



THE WASHINGTON STATE BOARD OF EDUCATION

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Title: BEA 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:	<p>Should the Option One requests presented for waiver of the minimum 180-day school year requirement be approved, based upon the criteria for evaluation in WAC 180-18-040? Are there deficiencies in any application that may warrant resubmittal of the application, with corrections, for consideration by the Board at a subsequent meeting per WAC 180-18-050?</p> <p>Does the request by Bickleton School District for renewal of its waiver of the minimum 180-day school year requirement for purposes of economy and efficiency meet the criteria for approval in WAC 180-18-065?</p> <p>Does the application by Federal Way Public Schools for waiver of credit-based graduation requirements for Career Academy at Truman and Federal Way Open Doors provide the information and documentation required by WAC 180-18-055?</p> <p>Does the Federal Way Public Schools application present learning goals and competencies aligned to state standards, and explanations of how achievement of the goals and competencies will be determined, sufficient to warrant approval of the requests by the Board?</p> <p>Does the Mount Baker School District application for waiver of statewide Course Equivalency for math or science meet the criteria for approval in RCW 28A.230.010, and has the district demonstrated that students enrolled in the district cannot be provided reasonable access to a statewide CTE course equivalency?</p>	
Relevant to business item:	<ul style="list-style-type: none"> • Approval of Option One waiver requests from Bethel, Cle Elum-Roslyn, Dieringer, Ellensburg, Lynden, Methow Valley, Mount Baker, Napavine, and White River School Districts. • Approval of Option Two waiver request from Bickleton School District. • Approval of credit-based graduation requirements waiver from Federal Way School District for Career Academy at Truman and Federal Way Open Doors. • Approval of Waiver of Career and Technical Education Statewide Course Equivalency for Mount Baker School District 	
Materials included in packet:	<ul style="list-style-type: none"> • A memo summarizing the nine Option One, one Option Two, and one credit-based graduation requirements waiver requests. 	



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- ONLINE ONLY: The Option One applications submitted by Bethel, Cle Elum-Roslyn, Dieringer, Ellensburg, Lynden, Methow Valley, Mount Baker, Napavine, and White River School Districts.
- A copy of WAC 180-18-040 (Waivers from minimum one hundred-eighty day school year requirement).
- Evaluation worksheets for nine Option One waiver applications.
- ONLINE-ONLY: The Option Two application from Bickleton School District.
- A copy of RCW 28A.140.141 (Waiver from one-hundred eighty-day school year requirement-Criteria).
- A copy of WAC 180-18-065 (Waiver from one hundred eighty-day requirement for purposes of economy and efficiency).
- ONLINE ONLY: The credit-based graduation requirements waiver application from Federal Way School District for Career Academy at Truman and Federal Way Open Doors.
- A copy of WAC 180-18-055 (Alternative high school graduation requirements).
- ONLINE ONLY: The application for Waiver of Career and Technical Education Statewide Course Equivalency for Mount Baker School District
- A copy of

Synopsis:

The Board has before it nine Option One requests for waiver under RCW 28A.305.140 of the BEA program requirement of a minimum 180-day school year, a request for renewal of an Option Two 180-day waiver for purposes of economy and efficiency under RCW 28A.305.141, a request for waiver of credit-based graduation requirements under WAC 180-18-055, and a request for waiver of statewide Course Equivalency for math or science under RCW 28A.230.010.



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OPTION ONE AND TWO BASIC EDUCATION PROGRAM WAIVER REQUESTS

Policy Considerations

Should the Option One requests presented for waiver of the minimum 180-day school year requirement be approved, based upon the criteria for evaluation in WAC 180-18-040? Are there deficiencies in any application that may warrant resubmittal of the application, with corrections, for consideration by the Board at a subsequent meeting per WAC 180-18-050?

Does the request by Bickleton School District for renewal of its waiver of the minimum 180-day school year requirement for purposes of economy and efficiency meet the criteria for approval in WAC 180-18-065?

Does the application by Federal Way Public Schools for waiver of credit-based graduation requirements for Career Academy at Truman and Federal Way Open Doors provide the information and documentation required by WAC 180-18-055?

Does the Federal Way Public Schools application present learning goals and competencies aligned to state standards, and explanations of how achievement of the goals and competencies will be determined, sufficient to warrant approval of the requests by the Board?

1. Does the district's application provide the information and documentation required by WAC 180-18-055 in a clear and compelling way?
2. Do the districts demonstrate in their applications that the proposed non-credit based graduation requirements will meet minimum college admission standards?
3. Do the applications present learning goals and competencies aligned to state standards, and clear descriptions of how student achievement of those goals and competencies will be determined?

Does the Mount Baker School District application for waiver of statewide Course Equivalency for math or science meet the criteria for approval in RCW 28A.230.010, and has the district demonstrated that students enrolled in the district cannot be provided reasonable access to a statewide CTE course equivalency?

