



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Basic Education Waiver Requests	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<ol style="list-style-type: none"> Do the requests from Ridgefield and Sultan School Districts for Option 1 waivers from the minimum 180-day requirement of RCW 28A.150.220 merit approval by the Board, based on the criteria for evaluation of the need for the waivers in WAC 180-18-040? If not, are there deficiencies in the applications that can be corrected by the districts for re-submission of the applications for consideration by the Board at a subsequent meeting under WAC 180-18-050? 	
Possible Board Action:	<input type="checkbox"/> Review <input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The Board has before it applications for Option One waivers of the minimum 180-day requirement for basic education from Ridgefield and Sultan School Districts. Ridgefield requests waiver of one day for an Assurance Day to help incoming 7th and 9th grader students make successful transitions to their new schools. Sultan requests waiver of two days for professional development of certificated staff. In your packet you will find:</p> <ul style="list-style-type: none"> A memorandum summarizing the two waiver requests. The waiver applications and board resolutions from each of the two districts. Evaluation worksheets for each application. WAC 180-18-040 (Waivers from minimum one hundred eighty-day school year requirement) WAC 180-18-050 (Procedure to obtain waiver) 	



OPTION ONE BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS

Policy Considerations

Do the requests by Ridgefield and Sultan school districts for Option One waivers of the minimum 180-day requirement merit approval by the Board, based on the criteria in WAC 180-18-040? If not, what are the reasons, with reference to the criteria, for denial of the request?

If the request is denied, what deficiencies in the application or documentation are there that the district might correct for consideration at a subsequent board meeting per WAC 180-18-050?

Background: Option One Waivers

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

WACs 180-18-040 and 180-18-050 implement this statute. **WAC 180-18-040** 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.” A waiver request may be granted for up to three school years. There is no limit on the number of days that may be requested. Rules adopted in 2012 as WAC 180-18-040(2) and (3) establish criteria to evaluate the need for a new waiver and renewal of an existing one. **WAC 180-18-050** sets procedures for requesting a waiver. In addition to the waiver application, the district must submit an adopted resolution by its school board requesting the waiver, a proposed school calendar for each year to which the waiver would apply, and information about the collective bargaining agreement with the local education association.

Summary of Current Option One Waiver Requests

Ridgefield requests waiver of one day to implement a transition day for incoming seventh and ninth grade students. The purpose is to familiarize students in these grades with their new schools, learn about the school cultures, and connect with school staff. The Assurance Day would take place on the first scheduled day of school. Students in other grades would not be present on that day.

The district states that the Assurance Day for seventh graders at the middle school meets the school improvement goal of working toward a safe, healthy and respectful learning environment. Surveys have shown anxiety day about middle school to be a major concern, it says, and the day for transition to the new environment without students in higher grades present will help reduce this anxiety. At the high school, it is the expectation that the day for transition will build relationships that will help lower suspension rates, increase attendance, and improve graduation rates.

In item 4 of the application Ridgefield describes in some detail the activities that will be undertaken at the middle and high schools, all with the intent of reducing student anxiety in making the transition to

their new schools. Time will be taken to explain the district's Positive Behavior and Support (PBIS) system to students. Activities will be modified from year to year based on determination of what has been successful in meeting students' needs.

Ridgefield will measure the effectiveness of the Assurance Day by analyzing data on attendance rates, discipline referrals, individual student referrals, and suspensions or expulsions. The district will also use data from an yearly student climate survey, conducted in the fall and the spring, to measure the effects of Assurance Day on school climates.

The concept for Assurance Day was generated by the work of a Teacher/Superintendent Leadership Group. The idea was shared with parents through email, web sites, and parent meeting. The district says that parents were overwhelmingly in support of Assurance Day to help reduce anxiety about school transitions.

Sultan requests waiver of two days to devote to professional development of certificated staff. The waiver days would be September 1 and September 6 of the district calendar. The district says the waiver plan would enable it to avoid the use of four half days for the same purposes. In its resolution approving the waiver request, the Sultan Board of Directors states that:

1. Common collegial planning time is needed to meet the district's curricular goals, continue aligning curriculum to state reform efforts, and align the district's assessment program to the district's curriculum.
2. Parental and community input have indicated support for whole day planning and in-service rather than half days utilized in the past, and
3. Options involving additional early release days, late starts, or additional paid days for staff create a financial hardship on the district and inconvenience for parents and/or patrons.

The SBE granted Sultan an Option One waiver of six days in September 2012, two for professional development of staff and four for full-day parent-teacher conferences. The district has since obtained a waiver of four days solely for parent-teacher conferences under WAC 180-18-050(3.)

