

The Washington State Board of Education

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

Title:	Basic Education Program Requirements: Current Waiver Requests	
As Related To:	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
Relevant to Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	SBE staff has reviewed the Option One waiver applications included with the memo and recommends them for the Board's consideration and approval.	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	Fifteen districts are requesting waivers from the 180 school day basic education requirement.	

BASIC EDUCATION PROGRAM WAIVERS: CURRENT WAIVER REQUESTS

BACKGROUND

Option One Waiver Requests

At the September Board meeting, SBE will consider applications for Option One waivers from 15 school districts. Five applications are renewals and ten are new.

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

Current Options for Waivers from the 180 Day Requirement

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

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

Definitions and Discussion

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

School Day:

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

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

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

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

Full-day Parent Teacher Conferences

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

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

Instructional Hours:

RCW 28A.150.205

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

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

POLICY CONSIDERATION

SBE staff has reviewed the following Option One waiver applications and provided them to the Board for consideration.

SUMMARIES OF WAIVER APPLICATIONS

Auburn is requesting five days for the next school year (2011-12) to improve learning outcomes for each student through implementation of their school improvement plans and the formation of professional learning communities. This is a renewal of their previous waiver of five days.

Bainbridge Island is requesting four waiver days for K-6 and two waiver days for grades 7-8 for the next three years for parent teacher conferences. This is a new request.

Deer Park is requesting four waiver days for the next two school years for parent-teacher conferences. This is a new request.

Entiat is requesting four waiver days for the next three years for parent teacher conferences. This is a new request.

Highline is requesting four waiver days for elementary schools and two waiver days for secondary schools for the next three years for review of student data and parent teacher conferences. At the elementary level, one day is for staff to review student data and three days are for parent teacher conferences. At the secondary level, one day is for staff to review student data and one day is for parent teacher conferences. This is a renewal of their previous waiver of five days, of which only one day was actually used.

Kettle Falls is requesting four waiver days for the next three school years for parent teacher conferences. This is a new request.

Medical Lake is requesting four waiver days for the next three school years for parent teacher conferences. This is a new request.

Mount Vernon is requesting one day for the next three school years for collaboration and professional development to boost reading and math achievement. This is a new request.

North Kitsap is requesting five days for the next three school years for parent teacher conferences. This is a new request.

Oak Harbor is requesting four days for the next three years for parent teacher conferences. This is a new request.

Okanogan is requesting four days for the next three years for parent teacher conferences. This is a new request.

Orondo is requesting four days for the next school year (2011-12) for parent teacher conferences. This is a new request.

Sunnyside is requesting seven days for the next three years for parent teacher conferences (four days) and collaboration time to analyze student achievement data to plan for instruction (three days). This is a renewal of their previous waiver of seven days.

Thorp is requesting two days for the next school year (2011-12) for implementation of Response to Intervention to improve reading and math achievement, analyze math curriculum, and align current curriculum to the new common core standards. This is a renewal of their existing waiver of two days.

Wahkiakum is requesting four days for the next three years for professional development to improve instruction and use of assessment data in the classroom. This is a renewal of their previous waiver of four days.

EXPECTED ACTION

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

Table A: Summary of Waiver Applications

District	School Years	Waiver Days Req.	Student Days	Additional Teacher Days W/O Students	Total Teacher Days	Reduct. in Half-Days	New or Renewal	Made AYP in 10-11?	PLA** and which year	2010 Washington Achievement Awards
Auburn	2011-12	5	175	19	199	0	R	No	Olympic Middle	Gildo Rey Elem, Hazelwood Elem, West Auburn Sr High
Bainbridge	2011-14	4/2	176/178	3	183	8	N	No		Bainbridge High, Captain Charles Wilkes Elem, Odyssey Multiage Prog, Woodward Middle
Deer Park	2011-13	4	176	6	186	10	N	No		
Entiat	2011-14	4	176	1	181	8	N	No		Paul Rumburg Elem
Highline	2011-14	4 Elem 2 md/hi	176/178	2	182	0	R	No	Academy of Citizen-ship, Odyssey School	Aviation High, Career Link, Health Sciences and Human Services High
Kettle Falls	2011-14	4	176	2	182	6	N	No		
Medical Lake	2011-14	4	176	.5	180.5	10	N	No		Medical Lake High
Mount Vernon	2011-14	1	179	3	183	3	N	No		Mount Baker Middle
North Kitsap	2011-14	5	175	18	198	0	N	No		Vinland Elem
Oak Harbor	2011-14	4	176	2	182	6-8	N	No		Olympic View Elem
Okanogan	2011-14	4	176	0	180	0	N	No		
Orondo	2011-12	4	176	4	184	8	N	No		
Sunnyside	2011-14	7	173	12	192	14	R	No		
Thorp	2011-12	2	178	1	181	0	R	No		
Wahkiakum	2011-14	4	176	2.5	182.5	0	R	Yes		

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

Table B: 2011 Waiver Requests – March and May

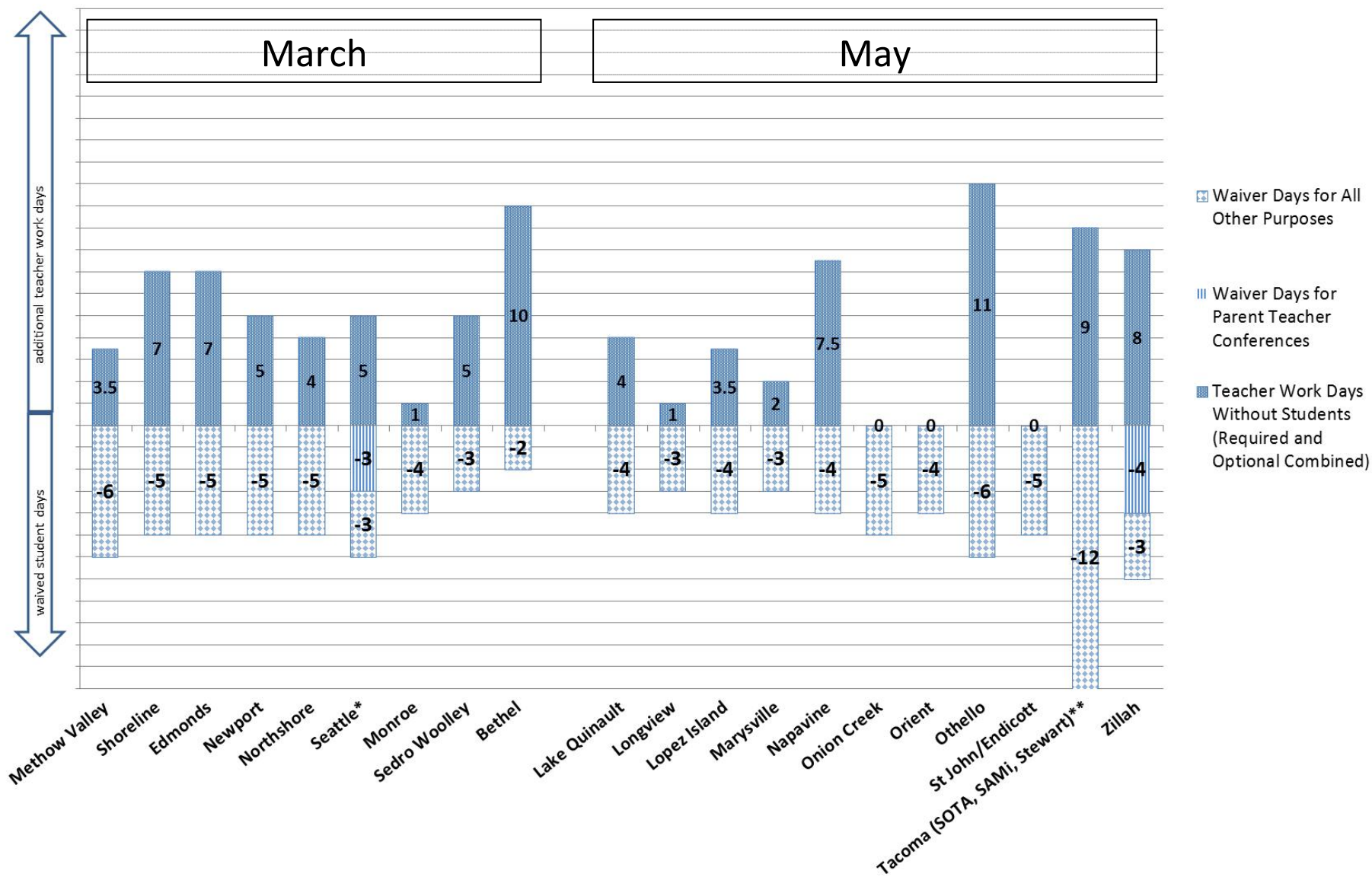
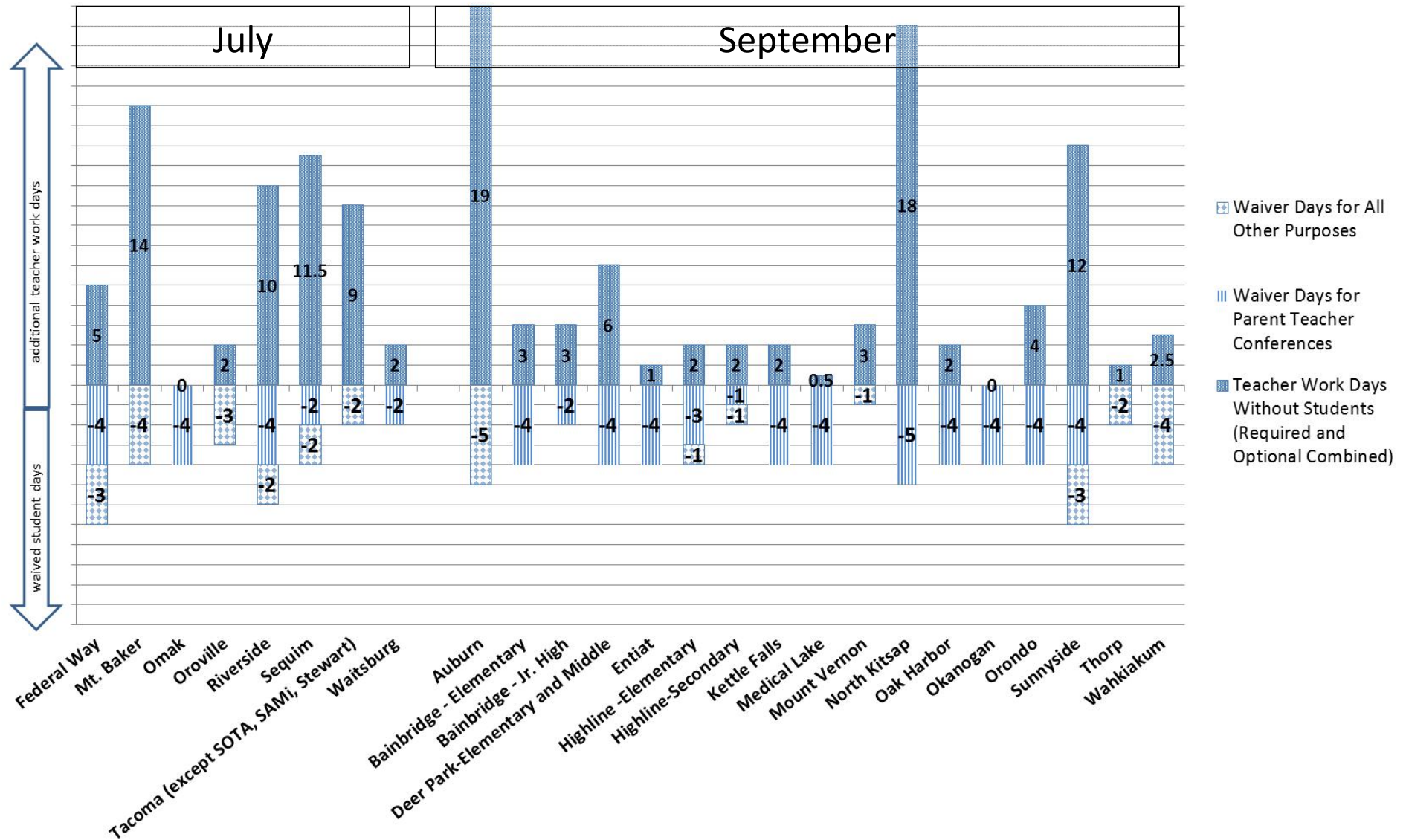


Table C: 2011 Waiver Requests – July and September



Appendix A: Full Waiver Applications

Auburn

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

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

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

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

The district, schools, departments and individual teachers need time with the 180 day school year to continue restructuring initiatives and implement fully-revised school improvement plans in accordance with and alignment to the 2009-2012 District Strategic Improvement Plan. The district strategic plan sets the expectation and the accountability to assure that each student, regardless of ethnicity, language, disability, or income level, achieves. Strategies incorporated into the district improvement plan represent research-based practices that provide appropriate interventions and extended learning opportunities so each student will achieve or exceed standards, graduate on time, and are successful beyond high school.

In August 2008, the Auburn School Board of Directors authorized a three-year District Strategic Improvement Plan be completed. A committee consisting of district improvement consultants, parents, community members, teachers, and administrators was commissioned and a threeyear plan to improve student achievement throughout the district was completed in March 2009. On April 13, 2009 the Auburn school board of directors adopted and approved the 2009-2012 Auburn School District Strategic Improvement Plan for implementation September 2009 – August 31, 2012. The plan requires all twenty-two Auburn schools fully revise and align their improvement plans, resources and efforts to the four goals of the District Strategic Improvement Plan. The 2009-2012 district strategic improvement plan can be accessed from our district website at: <http://www.auburn.wednet.edu/Superintendent/DistStratPlan.html>

Goal One—Student Achievement With district support, leadership and guidance, each student will achieve proficiency in the

Washington Comprehensive Assessment Program (WCAP) and all schools will meet Adequate Yearly Progress (AYP) by meeting or exceeding the Washington State uniform bar in reading and mathematics in grades 3-8 and 10. (*Superintendent's - Student Achievement and Accountability Goal 1. Superintendent continues the implementation of the District Strategic Improvement Plan for the operation of the professional learning communities; standards-based learning; common assessments; interventions; and continuous improvement for students at or beyond standards in reading, writing and math with an overall 10 percent decrease in at-risk performance and an overall 10 percent increase in on target performance. Closure of the achievement gap is a central element of this goal.*)

Goal Two—Dropout Rate and On-time Graduation Schools will reduce dropout rates and meet additional AYP indicators as determined by a K-8 attendance and on-time high school graduation rates. *(Superintendent's - Student Achievement and Accountability Goal 2. High school completion of credits will increase by 10 percent.)*

Goal Three—Parents/Guardians and Community Partnerships

The district and schools will continue to develop partnerships to support student academic achievement and success. *(Superintendent's - Community Relationships and Partnerships Goal 1. Superintendent engages the community by expanding partnerships, enhancing cultural competency, improving systems of communication, and increasing parent participation in all aspects of student achievement and support.)*

Goal Four—Policies and Resource Management

The district will focus on improving student academic achievement and narrowing the achievement gaps in its policy and resource allocation. *(Superintendent's - Policy and Guidance Goal 2. Superintendent maintains sound budgetary practices that address eminent fiscal challenges and provides a 3-5 percent ending fund balance. The district will effectively generate and align resources to support the district and school improvement plans.)*

The district strategic improvement plan provides for a systemic assessment system to monitor academic progress and produce diagnostic data for teachers to use in the classroom and within their professional learning communities (PLCs). The district strategic improvement plan calls for deep alignment of instruction to standards. Aligning classroom instruction to standards requires more opportunities for teachers to articulate instruction and to collaborate through professional learning communities. This will result in increased personalization for student learners, refined curricula and effective instructional strategies, greater differentiation for individual learners and increased use of diagnostic assessment that guides instruction. Statistically, only 30percent of students in the fifth grade will remain in the Auburn School District when they reach the 12th grade. This substantial mobility factor requires that the district restructure a system that effectively addresses the challenges of mobility in conjunction with high standards. The district strategic improvement plan stresses the importance of parent and community involvement. The need for restructured delivery models to effectively communicate with ELL families is significant. Waiver days are also needed to increase parent and community partnerships for students who come from families of poverty. Fifty-eight (58%) percent of the district's elementary student body qualify for free and reduced lunch.

The Auburn School District strategic plan for closing the achievement gap includes a focus on math and science; improvement in literacy; classroom based assessments (CBA/CBPA) in social studies, health, P.E. and the arts; development of instructional models that address student mobility; and the use of technology for differentiated instruction and assessment of student achievement. Waiver days will be utilized in these targeted areas for restructuring.

The implementation of school math and literacy improvement plans is paramount. The Auburn School District targets the alignment and delivery of mathematics between the sixth and tenth grade as critical for addressing the achievement of students to the high standards of mathematics. A new mathematics program and instructional resources for Middle School grade 6, 7, and 8 core instruction and high school Algebra 1, Geometry, and Algebra 2 have been adopted for implementation in the fall of 2011. Math and reading intervention models are being developed to address the challenges of mobility and our low-income demographics.

A different system of delivering math instruction is warranted to address our students with mathematical learning needs. The scope and sequence of the traditional mathematics model for college eligibility needs to be supported by a system of mathematical learning that aligns more intensely with the new mathematics standards and addresses the episodic learning needs of a transitory, low-income demographic. Currently, time is needed to implement the goals and strategies of individual school improvement plans into every classroom culture.

The Auburn School District has successfully piloted OSPI literacy intervention models in elementary and mid-level schools. These models focused on literacy to result in significant gains, and close achievement gaps. Waiver days are needed for the development of math intervention models across grade levels, particularly at the district's secondary level.

The development of delivery models to address the learning needs of our diverse and lowincome populations is significant in the district's strategic improvement plan. Teachers need time to develop classroom systems that utilize effective assessment and provide individual student information to guide diagnostic instruction aligned to individual student performance and standards. Cultural competency and ELL accommodations are central elements for the implementation of differentiated instruction at the classroom level.