DUE TO A LARGE VOLUME OF PRINTED MATERIALS, THE COPIES OF WAIVER APPLICATIONS HAVE BEEN POSTED ONLINE AT WWW.SBE.WA.GOV/MATERIALS.PHP

AN EXPANDED TABLE OF OPTION ONE WAIVER INFORMATION HAS BEEN INCLUDED TO HELP SUMMARIZE THE APPLICATIONS FOR REVIEW



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District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver	Student Instructional Days	Additional Work Days w/o Students	New or Renewal	Were the required documents submitted?	What are the goals of this waiver?	If a renewal, what progress on original goals has been made?
Bethel	3	3	Professional Development	177	1	R (Last waiver was for only 2 days)	Yes	Improve SBA scale scores and growth. Increase four-year graduation rate to 90% by 2020. Also mentions monitoring local assessments.	From '14-15 to 15-16, increased in ELA and math performance at most grade levels but decreased slightly at two grade levels. 7.5 point increase in graduation rate.
Cle Elum-Roslyn	3	3	Professional Development	177	3	R (Last waiver was for only 1 day)	Yes	Improve percentage meeting standard in reading and math on SBA. Also mentions monitoring local assessments.	Generally positive, particularly so in math. English gains at multiple grade levels, small decline in science over three years
Dieringer	1 (1 already waived for parent-teacher conferences)	3	Professional Development	178	3	N	Yes	Reach top 10%. Continue to surpass state average on SBA and rank within top decile of state on proficiency. Also	N/A, new request

								mentions monitoring local assessments.	
Ellensburg	2	1	School Construction	178	0	N	Yes	Move to new building, thereby improving student learning.	N/A, new request
Lynden	4	3	Professional Development	176	2	R	Yes	Leadership teams in each school use a continuous improvement model to establish goals, develop action plan, and evaluate progress.	District notes the implementation of its continuous improvement process. Ultimate district goal is to increase student performance. From '15-16, district had minor declines in ELA SBA at 1 out of 7 tested grade level and 3/7 in math. From 14-15 to 15-16, the district increased in ELA SBA results on 6/7 tested grade levels and 4/7 in math. Science HSPE declined from '13-14 to '14-15 but EOC Biology results increased from 2013-14 to 2014-15.
Methow Valley	7	3	Professional Development	174 in grades 1-12 173 in K	7	R	Yes	4-year graduation, achievement gap among low income students, postsecondary	District outperforms the state on various indicators noted to the left, including assessment results. From 2014-15 to 2015-16, proficiency on the ELA SBA

								acceptance rates, Advanced Placement enrollment rates, 9th grade failure rate, Smarter Balanced Assessment, WaKIDS, and discipline.	declined at four of seven grade levels tested and five of seven grade levels tested. However, there were gains in both at other grade levels.
Mount Baker	3	3	Professional Development	177	4	R	Yes	Increase percentage meeting standard each year of the waiver for fourth, seventh, and tenth grades. Other indicators include Index ratings, teacher-principal evaluation, attendance, growth, and early learning.	Mixed results on SBA from '14-15 to '15-16. In ELA, the district decreased in percentage meeting three grade levels, increased at three levels with a big increase in 11th grade, and stayed the same in 5th grade. In math, the district had minor declines in three grade levels and minor increases in four levels, science results have increased from 2013-14 to 2015-16
Napavine	4	3	Professional Development	176	3	R	Yes	In math and reading, increase student proficiency rate on the SBA by 10% for grades 2-6 and improve ability in grades	Goal 1, 100% of certificated staff now use the teacher-principal evaluation system. Goal 2, data team actively uses student assessment data. Goal 3, Smarter Balanced ELA results exceed state average. Goal 4,

								7-12 as measured by an assignment. Mentions local assessments, staff survey on waiver days, and My School Data.	Smarter Balanced math results exceed state average in all but two grade levels. ELA results improved from '14-15 to '15-16 in five of seven tested grade levels and decreased at two levels, increased in math at three levels and decreased in four, and science results were mixed from 2013-14 to 2015-16.
White River	3	3	Professional Development	177	2	N	Yes, please note that a calendar was submitted but was unsuitable to publish due to unique format.	State test scores in math, ELA, and science. The district will also use benchmark and summative data from local assessments and a data analysis process.	N/A, new request



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Background: Option One Waivers

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

WAC 180-18-040 implements this statute. It provides 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. Rules adopted in 2012 as WAC 180-18-040(2) and (3) establish criteria for evaluating the need for a new waiver and renewal of an existing one.

WAC 180-18-050 sets procedures to be followed to request a waiver. A district must provide, in addition to the waiver application, 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 Requests

Bethel, a district of about 18,800 students along the I-5 corridor in ESD 121, requests renewal of its waiver for the 2017-18, 2018-19, and 2019-20 school years. The district’s prior waiver was for only two days and this waiver renewal requests increased the waiver to three days. The district states that it plans to use the waiver days for all schools in the district.

The application states that the waiver allows the district to avoid 13 half days. Bethel will continue to meet its minimum instructional hour requirements.

The purpose of the waiver is to use professional development to improve student achievement results, as measured by scale scores and growth on the Smarter Balanced Assessment, and graduation rate. The district has set a goal of 90% four-year graduation rate by 2020. However, the application mentions the use of a broader set of content-based assessments (DIBELS, STAR, EOC in addition to SBA and graduation rate) to monitor improvement.

The district states that the professional development days will focus on improving student achievement and implementing TPEP, Common Core State Standards, and data analysis. The district states that the waiver request aligns with the school improvement plan and noted four major premises that the plan is based on: 1) culture of learning, 2) exceptional teaching and learning, 3) effective community relations, and 4) preparing all students to meet the challenges of the future.

The district states that it will use formative and summative data to support future waiver decisions. The community was engaged, particularly through the district's FUTURESCHOOLS site council.