Sultan provides a detailed explanation of the purposes and goals of the plan in its waiver application. The waiver plan, it says, will facilitate the work of building leadership teams to achieve higher learning standards through research-based instructional practices. The emphasis will continue to be on reading, math and writing strategies, the district says, with new curriculums recently adopted that align to Common Core State Standards. Teams will work to establish new continuous curriculum strands from grades K through 12. Sultan utilizes the [5 Dimensions of Teaching and Learning](#) framework as a professional development tool to improve instructional practices. During the two waiver days, staff in each building will work toward integration of the 5 Dimensions into instructional practices. Each building will also strategize collaboratively to increase student performance on new SBAC assessments.

Sultan ties professional activities to be conducted on the waiver days to school improvement goals (SIPs) at its high school, middle school, two elementary schools, and alternative school. SIPs at Sultan Education Alternative School, for example, are to bring a minimum 82 percent of students to standard on the third, fourth and fifth grade Smarter Balanced Assessments, and to transition larger percentages of students out of Level Two math in all grades. Collaboration time on the waiver days will be used to increase understanding of Common Core standards and alignment to SBAC, with the anticipated result of raising student success in meeting standards.

Sultan names SBAC, EOC and HSPE as the highest indicators of student success, allowing them to measure individual student growth over time. Analysis of SBAC information will be combined with assessments to measure attainment of stated goals for student achievement. Sultan will also measure the impact of the 5 Dimensions of Teaching and Learning through a process headed by the principal as

instructional leader for each building. In item 5 of the application, Sultan describes its Cycle of Continuous Improvement, developed through participation in the Washington State Leadership Academy, in which data are collected at regular intervals and adjustments made to classroom instruction and support.

In item 4 Sultan describes the specific activities that will take place on the two waiver days. Teams of teachers, for example, will organize by content focus and build curriculum maps and pacing guides around the Common Core State Standards. Administrators will work in Professional Learning Communities (PLCs) to analyze student assessment data. Teachers will be trained on the 5 Dimensions of Teaching and Learning, observing lessons by video, and scoring them using the 5D rubrics.

In Part B, Sultan reports that the waiver days granted by the SBE in 2012 were used for professional development, as provided in the waiver plan. Each building, it says, designed collaboration days to align specifically with the SIP goals for that building. Teachers and administrators also worked on strategies to implement TPEP, Common Core State Standards, and SBAC assessments as proposed.

Sultan reports that progress and growth in student achievement was evident in almost every case during the period of the prior waiver. Reading scores improved at almost every grade level. Math scores were stagnant or only slightly improving at the elementary level. Consequently, professional development has been shifted to increasing student achievement in math in those grades.

While the goals of the proposed new waiver plan remain the same as before, strategic planning may shift over the term of the waiver to address specific needs for improved student achievement that come to light through its continuous cycle of data collection and analysis.

“Full-day collaboration days,” Sultan says, “are vital for the continued professional development and strategic planning [needed] if we are to reach our student achievement goals. Should those days not be approved, the district may not have ample periods for essential staff development and collaboration.”

Summary of Option One Waiver Requests

District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver Request	Student Days	Additional Work Days Without Students	New or Renewal
Ridgefield	1	3	School transition for 7 th and 9 th graders.	179	7	N
Sultan	2	3	Professional development of certificated staff	174	4*	R

*Sultan has a waiver of four days for parent-teacher conferences.

Action

The Board will consider whether to approve the requests for Option One waivers presented in the applications by Ridgefield and Sultan school districts and summarized in this memo.

If you have questions regarding this memo, please contact Jack Archer at jack.archer@k12.wa.us.



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

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

Instructions:

Form and Schedule

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

Application Contents:

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

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

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

Submission Process:

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

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

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

Tab #14: Ridgefield School District

RIDGEFIELD SCHOOL DISTRICT NO. 122
BOARD OF DIRECTORS

RESOLUTION NO. 2014-2015-011
Adopting 180-Day Waiver Request for School Years 2015-2016, 2016-2017, and 2017-2018

WHEREAS, the Washington State Board of Education has recognized the importance of educational improvements and has established waivers of the 180-day school year to enhance educational programs; and

WHEREAS, the Ridgefield School District has established goals for continuous improvement and is committed to enhancements that will support increased student learning and individual achievement; and

WHEREAS, research supports the needs to effectively support learners when transitioning to new schools; and

WHEREAS, the Ridgefield School District's goals include providing safe, inclusive, and positive learning environments that support high academic and behavior expectations for every student; and

WHEREAS, the Ridgefield School District will continue to meet the instructional hours offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested.