The use of technology for the purpose of improving instruction, assessment of student achievement, and parent communication is important in the individualization of student learning and partnerships with parents. Teachers need time to hone their skills in the utilization of technology in its application for both instruction and assessment of student learning. Additionally, technology has great potential for the development of individualized learning plans for student performance and frequent communication with parents on student progress toward achievement of standards.

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

First and foremost the Auburn School District is a district in improvement status.

The 2009-2012 District Strategic Improvement Plan Committee conducted an extensive study of both student performance data and school perceptual data. For the school years, 2005-2006; 2006-2007; and 2007-2008 the committee reviewed State assessment results, discipline records, student and staff demographics, on-time graduation rates, extended graduation rates, and the drop-out rates for the Auburn School District. Additionally, school perceptual survey data aligned to the Nine Characteristics of High Performing Schools was collected from thousands of district staff, students, parents and community members. The Center for Educational Effectiveness in Redmond, WA conducted and tabulated the perceptual survey results for the district and each of our twenty-two schools. The extensive survey results were correlated to the Nine Characteristics of High Performing Schools. Data from student assessments and the school and district perceptual surveys was triangulated to develop a clear picture of the overall performance of the district. Although the perceptual survey results portrayed our schools favorably, the district strategic improvement plan committee was concerned with overall student academic performance levels, the widening achievement gaps, and our schools currently in steps of improvement status. Therefore, the District Strategic Improvement Plan was developed to focus our district and schools to become a high-achieving culture where each student meets or exceed standards of learning.

Links to the results of the 2008 and 2010 staff, parent, and student surveys conducted and tabulated by the Center for Educational Effectiveness for the Auburn School District can be accessed from our district website at: <http://www.auburn.wednet.edu/Academics/EducEffectPercSurvey.html>

The district strategic improvement plan committee will reconvene during the 2011-2012 school year to review progress and recalibrate the strategic plan for continued implementation during the 2012-2015 school years.

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

The 2009-2012 District Strategic Plan requires district-wide progress monitoring of our students in early literacy skills, reading, and mathematics. Beginning with the 2009-2010 school year the DIBELS assessment is required for all students in grades K-5 and the MAP assessments in reading and mathematics are required for all grade 3, 4, 5, 6, 7, 8 and 9 students. The 2009-2010 school year was our district's benchmarking year for these assessments. Previous to the 2009-2010 school year these assessments were not used with fidelity at the identified grade levels. They are now a district requirement.

DIBELS - The *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) is a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. DIBELS is designed as one-minute long fluency (the ability to read text accurately and quickly) measures used to regularly monitor the development of early literacy and early reading skills. The DIBELS measures were designed to assess the big Ideas of early literacy: ***Phonological Awareness, Alphabetic Principle and Phonics, Accuracy and Fluency with Connected Text, Vocabulary and Oral Language, and Comprehension.*** Combined, these measures form an assessment system of early literacy development that allows teachers to readily and reliably determine student progress. <https://dibels.uoregon.edu/>

MAP - The Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) assessments are computerized adaptive assessments that provide accurate and useful information about student achievement and growth. The assessments are aligned to the State of Washington's content standards and can be used as an indicator of preparedness for the State assessments. The assessments are grade independent, allowing educators to monitor a student's academic growth. Auburn School District educators use MAP growth and achievement results to develop targeted instructional strategies and to plan school improvement initiatives. Each fall, winter and spring, all third, fifth, sixth, seventh, eighth and ninth grade students are assessed using MAP in the content areas of mathematics and reading. MAP reports score as norm-referenced, achievement and growth, providing perspective on an individual student's learning. <http://www.nwea.org/>

NWEA has aligned their End of Course Exams for Algebra and Geometry with the Washington State End of Course Assessments. Auburn School District is implementing NWEA End of Course Assessments during the spring of 2012.

Data from our DIBELS and MAP assessment results is organized as meaningful information and reported in a dashboard format. The dashboards are organized as individual school and district-wide dashboards. The dashboards are disaggregated by grade level and student demographics. To assure district and school level accountability to these required assessments the district-wide results of the DIBELS and MAP assessments are presented and interpreted for the school board (following the fall, winter, and spring assessment windows) during regular scheduled school board meetings. The district-wide results are posted to our district website to inform parents and community members. Individual school and student level results are presented to the principals during their principal cadre meetings. Teachers have access to their student assessment results via the DIBELS and NWEA websites. District DIBELS and MAP dashboards are accessible on our district website.

DIBELS <http://www.auburn.wednet.edu/Academics/DIBELS.html>

MAPs <http://www.auburn.wednet.edu/Academics/MAP.html>

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

The expectation of the school board and district is that each student will achieve proficiency in the Washington Comprehensive Assessment Program (WCAP) and all schools will meet adequate yearly progress by meeting or exceeding the Washington State uniform bar in reading and mathematics in grades 3 through 8 and 10. In order to accomplish this goal, both formative and summative assessment data will be vital to monitor student progress and indicate attainment of learning goals throughout the school year. A variety of local assessment tools are needed to appropriately gauge learning and provide assurance that gains have been realized. Common formative assessments for all content areas are being developed by the schools to monitor student learning progress. The 2009-2012 district strategic improvement plan provides support for schools to develop the assessment tools for monitoring and adjusting classroom instruction and to assess student attainment of identified standards. Beginning with the 2009-2010 school year, the Auburn School Board is presented with quarterly updates reporting student academic achievement district-wide. The Dynamic Indicator of Basic Early Literacy Skills (DIBELS) is being used to indicate progress in reading fluency for kindergarten through grade five students. Progress in mathematics and reading at grades three, four, six, seven, eight, and nine is monitored using Northwest Evaluation Association's Measurement of Academic Progress (MAP) assessments. Attainment of high school credit earned toward graduation for ninth and ten grade students is reported at each semester as are enrollments in Advanced Career and Technical Education, Honors, and Advanced Placement courses. High School Dropout, on-time graduation, and extended graduation rates are closely monitored as evidence.

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

The 2009-2012 Auburn School District Strategic Improvement Plan provides the framework through which the district will support our schools in ensuring the academic success of each student. The district strategic improvement plan signaled the start of a collaborative process that links the vision and goals set forth by the district with the revised school improvement plans developed by each of our twenty-two schools.

The process emphasizes continuous improvement that engages all stakeholders in the quest to improve learning for all students. The district defines the "what," or destination, and the schools determine the "how," or the best approach to get there. This is a shared commitment to accountability based on collaborative structures to improve learning for each student. The framework of the district plan supports student achievement through the formation of professional learning communities. A professional learning community supports a culture of collaboration, mutual trust, openness to improve, disciplined inquiry and nurturing leadership. The district plan includes strategies to support teams within buildings; relationships between and among schools; and a culture between schools, the school district, parents/guardians and community, which is characterized by trust and mutual respect.

The district plan sets the expectation that each student—regardless of ethnicity, language, and disability or income level—can achieve high standards. Strategies incorporated into our district improvement plan represent research-based practices that provide appropriate interventions

and extended learning opportunities so students will achieve or exceed standards, graduate on time and are successful beyond high school.

District Mission

In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.

District Vision

The vision of the Auburn School District is to develop in students the skills and attitudes that will maximize their potential for lifelong learning and ethically responsible decision-making.

School Board Beliefs

A comprehensive public education is paramount. Effective leadership and high quality student learning are essential. Listed below are our core beliefs for improving student achievement and closing learning gaps:

- We believe every student can achieve high standards of learning.
- We believe public schools are the foundation of good citizenship.
- We believe in the responsible stewardship of resources.
- We believe in sustainable community partnerships.
- We believe in family and advocate involvement.
- We believe public schools must value diversity.
- We believe in safe and positive learning environments.
- We believe in shared accountability for student success.
- We believe in a culture of professional collaboration.
- We believe in preparing students for success beyond high school.

The district strategic improvement plan contains four goals each with objectives, strategies, evidence of outcomes and established timelines. The four goals and accompanying objectives are:

GOAL 1: Student Achievement

With district support, leadership and guidance, each student will achieve proficiency in the Washington Comprehensive Assessment Program (WCAP) and all schools will meet Adequate Yearly Progress (AYP) by meeting or exceeding the Washington State uniform bar in reading and mathematics in grades 3 through 8 and 10.

Objective 1.a Professional Learning Communities

Schools use Professional Learning Communities within grade levels and between grade levels to increase student achievement using common assessments, interventions and extended learning.

Objective 1.b School Improvement Plans

School improvement plans address the needs of each student and narrow the achievement gaps for at-risk students and underperforming subgroups.

Objective 1.c K-12 Standards-Based Focus

Schools implement standards-based teaching and learning.

GOAL 2: Dropout Rate and On-Time Graduation

Schools will reduce dropout rates and meet additional AYP indicators as determined by K-8 attendance and high school on-time graduation rates.

Objective 2.a Reduce Dropout Rates

Schools implement prevention, intervention and retention strategies to reduce student dropouts.

Objective 2.b On-Time High School Graduation

High schools increase on-time graduation.

GOAL 3: Parents/Guardians and Community Partnerships

The district and schools will continue to develop partnerships to support student academic achievement and success.

Objective 3.a Public Relations

District employees contribute to a respectful and welcoming environment.

Objective 3.b Communication to Parents/Guardians

The district and schools communicate academic expectations, student progress and support for student learning to maximize parent/guardian involvement in student academics.

Object 3.c Partnerships

The district and schools develop new and strengthen existing partnerships to promote student achievement.

GOAL 4: Policies and Resource Management

The district will focus on improving student academic achievement and narrowing the achievement gaps in its policy decisions and resource allocation.

Objective 4.a Fiscal Stability and Resource Allocation

The district provides fiscal stewardship and alignment of resources to support student achievement.

Objective 4.b Policies and Procedures

The district's policies and procedures support student achievement.

Objective 4.c Safe Schools

Student achievement is fostered through safe learning and work environments.

Objective 4.d Technology

The district and schools promote student achievement through expanded use of technology.

The Auburn School District 2009-2012 Strategic Improvement Plan with the strategies and evidences of outcomes defined for district, school and/or staff level can be accessed from our district website at <http://www.auburn.wednet.edu/Superintendent/200912StratPlanSummary.pdf>

13. Describe the innovative nature of the proposed strategies.

Each strategy incorporated into our district improvement plan represents research-based practices that provide appropriate interventions and extended learning opportunities so students will achieve or exceed standards, graduate on time and are successful beyond high school.

Beginning with the 2009-2010 school year, the school board, superintendent, central office administrators and departments, principals, and school improvement goals, objectives and strategies have been aligned with the district strategic improvement plan. The goals and objectives of the school board for the 2010-2011 school year are posted to the district website at: <http://www.auburn.wednet.edu/SchoolBoard/SchIBrdimages/Board%2010-11%20Stated%20Dist%20Obj.pdf>

Regular monitoring of progress on the strategies outlined in the district strategic plan is on-going. Dashboards have been developed and are presented quarterly to the school board, district and school administrators, and are posted on our district website to inform parents and community members at:

<http://www.auburn.wednet.edu/Academics/StratPlanProgress.html>

To increase capacity and district support for the cultural shift to sustain continual improvement in student learning and achievement, the Auburn School District in partnership with the Center for Improving the Teaching Profession (CSTP), have developed a teacher leadership academy. The Auburn Teacher Leadership Academy (ATLA) centers on an intensive institute for teacher leaders to deeply learn skills detailed on the CSTP Teacher Leadership Skills Framework and to provide on-going collaborative networking and support as teacher leaders implement plans for change in their settings. The teacher leadership framework is accessible at:

<http://www.cstp-wa.org/teacher-development/teacher-leadership/skills-framework>

The three goals of the teacher leadership academy are:

1. Equipping teacher leaders with knowledge and skills needed to implement change initiatives in their settings that will build teacher capacity to impact student learning;
2. *Build leadership capacity across the district in order to increase involvement of teacher leaders in initiatives beyond their own classrooms; and*
3. *Better connect a network of teacher leaders to each other and to needed resources.*

On May 24, 2011 our first cohort of 50 teacher leaders graduated from the program. http://www.auburn.wednet.edu/Communications/NewsletterArchives/IYS/IYS_June2011.pdf Our second cohort of 51 teachers is scheduled to begin their 68 hours of academy sessions August 2011 and continue their program throughout the 2011-2012 school year. Three hundred or more teachers will participate in the leadership academy over the next several years.

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

As established on April 13, 2009 by the Auburn School District Board of Directors, our district focus and emphasis will be the goals and objectives described in the 2009-2012 Auburn School District Strategic Improvement Plan. All activities and initiatives engaged at both the district level and school level will align to this plan.

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

In order to accomplish the goals outlined within our strategic plan and individual school improvement plans, time within the 180-day school year to restructure and implement is essential. Our district, schools, departments, and individual staff require time within the 180-day school year for collaboration centered on student learning and achievement. We hold ourselves accountable for the academic success of each student K-12, and in their meeting or exceeding the standards of learning as measured by the State assessment system.

The Auburn School District Strategic Plan is the blueprint for our district's continuous improvement and academic success for all students K-12. It is the framework for our planning, resource allocation, staff development and decision making. The school board and school district define the "tights" while allowing for the "loose" essential to individual schools, departments and instructional staff needed to implement the best practices and available resources to address the learning needs of all students. This is a shared accountability based on collaborative structures to improve learning for each student.

The district improvement plan includes strategies characterized by trust and mutual respect to support teams within buildings; relationships between and among schools; and a culture between schools, the school district, parents/guardians, and the community. The district improvement plan sets the expectation that each student, regardless of ethnicity, language, disability, or income level, can achieve high standards. Strategies incorporated into the improvement plan represent research-based practices that provide appropriate interventions and extended learning opportunities so students will stay engaged in school, achieve or exceed standards, graduate on time, and are successful beyond high school.

As defined in the district strategic improvement plan, all Auburn elementary, middle and high schools will fully revise their school improvement plans. The revision work began in September 2009 with 1/3 of our schools fully revising their improvement plans each year. Over one hundred administrators, teachers, parents and community members representing the schools work with central office staff, OSPI school improvement facilitators, and nationally recognized educational consultants to fully revise the school improvement plan. School improvement plans are presented to the school board for approval and adoption. Each year all Auburn Schools continue to align their improvement plans to the goals of the district strategic improvement plan using their current assessment and perceptual data. Each year school improvement teams present their progress to the school board or participate in school improvement site visitations. During the 2011-2012 school year the final 1/3 of our schools will participate in the fully revised school improvement process.

School improvement and reform efforts are important work requiring time within the 180-day school year to implement. Our district, schools, school departments, and individual staff need waiver time within the 180-day school year to carry out collaboration centered on student achievement and to restructure and implement school improvement efforts.

Hard copies of the individual school plans are available upon request. Following school board approval and adoption of all twenty-two schools fully revised improvement plans they will be posted to the district website.

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

In August 2008, the Auburn School District Board of Directors commissioned a committee to develop a three-year District Strategic Improvement Plan to address the learning needs of all students and to close learning gaps. Membership of the District Strategic Improvement Plan Committee represented a diverse group of stakeholders, including an OSPI district improvement facilitator, education consultants, parents, community members, students, teachers, and administrators. To include student voice and feedback, elementary and secondary student focus groups were also included throughout this process. At a minimum, the committee met twice each month from September 2008 through March 2009. Throughout their work, stakeholders at all levels were regularly informed of the processes, outcomes, and necessity of providing time within

the 180-day school year for successful implementations. The improvement committee presented its final work and recommendations to the school board during their March 2009 and April 2009

school board meetings. The District Strategic Improvement Plan and committee recommendations were adopted for implementation by the Auburn School District Board of Directors on April 13, 2009. The 2009-2012 District Strategic Improvement Plan was designed and approved by the school board as a three-year plan September 2009 – August 31, 2012. The district strategic improvement committee will reconvene in the fall of 2012 to review progress and make recommendations to recalibrate the plan for the next three years, 2012-2015.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Our district negotiated agreement for September 1, 2009 through August 31, 2011 (*in compliance with State regulations for Time, Responsibility, and Incentive*) provides for the following (see attached PDF of Auburn School District CBA):

District Designated Time – (Time)

District designated time totals 44.5 hours per diem; 3.5 hours for district/building meetings; 7.0 hours for elementary report card/conference preparation; 7.0 hours for secondary grading day; 27 hours for building determined days; 7.0 hours for individual determined day (occurs immediately after labor day. Individual Responsibility Hours are prorated based upon an employee's FTE status.

Individual Responsibility Contract –(Responsibility)

Each employee will receive an Individual Responsibility Contract (*to implement state reforms for assessment, standards, and accountability*). Employees who are on Steps 0-6 of the State Allocation Model (SAM) have a total of 107 Individual Responsibility hours for the 2010-2011 school year. Employees who are on Steps 7 and above on the State Allocation Model have a total of 129.5 Individual Responsibility hours for the 2010-2011 school year. Individual Responsibility Hours are prorated based upon an employee's FTE status.

Responsibility Contract activities can be documented from August 1 through June 30. These individual responsibilities are outlined below:

1. Attendance at meetings (i.e., faculty meetings, open house, grade-level/department meetings)
2. Individual professional development (i.e. Impact of School Improvement Plans, ESEA, new adoption curricula, education reform, best practice standards)
3. Student assessments
4. Classroom, lesson, and job preparation
5. Parent contacts

Commitment Stipend – (Incentive)

Each employee will have the opportunity for a commitment stipend. Each employee will be given a commitment stipend according to their placement on the State Allocation Model (SAM) In the 2003-2006 Negotiated Agreement, employees who were on Steps 0-6 of the SAM received a commitment stipend of \$100. Employees who were on Steps 7-16 of the SAM received a commitment stipend of 3 per diem days.

By the conclusion of the 2006-2009 negotiated agreement, each employee received seven (7) additional days of per diem pay added to the Commitment Stipend.

In addition to the above and starting in 2009-10, a longevity commitment stipend of \$1,200 will be added to every staff member beyond year 16 on the SAM in columns 1-9.

Early Release Days

The Auburn School District has two early release days during the school year. The day before Thanksgiving vacation and the last day of the school year.