In response to renewal questions, Bethel stated that it used its waiver days for the professional development purposes stated in its prior application. The district has a process in place at each of its school to review waiver day agendas and ensure correct utilization of the days. The district's data on the Smarter Balanced Assessment shows increases in most grade levels in ELA and Math from 2015 to 2016 with only minor decreases in math performance at two grade levels. The district also noted a 7.5 percentage point increase in graduation rates over the three years of the prior waiver. The district noted that its major change in the waiver moving forward is the addition of a third waiver day in this request in order to meet the district's professional development needs.

Cle Elum-Roslyn, a district of about 900 students in Central Washington, requests renewal of its waiver for the 2017-18, 2018-19, and 2019-20 school years. The district's prior waiver was for only one day and this waiver renewal requests increased the waiver to three days. The district states that it plans to use the waiver days for all schools in the district.

The application states that the waiver does not reduce the number of half-days in the calendar and that three half-days would remain. Bethel will continue to meet its minimum instructional hour requirements. During community engagement, the district received support for the waiver from the administrative team, school board, parent advisory, and union leadership.

The purpose of the waiver is to use professional development to work with classroom teachers on teacher-principal evaluation, use formative assessment data in leadership teams, improve student achievement results, and focus on student supports of the whole child.

The goal is to increase proficiency on the Smarter Balanced Assessment. The application mentions the use of a broader set of content-based assessments (MAP, DIBELS, DRA, and others in addition to SBA) to monitor improvement.

In response to renewal questions, the district stated that it used its waiver days in accordance with its 2011-2015 Strategic Plan, including the purposes mentioned in the original waiver application. In its application, the district states that it has made incremental and continued progress in achievement in math and ELA on the SBA. The district also mentions local assessment data that supports that conclusion. The waiver application does not include particular data on these assertions. The district response mentions the 2011-2016 time period but the transition to the Smarter Balanced Assessments makes data analysis over that timeframe difficult. Based on a review of district-level data in the OSPI Report Card, the publicly available data generally support the district's assertions. The results are generally positive. Math proficiency increased the most of the tested subject areas from 2014-15 SBA to the 2015-16 and ELA results increased in more grade levels than it decreased in. Percentage meeting standard on the EOC Biology has gradually declined over the last three years.

Dieringer, a district of about 1,500 students to the East of Tacoma along the I-5 corridor in ESD 121, requests a new waiver

The district requests one day for the 2017-18, 2018-19, and 2019-20 school years for the purpose of professional development. The district plans to use its waiver days at only one school – North Tapps Middle School – for only grades six through eight. The district conducted community outreach and noted that it is a small district that received full support from administrators, counselors, and all grade-level leaders.

The district states that it will continue to meet instructional hour requirements and will not reduce its number of half-days any further. The district states that its waiver request aligns to its district

improvement plan. It notes the importance of a mid-year day to focus on collaboration to improve student achievement and reflect on the district improvement plan.

The professional development time will allow more effective use of curriculum. The district notes that the school will focus on support for students with special needs like students with Individualized Education Plans or Section 504 plans. In particular, North Tapps Middle School will use a waiver day between first and second semester to focus on professional development in support of school improvement. The district aims to be in the top 10% of the state on SBA scores and mentions an even more challenging goal of reaching the top 5%.

The request is a new waiver request but the district already receive a parent-teacher conference for one day. The district did not need to respond to renewal questions. The data on the district are encouraging. From 2014-15 to 2015-16, increased in proficiency at all but one grade level for both English and math.

Ellensburg, a district of about 3,200 students in Central Washington, requests a new waiver for two days for only the current school year of 2016-17. This waiver request is only for one school – Morgan Middle School – that is undergoing construction during the 2016-17 school year.

The district will still meet the instructional hour requirement and will not reduce the number of half-days used. In response to the question regarding community engagement, the district states that its proposal is on behalf of the staff of Morgan Middle School but does not elaborate on community engagement. The district aligns its waiver plan to a major part of its strategic plan – the construction of Morgan Middle School.

The district states that the activities related to the waiver consist of packing up and moving the staff, thus allowing the school to improve learning in the new school. The district states that assessments will not be used to evaluate the success of the waiver. Given that the purpose of the waiver is limited to a school-move, the waiver's main goal is a successful move into a new building.

The district was also asked about its response of “180 instructional days” in response to question number nine that requests a chart of the number of days by category. The district stated that its response should have been 178 days, thus indicating that Morgan Middle School students would receive fewer than 180 instructional days with use of the waiver days.

Lynden, a district of about 2,800 students in Northwestern Washington, requests renewal of its waiver of four days for the 2017-2018, 2018-2019, and 2019-2020 school years. The request is for all schools in the district.

The district will continue to meet its instruction hour requirement and will not reduce the number of half-days in its calendar.

The district states that its purpose of the waiver is professional development. The district is going to continue to focus on Professional Learning Communities, align to the Common Core, and implement their instructional curriculum. The district describes how they will use the waiver days to monitor student performance data, align instruction to the school improvement plan, and adjust instructional strategies. The district states that its use of the waiver days aligns to the School Improvement Plan. In particular, the district notes its work to improve outcomes for its English Learners and Special Education students. Throughout the application, the district notes the importance of its continuous improvement model to the use of waiver days and the monitoring of goals. The district notes the role of the continuous improvement model in having schools develop goals, make action plans, and monitor progress. The district Educational Leadership Team and school leadership teams monitor state and local performance data as they go through this goal-setting improvement process. The district noted its

community engagement, particularly its cycle of inquiring approach that is used to monitor progress. During spring, the district engages in an outreach process regarding the Strategic Plan.