NOW, THEREFORE, BE IT RESOLVED that the District respectfully requests that the minimum 180-day school year requirement be waived for the Ridgefield School District to allow for up to one (1) waiver day in the school years 2015-2016, 2016-2017, and 2017-2018. During this time, students in grades 7, 8, 10, 11, and 12 would not attend school for one day in order to allow faculty and staff to focus on transitioning 7th graders to View Ridge Middle School and 9th graders to Ridgefield High School and celebrating student successes for 8th graders at View Ridge Middle School.

ADOPTED by the Board of Directors of Ridgefield School District No. 122, Clark County, Washington, at an open public meeting thereof held this 2nd day of July, 2015

Attest:



Dr. Nathan McCann, Secretary to the Board

RIDGEFIELD SCHOOL DISTRICT NO. 122
BOARD OF DIRECTORS

Scott Gullickson, President

Jeff Vigue, Vice President

Joseph Vance, Director

Steve Radosevich, Director



Becky Greenwald, Director

Part A: For all new and renewal applications:

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

School District Information	
District	Ridgefield School District
Superintendent	Dr. Nathan McCann
County	Clark
Phone	360-619-1302
Mailing Address	2724 South Hillhurst Road Ridgefield, WA 98642
Contact Person Information	
Name	Chris Griffith
Title	Assistant Superintendent
Phone	360-619-1302
Email	chris.griffith@ridge.k12wa.us
Application type:	
New Application or Renewal Application	New application
Is the request for all schools in the district?	
Yes or No	No
If no, then which schools or grades is the request for?	View Ridge Middle School – Grades 7 and 8 Ridgefield High School – Grades 10, 11 and 12
How many days are requested to be waived, and for which school years?	
Number of Days	1 – only for grades 7, 8 and 10, 11, and 12
School Years	2015-2016, 2016-2017, 2017-2018
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	No
Remaining number of half days in calendar	
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes

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

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

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

The Ridgefield School District would like to implement a transition program for incoming 7th and 9th grader students. On the first day of the year, only 7th and 9th graders will be in their respective buildings (View Ridge Middle School and Ridgefield High School). Assurance Day will provide 7th and 9th grader students with the opportunity to familiarize themselves with their new school cultures, find their classes, manage their lockers, make new friends, connect with school staff, where to go for help, and much more.

The last day of school at View Ridge Middle School will be a day to celebrate 8th grader students graduation into high school and the closing of this chapter of their lives. Only the 8th graders will be present in school.

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

View Ridge Middle School:

(<http://www.ridge.k12.wa.us/cms/lib01/WA01000666/Centricity/Domain/80/2014-2015%20SIP.pdf>)

SIP Goal #2 - All members of the View Ridge community will continue working toward enhancing a safe, healthy and respectful learning environment.

View Ridge Middle School recognizes that a positive environment is critical to ensure student learning. Through surveys and discussions with staff and students VRMS has identified anxiety surrounding starting middle school to be a big concern. Allowing all incoming 7th graders a day to get to know each other, school culture, schedules, classrooms, lockers, etc. without fear of upperclassman will aid in reducing this anxiety.

Ridgefield High School:

(http://www.ridge.k12.wa.us/cms/lib01/WA01000666/Centricity/Domain/194/2014-15_SchoolImprovement_RHS.pdf)

With an emphasis on continual improvement and accomplishing system wide activities, student performance will increase in the HSPE, AP, and SAT testing.

- The school and community work together to systematically anticipate and appropriately respond to change as the school improvement process is implemented.
- Goal statements for the school improvement process are properly aligned with the implementation plan and clearly identify measures of success.
- The school improvement effort is externally validated on a periodic basis.

As a staff, we continue to strive for a culture that is focused on student learning and reflective upon our teaching practices.

The mission of the **Ridgefield High School Counseling Department is to ensure a safe and caring environment** in which all students acquire the knowledge, skills, and attitudes needed for academic, career, and personal/social development.

Both buildings work with their feeder schools to help the transition process and to build relationships in order to help lower suspension rates while increase attendance and ultimately graduation rates.

Ridgefield School Board:

The Ridgefield School Board heard and approved “Assurance Day” for View Ridge Middle School and Ridgefield High School and “Celebration Day” for View Ridge Middle School on April, 14, 2015.

Excerpt from Ridgefield School Board Minutes 4/14/15

NEW BUSINESS – Action

Approve Assurance Day at Ridgefield High School and View Ridge Middle School and 8th Grade Celebration

Motion was made by Director Jeff Vigue Board approve Assurance Day at Ridgefield High School and View Ridge Middle School and 8th Grade Celebration, seconded by Director Joe Vance. There was brief discussion. View Ridge Middle School Principal Chris Griffith shared his comments. All members voted in favor of the motion. Motion carried.