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

1. Student instructional days (as requested in application)	175
2. Waiver days (as requested in application)	5
3. Additional teacher work days without students	19
Total	199

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

	Hours	% of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
Building/district meetings	3.5	Optional	X		
Grading/building determined day	34	Optional		X	
Individual determined day	7	Optional			X
Individual Responsibility Contract for state reforms for assessment, standards, and accountability	107 – 129.5	Optional			X
Total	151.5 – 174 hours	approx. 19 – 21 days at 8 hours/day (calculated by staff)			

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

District Designated Hours and Individual Responsibility Contract hours are locally funded teacher hours replacing responsibility for education reform pushed back to districts by the

State's elimination of Learning Improvement Days, I-728 Funding, and continual reductions in basic education funding allocations.

District designated time and individual responsibility contract hours are used by teachers for work beyond the school day to address student achievement and state education reform requirements. This work includes recalibrating instruction to address continual changes in state content standards and the assessments (MSP, HSPE, EOC, WLPT); managing multiple graduation requirements; developing and scoring classroom based assessments aligned to content standards; interpreting local and district student assessment data to address intervention and enrichment; implementing differentiated instruction to address individual student learning needs; implementation of standards-based teaching and learning in all classrooms, shifting grading practices to communicate progress toward proficiency of standards; administering, scoring and reporting the state required CBA's and CBPA's for social studies, health and fitness, and the Arts; and increased communication with parents to engage them in their child's learning.

The request for renewal of the waiver days is for the work outlined in the renewal application to accomplish the goals outlined within our strategic plan and individual school improvement plans. Time within the 180-day school year to restructure and implement is essential. Our district, schools, departments, and individual staff require time within the 180-day school year for collaboration centered on student learning and achievement. We hold ourselves accountable for the academic success of each student K-12, and in their meeting or exceeding the standards of learning as measured by the State assessment system.

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

The activities of 2010-2011 waiver days focus on the implementation of the school improvement plan to address these essential questions: (#1) What is it we want our students to learn? (#2) How will we know if each student has learned it? (#3) How will we respond when some students do not learn it? (#4) How will we extend and enrich the learning for students who have demonstrated proficiency? During the 2010-2011 school year, waiver day trainings occurred September 24; October 22; March 14; May 9; and June 13.

The following describe school improvement waiver day activities:

- Aligning instruction to the district identified Power Standards (In the Auburn School District, the Power Standards are the most essential learning outcomes based on the Washington State Standards. The Power Standards are our district's guaranteed and viable curriculum at each grade level and have been established for mathematics, reading, language arts, science, writing, communication, social studies, physical education, music, ELL, Arts, library, and electives. Power Standards for remaining content areas including Career and Technical Education are under development. The Power Standards are what we guarantee our students will learn from classroom to classroom and grade level to grade level.)
- Implemented *Algebraic Thinking* coaching along with professional collaboration and continue mathematics support at the middle school level.
- Provided training in *Key Elements to Algebra Success* program, and professional collaboration between middle school and high school Algebra 1 teachers.
- Provided training for and developed weekly mathematics problem solver lessons, activities and assessments aligned with the State Performance Expectations for Mathematics.

- Developing classroom based common formative assessments in reading, mathematics, Algebra 1, Algebra 1 End of Course Assessments, Geometry, Algebra 2, and science aligned to Power Standards.
- Restructuring extended learning programs for alignment with math, reading, writing, and science standards.
- Focus on student learning plans in math, with emphasis on content essentials, pedagogy, and student personalization. (Math targets were focused on achievement gap learner, including low income, Hispanic and Native American student groups.)
- Differentiating learning for low-income demographics aligned with State standards and best practices.
- Continued implementation of GLAD strategies for ELL students within our classrooms to improve learning and performance on the WLPT, MSP, and HSPE.
- Restructuring schools to provide tier-one, tier-two, and tier-three intervention models for the 2010-2011 school year.
- Analyzing student performance data obtained from DIBELS, MAP and classroom developed common assessments for instructional decisions, intervention, extended learning, and regrouping Walk to Math and Walk to Read groups.
- OSPI district improvement grant utilized at four elementary schools in steps of improvement for school improvement professional development activities and initiatives.
- Implementation of student led conferences at the high school level.
- Developed programs and services for parents of students in the graduating class of 2011 about graduation standards.
- Provided training on standards-based teaching and learning and reporting, professional learning communities, and interpreting assessment data and information.
- Implementation of OSPI Striving Readers program at two Auburn School District middle schools.
- Alignments with State mathematics and science standards at elementary and secondary.
- Preparation for fourth year implementation of OSPI CBAs and CBPAs in social studies, health and fitness, and the arts.
- Integration of technology into the classroom (electronic data bases, SWIFT teacher websites, web accessible library collections, document cameras, LCD projectors, grade scan, wireless laptop carts, and organizing classroom websites) for student learning and increased communication with parents, students and community.

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

The wavier days provide time within the 180 day school year to systemically and strategically restructure our schools to address students who are beyond standard, Tier 1 and Tier 2 learners and to develop intensive strategies necessary for our Tier 3 learners to become successful.

District leadership has provided teachers with on-going professional development and training on "Understanding by Design", Differentiated Instruction, Standards-Based Teaching and Learning, aligned grading practices, Seven Strategies of Assessment for Learning, Total Instructional Alignment, using MAP assessment data for instructional decisions, professional collaboration, and revising school improvement plans, and implementation of the Auburn

Teacher Leadership Academy (ATLA). The infusion of these training opportunities continues to provide support and targeted professional development needed for individual teachers and schools to improve academic performance for all students.

In fidelity with the district strategic plan, implementation of PLCs, common assessments, standards alignment, and interventions, student achievement continues. For the first time in a decade, the Auburn School District grades 3-5 outperformed the state average in math and reading. Additionally, the district out-performed the state in reading and math for low income and ELL learners. On K-5 winter DIBELS, assessment for reading continued to improve with an average decrease of 4.45% at-risk readers and 7.58% increase in on-target readers for a combined improvement average of 11.9%. Our only longitudinal comparison data for 2008 is second grade DIBELS which shows a 9.47% decrease in at-risk readers and a 20.7% increase in on-target reading performance for a combined improvement average of 30.17%.

Third through fifth grade winter MAP scores, as compared to 2009, show an average decrease of at-risk math 5.95% and an average on-target increase of 2.55% for a combined MAPS math average improvement of 8.5%.

At the middle school grade 6, 7, 8 MSP scores for 2010 showed a mixture of increases and decreases. Sixth grade reading scores dropped, but less than the state, from 68.9% to 54.8% while math scores stayed flat at 47.2% meeting standard. In 7th grade, writing was level at 66.6%, reading improved from 54.9% to 57.3%, and math improved from 48.6% to 51.4% meeting standard. Eighth grade scores all improved; reading from 60.6% to 62.4%, math 44.4% to 46.9%, and science from 39.5% to 44.3%.

Middle school MAP winter math score comp compared to 2010 demonstrated slight increases. Combined 6-7-8 MAP math comparisons show an average decrease of 1.7% for at-risk performance and an increase in on-target performance of .6%. 6-7-8 Reading MAP comparisons demonstrate a decrease of 2.05% in at-risk performance and a 3.17% increase for on-target results.

2011 HSPE results in reading, writing, and science show increases from 84.90% to 85.7% in writing, from 74.70% to 79.3% in reading, and from 35.50% to 40.8% in science.

High school annual drop-out rates decreased from 4.4% to 3.4% while on-time graduation increased from 81% to 85.5% and extended graduation rates increased from 86.2% to 91.4%.

	Annual Drop-out Rate		On-Time Graduation Rate		Extended Graduation Rate	
	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010
ASD	4.4%	3.4%	81.0%	85.5%	86.2%	91.4%
AMHS	2.6%	2.6%	89.6%	89.8%	91.7%	93.2%
ARHS	2.7%	1.5%	88.6%	93.2%	93.2%	97.5%
ASHS	5.4%	4.6%	74.2%	79.3%	81.0%	87.3%
WAUB	18.6%	13.8%	20.7%	44.4%	67.2%	88.7%

Ninth grade comparison MAP math scores show a decrease in at-risk performance of 1.22% and an increase of .42% in on-target performance. At-risk MAP reading scores decreased .74% and on-target results increased 1.95%.

2011 winter DIBELS data show an elimination of at-risk demographic category performances with the sole exception of Native American. Dramatic definition changes in K-12 demographic categories by the state make it impossible to do comparisons with previous years for MAP categorical grades 3-9 in reading and math.

Comparisons of 9th grade first semester credit completion to 2010 are essentially flat with only a 2% improvement in decreasing at-risk credit progress. However, it is important to note that the number of at-risk decreased by 31 students. As of June 3rd the goal of doubling the number of 8th grade student enrollment in college bound scholarship program has been achieved in 2010 with 98 students enrolled and 218 enrolled for 2011.

Middle School Honors course enrollments increased from 1,877 to 2,004 from semester 1 2009 to semester 1 2010. Enrollments in honors programs at the middle level are represented by about 30% of students from diverse heritage.

In high school honors, advanced CTE and advance placement courses, students from diverse heritage had increased participation. Advanced CTE enrollments saw an 8% increase in diverse population participation from 2008-09 to 2010-11. High School honors and advanced placement courses had a 6% increase in diverse population enrollment from 2008-09 to 2010-11.

Extended learning interventions are a standard intervention model at all 14 elementary schools and four middle schools in the district. The interventions include enrichment for students at or above standard and intervention for those below. High schools have developed a pyramid of interventions. These include tracking and credit retrieval. Seven hundred and ninety (790) students benefited from APEX on-line learning during the first semester, the development and implementation of PLCs was a great success as well as the implementation of power standards and data analysis.

The school board conducted an abundance of reports from schools and departments regarding school improvement plans, PLC work, data analysis, interventions and strategic plan updates. A majority of school board time is now dedicated to academic achievement priorities. Quarterly reporting of the implementation of the 2009-2012 District Strategic Improvement Plan are posted on the Auburn School District Website at:

<http://www.auburn.wednet.edu/Academics/StratPlanProgress.html>

District DIBELS Dashboards are posted on the Auburn School District website at:

<http://www.auburn.wednet.edu/Academics/DIBELS.html>

District MAP Assessment Dashboards are posted on the Auburn School District website at:

<http://www.auburn.wednet.edu/Academics/MAP.html>.

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

Annually, the school district publishes a school-year calendar for parents listing and describing the waiver days granted to the Auburn School District by the State Board of Education. Hard copies of the 2010-2011 school year calendar are distributed to parents and the calendar is posted electronically to the school district website. Additionally, the district website contains announcements regarding upcoming State Board of Education waiver days. Parent communication and information regarding the waiver days is provided in school newsletters, emails from the school to parents, shared during the parent and teacher conferences and student led conferences, posted to individual school websites and their outdoor reader boards. Waiver days are also topics during PTA meetings. Furthermore, each school prepares a followup report describing the activities and outcomes for each waiver day. These are available to parents upon request. Schools and district personnel present professional development and waiver day activities to the school board members keeping them apprised with the focus, integration, implementation, and impact of this time.

Bainbridge Island

1. District	Bainbridge
2. New or Renewal	New
3. Is the request for all schools in the district?	K-8 only
4. Number of Days	4 days for K-6; 2 days for 7-8
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

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

Number of half-days before any reduction	17
Reduction	8
Remaining number of half days in calendar	9

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

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

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

MSP

3rd Grade	Reading: 89.8%	Math: 78.3%	
4th Grade	Reading: 89.7%	Math: 75.7%	Science: 86.3%
5th Grade	Reading: 86.7%	Math: 68.4%	Science: 57.0%
6th Grade	Reading: 84.0%	Math: 72.0%	
7 th Grade	Reading: 87.5%	Math: 87.9%	Writing: 89.6%
8 th Grade	Reading: 91.6%	Math: 77.0%	Science: 84.1%

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

Maintain or increase student achievement in all areas. The district will also conduct a survey of teachers and parents/guardians to determine the benefits and detriments of the full day conference schedule. Baseline data will be collected in the 2011-12 school year.

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

Continue to analyze MSP data and Measure of Academic Progress (MAP) at all grade levels. Gather perception data to establish baseline.

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

Conduct parent conferences with parents for all students Kindergarten through 8th grade. Many educators believed that full days of parent/guardian/teacher conferences, rather than early release days for conferences would produce a more uniform academic environment, which they believe is better for student learning. Consecutive early release days are disruptive to elementary and middle school routines. Schedules need to be revised to create planning time for every teacher and to enable students with disabilities to access the resource room or related service providers, which can diminish the time devoted to core academics. Parents need to alter work schedules and/or find childcare. Teachers are often overwhelmed by the requirements of planning for teaching while conducting conferences.

13. Describe the innovative nature of the proposed strategies.

Utilizing strategies of student-led conferencing.

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

They will be the same activities.

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

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

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

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

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

It is agreed that the work year for bargaining unit employees for the duration of the contract is consistent with the number of days funded by the state. In addition to the state funded school year, each employee has two (2) voluntary supplemental days at per diem pay, if worked. These

two days may only be worked in accordance with the district calendar the week prior to the start of each school year. The activities to be accomplished on said days will be determined by the employer after consultation with the association regarding various in-service, staff development, and professional improvements needs in the district. At least one of these two supplemental days will be guaranteed for teacher preparation.

Link to the CBA:

<http://www.bainbridge.wednet.edu/files/hr/agreements/Negotiated%20Agreement%20BIEA%2011-30-2009.pdf>

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

	K-6	7-8
1. Student instructional days (as requested in application)	176	178
2. Waiver days (as requested in application)	4	2
3. Additional teacher work days without students	3	3
Total	183	181

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

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

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

The requested waiver days are for parent/guardian/student/teacher conferences that need to occur during the school year. None of the three days are available for parent conference time. Two days are provided to teachers to prepare for the start of the school year. The third day is being provided as a component of the Capital Project Levy for Technology – the intended use of this day is for staff development on the use and integration of technology into instruction. The capital project funds may not be used to support parent conference time.

Deer Park

1. District	Deer Park
2. New or Renewal	New
3. Is the request for all schools in the district?	Elementary & Middle Schools
4. Number of Days	4
5. School Years	3
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

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

Number of half-days before any reduction	Elementary: 12 Middle: 2 High: 4
Reduction	Elementary: 10
Remaining number of half days in calendar	Elementary: 2 Middle: 2 High: 4

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

Parent/Teacher Conferences.

The purpose and goals of this waiver are:

- Protect instructional time.
- Eliminate schedule changes and disruptions that occur on half days.
- Allow teachers to focus on teaching when teaching, and conferencing when conferencing.
- Maintain the focus on teaching and learning for an additional week each year.
- Reduces the burden on families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules.

Research indicates that involvement of families in their student's education increases academic achievement, increases test scores, and reduces absences, and improves behavior.

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

The District reviews multiple test scores/measures over a period of time to assess student learning. In addition, schools are using Scholastic Reading Inventory, Scholastic Math Inventory, DRA II, and common formative assessments. All of this information is shared by the student in the parent/teacher conferences. This provides an ideal time for students to reflect upon their own learning, and set goals for future learning with their parent and teacher.

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

The measure for success is that the Deer Park School District wants to increase family participation in conferences when they are offered. We are aiming for a minimum of 90percent participation. This is especially challenging during difficult economic times for many of our minimum wage earning families. We will collect this data from our schools in order to gauge our

success in meeting this goal. We will use an upward trend in conference attendance to benchmark success toward meeting this goal.

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

The District will collect the following data to assess whether student led parent/teacher conferences support academic achievement:

- Documentation of the number of families that participate in conferences;
- MSP and HSPE Data – School and District Level
- Individual School Data
- District and School Report Cards, (www.k12.wa.us)

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

The District seeks strong family involvement in the education of our students. Student led parent/teacher conferences are one strategy for family engagement in that they provide time for detailed discussions of academic issues. Conferences bring educators, families, and students to gather to jointly promote the success of each learner.

13. Describe the innovative nature of the proposed strategies.

Student led parent/teacher conferences are an established tool to increase parental involvement in a meaningful way. Full days for conferences, versus 2 weeks of half days, allows schools to better maintain routines and structures that can be critical for a students' academic success. Too many half days can be disruptive to school routines, and therefore student learning. This waiver is an effort to limit the number of half days the Deer Park School District would have to use otherwise. Traditionally, our middle school had not had student led parent/teacher conferences, and this waiver will allow us to do this 'best practice' at the middle level as well.

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

A positive initial conference experience perpetuates additional family involvement in the education of their child. We propose to provide a positive experience with four full days of student led parent/teacher conferences rather than 10 half days for conferences. Full day conferences produce a more uniform academic environment, which is better for student learning. Predictable routines are essential for students, particularly for at-risk students. The four-day plan provides families with broader options for childcare, release from work, and family time.

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

One of our three main priority areas for the 2011-2012 school year is to enhance communication with our families and constituents. We want to make it more predictable, routine and familiar. This conference schedule helps us in attainment of that goal. Another main priority area is for teams of teachers to ensure that our curriculum is guaranteed and viable, and that we have appropriate assessments. The fruits of this labor are what is shared with parents

during conferences. Our priorities and goals for 2011-2012 are found on our website:
<http://www.dpsd.org>.

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

All of our employee groups and administrators are aware of our priority areas and goals for next year. Parents have expressed frustration with too many half days in the past. We are conducting an all-parent survey in the fall, to gauge the effectiveness of how we communicate with them, and will conduct a follow up survey in the spring to measure progress.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Our CBA with our teachers provides for one 'orientation day' before the start of school. They have 5 additional optional days, (TRI), outside of the 180 day student year, that they can access for training, meetings, etc. They also have 21 hours of directed, intentional collaboration time in order to work on our district priority of high performing teacher teams, (plcs). Additionally, both elementary and secondary teachers are given a half-day for conference and grading preparation, and the last day of school is a ½ day.

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	6
Total	186

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

Although our teachers have five days that they can direct, they often use the majority of those days to accomplish the goals that the Board and District have set forth. According to our CBA, we cannot direct the work of these days – other than our 'orientation day' to start school.

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

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

We are bound by our Collective Bargaining Agreement, and therefore have direct control of just one day.