In response to renewal questions, the district stated that it used its waiver days on professional development and collaboration as intended. The district states that its continuous improvement model puts leadership teams in a goal-setting role at the school level. However, the application also states that the district's ultimate goal is to increase student performance. From 2015-16, the district experienced minor declines in English performance at one tested grade level and three levels in math. From 2014-15 to 2015-16, the district increased in ELA SBA results on six of seven tested grade levels and four of seven levels in math. Science HSPE results declined from 2013-14 to 2014-15 but EOC Biology results increased from 2013-14 to 2014-15.

Methow Valley, a district of about 600 students in North-Central Washington, requests renewal of an Option One waiver for seven days for the 2017-18, 2018-19, and 2019-2020 school years. The waiver request differs by school level and school year – six waiver days in years 2017-18 and 2018-19 and five waiver days in year 2019-2020 across all grade levels in support of professional development and one additional waiver day in 2017-18, 2018-19, and 2019-2020 at the Kindergarten grade level to support parent-teacher conferencing. Thus, the waiver request's seven days encompasses the maximum number of days that would be waived a particular grade level – seven days in Kindergarten in 2017-18 and 2018-19. Please note that the waiver results in a reduction of the number of waiver days for most schools in the year. This renewal request adds one additional day from the original waiver request that it is a renewal of.

The district states that it will continue to meet its minimum instructional hour requirements. The waiver days reduce the number of half-days by 36. The district aligns its waiver request to its Strategic Vision, noting the importance of high quality professional development to its allocation of limited resources and supports. The district states that its waiver request was made in consultation with parents and community members. The waiver request is facilitated by teaching and learning, assessment, administrative, and teacher leadership staff. The district includes numerous additional documents to demonstrate support from the community and staff.

The district states that the primary purpose of its waiver request is for professional development and a purpose for the Kindergarten grade level in particular is an additional day of parent-teacher conferencing. The waiver applications provides detailed information about the activities that are planned on waiver days.

The district states that multiple data will be used as goals and evidence for progress of the waiver. These goals include graduation rates, postsecondary acceptance and employment rates, postsecondary continuation rates, rigorous course enrollment (Advanced Placement), 9th grade failure rates, discipline rates, staff/parent/student perceptions, transitions data with WaKIDS in particular, Smarter Balanced, student exhibitions, afterschool or childcare participation, and summer enrichment participation. Basically, the district will review a comprehensive set of data and notes that it will evaluate an annual Action Plan to evaluate its progress towards goals.

In response to renewal questions, the district thoroughly describes how its waiver days were used from the previous waiver and relates them to its Strategic Vision. The district relates its activities to an improvement in the quality of learning. The district describes how it is using experience with its previous waiver to build upon its activities during the new waiver. The district provides data showing a high four-year graduation rate over four years, reduction of the achievement gap among low income students, high postsecondary acceptance rates, and high Advanced Placement enrollment rates. The district

shows that it is above the state average for 9th grade failure rate, Smarter Balanced Assessment, and Kindergarten preparation. The district is below the state average on discipline rate.

The data provided by the district shows encouraging information on all of the indicators mentioned above. However, analysis of the district's Smarter Balanced results from 2014-15 to 2015-16 shows a decline in percentage meeting standard at four of seven tested grade levels in English Language Arts and five of seven tested grade levels in math. The district has also seen a decrease in the percentage meeting standard in science from 2013-14 to 2015-16. Despite these data, the district is correct in stating that it is performing well above the state average on various indicators.

Mount Baker, a district of about 1,900 students in Northwestern Washington, requests renewal of its waiver request for four days for the 2017-18, 2018-19, and 2019-20 school years. The request is for all schools in the district.

The district will continue to meet its instructional hour requirement and will not reduce the number of half-days in its calendar.

The district states that its purpose of the waiver is professional development. The district plans to use professional development activities to implement Common Core State Standards and Next Generation Science Standards. The district will improve its use of the Smarter Balanced Assessment and focus on differentiated instruction to serve subgroups including English Learners, special education, and low-income students. The district aligns its waiver plan to the district's strategic goals, noting major areas where the waiver days will contribute to the broader success of the district. In detail, the district describes how its action will address each area of focus, what the evidence of the action will be, and when the evidence will be reviewed, and the Smarter Balanced Assessment more meaningfully.

In the resolution, the district provides a straightforward quantitative goal to increase the percentage of students meeting standard each year of the waiver for fourth, seventh, and tenth grades. However, in the body of the waiver application, the district states that there is a broader set of measures and benchmarks for success. These measures include Smarter Balanced results, Common Core implementation, Index ratings, teacher-principal evaluation, growth, and early learning.

In response to renewal questions, the stated that it used its waiver days as planned. The district states that the staff improved their understanding of Common Core and Next Generation Science Standards. The district states that its participation in teacher-principal evaluation has expanded and improved. The district provided data on its Smarter Balanced results. The data show mixed results on the Smarter Balanced Assessment from 2014-15 to 2015-16. In ELA, the district decreased in percentage meeting standard at three grade levels, increased at three levels with a big increase in 11th grade, and stayed the same in fifth grade. In Math, the district had minor declines in three grade levels and minor increases in four grade levels, and science results have increased from 2013-14 to 2015-16. The district states that its waiver time has allowed for meaningful collaboration and continues to support the Waiver Plan.

Napavine, a district of about 800 students in Southwest Washington, requests renewal of its waiver of four days for the 2017-18, 2018-19, and 2019-2020 school years. The request is for all schools in the district.

The district states that it meets minimum instructional hour requirements and the waiver will reduce the district's number of half-days by eight.