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

“Assurance Day” is designed to reduce student anxiety during transitions to middle school and high school. Effectiveness of the program will be measured through student and staff surveys. The survey will be created in Schoolwires and given to all students and staff.

Additionally, we will analyze using 2014-2015 as baseline data:

- Attendance Rates
- Discipline Referrals (non-truancy/tardies)
- Number of Individuals Who Receive Referrals (non-attendance)
- Suspension or Expulsions (non-attendance)

2014-2015 Baseline data

Grade	Absence Rate	Discipline Referrals (non-truancy/tardies)	Individual Student Referrals (non-attendance)	Suspensions or Expulsions (non-attendance)
7	6.0%	51	39	7
8	7.2%	186	59	12
9	7.0%	121	55	23

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

View Ridge Middle School:

During the first day each department will focus on a different anxiety related issue. Listed below are the highest anxiety related issues as identified by incoming students.

1. Getting lost and to class on time. The staff will prepare a scavenger hunt that helps the students familiarize themselves with their new building, each room in the new building and where important core facilities such as restrooms, the library and cafeteria are at.
2. Sharing lockers and solving locker partner problems. The staff will teach a specific lesson related to locker sharing etiquette and resolving problems. Students will also role play possible locker conflicts.
3. Opening lockers. The staff will teach a lesson that explains and assists students on how to open a combination lock. Students will practice in their classroom prior to moving to their assigned locker. Once at their assigned locker students will practice opening their locker, as well as organize their materials and belongings to assist in locker partner etiquette.
4. How to use Skyward – student access. Skyward is an integral part of the communication system in place for secondary schools in the Ridgefield School District. Starting middle school, students are taught to check their grades through Skyward on a regular basis. Staff input grades regularly and sent monthly progress reports to parents. In addition to grades, Skyward tracks attendance. This is an area of focus at the middle school, as students learn to transition to 6 different classes every day. All students will be given their login and password information. Then specific lessons will be taught addressing how to login, where to check grades and attendance. Additional time will be spent teaching students how to find staff assignment calendars so they can track assignments.
5. How to make up assignments (What to do when a student is sick). Students will be taught how locate missing assignments and the process for completing and turning that work in.
6. REBS – View Ridge Middle School is a Positive Behavior Intervention and Support (PBIS) school. Our schoolwide expectations are Respectful, Excellence, Be responsible and Safe (REBS). Staff will use specific lessons to share our REBS expectations, explain our incentive program and PBIS in general.

RHS:

Frosh Camp

Quick opening to discuss schedule and purpose of the day

15min. classes on modified bell schedule to help students prepare for high school on a procedural level and to familiarize students with High School options for successful learning and student choice.

1st period -- ice breaker

2nd period—skyward and internet forms

3rd period—personality test

ASB assembly half hour—introduction to ASB and Leadership

4th period –study skills

5th period—class offerings and transcripts

6th period—extracurricular—athletics, drama--music,--art--clubs etc.

Auditorium—hog call for small groups---teacher squadron leaders will get their small groups together (around 15 students)

Teacher squadron Leaders (Teachers assigned to a group of students—will travel with them through afternoon rotations.) will escort groups to lunch—

Afternoon Rotations—about 20 min sessions

Amazing Race—Lead Teachers—Jeff Brink and Jill B.

There will be two sessions

The Goal of the Amazing Race is to familiarize students with campus and staff.

Activates will include:

Checking out a book from librarian in to find next clue

Finding clue in Amy's career and high school and beyond room

Opening a locker to find next clue

Asking for a clue from Mrs. Bentler

Going to stadium for clue

Getting clue from administration

Getting clue from secretaries

Etc.

Success Bound---Lead Teachers---Jill Uhatz and Brittany Thomas

There will be two sessions

The Goal of the Success bound sessions is to help students recognize school character traits. What are Responsibility, Resilience and Respect? What does the practice look like in different settings?

Session one a brain storming activity—session two is the poster-making project

Bullying and Drugs

Howard will give a one-session presentation to students

The Goal of this session is to let students know the ramifications of these activities and the policies around reporting.

Student Panel

Lead—Monica and Ray-- Goal is to let students ask questions about High School life to their peers.

The panels will consist of a diverse group of students. Each panel will have at least one student who has struggled in high school and persevered.

Leadership Team Building

Lead Teachers--Kim Alias and David Wear

Goal: Marshmallow activity to help develop leadership and team building.

Closing-

Administration

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

The Ridgefield School district will use yearly student climate survey data to determine the success of "Assurance Day." The goal is to reduce student anxiety for students as they transition from elementary school to middle school and again when students transition to high school. Climate surveys will be given in the fall and again in the spring. Results will be analyzed both from fall to spring, but also across multiple years.