Entiat

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

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

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

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

The purpose of the waiver is to substantially reduce the number of early release days in the school calendar, and particularly those during prime instructional windows in the middle of fall and spring. The district's goal is to maintain instructional integrity for students and teachers by preserving, to the extent possible, full length class periods at secondary and full instructional days at elementary.

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

Entiat School District is working to increase student learning in all content areas and, consequently, increase student performance on all state and local assessments, particularly in mathematics and science.

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

The district uses the following measures and standards to determine academic success.

- State assessments: Measures of Student Progress, High School Proficiency Exams, End of Course exams.
- Local assessments: Measures of Academic Progress (MAP) at grades K – 11 administered three times per year, DIBELS at grades K – 5 administered at two times per year to all elementary students and more often to selected students.

The district standard is that each student will make at least one year of growth in reading and mathematics each school year and that students who are significantly below expected grade level will make more than one year of growth each year and will close the gap between their achievement and achievement expected for their grade and age.

Expected district benchmarks are:

- All students will successfully complete every course and grade level and demonstrate proficiency on local, state and national assessments.
- Gaps in student achievement that are connected to race, socioeconomic status, and gender will be eliminated.

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

State and local student achievement data (described in #10) for reading, mathematics, science, and writing provide evidence to the district regarding the extent to which academic goals are being attained.

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

The district is focused on full, school-wide implementation (pre-kindergarten – grade twelve) of the following instructional strategies in order to meet its academic goals:

- Use of common, research-proven instructional strategies in every classroom;
- Use of a system of individual student feedback at the district, school, and classroom levels;
- Build academic background knowledge for all students and particularly those students with educationally challenging backgrounds;
- Provide timely, in-school interventions for students who are struggling to learn required content;
- Provide in-school enrichment for students who have mastered required content;
- Use of student achievement data in a timely and effective manner to make instructional decisions.

13. Describe the innovative nature of the proposed strategies.

Seeking to minimize disruptions to instructional time is not particularly innovative but it makes sense if the district seeks to get the most out of the available days in the school year. Using the early release (half day of instruction, half day of student-led parent conferences) model resulted in eight school days with a modified schedule where each secondary class period was less than 30 minutes long and each elementary daily schedule had to be adjusted to accommodate a host of variables and needs. The ability to schedule full days of parent conferences results in greater instructional continuity, less disruption to scheduling for everything from instructional support to food services to transportation, and less of an effect on parents regarding child care arrangements.

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

The district is requesting a waiver for three years, anticipating that if the waiver is approved and no issues arise, reapplication would be likely to occur after three years. The district wishes to provide parents, staff members and students with a high degree of predictability from year to year concerning the school calendar with regard to when and how student-led parent conferences will be conducted.

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

Key elements of the district improvement plan are assuring effective instruction in every classroom, providing effective feedback to students regarding their learning, building academic background knowledge, and providing sound and timely interventions for students who are struggling to learn the expected content or who have already mastered that content. The district

argues that these elements are most effectively implemented when the integrity of the full school day is maintained to the greatest possible extent. Student-led parent conferences are an important component of an effective instructional program. Through the waiver request the district is seeking to conduct those conferences in a way that has the least impact on the integrity of the remaining school days. This link provides access to the Entiat School District learning improvement plan summary.

http://www.entiatschools.org/2254109231325310/lib/2254109231325310/Entiat_S_D_Improvement_Plan_Summary_0720111.pdf

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

A committee consisting of certificated, classified and administrative staff members developed the original school calendar proposal that switched from half days for student-led parent conferences to full days. Certificated staff members were particularly enthused about the change because it resulted in greater consistency for the remaining instructional days. Some classified staff members are affected by reduced hours because full days for conferences results in them not working on those days. For example, food services program employees lose hours because meals are not served on conference days. The classified employee bargaining group has not raised this as a matter of concern. Parents were informed of the proposed change to full days for conferences and invited to contact the district to share their thoughts. None did. The district does not have a history of consulting with students regarding the school calendar.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Neither collective bargaining agreement (Entiat Education Association, Entiat Chapter of the Public School Employees of Washington) addresses the development of the school calendar. The attached school calendar for 2011 – 12 details the school year. In summary:

- There are four early release days (first and last days of school, day before Thanksgiving vacation, semester grading in January).
- The district has a one hour late start each Monday morning to conduct learning improvement and professional development work with certificated staff and classified staff who are involved in instructional support.
- Student-led parent conferences are conducted on two full days in fall and two full days in spring.

There are no other interruptions to instructional time.

The following are links to the district's certificated and classified collective bargaining agreements.

<http://www.entiatschools.org/entiat/lib/entiat/EEA%20Agreement%202010-2013%20Yr%201.pdf>
http://entiat.schoolwires.net/225410511174012427/lib/225410511174012427/Entiat-PSE_Neg_Agreement_07-10.pdf

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	1
Total	181

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

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

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

The additional teacher work day occurs the day before school starts. Student-led parent conferences could not be conducted on that day.

Highline

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

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

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

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

The goals for our waiver days are:

- 1) To offer concentrated time for staff to review student data – one (1) elementary waiver day.
- 2) To use this data analysis to refine their School Improvement Plans for the following year, and/or – up to one (1) secondary waiver day.
- 3) To work with students on understanding and sharing their progress and academic data with their families and/or other adults – three (3) elementary waiver days and one (1) or more secondary waiver days.

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

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

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

We have both short term indicators (level of implementation) and long term indicators (level of impact). Our short term indicators (used as a focus for part of our waiver day time) will be used to strengthen goals on the School Improvement Plan through analysis of student data/perception data to build a strong, relevant and focused plan that lead to enhanced student outcomes (see item # 11 below for our method); our more long term outcomes would be that stronger strategies within those plans lead to improved MAPS and MSP/HSPE scores or our other academic school targets that are part of our accountability system. In addition, when schools using part of the waiver day time for student sharing of goals and progress, they are more knowledgeable about what it will take to personally grow and improve academically.

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

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

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

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

13. Describe the innovative nature of the proposed strategies.

Our strategies are not intentionally innovative per se, but provide focused time for schools to reach the goals in #8.

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

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

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

Since one of the major goals of our waiver day request is to use this time to analyze student data that will strengthen the School Improvement Plan, our proposal is directly tied to supporting the school improvement plan. Each of our schools also has school targets to reach. These targets are tied to our accountability system based on 28 System-wide Indicators. This alignment helps not only strengthen school plans, but also aligns this work with district intent and our strategic plan work.

At this point, we do not publish School Improvement Plans on the district website. However, each school highlights its goals in the annual Performance report that is published on each school's specific website.

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

We have surveyed parents on the day of the week most helpful for them in scheduling a waiver day (they told us Fridays are best or days tied to school vacation periods). Teachers and principals have valued the past waiver time we have been granted, and when a sample was probed, asked for us to keep waiver day time so that there is concentrated time to delve into student data either through student led conferences or through analyzing results of the strategies in their School Improvement plans. For elementary schools, we feel it important for students to be present with parents whenever possible to talk about their progress. In the past it was extremely disruptive to have five or six days of early release as well as evening time in

order to conduct conferences for all students and their families. It was also difficult for teachers to extend their time late into the evening for this length of time. For secondary, a multiple day schedule was also disruptive, but we were able to complete all conferences within a one day period due to the maturity of the students and their ability to lead a conversation about their own performance/progress with their family.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

We are currently in the midst of bargaining a three-year contract with our teachers' association. The joint team is resuming bargaining in August so a CBA is not yet available. We have included a DRAFT student calendar that was jointly developed by the bargaining team but has not yet been formally approved by its membership. We do have it posted on our website for parents however so they can plan around the first day of school. Table 17.B reflects and aligns to the draft calendar and shows Professional Development days, parent-teacher/student led conferences as well as PCT time.

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

	Elem	Secondary
1. Student instructional days (as requested in application)	176	178
2. Waiver days (as requested in application)	4	2
3. Additional teacher work days without students	2	2
Total	182	182

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

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

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

Both of these days happen before school starts. These days are called Professional Development days. Schools use these days to review their current School Improvement plan and the goals and expectations for the year. They also use them to discuss and launch any district academic initiatives. Through this waiver, we are asking for time that would allow staff to review student data and refine their School Improvement Plans for the following year—and/or work with students in sharing their academic goals and progress. These on-going conversations and check-ins also help schools make mid-course adjustments throughout the year if needed.

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

During the 2009-2010 school year, our district adopted a 90 minute early release for 30 weeks of the school year. Due to this change, we only implemented one (1) of the approved five (5) waiver days as we could not do that and stay within the total annual instructional hours requirement. We were not aware that approval needed to be granted for our student led conference days (as some students were present on all days) and so did not include those in earlier waiver requests. More importantly, we did not want students to lose out on 4 additional instructional days plus the weekly release even if this had been approved by WAC. For the one (1) day, we used this time for one of several purposes in our original plan: using student data to drive a new School Improvement plan, to drive new strategies to enhance student learning, or student sharing of their goals and progress.

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

Over time, we have strengthened the quality and relevance of our School Improvement plans for schools. We are changing the format of these plans for the next cycle to make them even more relevant and timely. As noted above, our original "5 waiver day" plan included focusing on both math and data. Since PCT time was used to focus on math, winnowing our days from five (5) to one (1) allowed time to revise School Improvement plans and/or have paneled student presentations.

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

Each spring, the board approves a student calendar for the district. As noted in # 17a, our draft calendar is now posted for parents. Each school posts the activities on-line and/or in newsletters so parents know what will happen on the waiver day. In the past, our survey of parents asked them what day of the week is best for a waiver day, and they identified Friday as that day (and/or time adjacent to holiday breaks) as it would allow some to do college visits or head out with family for an extended weekend.

Kettle Falls

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

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

Number of half-days before any reduction	9
Reduction	6
Remaining number of half days in calendar	3

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

The purpose of the waiver is to set aside four school days for an ambitious Student Led Conferences (SLC) program. Although SLC is not normally thought of as professional development, Kettle Falls School District proposes that the Washington State Board of Education consider our SLC plan as professional development not only for teachers but also critical development for parents of first generation college bound students.

The primary instructional goal is to increase the percentage of students attending college, technical school or military options after graduation. This will be accomplished through a multi prong plan.

1. Increase student achievement and motivation through a detailed planning and reporting process with parents and advisors with an emphasis on preparation for the 13th year plan during student led conferences for high school students and age appropriate preparation for younger students.
2. Prepare students for reporting to parents each semester and a community panel at 4th, 8th and 12th grades. At 4th and 8th grade the presentations are called "Passages". The 12th grade presentation is the culminating project.
3. Establish a system of K-12 learning targets based on state standards that support the skills students will need to be successful in higher education.
4. Students report the progress toward learning standards in reference to future goals to parents during student led conferences.
5. Students report future learning target goals to parents for review at the next student led conference along with their future educational plan to meet their 13th year plan goals.

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

Kettle Falls School District has both positive and negative data motivating these efforts. Our negative data centers on math achievement. The combined planning with parents is intended to raise parental awareness and support for math literacy because of the job opportunities requiring math. The positive data is that the high school pilot of SLC combined with Gear Up has produced amazing results with our most recent graduating class. The high school has documented a continuing education application/acceptance letter to higher education/military of over 80% of this year's seniors. The Gear Up will no longer be available to support the high

school. Our goal to keep over 80% of our seniors headed toward continuing education will rest on SLC and culminating project.

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

1. Parent participation and satisfaction will be monitored. In the pilot parents participation was over 90%. Our benchmark will be to maintain over 90% participation with 90% satisfaction.
2. Math achievement will be monitored. In all other tested subjects except math our students routinely outperform the state.
3. Most importantly we would like to maintain the benchmark of over 80% of our seniors applying/accepted to continuing education.

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

1. The District will collect parent participation satisfaction surveys and generate participation percentages.
2. The District will rely on OSPI mandated math testing and compare to state averages.
3. The District will collect data on our graduates through Spokane Community College's high school graduate study to maintain statistics on not only application/acceptance but also attendance in continuing education.

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

The primary goal is to increase the percentage of students attending college, technical school or the military after graduation. This will be accomplished through a multi prong plan.

1. Increase student achievement and motivation through a detailed planning and reporting process with parents and advisor with an emphasis on preparation for the 13th year plan during student led conferences.
 - a. Teacher develop curriculum and binders for students to produce evidence of progress toward the 13th year plan.
 - b. Advisors train students to present their evidence and evaluate the presentation.
 - c. Teachers connect current learning targets to real world application to motivate students and gain parent support.
2. Prepare students for reporting to parents each semester and a community panel at 4th, 8th and 12th grades. At 4th and 8th grade the presentations are called "Passages". The 12th grade presentation is the culminating project.
 - a. Teachers prepare students for the next level of education by exposing students to the requirements of the next level. The exposure is in the form of an education plan for the next level that meets the student/parent set goals.
 - b. Parents become involved in financial planning for the 13th year plan. FASFA forms are required for the student's binder as well as applications to higher learning.
3. Establish a system of K-12 learning targets based on state standards that support the skills students will need to be successful in higher education.
 - a. Teachers meet in curriculum bands and grade level bands to develop a scope and sequence of learning targets based on state standards.

- b. Teachers meet in curriculum bands and grade level bands to develop classroom based assessments aligned to the learning targets.
- 4. Students report the progress toward learning standards to parents during student led conferences.
- 5. Students report future learning target goals to parents for review at the next student led conference.

13. Describe the innovative nature of the proposed strategies.

Our student population is over 60percent free and reduced lunch qualified. These strategies build parent support for education beyond high school in families that have no culture of continuing education. Parent support and a detailed plan for education beyond high school is critical for student achievement both before and after graduation.

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

The activities build throughout the student's career culminating in a thirteenth year plan presented to the community.

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

The District improvement plans directly address student led conferences, passages, and learning targets. The plan may be viewed at www.kfsd.org.

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

Teachers and administrators comprise the District Leadership Team (DLT). Each teacher on the DLT represents a curriculum team or grade level team. The District Improvement Plan is written by the DLT. Teacher members report the proposed goals in the improvement plan.

Parents and community members comprise the authentic audience for the students. They review the learning targets, assessments, and student plans.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

If this application is accepted the District will not use half days for student led conferences. The conferences will be held during the 4 whole days provided by the waiver. The CBA between KFEA and the District does not speak directly to professional development days or full instruction days. One half day per semester is traded for one parent conference evening per semester as per the CBA. The District delivers professional development during a one hour late start each Wednesday. The last day of school each year is the only other half day. The CBA is not available on line thus it will be enclosed with the application.

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	2
Total	182

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

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

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

The first teacher day without students is a mandatory District orientation day. The second day is compensation for planning/training negotiated three years ago on a teacher directed basis.

The District's implementation of Student Led Conferences is an incredibly authentic planning process involving not only teachers and administrators, but more importantly students and parents. This process is also time consuming. To deliver this program that will effectively raise our students' achievement after graduation, we propose to integrate the professional development of late start Wednesday with 2 full day student led conferences per semester. Spreading this work over 4 half days per semester is simply not as educationally effective or cost effective.

Medical Lake

1. District	Medical Lake
2. New or Renewal	New
3. Is the request for all schools in the district?	No – elementary and middle only
4. Number of Days	4
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

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

Number of half-days before any reduction	10
Reduction	10
Remaining number of half days in calendar	0

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

The purpose of this waiver request is to provide time for parent/teacher/student conferences, with the following considerations:

- Protect instructional time;
- Eliminate schedule changes and disruption (e.g., changes in specialist schedules) for teachers and students.
- Maintain the focus on teaching and learning for an additional week each year.
- Reduces the burden on families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules.

Medical Lake School District's Strategic Plan specifically calls out the importance of family and community engagement as a strategy for improving academic achievement, and overall closing the achievement gap. One way to engage families around support for their children is through parent/teacher/student conferences. Teachers use this one-to-one time with their students' families to discuss the student's progress, including sharing benchmark assessment data, classroom-based assessment information, and overall progress toward demonstrating proficiency on grade level standards. This time between the family member(s) and the teacher are critically important to a vision of collaboration around helping increase student achievement.

Research indicates that involvement of families in their student's education increases academic achievement, increases test scores, reduces absences, and improves behavior.

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

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

The District reviews multiple test scores/measures over a period of time to assess student achievement. In addition, schools are using Measures of Academic Progress ("MAP") testing three (3) times a year to benchmark student knowledge and skills. MAP data is being shared and discussed with most families in parent/teacher/student conferences, in addition to a variety of other individual student achievement data. This data allows the teacher and the parent/guardian to immediately focus on areas for improvement or recognition.

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

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

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

The District will collect the following data to assess whether the parent/teacher/student conferences support academic achievement:

- Documentation of the number of families that participate in conferences;
- MSP/HSPE Data (District and School level data);
- MAP data.

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

The District seeks strong family involvement in the education of its students. Parent/teacher/student conferences are one strategy for family engagement in that they provide time for detailed discussions of academic issues. Conferences bring educators and families together to jointly promote a student's academic success.

13. Describe the innovative nature of the proposed strategies.

Parent/teacher/student conferences are an established tool to increase parental involvement in a meaningful way. Full days for conferences, versus ten (10) half days, allow schools to maintain routines and structures that can be critical for students' academic success. Half days can be disruptive to school routines and therefore to student learning. This waiver is an effort to remove half days in the Medical Lake School District calendar.

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

A positive initial conference experience perpetuates additional family involvement in the education of their child. We propose to provide a positive experience with four (4) full days of parent/teacher/student conferences, rather than ten (10) half days for conferences. Full day conferences produce a more uniform academic environment, which is better for student learning. Predictable routines are essential for students, particularly for at-risk students. The 4-day plan provides families with broader options for child care, release from work and family time.

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

Medical Lake School District Board of Directors has set as one of its goals “to increase student achievement for all students by implementing the correlates of highly effective schools.” These correlates include positive home-school relations and frequent monitoring of student progress. The parent/teacher/student conference waiver clearly supports these correlates.