The purpose of the waiver is to provide certificated staff with professional development and to reduce the number of half-days. The district plans to improve the quality of its classroom instruction, raise academic achievement, improve student engagement, and increase use of instructional technology. The application provides detail on the waiver activities and assigns staff to specific tasks to support the

effective use of waiver days. The district aligns these activities to its District Education Plan and specific school plans. The district lists the following quantitative goals:

- Reading goal 1: increase student proficiency rate on the SBA by 10% for grades 2-6
- Reading goal 2: Improve literacy in grades 7-12 as measured by an assignment.
- Math goal 1: increase student proficiency rate on the SBA by 10% for grades 2-6
- Reading goal 2: Improve literacy in grades 7-12 as measured by an assignment.

In response to renewal questions, the district stated that it used its waiver days on activities that conform to its original application. The district stated that it made the following progress on goals from its original waiver request:

- Goal 1, 100% of certificated staff now use the teacher-principal evaluation system.
- Goal 2, data team actively uses student assessment data.
- Goal 3, Smarter Balanced ELA results exceed state average.
- Goal 4, Smarter Balanced math results exceed state average in all but two grade levels.

Analysis of OSPI Report Card data shows that ELA results improved from 2014-15 to 2015-16 in five of seven grade levels and decreased at two levels, increased in math at three grade levels and decreased in four, and science results were mixed from 2013-14 to 2015-16.

White River, a district of about 1,300 students in Western Washington to the East of Tacoma, requests a new waiver of three days for the 2017-18, 2018-19, and 2019-20 school years. The request is for all schools in the district.

The district states that it meets the instructional hour requirements and the waiver will reduce in the reduction of one half-day.

The purpose of the waiver is to provide professional development to teachers and other professional staff. The district notes that a shrinking pool of available substitutes has raised the importance of these waiver days so that there are fewer absences due to professional development needs. The district states that the waiver days will be used to create common units of instruction, links to student intervention, revise formative and summative assessments, and review assessment data to inform instruction. The district states that its waiver days are important to the district learning improvement plan. In particular, the waiver supports collaborative PLC time for the improvement plan.

The district states that it will measure the success of its waiver through test scores in math, ELA, and science. The district will also use benchmark and summative data from local assessments and a data analysis process.

Background: Option Two Waivers

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

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

- A demonstration of how the BEA program requirement for instructional hours will be maintained by the district;
- An explanation of the economies and efficiencies to be gained from compressing the instructional hours into fewer than 180 days;
- An explanation of how monetary savings will be redirected to support student learning.

Four districts have applied for waivers under this statute: Bickleton, Paterson and Mill A for districts with fewer than 150 students, and Lyle for districts of 150 to 500. In November 2009 the Board approved requests from Bickleton for waiver of 30 days for three years, from Paterson for 34 days for three years, and from Lyle for 12 days and 24 days, respectively, for two years. Bickleton and Paterson were granted renewal of their waivers in March 2012 and, again, in March 2015. Paterson was also granted renewal in January 2017. Both continue to operate on calendars of four-day school weeks. Lyle returned to a standard calendar after two years on a four-day week. Mill A was not approved for a waiver as it would have exceeded the cap on waivers for districts with fewer than 150 students.

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

In establishing the waiver program in 2009, the Legislature placed an ending date of August 31, 2014 on the statute. It required the SBE to submit a report and recommendation to the Legislature by December 2013 on whether it should be continued, modified, or allowed to terminate on that date. The SBE recommendation was to focus on whether the program resulted in improved student learning as demonstrated by empirical evidence. The Board submitted an extensive [report](#), supported by best available data on academic outcomes from the shortened school calendars.

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

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

In the 2014 Session the Legislature passed and the governor signed legislation continuing the SBE's authority to grant waivers under RCW 28A.305.141 through August 31, 2017. No changes were made to eligibility for the waiver or other significant provisions. There is no requirement for additional SBE study of the program.

In the 2016 Session the Legislature passed and the governor signed legislative removing the expiration date for waivers granted under RCW 28A.305.141.

In March 2017, Selkirk school district was approved for an Option Two waiver for 30 days for three school years to expire at the end of the 2019-2020 school year.

Current Option Two Waiver Request

Bickleton, a district of 80 students in Northeastern Washington, is requesting renewal of its Option Two waiver for 30 days for the 2017-18, 2018-19, and 2019-20 school years. The district has stated that it will meet and exceed the minimum instructional hour requirements.

The district lists total expected savings in expenditures to be \$51,506.63, including money saved on utilities, transportation, and wages. The district states that the transportation savings of \$14,469.67 goes directly back to the state and the rest of the savings allows the district to fund para-professionals for intervention programs. In particular, the district notes the importance of this savings to their K-8 Reading First program, K-12 math intervention, K-12 science intervention, 3/4s time Kindergarten, and staff development. The district notes the importance of 15 professional development days to its on-site training.

The district states that the waiver has helped them to recruit and retain employees due to the district's rural location. The district has seen success with its combined-grade-level classrooms by allowing it to better allocate teachers' and aides' time to support students. Classified staff hours have been made up by offering those staff longer hours. The district estimates that employees save about 20% of their out-of-pocket travel expenditures under this waiver.

The district states that community members are home during the days that students missed school. The district notes that family members other than the parents are often home because it is an agricultural community. The district notes community support for the waiver request. The district states that there are no negative impacts on students who rely on the nutritional program.

