2014



# THE WASHINGTON STATE BOARD OF EDUCATION

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

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

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

### Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov>. It may also be obtained by calling the Board at 360.725.6029 or emailing to [sbe@k12.wa.us](mailto:sbe@k12.wa.us).

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will meet the minimum instructional hour offerings in grades one through twelve, which are at least a district-wide annual average 1,000 instructional hours through the 2013-14 school year, and at least 1,080 instructional hours in each of grades seven through twelve, and at least 1,000 instructional hours in each of grades one through six, beginning with the 2014-15 school year (RCW 28A.150.220).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete the application form and submit with the Board resolution and supporting documents to:

Jack Archer  
The Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206  
360-725-6035; Fax 360-586-2357  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

Electronic submission of application materials through e-mail is strongly encouraged.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*  
Dr. Deborah Wilds • Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen  
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes  
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504  
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us) • [www.sbe.wa.gov](http://www.sbe.wa.gov)

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

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Wahkiakum School District
Superintendent	Bob Garrett
County	Wahkiakum
Phone	360-795-3971
Mailing Address	PO Box 398 Cathlamet, WA 98612
Contact Person Information	
Name	Stephanie Leitz
Title	HS Principal
Phone	360-795-3271
Email	sleitz@esd112.wednet.edu
Application type:	
New Application or Renewal Application	Renewal Application
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	4
School Years	2014-15; 2015-16; 2016-17
Will the waiver days result in a school calendar with fewer half-days? No, if comparing to our calendar of the last few years; but yes, if comparing to our calendar prior to requesting a waiver for the first time.	
Number of half-days before any reduction	11
Reduction	8
Remaining number of half days in calendar	3
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2)) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

The purpose in requesting the waiver is to increase student achievement as a result of additional release time for professional development for staff. Our goals are to assist staff in developing better strategies and methodologies as they provide more effective instruction and assessments in the classroom. Staff development will focus on implementing Common Core Standards, effective use of the 5D+ instructional framework and data analysis.

2. What are the student achievement data motivating the purpose and goals of the waiver?

We will be viewing and interpreting MSP, HSPE, EOC assessments; MAP, RBA, MBA; and the new Smarter Balanced assessments including their progress monitoring tools.

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

We will be utilizing the state assessment results for our district, as well as classroom based assessments, such as DIBEL fluencies, RBA, MBA, and MAP. The Common Core Standards will be used to determine success, along with a focus on college and career readiness. Lastly, we will also survey teachers regarding their perceptions of the effectiveness of the professional development.

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

The evidence will be qualitative and quantitative assessment data from the measures and standards mentioned above. Teachers are also collecting student growth data as part of our new teacher evaluation system.

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

Based on the needs of teachers as identified by the results of the new teacher evaluation system, we will identify a focus for professional development. We plan to allow time for our trained staff to share their expertise with their colleagues. In addition, we will be using outside consultants to facilitate our professional development activities. We expect that by increasing our staff's ability to provide effective instruction, our student achievement scores will show growth.

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

The time will be spent on continued professional development as identified by staff and administration through the analysis of data, teacher surveys and areas of focus from TPEP.

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

Our district/school improvement plan focuses on student achievement in core academic areas. The plan is available in our two school buildings, our district office and on our school district website ([wahksd.k12.wa.us](http://wahksd.k12.wa.us)). The waiver days support our plan by improving teacher effectiveness, which in turn increases student success.

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

Over the course of the last few years, each stated community entity has been polled and given the opportunity to provide additional feedback related to our request(s) for our waiver from the 180-day school year. Each group continues to be in support of our endeavors. Our community understands the need for professional development and last month supported our local maintenance and operations levy with our highest yes percentage vote (70.7%) in over twenty years.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction 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.

In accordance with our CBA, our school calendar consists of 180 teacher workdays, plus two and one-half (2.5) certificated employee supplemental work days, with at least two preceding the first teaching day and paid at per diem. The calendar shall reflect 176 student attendance days for each contract year provided the calendar is approved by the State Board of Education. The four (4) non-student attendance days shall be scheduled throughout the year for the purpose of staff in-service as approved by the State Board of Education. In addition, two optional days for in-service will be allowed with certificated personnel paid at per diem rate. The inservice may occur on the statewide inservice days or on a weekend, subject to administrative approval.

Additionally, we have a one-hour late start for students on Thursday morning of each week. We have three early dismissal days during the year (typically preceding a scheduled break) and three early dismissal days during the month of November for the purpose of conducting parent-teacher conferences.

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

Student instructional days (as requested in application)	176
Waiver days (as requested in application)	4
Additional teacher work days without students	2.5
Total	182.5

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	X	X	X
2	100	X	X	X
3	0	X	X	X
4	Optional			
5	Optional			
6	Optional			
7	Optional			
Check those that apply				

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.) Our school district has only 2.5 “TRI” days (much less than many districts around the State), and we utilize those days for “welcome back, staff orientation, annual administrative requirements for staff, and preparing for our students’ first day of school.” These days do not allow time for staff collaboration and significant professional development, like our four waiver days allow.

*New 180 Day Applications- Stop here and skip to the "Last Steps" section.*

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

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

We have been extremely pleased with the opportunity to provide additional professional development for staff. We continue to be of the thought that full days for professional development are much more effective than our previous strategy of having eight early release days . We have been using our “local teacher inservice days” as planned and requested in our prior waiver requests.

2. How well were the purposes 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.

In our previous waiver, we described needing four waiver days to increase professional development for our staff. In the first two years, we turned our instructional focus from reading/language arts to math. A district vertical math team was created and met to ensure that staff had a common understanding of the standards at each grade level. We developed “cross-walks” for current state math assessments. And lastly we adopted new math curriculum and provided staff development related to its implementation.

As a district we were above our AMO in math during the 12-13 school year, and believe the four waiver days contributed to this success.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.

In keeping with a focus on student achievement, our professional development activities are now becoming more comprehensive with a focus on implementing Common Core Standards and the instructional framework for teacher evaluation. We believe that we are now prepared to focus on a more global perspective, and meet the needs of students through effective instruction in all content areas.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan

We have adjusted the goals of our waiver plan to meet the needs of our teachers, which is aligned with our goal of continuous improvement that supports student learning. Without the professional development time (4 waiver days) we would be unable to adequately meet the needs of our teachers. Just this spring, we completed the accreditation process for our high school, and having the staff development time had a positive impact on the continuous improvement process.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

This process began as a survey from parents and community. Some examples of our on-going communications include school newsletters, the district website, and principal/staff presentations at monthly school board meetings. Recently the district sent a mailer to each student's parents/guardians describing our current need for renewing our waiver request and the benefit of staff professional development. Not one household expressed concern related to continuing the 176-day school year for students. Our entire staff, both classified and certificated employees, have consistently and continuously expressed approval for the additional professional development time.

### Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

## **WAC 180-18-040**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Option One Waiver Application Worksheet

**District:**

**Date:**

**Days requested:**

**Years requested:**

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

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

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