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

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

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Attached please find a copy of our CBA. We are involved in negotiations at this time and have tentatively agreed to the following language on “Employee Work Year” on page 11, Lines 18-22: *The employee work year shall consist of the number of days mandated by the state. Any extension or deduction of contract days shall be computed at the regular daily rate of the employee.*

For the duration of this waiver request (2011-2014), there will be no professional development days and one half day (last day of school) in our district. Grades K-8 will have four parent conference days per year, for a total of 175 full instruction days each school year. Grades 9-12 will have two half days for grading purposes and one early release day (one hour on day before Thanksgiving) for a total of 177 full instruction days each school year. The district has also negotiated four hours reserved for district in-service prior to school opening. This is the only time during which staff is brought together to complete required annual school trainings, as well as to prepare for the school year (please see CBA, page 22, lines 44-45).

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	.5
Total	180.5

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1/2	100	.25	.25	

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

Mount Vernon

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

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

Number of half-days before any reduction	K-6: 18 7-8: 16 9-12:12
Reduction	3
Remaining number of half days in calendar	K-6: 15 7-8: 13 9-12:9

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

This waiver request is part of a district-wide strategy to increase student achievement and reduce the achievement gap by improving teachers' instructional practice through a culture of collaboration. The day provided by the waiver will provide teachers with the opportunity to improve their practice by working in cross-district professional learning communities to:

- Review vertical alignment of first semester reading and math learning targets based on content power standards identified in 2010-11;
- Discuss implementation of reading and math programs to ensure that the curriculum is being implemented with fidelity and is having the intended impact on student achievement; and
- Discuss implementation of high yield instructional strategies, designed to differentiate instruction for heterogeneous student groups.

Goals of the overall district initiative, which include the waiver day, are as follows:

1. Scores on the Mathematics sections of the Measures of Student Progress and High School Proficiency Exam will increase by a minimum of 4% annually for all grade levels.
2. Scores on the Reading sections of the Measures of Student Progress and High School Proficiency Exam will increase by a minimum of 3% annually for all grade levels.
3. The gap between the performance of Hispanic and white students on the Reading and Math portions of the MSP and HSPE will decrease by a minimum of 4% annually for all grade levels.

Specific goals for the waiver day are provided below.

On a follow-up survey, teachers will:

1. Identify specific areas of alignment addressed during the waiver day activities;
 2. Identify issues addressed related to implementation of reading and math curriculum across all content areas;
 3. Identify what they gained from their group discussion of differentiation strategies; and Reflect the positive impact of what they learned during the day on their practice.
9. What is the student achievement data motivating the purpose and goals of the waiver?

Though the district has made progress this year in both goal areas, as evidenced by results of the Measures of Academic Progress (administered 3 x/yr in grades K-8), we remain well below the state average. Additionally, the gap between majority and minority students persists. 2010 MSP/HSPE scores for all grade levels tested remain below 70% in reading and below 50% in math. The gap in achievement between Hispanic and white students ranges, in math, from 20% in grade 3 to 31% in grade 10. In reading, the gap ranges from 26% in grade 8 to 32% in grade 10.

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

Both student and teacher outcomes for the waiver day are identified in section # 8. Progress towards student outcomes that are tied to the larger district strategy, of which the waiver day is a part, will be measured throughout the year using Measures of Academic Progress (MAP) in grades 3–8 and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in grades K-2, along with benchmark assessments in math and reading and common formative course assessments in all other content areas. Teacher outcomes will be assessed using a follow-up survey and will be used to measure the effects of the waiver day.

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

Goals specific to the waiver day will be evaluated using a follow-up survey administered to all teachers.

Student outcome goals will be assessed annually using the MSP and HSPE.

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

All certified staff in grades K-6 will meet for ½ day in grade level bands (K-1,2-3,4-6), to:

- Review vertical alignment of first semester reading and math learning targets based on content power standards identified in 2010-11;
- Discuss implementation of reading and math programs to ensure that the curriculum is being implemented with fidelity and is having the intended impact on student achievement; and
- Discuss implementation of high yield instructional strategies, designed to differentiate instruction for heterogeneous student groups.

Each team will be facilitated by a content coach or curriculum specialist, who have been trained in facilitation of professional learning communities.

In the afternoon, teachers will return to their schools to work in grade level or specialist teams (including specialists) to review student work samples, review the progress of individual students, and identify intervention needs and strategies.

All certified staff in grades 7–12 will meet for ½ day in content area, cross-district teams to:

- Review vertical alignment of content standards for first semester;
- Discuss implementation of content reading and writing strategies and standards; and

- Discuss implementation of high yield instructional strategies, designed to differentiate instruction for heterogeneous student groups.

In the afternoon, teachers will return to their schools to work in content teams to review student work samples and discuss course benchmark assessments. All meetings will be facilitated by content coaches or administrators.

13. Describe the innovative nature of the proposed strategies.

While professional learning communities (PLCs) have become a common part of the education jargon, they are rarely a central part of a district-wide instructional improvement strategy. Done well, PLCs build upon the social nature of learning to deepen understanding, build commitment to improvement, and promote innovation. This plan proposes to broaden the PLC strategy to include district-wide teams, with the hope of enhancing staffs' commitment to a common curriculum and instructional framework while spurring innovation. The use of trained facilitators is intended to help staff, who are accustomed to working in building department and grade level teams, work together successfully in larger teams.

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

The improvements we need to make are significant and will take time. We expect waiver day activities to continue to be focused on district-wide vertical and horizontal alignment relative to curriculum, assessment, and instructional strategies. However, the agenda will be planned each year based on input from teachers and principals.

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

The plan's goals and strategies are based on the district's instructional framework, which may be accessed at <http://bit.ly/r3J7ND>. Improvement plan goals for each of the district's 9 schools, which will be finalized and reviewed by the School Board next fall, are required to be aligned with this framework and will include the following strategies: professional learning communities, continuous use of student data from multiple sources, and implementation of high yield instructional strategies.

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

The idea for a waiver day came out of discussions during the 2009-10 school year with our district calendar committee, our administrative team, and our district Citizens' Advisory Committee. While they see the need for collaboration time to improve achievement through district-wide collaboration, parents and staff both urged us to look for alternatives to half-days, which they believe are disruptive and less useful than full days. The district's Board of Directors passed a resolution in support of the waiver on July 13, 2011.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The current collective bargaining agreement between the district and the Mount Vernon Education Association (MVEA) provides for the following half-days:
 Planning/Collaboration Days: Teachers for grades K-6=7 days; 7-8=6 days; 9-12=5 days;
 Parent-Teacher Conferences: K-6 = 8 days; 7-8 = 7 days; 9-12 = 4 days.

The current CBA may be accessed at <http://www.mountvernonea.org/09-11%20CBA.pdf>.

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

1. Student instructional days (as requested in application)	179
2. Waiver days (as requested in application)	1
3. Additional teacher work days without students	3
Total	183

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

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

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

The district funds one day before the start of the school year. That day is used for a district-wide back-to-school meeting and building level meetings—both of which are an important part of preparing for the start of school. The waiver day will provide an opportunity previously available through the state-funded Learning Improvement Days. As explained above, the day will be in lieu of three early release days.

North Kitsap

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

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

Number of half-days before any reduction	1
Reduction	0
Remaining number of half days in calendar	1

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

Communication is a critical component of working with parents as partners to support their children's learning. The district's goal is to develop positive relationships and trust between parents and teachers. The need for face-to-face contact at conferences is a piece of the overall communication picture that cannot be underestimated.

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

Student MSP data shows the need to meet with parents regarding concern over grades or progress, transition to next year's grade, and/or concerns over behavior or work habits.

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

We will be using baseline data in the areas of Measurement of Academic Progress (MAP) and Measurements of Student Progress (MSP). We will expect measured growth in each area.

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

We will be setting goals towards making Adequate Yearly Progress on all of our MSP goals as well as showing above average gains on our Measurement of Academic Progress scores compared to national norms. We will also be surveying our parents regarding effectiveness of conferences.

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

A committee will be overseeing format and function of our conferences at both the elementary and secondary levels. A continuous improvement process protocol will be used to adjust and modify each year.

13. Describe the innovative nature of the proposed strategies.

Rather than half-days for student conferences, our community has spoken up about the need for fewer half-days in our schedule.

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

We will use the release days for the same purpose in subsequent years.

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

One of our goals is to improve communication regarding student progress to our families. This is an excellent vehicle to ensure face-to-face communication.

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

The Time Task Force is a committee made up of staff and parents of children in our school district. The Time Task Force recommends a calendar each year. They specifically requested full conference days within the school calendar.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

http://www.nkschools.org/15891052891214933/lib/15891052891214933/NKEA_Contract_2009-11.pdf

Teachers have 3 professional development days within the additional 18 days without students. If we are granted this waiver, we will have 168 full instructional days. The five waiver days will be for the purpose of parent/teacher conferences. We will also have 7 half-days. Those days were negotiated "furlough" days to offset the pay cut for all teachers in our state. Finally, each Wednesday, students are released 50 minutes early to allow for Professional Learning Community collaboration.

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

1. Student instructional days (as requested in application)	175
2. Waiver days (as requested in application)	5
3. Additional teacher work days without students	18
Total	198

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100		X	
2	100		X	
3	100		X	
4	100			X
5	100			X
6	100			X
7	100			X
8	100			X
9	100			X
10	100			X
11	100			X
12	100			X
13	100			X
14	100			X
15	100			X
16	100			X
17	100			X
18	100			X

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

The additional days are negotiated by contract. Conference days were not negotiated into the contract. For at least the last 8-9 years the practice has been to have conferences during the school year. We were not required to get a waiver for these days until this school year. While we were in an open contract year this year with our teachers association, this was not one of the issues discussed, as we found out about the waiver requirement change after we had already set our issues for the year. If we do not get this waiver, we will have to increase the number of half-days to allow for student/teacher conferences This is something our community is against.

Oak Harbor

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

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

Number of half-days before any reduction	Would have had 6-8 half-days for conferences plus one half-day for the last day of school
Reduction	By consolidating all half-day for conferences, it reduces the number of half-days by 6-8.
Remaining number of half days in calendar	One – last day of school.

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

Consolidate instructional time by avoiding half-day conferences.

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

Uninterrupted teaching results in improved student performance. In addition, transitions are reduced and instructional time is increased (8 half-days compared with 4 full days).

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

Uninterrupted teaching results in improved student performance as measured by a 5percent improvement on the MSP by 2014. In addition, transitions are reduced and instructional time is increased (8 half-days compared with 4 full days).

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

MSP results.

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

Uninterrupted teaching results in improved student performance. In addition, transitions are reduced and instructional time is increased (8 half-days compared with 4 full days).

13. Describe the innovative nature of the proposed strategies.

Increased time on-task and fewer transitions are correlated with increased student achievement.

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

Once implemented it is important to sustain this strategy since it increases time on-task and reduces transitions.

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

All of our school improvement plans list specific MSP improvement goals. These strategies are easy to implement and fully support those achievement objectives. All of our school improvement plans are available at:

<http://www.ohsd.net/index.cfm?page=c2&cid1=61&cid2=439>.

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

Our staff and parents do not like half-days. They pose childcare challenges and are disruptive to the educational process. Our community much prefers 4 full day for conferences as opposed to 8 half-days.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Our collective bargaining agreement does not govern the number or scheduling of conference days. Our CBA only requires one half-day, the last day of school. There is only one professional development day in the CBA. Our CBA is available at:

[http://www.oheaonline.org/negotiatedagreement/2010-2012_OHEA-OHSD_Negotiated_Agreement\[1\].pdf](http://www.oheaonline.org/negotiatedagreement/2010-2012_OHEA-OHSD_Negotiated_Agreement[1].pdf).

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	2
Total	182

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

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

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

Uninterrupted teaching results in improved student performance. In addition, transitions are reduced and instructional time is increased.

Okanogan

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

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

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

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

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

Goals of Student-Parent-Teacher Conferences:

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

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

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

Students are more connected when they are responsible for the information given to their parents. Student-involved conferences are emerging as a way to actively engage students in their learning process. Following are some of the benefits of student-involved conferences:

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

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

Students, parents and teachers, working as a team can deliver effective standards-based conferences. While these conferences may look different in different classrooms and grades, effective student-parent-teacher conferences incorporate five basic components:

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

Having students take more of a role in conferences allows them to examine how their strengths, weaknesses, and behavior affect them as learners. These type of conferences are experiences that can positively change and impact the communication patterns of students, parents, and teachers. If a conference is just looking at a folder of work, it is a missed opportunity. A powerful student-initiated parent-teacher conference focuses on student learning goals:

- The student does most of the talking while the parent asks questions for clarification and makes statements about the child and his/her work that may give the teacher greater insight.
- The child will tell you the Performance Standards he or she is working on in class.
- The child will discuss with you his or her progress in each class.
- The child will discuss with you his or her improvement plan for the upcoming grading period.
- After the child has finished, he or she will turn the meeting over to the parent and the teacher for any further questions that need to be answered.

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

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

As a classroom teacher or administrator, to ensure information shared in a student-parent-teacher conference reveals a student's strengths and weaknesses, one must review summative and formative classroom assessment practices and information gathering about student learning. Assessment encompasses everything from statewide accountability tests to district benchmark or interim tests to everyday classroom tests. In order to grapple with testing, educators should frame their view of testing as assessment and that assessment is information. The more information we have about students, the clearer the picture we have about achievement or where gaps may occur. Students should be able to articulate this shared information about their own learning. When this happens, student-parent-teacher conferences, a formative assessment strategy, are valid. The more we know about individual students as they engage in the learning process, the better we can adjust instruction to ensure that all students continue to achieve by moving forward in their learning.

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

For years parent-teacher conferences have been the primary means of parent-teacher communication. Because traditional parent-teacher conferences exclude the student from the process, this model does little to facilitate dialogue between parent and child or to recognize the need for students to assume greater control of their academic progress. But now, many schools are trying to actively include the student into the conferences. It is important for the student to take the lead by sharing samples of their course work, discussing interests and goals, and working together with their parents on a preliminary plan for the balance of high school and beyond. This form of conferencing allows all three people to form a partnership that is equal among stakeholders.

13. Describe the innovative nature of the proposed strategies.

Student-involved conferences provide students with an opportunity to talk with significant adults about their educational progress. The meetings are mainly facilitated by the student. During the meeting, the student shares his or her educational goals and examples of his or her work (portfolio). The student also helps to analyze his or her strengths and weaknesses, and reflects upon the educational consequences of choices the student has made. Together, the student, teacher(s) and parents determine what each will do to help the student move closer to the student's educational goals.

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

The student-parent-teacher conferences typically have three phases: preparation, the actual conference, and an evaluation component. To prepare students for the conference, teachers instruct students on how to lead the conference, assist them with collecting and preparing information to be shared with parents, and describe how to explain and interpret any information to be shared. During the actual conference, discussion of academic grades is typically the primary focus, but this format also provides an opportunity for students to share the contents of their portfolios and discuss self-selected academic and social goals for the upcoming term. After the conference, students, parents, and teachers should be given an opportunity to provide their feedback concerning the effectiveness of these type of conferences. If some parents want to meet with the teacher alone, teachers can give parents the option of selecting either a student-parent-teacher conference or a traditional parent-teacher conference, reserving five minutes at the end for a private conversation between parent and teacher, or permit the parent to schedule a follow-up conference with the teacher.

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

Many schools report doubling their parent participation at parent conferences with this approach.

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

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

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

Many teachers using the student-involved conference format frequently report that, as a result of involvement, parent and teacher bonds are strengthened. Both teacher and parent are more likely to initiate subsequent contacts throughout the remainder of the school year.

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

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

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

Building principals discussed, and staff approved, student-parent-teacher conferences. Teachers have spoken to and received positive feedback from students about this proposal. Communication with the home has taken place by email, phone calls, and memos. The school board has approved the proposed conferences and passed a resolution endorsing the proposal.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The district does provide two workdays before school starts – one half-day for the building principals to review school rules for students and adults, and one-and-a-half days for teachers to work in their classrooms to prepare for the start of school.

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

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

Orondo

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

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

Number of half-days before any reduction	20
Reduction	8
Remaining number of half days in calendar	12

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

To provide opportunity for students and parents to discuss student progress, review student achievement data, update and revise student learning plans and address outstanding areas of academic concern.

The Orondo Elementary and Middle School has a record of very high parent & student participation in parent/student/teacher conferences. Our school has placed a priority on twice annual face to face collaboration. We have seen the positive impact of this process in greater attention to homework, proactive problem solving in discipline concerns, and increased interaction between parents and students in monitoring academic progress. Our school emphasizes student participation at these conferences and structures a parent/student/teacher dialog. Students and parents meet with teachers twice each year to review the students' progress and set goals.

This communication between teachers and parents and students is a critical loop to support the professional development and instructional work of the district. We review summative state assessment data annually. Each grade level targets specific concepts and vocabulary related to the state standards, reinforcing these in lessons and classroom assessments. Students track their progress toward these academic goals using the NWEA MAP assessment as a benchmark three times per year. Students know their previous MAP score and the point gain they are targeting before each assessment period.

Our staff use the professional development time to analyze trends in student performance and determine areas of strength and weakness from the perspective of our school, our grade level groups, sub groups within each grade (ethnic, socioeconomic status, English language learner etc.) and individual students.

It is critical that this information is understood by everyone. Parent/student/ teacher conferences allow our teachers to hear parent concerns and recommendations. They allow parents to know how best to support their student's achievement and they reveal areas that need further development in both school and home systems. These conferences allow students to celebrate their achievements and to participate in problem solving discussions.

Orondo School serves a student population that is more than 70% Hispanic, with more than 75% of our students qualifying for free and reduced price lunch. Our School Improvement

Team has targeted the development of data driven goals to increase the achievement of all our students as a schoolwide priority. Parents are an essential partner in the ongoing support of these goals. Yet many of these parents are unfamiliar with the academic setting and are uncertain how to help their students overcome barriers to learning. Twice yearly, face to face time supports student achievement. Full day conferences allow staff to set a schedule that accommodates working parents and minimizes the loss of learning time.

The benefits of these efforts are monitored by use of a data management system that measures achievement and displays ongoing reports of student progress. It is essential that we share this information with parents in a timely manner.