The district provided attachments that show its OSPI School Report Card results, including Smarter Balanced assessment results. Unfortunately, Smarter Balanced results are often not available at specific grade levels due to suppression rules for small counts of students in a district like Bickleton. However, what can be viewed shows impressive results for Bickleton. Bickleton Elementary and High School is a high-performing school that is in the "very good" tier label in the Achievement Index and received a 2015-16 Achievement Award for High Math Growth.

Bickleton School District submitted all required documents and answered all required questions.

Background: Credit-Based High School Graduation Requirements Waiver

In April 1999 the SBE adopted WAC 180-18-055, titled "Alternative high school graduation requirements." The rule authorizes the granting of a waiver by the Board that would enable students to earn a diploma by a demonstration of competencies in core subjects meeting state standards, in place of earning the credits required by Chapter 180-51 WAC (High school graduation requirements).

In filing the adopted rule, WSR 99-10-094, the Board stated that the purpose was to provide school districts and high schools a waiver option from credit-based graduation requirements to support performance-based education.

Accordingly, Section 1 of WAC 180-18-055 declares:

The state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition [from a time and credit-based education system to a standards and performance-based system] with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.

WAC 180-18-055 provides that a school district, or a high school with permission of the district's board of directors, or an approved private school may apply to the SBE for a waiver of one or more of the requirements of Chapter 180-51 WAC. The rule is unique among provisions of Chapter 180-18 WAC in authorizing schools, as well as the districts that govern them, to apply for waiver of basic education requirements, and as well as in extending the opportunity to private schools. The SBE may grant the waiver for up to four school years.

The rule lists in detail the information that must be submitted to the SBE with the waiver request. The application must include, for example:

- Specific standards for increased learning that the district or school plans to achieve;
- How the district or school plans to achieve the higher standards, including timelines for implementation;
- How the district or school plans to determine whether the higher standards have been met;
- Evidence that students, families, parents, and citizens were involved in developing the plan.
- Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.

The applicant district or school must also provide documentation that the school is (or will be) successful as demonstrated by such indicators as assessment results, graduation rates, college admission rates, follow-up employment data, and student, parent and public satisfaction and confidence in the school, as evidenced by survey results.

Any school or district granted a waiver under this section must report annually to the SBE on the progress and effects of implementing the waiver.

WAC 180-18-055 includes no specific criteria for evaluation of a request for a waiver of credit-based graduation requirements. The rule does stipulate that the SBE may not grant the waiver unless the district or school shows that the proposed non-credit based graduation requirements meet minimum college core admission standards.

Methow Valley and Lake Chelan are the fourth and fifth districts to receive this waiver in the nearly 17 years of its existence. Highline School District received a four-year waiver for Big Picture high school in 2008. Highline's request to the Board for renewal of its waiver for Big Picture School for additional years was approved in March 2012, and again in March 2015. Highline/Big Picture's current waiver runs through the 2018-19 school year. Federal Way School District obtained a waiver of four-years for Truman High School in 2009. It did not seek renewal of the waiver on its expiration in 2013. At its January 2016 meeting the Board approved an application from Issaquah School District for a new high school called Gibson Ek for opening in 2016-17. Gibson Ek will replace a closed alternative school and be modeled on Big Picture design principles.

Big Picture Learning is a Providence, R.I.-based nonprofit, founded in 1995, that supports the creation and operation of public schools that follow its model of personalized, competency-based learning. Its web site states there are more than 65 Big Picture network schools in the U.S., and many more around the world. In addition to the long-established Big Picture schools in Highline, the not-yet-open Gibson Ek in Issaquah, and the Chelan School of Innovation, Bellevue has operated a Big Picture School since the 2011-12 school year. Bellevue Big Picture has not applied for a waiver from credit-based high school graduation requirements. Students enrolled in the school (343 in October 2014) must fulfill the same 23.5-credit requirements to graduate with a diploma.

Current Request for Credit-Based High School Graduation Requirements Waiver

Federal Way Public Schools requests waiver of credit-based graduation requirements for the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 school years (four years as requested is the maximum number of years that can be requested). The request is for Federal Way Open Doors and Career Academy at Truman.

The district states that its proposed competencies are aligned to Common Core State standards and admissions requirements for four-year colleges. The competencies are based on Summit Learning's

seven domains of cognitive skills with the addition of a quantitative competency from Big Picture Learning. The schools will benefit from collaborating with the regional network of Big Picture Learning Schools. Also, Career Academy is nearby to two Summit Learning Schools and will collaborate with Summit Learning. The schools are working with colleges to develop a competency-based transcript.

Throughout the application, the district provides evidence that the competencies at Federal Way Open Doors and Career Academy at Truman meet state learning standards.

Career Academy is modeled after the Summit Learning approach and will focus on project-based learning, problem-based instruction, and postsecondary planning. The district emphasizes the importance of exhibition projects where students showcase their learning. It will focus its recruitment on students who are showing signs of disengagement from their previous school.

Federal Way Open Doors is based on the Big Picture Learning Distinguishers. This model is currently used in Highline, Lake Chelan, Methow Valley, and Issaquah school districts. Among the school's programming, the school will focus on the following:

- "Learning in the real work," an interest-based internship program.
- "One student-at-a-time personalization, an advisory model to promote engagement and planning.
- "Authentic assessments," including ways to show competency through projects.
- School organization that is adaptable.
- Advisory structure.
- Small school culture.
- Leadership.
- School-college partnership and college preparation.
- Professional development.

The application states that the full transition for both schools will occur with the opening of the 2017-18 school year.