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

In subsequent years, incoming students will be surveyed to identify anxieties related to their peer groups' transition. Each building will then design specific lessons to address and reduce those anxieties. Successful activities and events will continue from year to year if they address the needs of the students. Less successful activities may be tweaked or dropped and replaced with new activities.

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

The idea of "Assurance Day" was initiated from discussion and work done through the Teacher/Superintendent Leadership Group. This group is composed of teacher leaders from each of the districts' four schools and the superintendent of the Ridgefield School District.

A major concern of the group was the transition between each level of the Ridgefield System. While a number of initiatives have been put in place student anxiety remained high. After much discussion and thought, the group proposed "Assurance Day."

Presentations were then made to Ridgefield High School and View Ridge Middle School staff to elicit their thoughts. Both buildings were in favor of the "Assurance Day" concept and committed to creating committee's to plan their respective programs.

The idea was shared with parents through emails, building websites and parent meetings. Overwhelmingly, parents were in support of "Assurance Day" to help reduce transition anxiety.

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

Section 8. EMPLOYEE WORK YEAR

A. The work year covered by this Agreement shall consist of 180 work days. Any extension of contracted days (other than those paid by the TRI stipend in F below) shall be compensated at full per diem (1/180 of the employee's contract). Any additional work day(s) shall be computed at the hourly curriculum rate of \$30.00. Additional days shall be scheduled prior to the ending of the school year for work to be completed during the summer months. All employees are expected to be available for extended work day(s). Those employees scheduled for extended day(s) shall mutually agree to their schedule of work day(s). Provision may be made under this paragraph for special projects (included but not limited to curriculum development, development of special program(s) at a specific school, etc.) for morning/evening work beyond the expected work day during the school year.

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

Student instructional days (as requested in application)	179
Waiver days (as requested in application)	1
Additional teacher work days without students	7
Total	187

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

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

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

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

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

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

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

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

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

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

C. Last Steps:

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

Thank you for completing this application.

Option One Waiver Application Worksheet

District: Ridgefield
Date: September 10, 2015

Days requested: 1
Years requested: 3
New or Renewal: N

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

District: Ridgefield

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:”

WAC 180-18-040 (3)	(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					

Tab #15: Sultan School District



SULTAN SCHOOL DISTRICT No. 311

514 4th Street • Sultan, Washington 98294
(360) 793-9800 • Fax (360) 793-9890

RESOLUTION NO. 14-14 REQUEST OF WAIVER FOR GRADES 1-12 OF THE MINIMUM 180 DAY SCHOOL YEAR (WAC 180-18-040)

WHEREAS, a resolution of the Board of Directors of the Sultan School District #311, Snohomish County, Sultan, Washington, to request a waiver for grades 1-12 of the minimum 180-day school year (WAC 180-18-040) for the 2015-2016, 2016-2017, and 2017-2018 school years.

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

1. Common collegial planning time is needed to meet the district's curricular goals, to continue aligning curriculum to the State reform efforts, and to align the district assessment program to the district's curriculum, and
2. Parental and Community input have indicated support for whole day planning and in-service rather than half-days utilized by the district in the past, and
3. Options involving additional early release days, late starts, or additional paid days for staff would create a financial hardship on the district and inconvenience for parents and/or patrons;

WHEREAS, this resolution attests to the fact that the Sultan School District will maintain a district-wide annual average instructional hours of 1,027 hours, even after the four conference days have been waived by the State Board of Education.

WHEREAS, the 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 Sultan School District Board of Directors requests that the minimum 180-day school year requirement be waived for Sultan School District grades 1-12 so that two (2) days per year can be dedicated to common collegial planning, common collegial instructional planning and staff development; and that the dates for these days will be determined by the Sultan School Board and Sultan Education Association; and that students in grades 1-12 would not attend school on these days.

ADOPTED by the Board of Directors of Sultan School District No. 311, Snohomish County, Washington, in a special board meeting held on the 19th day of May 2015.

ATTEST:

Superintendent-Secretary to the Board

Board Chairman
Board Member
Board Member
Board Member
Board Member

Part A: For all new and renewal applications:

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

School District Information	
District	Sultan School District
Superintendent	Dan Chaplik
County	Snohomish
Phone	360-793-9800
Mailing Address	Sultan School District #311 514 4 th Street Sultan, WA 98294
Contact Person Information	
Name	Dan Chaplik
Title	Superintendent
Phone	360-793-9800
Email	Dan.chaplik@sultan.k12.wa.us
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 requested to be waived, and for which school years?	
Number of Days	2
School Years	2015-2016; 2015-2017; 2017-2018
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	4
Remaining number of half days in calendar	21
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes

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

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

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

Each building has established leadership teams that continue to work to achieve higher learning standards through intentional, research-based instructional practices. The emphasis will continue to focus on reading, math and writing strategies. In addition, we have recently adopted math and reading curriculums that align to Common Core State Standards. Teams will also work to establish new continuous curriculum strands from K-12. Teams will work together in subject and strand teams both horizontally and vertically to develop seamless plans based on best practices, implementing those plans and analyzing the results of those efforts.