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

Our school did not make AYP in 2010-2011. Our NWEA MAP confirms the need for attention to improvement of instruction and achievement. Testing indicates that we are performing below national and state averages in both reading and math. Our work in the 2010-11 school year is showing signs of improvements in these areas. In the 2010-2011 school year we narrowed the gap between our MAP reading average and the national average by 59%. Our gains in math were even more encouraging. Orondo MAP scores closed the gap between our scores and national norms. The Orondo scores exceeded the national norms. We made a 160% reduction in the gap between our 2010 math scores and the national average. The professional development, progress monitoring, and goal setting work that underlies these scores are resulting in increased achievement. It is critical that we continue this work and that students and parents remain active partners in this learning.

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

We will increase by 5% those students meeting state standards on the MSP in both reading and math in grades 3-7. We will maintain Orondo NWEA MAP math scores above grade level and narrow the gap between our NWEA MAP reading scores by at least 20%. We will increase the percent of individual students scoring at or above grade level in math on the NWEA math MAP by 5%.

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

NWEA MAP scores will be monitored 3 times per year in the 2011-12 school year. MSP scores will be reviewed in fall 2011.

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

We are requesting a waiver of four days to support full day parent/student/ teacher conferences on November 17 & 18, 2011 and on March 29 & 30, 2012. Full day conferences preserve educational continuity by reducing the number of half days required to accommodate the conference schedule. The quality of instruction is improved with the maintenance of full day schedules. The full day conference schedule does not lessen learning time, rather it concentrates instruction and allows teachers to focus early in conference week on rigorous instruction and later in the week on quality contact with students and parents. If the waiver is not

in place, it is necessary to schedule a full week of half day instruction twice a year. In contrast, scheduling two full days of parent/student/teacher conferences allows students to attend more full days of school, and to increase time in the regular schedule resulting in less interruption to the academic program. Preserving more full days of instruction especially supports our mathematics instruction. Many of our core services in mathematics and nearly all of our mathematics interventions are scheduled in the afternoon.

Summary:

Full day conferences allow for more days of regular class instruction without reducing the total instructional time. This improves continuity of learning, especially in math since many of our classroom schedules focus on math instruction right after lunch. This schedule also allows teachers to focus on each activity without shifting continually throughout the week. Finally, the schedule allows teachers to alter their schedules to accommodate later hours for parents without the stress of simultaneous late nights and early mornings.

13. Describe the innovative nature of the proposed strategies.

During the 2009-2010 school year our school increased the leadership role of the School Improvement Planning Team (SIP). Prior to this the team had met intermittently. We determined that we needed to meet weekly in order to focus on clear achievement targets and to build a comprehensive support system for the instructional support teams in the building. This weekly oversight of school improvement efforts continued in the 2010-11 school year. With the SIP team guiding our work, curriculum teams identified annual targets and designed intervention to support these targets. We also worked to increase parent partnership to support student achievement. The SIP team worked with our Federal Program Director to expand parent involvement opportunities. This work includes training events and access to computer labs. It includes support for parent officers and the development of leadership skills. Our migrant parent advisory council attended a state leadership training and planning conference in February of 2011 and returned to the district to organize a meeting with administration to critically examine student achievement data and to engage in an ongoing dialog regarding home/school partnership for academic success. These parent leaders worked with administration to recommend effective venues to sustain parent/student/teacher collaboration for student success. A key component of this strategy is to give priority to twice annual face to face teacher/student/parent conferences for all students.

Formative assessment data show gains in both reading and math scores. We are awaiting results of the 2011 MSP assessments to evaluate the success of our efforts to date.

We have taken steps to ensure that students and parents are partners in learning with our staff. Our conference plan is designed to support a collaborative dialog between parents, students and teachers. As parents have become better informed of their students' learning targets and progress, and as students participate in goal setting conversations with both teachers and parents, we have seen a qualitative change in school/family communication. Parents increasingly inquire about specific assessment information and the classroom performance of their children. They ask for strategies to support student learning and routinely report steps they have taken to help students succeed. Parents also offer recommendations to staff regarding strategies they have found helpful in the home and provide insights into student preferences and interests. Both parents and teachers use this time to listen to student concerns and to assist the student to overcome barriers to their learning. We believe that a collaborative dialog with parents is an essential component in our work to increase student achievement.

More than 90% of our parents participate in parent/student/ teacher conferences. It is challenging to provide ample time to schedule these conferences. Without a waiver to provide full day conferences, students will experience week long breaks in daily instructional routine with a half day schedule that provides the required time to conduct conferences on multiple afternoons. This schedule also requires our teachers to stay late to meet with families and to return early for the start of school on the following days. By scheduling full day conferences teachers can focus on full days of instruction early in the week and dedicate time that fits parent schedules to families on conference days at the end of the week.

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

The waiver request is to support full day parent/student/ teacher conferences. The Orondo school depends on increasingly active parent participation. Parent attendance exceeds 90% at parent/student/teacher conferences. This ongoing collaboration with families is an essential component in our school improvement strategy. The ability to schedule these conferences without reducing instruction to half days and with increased flexibility to maximize parent participation supports the student achievement work of our school. This benefit is ongoing from year to year.

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

Our School Improvement Plan calls for an increase in student achievement in the area of reading and mathematics. The use of achievement data to drive instruction is a critical component in the strategy to reach these goals. A primary focus of the parent involvement component of our School Improvement Plan is parent/student/ teacher conferences. The ability to schedule these conferences for ease of access to parents and optimal efficiency for teachers enhances this critical service. Such a schedule, additionally, supports a higher quality of classroom instruction. For these reasons, a waiver to provide full day conferences enhances and supports our School Improvement Plan. We are seeing improvements in reading and mathematics achievement. A 59% reduction in the gap between our NWEA MAP reading scores in 2010-2011 and the elimination of the gap in our MAP math scores (with our school scoring above national norms in NWEA MAP math) indicate that the collaborative work of our teachers, students and parents are making a difference.

These goals and activities support our school's vision statement which is copied below:

Our school is an interdependent community that places high priority on learning and student success. We use this priority as a guide when making decisions about time and resources. All staff members contribute their expertise and vision to the collaborative commitment to learning and student success. Administration, staff and community stakeholders maintain fidelity to this focus in decision making.

All of our students receive instruction that challenges them to greater achievement, focused on specific learning targets. Students know what these goals are and readily express their goals and progress toward them. Students, staff and parents work together to support these learning targets. Students meet these targets and push beyond them.

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

The superintendent and the school improvement team prepared a school calendar in keeping with our schoolwide plan. The parent advisory committee supports a conference schedule that meets the needs of parents' calendars and that minimizes half days of instruction. The final determination to request this waiver to allow for full day conferences came from our school board who strongly support the continuity of instruction it will facilitate.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Orondo Teachers are contracted for 185 days. One of these days is provided to compensate teachers for out of classroom activities and is scheduled at their discretion. One of these days is available for individual teacher choice to prepare classrooms at the beginning of the school year. The three remaining days are district assigned for inservice education and school improvement work. For the 2011-2012 school year, one of these days is assigned before the start of school, one is scheduled at a mid point in the year for collaboration to support our School Improvement Plan and one is scheduled at the end of school to facilitate the close of the year. Of the 180 student days, 164 student days are full days on regular schedule. Seven half days are scheduled to support inservice education (one per month in Sept, October, December, January, February, April and May). One late start day is scheduled to support student assessment and open house. Two half days are scheduled for records preparation before grading periods. One half day is scheduled on the day before Thanksgiving and the last student day of the school year is a half day. This waiver will provide for four of the student days to be available for full day parent/student/teacher conferences.

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	5
Total	185

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

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

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

The district assigned teacher work days described above are used for professional development. The request for waivers is to provide for teacher/ student/parent conferences during the school day that accommodate parent schedules and maximize home/school collaboration to increase student achievement.

Sunnyside

1. District	Sunnyside
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	7
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

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

Number of half-days before any reduction	14
Reduction	14
Remaining number of half days in calendar	0

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

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

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

We have utilized the waiver to do conferences and have had a great amount of success with regards to turnout and parent and family participation. Over ninety-five percent of parents attended conference in the elementary and middle schools. A little over seventy-five percent of the parents at the high school attended conferences this year but the numbers of parents attending is rising. These conferences are well planned by each school and student-lead conferences are done in about eighty percent of conferences. This has really added to the high attendance rate and engagement of parents as measured by our increase in attendance. Schools also have a number of staff members that are bilingual and are utilized to communicate with our monolingual families to help reduce the language barrier and make families feel more comfortable and welcome. The 180-day waiver is a critical element in educating families and building relationships to support and help our students learn and achieve at high levels.

Sunnyside School District is starting its third year as a Summit District. The Summit initiative has helped SSD go through a transformation the past two years focused on district-wide improvement. This has helped align our curriculum, instruction, and assessment to state standards district-wide. The three professional development days that we will utilize are essential to help our teachers improve their instructional skills. The three professional development days will focus on K-12 Math, Literacy, English Language Learners, and Special

Education to help deepen teacher's understanding of the before, during, and after strategies for the use of the curriculum guides aligned to Washington State Standards. Professional development on these days will also be focused on staff building a stronger understanding of Dr. Marzano's High Yield Strategies (HYS) and Guided Language Acquisition Design (GLAD) strategies to improve teaching and learning.

We have developed and implemented curriculum guides that are aligned to state standards in math, reading, science, health and fitness and fine arts. We will utilize the three professional development days to analyze student achievement in these areas utilizing common assessment data, reading and math benchmark assessments and MAP data. The administrative team and instructional coaches have been trained on a common protocol to be utilized when looking at common assessment results. The protocol helps to focus conversations on strengths, challenges, and implications for planning instruction in the upcoming units. The professional development will support teachers by helping them answer the following guiding questions; How will you plan for re-teaching? What alternative instructional strategies will you use? How will you differentiate instruction to meet the needs of all learners? What assessments will you use to monitor learning outcomes? I have included the common assessment protocol that our teacher teams will utilize when looking at common assessment data. The common assessment protocol will be utilized to reflect on strengths, challenges and implications for the use of instructional time and instructional practices for the next unit of instruction.

The collaboration between buildings, grade levels and subject areas will focus on common assessment data and reading and math benchmark assessment data. The collaboration across the district helps the system as a whole by looking at strengths and challenges on specific standards tested and is broken down for each grade level and building site. The collaboration is focused on building on strengths from the results of the assessments in schools and sharing their strategies to support schools that did not perform as well on this assessment. The staff collaboration will focus on utilizing the protocol and administrators and instructional coaches will facilitate conversations to focus collaborative lesson planning that will include, planning for re-teaching, alternative instructional strategies, differentiated instruction, and assessments to monitor learning outcomes.

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

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

The student achievement data motivating the purpose and goals of the waiver are the Measurement of Student Progress (MSP) and the High School Proficiency Exam (HSPE). Sunnyside School District utilizes MSP and HSPE assessments to monitor our progress on an annual basis. Our current results on the MSP and HSPE are attached to this document. We are on step 2 of AYP as a district and have not met adequately yearly progress as measured by the MSP and HSPE in reading and math at the elementary, middle, and high school bands.

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

As a district we will use our SSD student achievement targets, which include the MSP, and HSPE results in reading, writing, and math. In addition to these assessments we also utilize the Reading and Math Benchmark Assessments from OSPI that test the essential state standards

and are administered three times a year. As a Summit district we use these assessments to monitor our progress throughout the year. The Measurement of Academic Progress (MAP) is given three times a year to measure student growth from spring to spring and is also tied to our Summit 2011-2012 SSD student achievement targets. I have attached the 2011-2012 SSD student achievement targets that have been developed and established in collaboration with OSPI.

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

The evidence consists of individual school building plans and goal, staff development schedules aligned with the District Improvement Plan, Student Discourse Observation Tool, teacher professional growth plans, teacher in-service evaluations, and improvement in student achievement data as measured by MAP, MSP, HSPE, and reading and math benchmark assessments.

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

We utilize professional development days focused on improving student achievement by looking at data in our PLC's and utilizing the District's curriculum, instruction and assessment (CIA) conceptual framework. In the PLC's teachers will collaboratively plan lessons based on student needs that are determined by analyzing students assessment data on common assessments aligned to state standards. In PLC's a majority of the time will be spent on collaboratively planning the instructional time and instructional practices for the next unit of instruction. I will attach the CIA conceptual framework that guides the work of the PLC's for our teachers, instructional coaches, and administrators.

13. Describe the innovative nature of the proposed strategies.

We are implementing the curriculum, instruction and assessment framework K-12. This framework combines Dufour's four critical questions of a PLC with the essential elements that we utilize for unit planning. The framework will be utilized by teachers to plan unit target/standards, develop common assessments, and implement instructional lesson cycles that will be collaboratively planned. As part of the lesson cycle teachers will focus on research based instructional strategies and timely interventions to help students who do not meet proficiency on the common assessment and/or formative assessments. The end-of-unit summative assessments that are given will be checked for standard alignment with results from the math and reading benchmark assessments, MSP/HSPE, MAP, etc.

The CIA conceptual framework is innovative because it focuses the curriculum, instruction, and assessment process into one framework that involves unit planning and the lesson cycle process supported in PLC's. We are able to imbed all of our research based instructional strategy training that will include high yield strategies and GLAD into this framework to support teachers in helping students learn at high levels by helping them answer the question, what do we do when students don't know?

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

Most of the activities are on-going and will continue for the three school years. The level of implementation will increase each of the three years. SSD has student lead conference occurring K-8 and we are focused on having student lead conferences implemented K-12 by year three of the waiver. The high school is training staff in student lead conferences this coming year. By year three of this waiver a majority of our parent conferences will be student lead K-12.

Our professional development will focus on improving teaching and learning utilizing the CIA conceptual framework. This year literacy and math teachers will fully implement the conceptual framework. By the end of year three all teachers in all content areas will implement the CIA framework within their PLC. The three professional development days are critical in supporting this implementation.

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

The waiver supports the district's improvement plan by providing the opportunity for comprehensive teacher and staff training in high quality instruction, for all staff to be trained in GLAD strategies for ELL students, providing time for staff to work in their PLC groups and, opportunities to work on curriculum guide revision. The district's improvement plan can be found online at the web address below.

<http://www.sunnyside.wednet.edu/upload/uploads/district/districtimprovementplan.pdf>

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

The District communicates with parents, staff and the community through advisory committees, publications, and collaboration with various community organizations, non-profit organizations, and municipalities.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Certificated employees receive a contract for 180 days. There are 173 full-instruction days, leaving seven (7) contracted days without students. The seven no-student days are used as follows:

November 9	Parent/Teacher Conference
November 10	Parent/Teacher Conference
December 9	District Directed Inservice
February 3	District Directed Inservice
April 5	Parent/Teacher Conference
April 6	Parent Teacher Conference
April 20	District Directed Inservice

There are opportunities provided for 12 supplemental workdays during the year (*13 days for teachers with more than 16 years of experience*).

Seven (7) of those days have been scheduled:

#1	August 29	District Directed Inservice
#2	August 30	District Directed Inservice
#3	August 31	District Directed Inservice
#4	September 1	District Directed Inservice
#5	September 2	Inservice/Collaboration Day
#6	October 7	District Directed Inservice
#7	June 15	Building Checkout/Collaboration Day

The remaining five (5) days are teacher validated.

#8	TBD	Teacher Validated
#9	TBD	Teacher Validated
#10	TBD	Teacher Validated
#11	TBD	Teacher Validated
#12	TBD	Teacher Validated
#13	<i>TBD (Year 16+ Only)</i>	<i>Teacher Validated</i>

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

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

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

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

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

We have work days above the 180 school days but they are dependent on the amount of funding available from our federal dollars. This waiver allows us to provide a calendar that has four parent conference days and three imbedded professional development days. The majority of the days above the 180 school days are completed before school begins. By having this waiver we are able to have three embedded professional development days during the calendar year that provides continuity and support for teacher learning.

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

The District used the waiver days as planned for professional development and parent-teacher conferences.

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

Sunnyside School District has had some gains on the WASL K-12 but overall we did not meet our AYP goals. Specifically we have seen gains in math on the MSP 6-8 and math benchmarks K-12 for the 2010-11 school year. MAP has seen growth in many of the grade bands but overall the growth has not achieved at the level we had hoped for. We are focusing efforts on improving instruction K-12 utilizing professional development to implement our CIA conceptual framework and collaborative plan and improve instructional practice.

The building plans and goals were partially met but we did not get the overall growth needed to meet or exceed each building goals overall. The staff development was well received by teachers as measured by the positive feedback from ninety percent of the teacher in-service evaluations. The staff development schedules were implemented and the student discourse observational tool was presented to our math teachers. Unfortunately we did not have teachers implement the student discourse observational tool with fidelity. The professional growth plans have been revamped as part of our new evaluation system and will be fully implemented at the high school for the 2011-2012 school year. At the K-8 level professional growth plans will be tied to evaluations with teachers who volunteer.

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

Frequent communication, newsletters, local media, and letters sent home.

Thorp

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

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

Number of half-days before any reduction	7
Reduction	0
Remaining number of half days in calendar	7. Six half-days are used for Parent Teacher conferences. One half day is for release before Thanksgiving.

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

During the 2011-2012 school year we will begin implementing RTI in our elementary program. The purpose of implementing RTI in our program is to increase the focus on reading and math in an attempt to bring all students to grade level in these areas and reduce the number of students qualifying for SPED services or needing additional support through Title I. We will also use these two days to complete a curriculum map in Math, mapping our current curriculum material using the new National Core Standards K-12. In addition to these two days we will use most of our early release Fridays during the school year to complete both these tasks. With cuts to the state budgets these waiver days once again become critical to our school system if we are to be able to fulfill our responsibilities to our students and communities.

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

We currently have 20percent of our student population qualifying for special education services. An additional 30 students are regularly receiving TITLE I services K-12. The state has officially adopted the National Common Core Standards which all staff must become familiar with.

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

- (1) The number of students qualifying for IEPs;
- (2) MAP test results administered 1-12, three times each year;
- (3) DRA test results administered in K-6, twice a year;
- (4) Classroom data collected by teachers throughout the year;
- (5) We will be using DIBELS testing as a means of providing additional timely demonstration of growth or need for additional intervention.