In response to a question asking how the district will determine if learning standards have been met, the district states that academic programming at both schools will be consistent with standards at place in all Federal Way Public Schools. The district states that the school plans align with the district's school improvement plan. The district lists the following accountability measures that the district will use to examine if standards have been met:

- Principal-to-supervisor updates on the school improvement plan.
- Graduation rates.
- Monthly principal updates on graduation.
- EOC and SBA scores.
- Enrollment, discipline, and attendance data.
- Postsecondary engagement data from National Student Clearinghouse.
- Center for Educational Effectiveness climate survey data.

- Student-led conference participation data.

The district described the process for school staff to work with college admissions personnel to ensure that students are meeting the College Academic Distribution Requirements. The district provides evidence that they worked with college admissions personnel. The district also shows that Big Picture Learning alumni are successfully meeting college admissions requirements with their transcripts from schools that received a waiver from credit-based high school graduation requirements.

The district notes the support from the community for this waiver request and provides documentation of it. The district successfully submitted all required components of the application and responded to all necessary questions. The district provided additional, supplementary materials above and beyond the minimum requirements of the application.

Background: Waiver from Providing High School Students the Opportunity to Access at Least One Career and Technical Education Math and Science

RCW 28A.230.010 describes the requirement of districts to provide students the opportunity to access at least one statewide Career and Technical Education (CTE) math or science course equivalency:

“School district boards of directors must provide high school students with the opportunity to access at least one career and technical education course that is considered equivalent to a mathematics course or at least one career and technical education course that is considered equivalent to a science course as determined by the office of the superintendent of public instruction and the state board of education in RCW 28A.700.070. Students may access such courses at high schools, interdistrict cooperatives, skill centers or branch or satellite skill centers, or through online learning or applicable running start vocational courses.”

The law further allows that districts with fewer than two thousand students may apply to the State Board of Education (SBE) for a waiver from this requirement:

School district boards of directors of school districts with fewer than two thousand students may apply to the state board of education for a waiver from the provisions of subsection (2) of this section.

Current Request: Waiver from Providing High School Students the Opportunity to Access at Least One Career and Technical Education Math or Science

Mount Baker requests this waiver for the 2016-17 and 2017-18 school years. This is the first waiver request of this type that the Board has received. The waiver application is complete and all required questions have been answered. According to the OSPI Report Card, Mount Baker had 1,932 students in October 2015 and 1,901 students in May 2016. Therefore, the district is within the size limitation of 2,000 students. If you have any questions, please contact Linda Drake at linda.drake@k12.wa.us

Actions

The Board will consider whether to approve the requests for Option One waivers presented in the applications by Bethel, Cle Elum-Roslyn, Dieringer, Ellensburg, Lynden, Methow Valley, Mount Baker, Napavine, and White River School Districts, and summarized in this memorandum.

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

The Board will consider whether to approve the request for waiver of credit-based graduation requirements under WAC 180-18-055 presented in the application by Federal Way Public Schools for Career Academy at Truman and Federal Way Open Doors and summarized in this memorandum.

The Board will consider whether to approve the request for waiver of statewide Course Equivalency presented in the application by Mount Baker School District and summarized in this memorandum.

If you have questions regarding this memo, please contact Parker Teed at parker.teed@k12.wa.us

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.]

Option One Waiver Application Worksheet

District: Bethel
Date: 5/11/2017

Days requested: 3
Years requested: 3
New or Renewal: R (last waiver was for only two days)

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: Bethel

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					

Option One Waiver Application Worksheet

District: Cle Elum-Roslyn
Date: 5/11/2017

Days requested: 3
Years requested: 3
New or Renewal: R (last waiver was for only one day)

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: Cle Elum-Roslyn

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					

Option One Waiver Application Worksheet

District: Dieringer
Date: 5/11/2017

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						

Option One Waiver Application Worksheet

District: Ellensburg
Date: 5/11/2017

Days requested: 2
Years requested: 1
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: Ellensburg

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					

Option One Waiver Application Worksheet

District: Methow Valley

Date: 5/11/2017

Days requested: 7

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: Methow Valley

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					

Option One Waiver Application Worksheet

District: Mount Baker

Date: 5/11/2017

Days requested: 3

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: Mount Baker

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					

Option One Waiver Application Worksheet

District: Napavine
Date: 5/11/2017

Days requested: 4
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: Napavine

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					

Option One Waiver Application Worksheet

District: White River
Date: 5/11/2017

Days requested: 3
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: White River

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					

RCW 28a.305.141

Waiver from one hundred eighty-day school year requirement—Criteria.

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

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

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

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

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

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

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

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

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

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

(3) The state board of education shall adopt criteria to evaluate waiver requests under this section. A waiver may be effective for up to three years and may be renewed for subsequent periods of three or fewer years. After each school year in which a waiver has been granted under this section, the state board of education must analyze empirical evidence to determine whether the reduction is affecting student learning. If the state board of education determines that student learning is adversely affected, the school district must discontinue the flexible calendar as soon as possible but not later than the beginning of the next school year after the determination has been made.

(4) The state board of education may grant waivers authorized under this section to five or fewer school districts. Of the five waivers that may be granted, two must be reserved for districts with student populations of less than one hundred fifty students, and three must be reserved for districts with student populations of between one hundred fifty-one and five hundred students.

[[2016 c 99 § 1](#); [2014 c 171 § 1](#); [2009 c 543 § 2](#).]