During the summer of 2015, staff will continue to train in AVID implementation and integration into our schools. Staff training will continue on understanding and implementing Common Core with the overall goal of implementing and developing a common language for teaching and learning that is understood by all. During the waiver days, each building will review data and collaborate with one another as we continue to work towards calibration and integration of the 5 Dimensions of Teaching and Learning. The foremost of our goals will be to analyze how the strategies we use impact student learning.

Each building is committed to understanding and implementing new SBAC expectations and will strategize collaboratively to use expectations to increase student achievement and performance on standardized testing.

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

One SIP Goal for SHS is to increase on-time graduation rates. We will have department wide commitment to analyzing 2014 HSPE results-breaking the data into strands and information concerning HSPE expectations with SBAC expectations to understand changes and to boost student performance. A strategic goal for SHS is to use reflective professional development and collaboration time to revisit current curriculum and alignment.

Another SHS SIP goal for world language is to align curriculum to WA State Standards of Foreign Language Learning I the 21st Century. Collaboration time will be used to revise curriculum and align to those standards. These are two examples of how the School Improvement Plan goals align with the waiver plan for using collaboration days to evaluate new curriculum that align to new state standards to that we increase student opportunity for success.

The SIP goal of Sultan Middle School: By June 2015, at Sultan Middle School, the principal with leadership team will create an environment that promotes learning for all members and is focused on increasing student achievement in SMS, through frequent classroom observations and providing focused feedback for improvement, creating clear processes for effective PLC's in the building, monitoring data, creating academic and behavioral intervention supports, and engaging the community, as measured by student achievement data, PLC effectiveness

(through PLC agendas), and staff/student/parent perception data. Again, waiver days will be used to strategically and successfully examine the data and feedback to achieve this goal.

At Gold Bar Elementary, Staff will use strategies and practices outlined in 5D+ with a focus on student friendly learning targets, common formative assessment practices and all students should receive a minimum of 60 min. of core instruction. PLC meetings with a focus on assessment. Collaboration days will be use to focus on the conceptual understanding of Common Core State Standards –goals outlined in the purpose of the waiver in #1.

The SES School Improvement Goal: Improve students' knowledge and skills in mathematics as measured by a minimum of 82% of students meeting standard on the 3rd, 4th, and 5th grade State Math Smarter Balance Assessment in 2015. Transition a larger percentage of students out of the Level 2 Math category in all grade levels (K-5). Collaboration time will be used to increase understanding of common core standards and alignment to SBAC – with the anticipated result being to increase student success in meeting standards.

<http://esp.sultan.k12.wa.us/Board/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2fBoard%2fShared%20Documents%2f2014%2d2015%20School%20Improvement%20Plans&FolderCTID=&View=%7bF97A3EB2%2d33AF%2d4E6B%2d8DDD%2d22931630893B%7d>

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

The goal of increased success and student achievement will be measured by data from graduation rates, SBAC, EOC, HSPE test scores. These are the highest indicators of academic success. This data will allow us to better measure individual student growth over time. The individual, building and district results will be thoroughly analyzed to determine specific strand data that may continue to display areas of needed improvement for students and instructional strategies. The analysis of SBAC information will also be combined with district assessments such as DIBELS, Read Well, Read Fluently, STAR Math and Reading, and Accelerated Math as well as classroom based assessments to diagnose specific target areas. An additional focal point in our evaluation will be to measure what impact the 5 Dimensions of Teaching and Learning is having on student learning as can be observed by the continued implementation of this framework. Principals will be the instructional leaders for each building identifying areas of need within the building targets and goals for staff instructional strategies and materials. They will work collaboratively with their building leadership teams to make this happen.

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

Teams of teachers will be organized by content focus and will work together to build year-long curriculum maps and pacing guides around the common core state standards. This will help develop a K-12 program that is consistent both vertically and horizontally.

Administrators will work in PLC's to analyze student assessment data that is housed in what is called a homeroom database. In addition, they will work with teachers on their activities and continue their work calibrating the evaluation CEL evaluation instrument.

Also, teachers and principals will work together on these two days to better understand the 5 Dimensions of Teaching and Learning rubric. Specifically, the goal will be to watch teaching videos together and score the lessons observed using the rubric. The outcome of this activity would be increased clarity and understanding of what quality instruction looks like according to the rubric.