We expect that we will see a reduction in the number of students receiving special education over a two year period. We expect that test results from both MAP and DRA testing will reflect student growth of at least 1 year per student and more for student not at grade level.

We will produce a curriculum MAP that will identify areas in our curriculum in Math K-12 that need to be addressed due to lack of sufficient coverage in the established materials.

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

MAP, DRA, and DIBELS scores for individual students. Classroom success of individual students. The number of students testing out of special education and a reduction in the number of students requiring TITLE 1 services.

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

We will receive training in implementing RTI in a small school district. We will use the research based RTI strategies and processes to provide all students with the reading and math support they need to be successful. A higher level of staff will be devoted to grade bands, K-2, 3-4, 5-6. This will allow us to serve between 4 and eight reading groups per hour that is set aside for this purpose in the morning.

13. Describe the innovative nature of the proposed strategies.

Response to Intervention (RTI) is a research based method of addressing the instructional needs of underperforming students.

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

Our waiver request is for a single year. While we anticipate requesting waivers in future years for the purpose of curriculum mapping, aligning curriculum with established state and national standards, and addressing vertical alignment of all curriculum areas, the focus of that work will change from year to year.

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

As with all past school improvement plans student achievement and growth are at the core of our plan. Over the last two years particularly Thorp has become a magnet for students receiving special education services. Foster placement has brought in 5 over the last two years. If desired the board can request a copy of Thorp's School Improvement plan by contacting Jim Hainer by Email at hainerj@thorp.wednet.edu or by phone at (509) 964-2107.

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

This waiver has been renewed with the knowledge and participation of the community, board members, and staff at a regular meeting of the school board. It is also the topic, at least annually, at a meeting of our school systems PTSA.

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

and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Contract Professional Development Days: 0

Parent Teacher Conference Days (12:00 Noon Release): 6 days-2 conference sessions

Early Release Fridays (1:30 Release): 31 (Release time is used to work on district instructional initiatives, such as math adoption-mapping, RTI development, Accreditation work, curriculum training.)

Full Instruction days: 143

There is no other non-instructional time provided for in the CBA.

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

1. Student instructional days (as requested in application)	178
2. Waiver days (as requested in application)	2
3. Additional teacher work days without students	1
Total	181

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

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

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

The district pays the entire district staff, certificated and classified to attend a mandated training day. This day focuses on all the mandatory training required to update staff on policies, procedures, data review, review of special education needs of students. The additional two waiver days will be used to provide staff with focused, extended time to address math and RTI curriculum needs, including review of progress made over the course of the school year.

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

Goals of the waiver days requested last year included: The purpose of the waiver days will be to: (1) Allow instructional staff to collaborate on the processing and study of the "Common Core Standards"; (2) To allow staff to review Elementary and High School math materials for possible piloting and adoption. The process to complete this task will involve several meetings with all elementary staff members, our high school math teacher and me. The two waiver days and several early release days were used to work on both tasks.

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

The purpose and goals of both tasks were accomplished significantly during the 2010-2-011 school year. The elementary staff has selected the Curriculum Math Expression for a full year, all grade K-5 pilot for the next year. The will use the new National Common Core standards to map the curriculum material. We have a new middle school math and science teacher this year who will review the mapping of math curriculum completed last year and tie that to the elementary work. Staff reviewed the Common Core Standards last year and are now looking at ways we can use these new standards to further develop our new standards based grading system in the middle school. Our high school math teacher will be reviewing all all math material to determine condition of the materials, appropriateness of those materials compared to the common core standards and to make recommendation for the pilot or purchase of new materials.

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

Parents and the community have been kept informed through a series of public board meeting, budget meetings and PTSA meetings.

Wahkiakum

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

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

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

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

The purpose in requesting the waiver is to increase student achievement as a result of additional release time for professional development for staff. Our goals are to assist staff in developing better strategies and methodologies as they provide more effective instruction and assessments in the classroom.

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

We will be viewing and interpreting MSP, HSPE and end-of-course assessments. We will also be examining student failure rates.

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

We will be utilizing the state assessment results for our district. We will also be examining classroom based assessments, DIBEL fluencies, and pre and post computer instructional programs (such as Success Maker.) Lastly, we will also survey teachers regarding their perceptions of the effectiveness of the professional development.

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

The evidence will be qualitative and quantitative assessment data from the measures and standards stated above.

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

We have already received input from staff regarding how to best provide effective professional development. We plan to allow time for our trained staff to share their expertise with their colleagues. In addition, we will be using outside consultants to facilitate our professional development activities. We expect that by increasing our staff's ability to provide effective instruction, our student achievement scores will improve.

13. Describe the innovative nature of the proposed strategies.

Our strategies outlined above will result in an improved professional learning community among our staff. Some examples of our activities will be aligning State standards to new K-12 math curriculum, teachers will be using formative assessment data in collaboration with their colleagues, we will be conducting teacher book studies on best practices, and allowing staff the opportunity to observe other teachers as they provide effective instruction.

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

Each year we will use a teacher inservice survey and assessment data to plan the area of focus for professional development for the following year(s).

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

Our district/school improvement plan focuses on increasing teacher effectiveness and student achievement. This plan is available in our two school buildings and our district office. At the request of the State Board of Education, we will be happy to provide electronic versions and in the near future we plan to have them posted to our district website (wahksd.k12.wa.us). We plan to have our improvement plans revised by early September.

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

Over the course of the last few years, each stated community entity has been polled and given the opportunity to provide additional feedback related to our request(s) for our waiver from the 180 day school year. Each group has been in support of our endeavors.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

4 professional development days we're requesting, 173 full instruction, 3 half-day instruction, and 3 half-day K-5 parent confer days and 2 half-day 6-8 parent conference.

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

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

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

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

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

2.5 additional teacher workdays are consider inadequate to provide all of the necessary professional development needed for staff to keep abreast of best practices.

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

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

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

As a result of being granted previous waivers, we have been able to provide professional development in the areas of reading, math, ELL, technology, etc. Our reading and writing scores have been consistently above that of the state averages. We now want to turn our focus to math

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

This process started as a survey from parents and community. Some examples of our on-going communications include school newsletters, the district website, principal/staff presentations at monthly school board meetings and individual student learning plans that are shared with both parents and students.

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Title:	Innovation Waivers	
As Related To:	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>SBE and OSPI are directed to provide an expedited review process of innovation school/zone waiver requests. To that end, staff recommend including questions in the OSPI developed innovation application and scheduling a special meeting in February to consider innovation waiver requests.</p> <p>Recommended application questions:</p> <p><i>SBE may grant waivers to districts from the provisions of RCW 28A.150.200 through 28A.150.220 or Title 180 WAC (SBE rules) on the basis that the waivers are necessary to implement an innovation school or innovation zone as outlined in HB 1546. Does this innovation plan include a request for a waiver from these laws or rules? If so, which one(s)? What specifically is needed (e.g. number of days to be waived in the case of a waiver from 180 school days).</i></p> <p><i>Why is this waiver necessary to implement the innovation school(s) or zone as described in this application?</i></p>	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The 2011 Legislature passed two bills regarding innovation in education: HB 1521 and HB 1546. The SBE is directly involved in HB 1546, which encourages innovation by establishing innovation schools and zones with a focus on arts, science, technology, engineering, and mathematics (A-STEM). OSPI and SBE, within the scope of their authority, may grant waivers for innovation schools/zones and shall provide an expedited review of requests. Waivers may be granted that in the opinion of SBE are necessary to be waived to implement the innovation school/zone and that are within their statutory authority to waive.</p>	

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INNOVATION WAIVERS

BACKGROUND

2011 Innovation Bills

The 2011 Legislature passed two bills regarding innovation in education: House Bill 1521 and House Bill 1546. The SBE is directly involved only in HB 1546, which encourages innovation by establishing innovation schools and zones with a focus on arts, science, technology, engineering, and mathematics (A-STEM). The SBE is not involved in HB 1521, which directs OSPI to develop criteria and a streamlined review process for identifying Washington Innovative Schools, to include them on a website, and to develop additional recognition strategies for designated schools.

House Bill 1546

In April, 2001, the Legislature passed House Bill 1546. The purpose is to encourage expansion of innovative K-12 schools with a priority on arts, science, technology, engineering, and mathematics (A-STEM) through partnerships with business, industry, and higher education. The intended outcome is to increase A-STEM pathways using project-based or hands on learning, particularly in schools trying to close academic achievement gaps. A priority shall be placed on models that are interdisciplinary, engaging, rigorous, and culturally relevant. To that end, this bill creates a framework for innovation to include:

- Leveraging community assets.
- Improving staff capacity and effectiveness.
- Developing partnerships among family, school, business, industry, and higher education that can lead to industry certification or dual high school/college credit.
- Evidence-based practice to reduce achievement gaps.
- Restructured school operations to improve student performance and close education opportunity gaps.

Innovation School/Zone Process

OSPI will develop an application process for districts to apply to have one or more schools designated as an innovation school or a group of schools/districts designated as an innovation zone with a priority on A-STEM. OSPI shall develop criteria to review applications and to evaluate the need for waivers to state statutes and administrative rules.

Interested districts must submit their applications to Educational Service Districts (ESDs). Eight of the nine ESDs may recommend to OSPI approval of up to three applications, at least two of which must be focused on A-STEM innovations. The ninth ESD, Puget Sound ESD, may recommend approval of no more than ten applications with at least half of those recommended focusing on A-STEM. There will be a maximum of 34 applications recommended by ESDs.

OSPI shall approve the innovation plans as recommended by the ESDs.

Plans must include:

- A description of the scope of the innovation school or zone.
- A description of why designation as an innovation school or zone would improve student achievement and close educational opportunity gaps.
- The specific, research-based activities and innovations to be carried out.
- Justification for each request for a waiver of state statutes or administrative rules.
- Identification of anticipated improvements in student achievement and the opportunity gaps that will occur as a result of the innovations.
- A budget and anticipated sources of funding.
- Identification of multiple measures for evaluation and accountability to be used to measure improvement in achievement and closing of gaps including assessment scores, graduation rates, and dropout rates.
- A written statement that directors and administrators are willing to exempt the schools from specifically identified local rules as needed.
- Written statements that directors and local bargaining agents will modify locally bargained agreements as needed.
- Written statements of support from the board of directors, the superintendent, the principals and staff of involved schools, each local employee association, the local parent organization, and statements of support from any interested parent, business, institution of higher education or community organization.
- Demonstration of support of the innovation plan by the majority of staff at the schools involved.

Innovation schools/zones must report the progress annually to OSPI. If the school/zone is not demonstrating improvement then OSPI is directed to revoke the designation.

Waivers

OSPI and SBE, within the scope of their authority, may grant waivers for innovation schools/zones and shall provide an expedited review of requests. Waivers may be granted that in the opinion of OSPI or SBE are necessary to be waived to implement the innovation school/zone and that are within their statutory authority to waive. Waivers may not be granted:

- To public health, safety, or civil rights rules, or
- That would result in a violation of state or federal laws, or
- If the waiver would jeopardize state or federal funds.

Waivers may be denied if OSPI or SBE conclude that the waiver is likely to result in a decrease in academic achievement.

SBE specifically may grant waivers to districts from the provisions of RCW 28A.150.200 through 28A.150.220 or Title 180 WAC on the basis that the waivers are necessary to “implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student. The local plan may include alternative ways to provide effective educational programs for students who experience difficulty with the regular education program” (previously existing language) or to “implement an innovation school or innovation zone” (new language). The SBE attorney has advised staff that the new waiver language does not extend the existing scope of SBE waiver authority but does add an additional purpose for SBE waivers.

Timeline (items in **bold** are specifically listed in the bill; all others developed by OSPI/SBE):

September 19, 2011: Applications distributed by OSPI (to include SBE waiver questions).

January 6, 2012: Districts submit applications to the Educational Service Districts (ESDs).

February, 2012: SBE Special Meeting to consider waiver requests (date to be determined).

March 1, 2012: OSPI notifies districts that they have been approved.

SY 2012-13: Districts begin implementation.

January 15, 2013 and odd-numbered years thereafter:

OSPI reports to the education committees on the progress of the innovation schools/zones.

POLICY CONSIDERATION

SBE and OSPI are directed to provide an expedited review process of innovation school/zone waiver requests. To that end, staff recommends including all necessary questions in the OSPI developed innovation application and scheduling a special meeting in February to consider innovation waiver requests.

Recommended application questions:

SBE may grant waivers to districts from the provisions of RCW 28A.150.200 through 28A.150.220 or Title 180 WAC (SBE rules) on the basis that the waivers are necessary to implement an innovation school or innovation zone as outlined in House Bill 1546. Does this innovation plan include a request for a waiver from these laws or rules? If so, which one(s)? What specifically is needed (e.g. number of days to be waived in the case of a waiver from 180 school days).

Why is this waiver necessary to implement the innovation school(s) or zone as described in this application?

EXPECTED ACTION

Consider approval of the recommended application questions and proposed February 2012 special meeting.

ENGROSSED SECOND SUBSTITUTE HOUSE BILL 1546

AS AMENDED BY THE SENATE

Passed Legislature - 2011 Regular Session

State of Washington 62nd Legislature 2011 Regular Session

By House Ways & Means (originally sponsored by Representatives Hargrove, Hunt, Dammeier, Pettigrew, Lillas, Smith, Anderson, Fagan, Kretz, Dahlquist, Angel, Zeiger, Jenkins, and Finn)

READ FIRST TIME 02/25/11.

1 AN ACT Relating to authorizing creation of innovation schools and
2 innovation zones focused on science, technology, engineering, and
3 mathematics in school districts; amending RCW 28A.305.140 and
4 28A.655.180; adding new sections to chapter 28A.630 RCW; creating a new
5 section; and providing an expiration date.

6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

7 NEW SECTION. Sec. 1. (1) The legislature finds that:

8 (a) School district boards of directors are encouraged to support
9 the expansion of innovative K-12 school or K-12 program models, with a
10 priority on models focused on the arts, science, technology,
11 engineering, and mathematics (A-STEM) that partner with business,
12 industry, and higher education to increase A-STEM pathways that use
13 project-based or hands-on learning for elementary, middle, and high
14 school students; and

15 (b) Particularly in schools and communities that are struggling to
16 improve student academic outcomes and close the educational opportunity
17 gap, there is a critical need for innovative models of public
18 education, with a priority on models that are tailored to A-STEM-

1 related programs that implement interdisciplinary instructional
2 delivery methods that are engaging, rigorous, and culturally relevant
3 at each grade level.

4 (2) Therefore, the legislature intends to create a framework for
5 change that includes:

6 (a) Leveraging community assets;

7 (b) Improving staff capacity and effectiveness;

8 (c) Developing family, school, business, industry, A-STEM
9 professionals, and higher education partnerships in A-STEM education at
10 all grade levels that can lead to industry certification or dual high
11 school and college credit;

12 (d) Implementing evidence-based practices proven to be effective in
13 reducing demographic disparities in student achievement; and

14 (e) Enabling educators and parents of selected schools and school
15 districts to restructure school operations and develop model A-STEM
16 programs that will improve student performance and close the
17 educational opportunity gap.

18 NEW SECTION. Sec. 2. (1) The office of the superintendent of
19 public instruction shall develop a process for school districts to
20 apply to have one or more schools within the district designated as an
21 innovation school, with a priority on schools focused on the arts,
22 science, technology, engineering, and mathematics (A-STEM) that
23 actively partners with the community, business, industry, and higher
24 education, and uses project-based or hands-on learning. A group of
25 schools that share common interests, such as geographical location, or
26 that sequentially serve classes of students as they progress through
27 elementary and secondary grades may be designated as an innovation
28 zone. An innovation zone may include all schools within a school
29 district. Consortia of multiple districts may also apply for
30 designation as an innovation zone, to include all schools within the
31 participating districts.

32 (2) Applications requesting designation of innovation schools or
33 innovation zones must be developed by the school district in
34 collaboration with educators, parents, businesses, industries, and the
35 communities of participating schools. School districts must ensure
36 that each school has substantial opportunity to participate in the
37 development of the innovation plan under section 4 of this act.

1 (3) The office of the superintendent of public instruction shall
2 develop common criteria for reviewing applications and for evaluating
3 the need for waivers of state statutes and administrative rules as
4 provided under section 5 of this act.

5 NEW SECTION. Sec. 3. (1) Applications to designate innovation
6 schools and innovation zones must be submitted by school district
7 boards of directors to their respective educational service districts
8 by January 6, 2012, to be implemented beginning in the 2012-13 school
9 year. Innovation plans must be able to be implemented without
10 supplemental state funds.

11 (2) Each educational service district boards of directors shall
12 review applications from within the district using the common criteria
13 developed by the office of the superintendent of public instruction.
14 Each educational service district shall recommend approval by the
15 office of the superintendent of public instruction of no more than
16 three applications from within each educational service district, no
17 fewer than two of which must be focused on A-STEM-related innovations
18 and no more than one of which may focus on other innovations. However,
19 any educational service district with over three hundred fifty thousand
20 full-time equivalent students may recommend approval of no more than
21 ten applications from within the educational service district, no fewer
22 than half of which must be focused on A-STEM-related innovations and no
23 more than half of which may focus on other innovations. At least one
24 of the recommended applications in each educational service district
25 must propose an innovation zone, as long as the application meets the
26 review criteria.

27 (3) The office of the superintendent of public instruction shall
28 approve the innovation plans of the applicants recommended by the
29 educational service districts. School districts that have applied
30 shall be notified by March 1, 2012, whether they were selected.

31 (4) Designation of innovation schools and innovation zones under
32 this section shall be for a six-year period, beginning in the 2012-13
33 school year, unless the designation is revoked in accordance with
34 section 7 of this act.