NOTES:

Finding—2009 c 543: "The legislature continues to support school districts seeking innovations to further the educational experiences of students and staff while also realizing increased efficiencies in day-to-day operations. School districts have suggested that efficiencies in heating, lighting, or maintenance expenses could be possible if districts were given the ability to create a more flexible

calendar. Furthermore, the legislature finds that a flexible calendar could be beneficial to student learning by allowing for the use of the unscheduled days for professional development activities, planning, tutoring, special programs, parent conferences, and athletic events. A flexible calendar also has the potential to ease the burden of long commutes on students in rural areas and to lower absenteeism.

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

WAC 180-18-065

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

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

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

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

WAC 180-18-055

Alternative high school graduation requirements.

(1) The shift from a time and credit based system of education to a standards and performance based education system will be a multiyear transition. In order to facilitate the transition and encourage local innovation, the state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements.

(2) A school district, or high school with permission of the district board of directors, or approved private high school, desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for high school students, may apply to the state board of education for a waiver from one or more of the requirements of chapter [180-51](#) WAC.

(3) The state board of education may grant the waiver for a period up to four school years.

(4) The waiver application shall be in the form of a resolution adopted by the district or private school board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more high schools which consists of at least the following information:

(a) Identification of the requirements of chapter [180-51](#) WAC to be waived;

(b) Specific standards for increased student learning that the district or school expects to achieve;

(c) How the district or school plans to achieve the higher standards, including timelines for implementation;

(d) How the district or school plans to determine if the higher standards are met;

(e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan;

(f) Evidence that students, families, parents, and citizens were involved in developing the plan; and

(g) Identification of the school years subject to the waiver.

(5) The plan for restructuring the educational program of one or more high schools may consist of the school improvement plans required under WAC [180-16-220](#), along with the requirements of subsection (4)(a) through (d) of this section.

(6) The application also shall include documentation that the school is successful as demonstrated by indicators such as, but not limited to, the following:

(a) The school has clear expectations for student learning;

(b) The graduation rate of the high school for the last three school years;

(c) Any follow-up employment data for the high school's graduate for the last three years;

(d) The college admission rate of the school's graduates the last three school years;

(e) Use of student portfolios to document student learning;

(f) Student scores on the high school Washington assessments of student learning;

(g) The level and types of family and parent involvement at the school;

(h) The school's annual performance report the last three school years; and

(i) The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school the last three school years.

(7) A waiver of WAC [180-51-060](#) may be granted only if the district or school provides documentation and rationale that any noncredit based graduation requirements that will replace in whole or in part WAC [180-51-060](#), will support the state's performance-based education system being implemented pursuant to RCW [28A.630.885](#), and the noncredit based requirements meet the minimum college core admissions standards as accepted by the higher education coordinating board for students planning to attend a baccalaureate institution.

(8) A waiver granted under this section may be renewed upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver. The request to the state board shall include information regarding the activities and programs implemented as a result of the waiver, whether higher standards for students are being achieved, assurances that students in advanced placement or other postsecondary options programs, such as but not limited to: College in the high school, running start, and tech-prep, shall not be disadvantaged, and a summary of the comments received at the public meeting or meetings.

(9) The state board of education shall notify the state board for community and technical colleges, the higher education coordinating board and the council of presidents of any waiver granted under this section.

(10) Any waiver requested under this section will be granted with the understanding that the state board of education will affirm that students who graduate under alternative graduation requirements have in fact completed state requirements for high school graduation in a nontraditional program.

(11) Any school or district granted a waiver under this chapter shall report annually to the state board of education, in a form and manner to be determined by the board, on the progress and effects of implementing the waiver.

[Statutory Authority: RCW [28A.150.220](#) and [28A.305.140](#). WSR 04-23-006, § 180-18-055, filed 11/4/04, effective 12/5/04. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), and [28A.305.130](#)(6). WSR 04-04-093, § 180-18-055, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW [28A.230.090](#), [28A.305.140](#) and [28A.600.010](#). WSR 99-10-094, § 180-18-055, filed 5/4/99, effective 6/4/99.]

RCW 28a.230.010

Course content requirements—Access to career and technical course equivalencies—Duties of school district boards of directors—Waivers.

(1) School district boards of directors shall identify and offer courses with content that meet or exceed: (a) The basic education skills identified in RCW [28A.150.210](#); (b) the graduation requirements under RCW [28A.230.090](#); (c) the courses required to meet the minimum college entrance requirements under RCW [28A.230.130](#); and (d) the course options for career development under RCW [28A.230.130](#). Such courses may be applied or theoretical, academic, or vocational.

(2) School district boards of directors must provide high school students with the opportunity to access at least one career and technical education course that is considered equivalent to a mathematics course or at least one career and technical education course that is considered equivalent to a science course as determined by the office of the superintendent of public instruction and the state board of education in RCW [28A.700.070](#). Students may access such courses at high schools, interdistrict cooperatives, skill centers or branch or satellite skill centers, or through online learning or applicable running start vocational courses.

(3) School district boards of directors of school districts with fewer than two thousand students may apply to the state board of education for a waiver from the provisions of subsection (2) of this section.

[[2014 c 217 § 103](#); [2003 c 49 § 1](#); [1990 c 33 § 237](#); [1984 c 278 § 2](#). Formerly RCW [28A.05.005](#).]

NOTES:

Effective date—2014 c 217 §§ 103 and 104: "Sections 103 and 104 of this act take effect September 1, 2015." [[2014 c 217 § 208](#).]

Finding—Intent—2014 c 217: See note following RCW [28A.150.220](#).

Severability—1984 c 278: See note following RCW [28A.185.010](#).