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

SBAC, EOC HSPE and district assessments outlined in #3 above. In addition, as part of our Washington State Leadership Academy participation, we have developed a “Cycle of Continuous Instructional Improvement” (district, school and individual cycles of inquiry) which states that we will take process measurements every 45 days to capture progress being made toward our stated problem of practice and supporting theory of action. We will make adjustments as needed to demonstrate progress towards our intended goals. In addition, we are also utilizing district and building cycles of inquiry where we collect data incrementally and make adjustments to classroom instruction and support for instruction. This data is collected at the beginning of a cycle and periodically throughout the cycle. Each cycle culminates in the spring of the school year where plans for the upcoming summer and next school year are put into place.

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

Subsequent years will be a continuation of refining the integration of the 5 Dimensions of Teaching and Learning, increasing the understanding of Common Core State Standards and SBAC testing as they are reflected and measured in increased student achievement. We will continue to create and sustain a continuous improvement, problem solving culture that works together to improve teaching and learning throughout the system.

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

Input from administrators, teachers, classified staff and parents have solidified the importance and success of waiver days. The increased amounts of continuous time versus short timeframes has provided the necessary networking among staff, that leads to professional discussions and understanding, of issues that leads to enhanced student achievement. Individual professional community teams as well as cross-building teams can collaborate more successfully with longer periods of sustained time working together. Waiver days also allow for increased input and communication from classified staff. Sultan School District Board of Directors is increasingly aware and knowledgeable about the factors impacting the success of Sultan students. As a group, they have been taking an active role in researching successful teaching strategies and best practices, and have been working with administrators to problem-solve issues that are unique to Sultan. Board members have also been more responsive to staff and administrator needs. Included with this application is a letter of support from the certificated and classified groups in our district.

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

days. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Item number 4 below lists the exact non-student work dates in the SEA contract. Four are for parent student conferences. The additional two waiver days are the days designated for professional collaboration. There are 3 half days and 18 early release Fridays. The calendars for 2015-2016, 2016-2017 and 2017-2018 are attached.

<http://esp.sultan.k12.wa.us/sr/Contracts/Sultan%20Education%20Association/2012-2015%20SEA%20CBA.pdf>

7.1.2 Calendar

The employee work year calendar for 2012-13 is included herein as Appendix II-A and shall be exhibited in accordance with the following:

1. Student instruction and employee work hours will be reduced no less than three and one-half (3½) hours on the day prior to Thanksgiving break, the day prior to Winter break, and on the last instructional day.
2. Non-student days/unpaid holidays: September 3; November 12, 22, and 23; December 20 through January 1; January 21 and 28; February 15 and 18; April 1 through 5; May 27.
3. First instructional day: September 5. Final instructional day: June 12; provided that in the event of school closures due to inclement weather, all such instructional days will be added at the end of the school year.
4. Non-student work dates: August 30, September 4; October 18 and 19; March 7 and 8.

2015 was the final year of the current contract.

Section 7.1 Work Year

7.1.1 Regular Work Year

1. Length

The length of the employee regular work year shall be one hundred eighty (180) days and the work year will consist of one hundred seventy-four (174) student days and six (6) non-student days

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

Student instructional days (as requested in application)	180
Waiver days (as requested in application)	2
Additional teacher work days without students	4
Total	174

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

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

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

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

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

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

The district used the two waiver days for the past three years for professional collaboration and development. Each building designed collaboration days to align specifically with the SIP goals for that building. Collaboratively teachers and administrators developed strategies for implementing the new teacher evaluation system, Common Core State Standards and the Smarter Balance State Testing.

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

District Learning Communities captured data every 45 days in data walks. Progress and growth in student achievement was evident in almost every case. Our students continue to show growth as measured by state testing. Reading scores improved at almost every grade level. Math scores were stagnant at the elementary level, or only slightly above or below the previous year's scores. Recognizing this, professional development for those schools shifted to strategically address how to increase student achievement in the area of math. Science and math scores at the secondary level showed improvement at all grade levels.

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

At this time the Sultan School district does not anticipate changes to the goals; however changes might occur that address specific areas of student achievement that come to light as measured by the data we collected through "Cycles of Continuous Improvement", SBAC, EOC and district assessments.

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

Full day collaboration days are vital for the continued professional development and strategic planning if we are to reach our student achievement goals. Should those days not be approved, the district may not have ample periods for essential staff development and collaboration.

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

Parents and the community are kept apprised of student achievement and success of the previous waiver through a variety of ways including board meetings, newsletters, district

calendar, Facebook, our website that links directly to Sultan School District's annual report card on the OSPI website:

<http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=226&reportLevel=District&year=2013-14>

C. Last Steps:

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

Thank you for completing this application.

Sultan Education Association

May 19, 2015

Dan Chaplik, Superintendent
Sultan School District #311

Dear Mr. Chaplik,

This is a letter of support for the district in seeking a waiver to the minimum 180-day school year for the 2015-2016, 2016-2017 and 2017-2018 school years.

This time will allow for greater opportunities for staff to work cooperatively in improving the opportunities and program delivery for our students. The full days will be greatly appreciated, as we will be able to utilize larger blocks of time to focus on tasks at hand, while not taking away any significant contact hours from our students.

I appreciate the district's willingness to pursue this waiver, as I believe we will have invaluable staff development time until we can gain community support for early release/late arrival staff development days.

Sincerely,



Andrea Fuller
President
Sultan Education Association



Sultan Public School Employees Union

PO Box 891 Sultan, WA 98294

May 19, 2015

Dan Chaplik – Superintendent
Sultan School District #311
514 4th St
Sultan, WA 98294

Dear Mr. Chaplik,

This is a letter of support for the district in seeking a waiver to the minimum 180-day school year for 2015-2016, 2016-2017 and 2017-2018 school years.

This time will allow for greater opportunities for staff to work cooperatively in improving the opportunities and program delivery for our students. The full day versus half day will be greatly appreciated, as we will be able to utilize larger blocks of time to really focus on the tasks at hand.

PSE appreciates the district's willingness to pursue this waiver, as we believe it will produce good results in the area of staff development and student achievement.

Thank you for your consideration.

Sincerely,

Marianne Naslund
President 2015/2016 & 2016/2017
O (360) 793-9820 x141
F (360) 793-8607
C (425) 508-6171
E marianne.naslund@sultan.k12.wa.us

Option One Waiver Application Worksheet

District: Sultan
Date: September 10, 2015

Days requested: 2
Years requested: 3
New or Renewal: R

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

District: Sultan

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:”

WAC 180-18-040 (3)	(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					

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.]

WAC 180-18-050

Procedure to obtain waiver.

(1) State board of education approval of district waiver requests pursuant to WAC [180-18-030](#) and [180-18-040](#) shall occur at a state board meeting prior to implementation. A district's waiver application shall include, at a minimum, a resolution adopted by the district board of directors, an application form, a proposed school calendar, and a summary of the collective bargaining agreement with the local education association stating the number of professional development days, full instruction days, late-start and early-release days, and the amount of other noninstruction time. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution must include a statement attesting that the district will meet the minimum instructional hours requirement of RCW [28A.150.220\(2\)](#) under the waiver plan. The resolution shall be accompanied by information detailed in the guidelines and application form available on the state board of education's web site.

(2) The application for a waiver and all supporting documentation must be received by the state board of education at least forty days prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education shall review all applications and supporting documentation to insure the accuracy of the information. In the event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek state board approval at a subsequent meeting.

(3) Under this section, a district seeking to obtain a waiver of no more than five days from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW [28A.305.140](#) solely for the purpose of conducting parent-teacher conferences shall provide notification of the district request to the state board of education at least thirty days prior to implementation of the plan. A request for more than five days must be presented to the state board under subsection (1) of this section for approval. The notice shall provide information and documentation as directed by the state board. The information and documentation shall include, at a minimum:

(a) An adopted resolution by the school district board of directors which shall state, at a minimum, the number of school days and school years for which the waiver is requested, and attest that the district will meet the minimum instructional hours requirement of RCW [28A.150.220\(2\)](#) under the waiver plan.

(b) A detailed explanation of how the parent-teacher conferences to be conducted under the waiver plan will be used to improve student achievement;

(c) The district's reasons for electing to conduct parent-teacher conferences through full days rather than partial days;

(d) The number of partial days that will be reduced as a result of implementing the waiver plan;

(e) A description of participation by administrators, teachers, other staff and parents in the development of the waiver request;

(f) An electronic link to the collective bargaining agreement with the local education association.

Within thirty days of receipt of the notification, the state board will, on a determination that the required information and documentation have been submitted, notify the requesting district that the requirements of this section have been met and a waiver has been granted.

[Statutory Authority: RCW [28A.305.140](#)(2) and 28A.305.141(3). WSR 12-24-049, § 180-18-050, 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, § 180-18-050, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW [28A.305.140](#) and 28A.655.180. WSR 10-10-007, § 180-18-050, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW [28A.150.220](#)(4), 28A.305.140, 28A.305.130(6), 28A.655.180. WSR 07-20-030, § 180-18-050, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW [28A.150.220](#)(4), 28A.305.140, and 28A.305.130(6). WSR 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. WSR 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]