35 NEW SECTION. Sec. 4. (1) Each application for designation of an
36 innovation school or innovation zone must include a proposed plan that:

1 (a) Defines the scope of the innovation school or innovation zone
2 and describes why designation would enhance the ability of the school
3 or schools to improve student achievement and close the educational
4 opportunity gap including by implementing a program focused on the
5 arts, science, technology, engineering, and mathematics themes that
6 partner with the community, business, industry, and higher education
7 and use project-based or hands-on learning;
8 (b) Enumerates specific, research-based activities and innovations
9 to be carried out under the designation;
10 (c) Justifies each request for waiver of state statutes or
11 administrative rules as provided under section 5 of this act;
12 (d) Justifies any requests for waiver of state statutes or
13 administrative rules that are in addition to the waivers authorized
14 under section 5 of this act that are necessary to carry out the
15 proposed innovations;
16 (e) Identifies the improvements in student achievement and the
17 educational opportunity gap that are expected to be accomplished
18 through the innovations;
19 (f) Includes budget plans and anticipated sources of funding,
20 including private grants and contributions, if any;
21 (g) Identifies the technical resources desired, the potential costs
22 of those resources, and the institutions of higher education,
23 educational service districts, businesses, industries, or consultants
24 available to provide such services;
25 (h) Identifies the multiple measures for evaluation and
26 accountability to be used to measure improvement in student
27 achievement, closure in the educational opportunity gap, and the
28 overall performance of the innovation school or innovation zone,
29 including but not limited to assessment scores, graduation rates, and
30 dropout rates;
31 (i) Includes a written statement that school directors and
32 administrators are willing to exempt the designated school or schools
33 from specifically identified local rules, as needed;
34 (j) Includes a written statement that school directors and local
35 bargaining agents will modify those portions of their local agreements
36 as applicable for the designated school or schools;
37 (k) Includes written statements of support from the district's
38 board of directors, the superintendent, the principal and staff of

1 schools seeking designation, each local employee association affected
2 by the proposal, the local parent organization, and statements of
3 support, willingness to participate, or concerns from any interested
4 parent, business, institution of higher education, or community
5 organization; and

6 (1) Commits all parties to work cooperatively during the term of
7 the pilot project.

8 (2) A plan to designate an innovation school or innovation zone
9 must be approved by a majority of the staff assigned to the school or
10 schools participating in the plan.

11 NEW SECTION. Sec. 5. (1)(a) The superintendent of public
12 instruction and the state board of education, each within the scope of
13 their statutory authority, may grant waivers of state statutes and
14 administrative rules for designated innovation schools and innovation
15 zones as follows:

16 (i) Waivers may be granted under RCW 28A.655.180 and 28A.305.140;

17 (ii) Waivers may be granted to permit the commingling of funds
18 appropriated by the legislature on a categorical basis for such
19 programs as, but not limited to, highly capable students, transitional
20 bilingual instruction, and learning assistance; and

21 (iii) Waivers may be granted of other administrative rules that in
22 the opinion of the superintendent of public instruction or the state
23 board of education are necessary to be waived to implement an
24 innovation school or innovation zone.

25 (b) State administrative rules dealing with public health, safety,
26 and civil rights, including accessibility for individuals with
27 disabilities, may not be waived.

28 (2) At the request of a school district, the superintendent of
29 public instruction may petition the United States department of
30 education or other federal agencies to waive federal regulations
31 necessary to implement an innovation school or innovation zone.

32 (3) The state board of education may grant waivers for innovation
33 schools or innovation zones of administrative rules pertaining to
34 calculation of course credits for high school courses.

35 (4) Waivers may be granted under this section for a period not to
36 exceed the duration of the designation of the innovation school or
37 innovation zone.

1 (5) The superintendent of public instruction and the state board of
2 education shall provide an expedited review of requests for waivers for
3 designated innovation schools and innovation zones. Requests may be
4 denied if the superintendent of public instruction or the state board
5 of education conclude that the waiver:

6 (a) Is likely to result in a decrease in academic achievement in
7 the innovation school or innovation zone;

8 (b) Would jeopardize the receipt of state or federal funds that a
9 school district would otherwise be eligible to receive, unless the
10 school district submits a written authorization for the waiver
11 acknowledging that receipt of these funds could be jeopardized; or

12 (c) Would violate state or federal laws or rules that are not
13 authorized to be waived.

14 NEW SECTION. Sec. 6. (1) The office of the superintendent of
15 public instruction shall report to the education committees of the
16 legislature on the progress of the designated innovation schools and
17 innovation zones by January 15, 2013, and January 15th of each odd-
18 numbered year thereafter. The report must include recommendations for
19 waiver of state laws and administrative rules in addition to the
20 waivers authorized under section 5 of this act, as identified in
21 innovation plans submitted by school districts.

22 (2) Each innovation school and innovation zone must submit an
23 annual report to the office of the superintendent of public instruction
24 on their progress.

25 (3) The office of the superintendent of public instruction, through
26 the center for the improvement of student learning, must collect and
27 disseminate to all school districts and other interested parties
28 information about the innovation schools and innovation zones.

29 NEW SECTION. Sec. 7. After reviewing the annual reports of each
30 innovation school and zone, if the office of the superintendent of
31 public instruction determines that the school or zone is not increasing
32 progress over time as determined by the multiple measures for
33 evaluation and accountability provided in the school or zone plan in
34 accordance with section 4 of this act then the superintendent shall
35 revoke the designation.

7 NEW SECTION. Sec. 1. (1) The legislature finds that:

8 (a) School district boards of directors are encouraged to support
9 the expansion of innovative K-12 school or K-12 program models, with a
10 priority on models focused on the arts, science, technology,
11 engineering, and mathematics (A-STEM) that partner with business,
12 industry, and higher education to increase A-STEM pathways that use
13 project-based or hands-on learning for elementary, middle, and high
14 school students; and
15 (b) Particularly in schools and communities that are struggling to
16 improve student academic outcomes and close the educational opportunity
17 gap, there is a critical need for innovative models of public
18 education, with a priority on models that are tailored to A-STEM-

lated

13 under section 3 of this act.

14 (2) The state board shall adopt criteria to evaluate the need for
15 the waiver or waivers.

16 Sec. 9. RCW 28A.655.180 and 2009 c 543 s 3 are each amended to
17 read as follows:

18 (1) The state board of education, where appropriate, or the
19 superintendent of public instruction, where appropriate, may grant
20 waivers to districts from the provisions of statutes or rules relating
21 to: The length of the school year; student-to-teacher ratios; and
22 other administrative rules that in the opinion of the state board of
23 education or the opinion of the superintendent of public instruction
24 may need to be waived in order for a district to implement a plan for
25 restructuring its educational program or the educational program of
26 individual schools within the district or to implement an innovation
27 school or innovation zone designated under section 3 of this act.

28 (2) School districts may use the application process in RCW
29 28A.305.140 to apply for the waivers under this section.

30 NEW SECTION. Sec. 10. Sections 2 through 7 of this act are each
31 added to chapter 28A.630 RCW.

32 NEW SECTION. Sec. 11. This act expires June 30, 2019.

Passed by the House April 21, 2011.

Passed by the Senate April 20, 2011.

Approved by the Governor May 5, 2011.

Filed in Office of Secretary of State May 6, 2011.

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Title:	Basic Education Program Requirements: Review of Waiver Criteria	
As Related To:	<input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education	<input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input checked="" type="checkbox"/> Other
Relevant to Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Discussion will focus on a central issue regarding Option One rules: Should the waiver rules include parent teacher conferences as an acceptable waiver activity? Additionally, does the Board intend to work with the Legislature to clarify whether or not parent teacher conferences should be included as a 'school day' as defined in RCW 28A.151.203?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>This memo summarizes Board member recommendations for establishing clear criteria and parameters for Option One waivers.</p> <p>Timeline: Staff intends to return in November with draft rules and have a final rules hearing in January, 2012.</p> <p>In July, Board Members provided guidance to staff to move forward with drafting rules clarifying Option One waivers, to include the following:</p> <ul style="list-style-type: none"> • Limit Option One waivers to no more than five days. • Improve waiver accountability by requiring an annual Summary Report on implementation of waiver days. • Require districts to provide a calendar and an explanation of how they calculate instructional hours as part of the application. <p>Discussion will focus on parent teacher conference days as related to waivers (see Policy Considerations/Key Questions above).</p>	

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BASIC EDUCATION PROGRAM REQUIREMENTS: REVIEW OF WAIVER CRITERIA

BACKGROUND

In July, State Board of Education (SBE) Members provided input on specific criteria and parameters regarding Option One waiver requests. The result is presented in the form of draft criteria for approving Option One waiver requests with an accompanying discussion of the impact of eliminating Option One entirely. Staff intends to provide draft rules in November for Member input.

Current Options for Waivers from the 180 Day Requirement

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

- **Option One** is the regular request that has been available since 1995 to enhance the educational program and improve student achievement. Districts may propose the number of days to be waived and the types of activities deemed necessary to enhance the educational program and improve student achievement. This option requires Board approval. There are currently 37 Option One waivers for the 2011-12 school years and beyond, down from 66 in 2010-11. The number of current Option One waivers in the table below does not include the waiver requests presented in this memorandum.
- **Option Two** is a pilot for purposes of economy and efficiency for eligible districts to operate one or more schools on a flexible calendar. It expires August 31, 2014. Three districts were approved for this option in 2009 and these waivers will expire after 2011-12.
- **Option Three** is a fast track process implemented in 2010 that allows districts meeting eligibility and other requirements to use up to three waived days for specified innovative strategies. This Option requires staff review. Twenty-two districts have Option Three waivers for school years 2011-12 and beyond, up from seven in school year 2010-11.

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

	School Year 2010-11	School Year 2011-12 (as of 6/11)	School Year 2011-12 (as of 8/1/2011)
Option One	66 (22.3 % of state)	27 (9.1 % of state)	37 (12.5 % of state)*
Option Two	3 (1 % of state)	3 (1 % of state)	3 (1 % of state)
Option Three	7 (2.4 % of state)	22 (7.5 % of state)	22 (7.5 % of state)
Total, all options	76 (25.7 % of state)	52 (17.6 % of state)	62 (21 % of state)

*This number does not include the current waiver requests that will be considered by the Board this board meeting (15 requests). If these 15 are approved, then there will be a total of 52 Option One waivers and 77 waivers overall, very close to the 76 total waivers last school year.

POLICY CONSIDERATION

Board members are asked to review the following criteria for approving Option One waivers, as discussed in depth at the July 2011 Board meeting. In particular, Members are asked to decide if the draft rules should include parent teacher conferences as an acceptable waiver activity. Additionally, does the Board intend to work with the Legislature to clarify whether or not parent teacher conferences should be included as a 'school day' as defined in RCW 28A.151.203?

Table B: Criteria for Option One Waivers July Discussion Summary

Waiver Concern	Staff Recommendation	Board Member Input
Criteria in Rules Should staff draft rules for Option One waiver criteria (to include decisions on elements below)?	Yes	Yes, draft rules for Option One criteria but also examine the impact of eliminating Option One entirely.
Accountability Should SBE require a Summary Report on implementation of past waiver days (agendas, amounts of time spent, how waiver days impacted student achievement), and notify districts that SBE may select them to present or report on the use of waiver days at any time?	Yes	Yes, also require district staff to report to their local school boards.
Instructional Days Should SBE cap the number of waiver days allowable under Option One?	Limit the number of waiver days.	Five days maximum.
Instructional Hours Should SBE require districts applying for a waiver to provide evidence of 1,000 average hours and provide a calendar?	Yes	Yes
Conferences Should SBE grant waiver days for full-day parent teacher conferences?	Options: <ul style="list-style-type: none">• Add full-day parent-teacher conferences as an acceptable strategy in Option Three. Include it as an acceptable strategy when drafting rule language for Option One.• Advocate for a change in the legal definition of a school day to be inclusive of parent-teacher conferences.• Exclude full-day parent-	No clear consensus.

	<p>teacher conferences from all Options.</p> <p>Staff recommendation: do not exclude full-day conferences from Options in an effort to protect instructional time. The result will likely be that districts will change their schedule to multiple partial days.</p>	
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Table C: Proposed Option One Rules Framework

	Option One Current	Option One Proposed	Option Three
Relevant RCW/WAC	RCW 28A.305.140 WAC 180-15-50 (1) and (2)		RCW 28A.305.140 WAC 180-15-50 (3)
Maximum Number of Days	No max	<p>Five</p> <ul style="list-style-type: none"> • Unless Learning Improvement Days are funded, and then reduced by number of LID days. • Reduced if legislature waives or reduces 180 day requirement. 	<p>Three</p> <ul style="list-style-type: none"> • Unless Learning Improvement Days are funded, and then reduced by number of LID days. • Staff recommended change: reduced if Legislature waives or reduces 180 day requirement.
Eligible Districts	All	All	Only those without a school on the persistently lowest achieving list.
Max number of years (per statute)	Three		
Purpose (per statute)	To improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district.		
Allowable activities	Not defined	Same as Option Three (see right). Include conferences?	<p>(i) Use evaluations that are based in significant measure on student growth to improve teachers' and school leaders' performance.</p> <p>(ii) Use data from multiple measures to identify and implement comprehensive, research-based, instructional programs that are vertically aligned from one grade to the next as well as aligned with state academic standards.</p> <p>(iii) Promote the continuous use of student data (such as from</p>

			<p>formative, interim, and summative assessments) to inform and differentiate instruction to meet the needs of individual students.</p> <p>(iv) Implement strategies designed to recruit, place, and retain effective staff.</p> <p>(v) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.</p> <p>(vi) Increase graduation rates through, for example, credit-recovery programs, smaller learning communities, and acceleration of basic reading and mathematics skills.</p> <p>(vii) Establish schedules and strategies that increase instructional time for students and time for collaboration and professional development for staff.</p> <p>(viii) Institute a system for measuring changes in instructional practices resulting from professional development.</p> <p>(ix) Provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching.</p> <p>(x) Develop teacher and school leader effectiveness.</p> <p>(xi) Implement a school-wide "response-to-intervention" model.</p> <p>(xii) Implement a new or revised instructional program.</p> <p>(xiii) Improve student transition from middle to high school through transition programs or freshman academies.</p> <p>(xiv) Develop comprehensive instructional strategies.</p> <p>(xv) Extend learning time and community oriented schools.</p>
Due to SBE	50 days prior to	50 days prior to	30 days prior to implementation.

Staff	implementation.	implementation.	
Application Process	Entire Board votes.	Entire Board votes.	Districts notify SBE staff; staff updates Board periodically.
Expiration of WAC	None	None	August 31, 2018
Accountability/ Reporting	None	Within 90 days of the end of each school year, district shall provide a Summary Report on implementation of waiver days to include agendas, amounts of time spent per activity, and how waiver days impacted student achievement.	Within 90 days of the waiver period, district shall provide a summary report to SBE on degree of attainment of plan's benchmarks and effectiveness of strategies.
Conditions for Renewing/New Plan	None	Summary Report (see row above)	Districts may create a subsequent plan only if the district: <ul style="list-style-type: none"> • Increased student achievement on state assessments in reading and math for all grades tested. • Reduced the achievement gap. • Improved graduation rates (where applicable).

Impact of Elimination of Option One Waivers

Board members asked staff to analyze the impact of eliminating Option One entirely instead of defining specific parameters for Option One waivers. That would leave only Option Three available for most districts. Districts are eligible to receive an Option Three waiver under these conditions:

- The request is for three or fewer days.
- The district does not have a school on the persistently-lowest achieving list.
- Specific pre-approved strategies will be employed (currently these strategies do not include parent-teacher conferences).

Implementation of new waiver rules or the elimination of an existing waiver option would only take effect proactively and existing waivers would still be valid. However, staff used the current list of Option One waivers as a way to explore the impact of elimination of Option One. Of the 37 existing Option One waivers (34 districts), 22 would not be eligible for Option Three because they are for more than three days. Of the remaining 15 waivers, six would not be eligible for Option Three because the district has a school on the persistently-lowest achieving list. The remaining nine would be eligible for Option Three waivers.

Current Option One waivers: 37

- Waivers for more than three days	- 22
- Districts with PLAs	- 6
Districts eligible for Option Three:	9 (24 percent of current Option One waivers)

EXPECTED ACTION

No formal action is needed. However, staff needs confirmation that the approach to revising Option One rules as proposed is supported by the Board.

Appendix A: RCW and WAC Language

RCW 28A.305.140

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

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

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

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

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

Notes:

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

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

WAC 180-18-010

Purpose and authority.

- (1) The purpose of this chapter is to support local educational improvement efforts by establishing policies and procedures by which schools and school districts may request waivers from basic education program approval requirements.
- (2) The authority for this chapter is RCW [28A.305.140](#) and [28A.655.180](#)(1).

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

WAC 180-18-030

Waiver from total instructional hour requirements.

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

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

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

WAC 180-18-040

Waivers from minimum one hundred eighty-day school year requirement and student-to-teacher ratio requirement.

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

(2) A district that is not otherwise ineligible as identified under WAC [180-18-050](#) (3)(b) may develop and implement a plan that meets the program requirements identified under WAC [180-18-050](#)(3) to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW [28A.305.140](#) and WAC [180-16-215](#) by offering the equivalent in annual minimum program hour offerings as prescribed in RCW [28A.150.220](#) in such grades as are conducted by such school district.

(3) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the student-to-teacher ratio requirement pursuant to RCW [28A.150.250](#) and WAC [180-16-210](#), which requires the ratio of the FTE students to kindergarten through grade three FTE classroom teachers shall not be greater than the ratio of the FTE students to FTE classroom teachers in grades four through twelve. The state board of education may grant said initial waiver requests for up to three school years.

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

WAC 180-18-050

Procedure to obtain waiver.

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

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

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

(3)(a) Under this section, a district meeting the eligibility requirements may develop and implement a plan that meets the program requirements identified under this section and any additional guidelines developed by the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW [28A.305.140](#) and WAC [180-16-215](#). The plan must be designed to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district by offering the equivalent in annual minimum program hour offerings as prescribed in RCW [28A.150.220](#) in such grades as are conducted by such school district. This section will remain in effect only through August 31, 2018. Any plans for the use of waived days authorized under this section may not extend beyond August 31, 2018.

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

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

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

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

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

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

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

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

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

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

(i) Increasing student achievement on state assessments in reading, mathematics, and

science for all grades tested;

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

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

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

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

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

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

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

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

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

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

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

- (x) Develop teacher and school leader effectiveness;

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

- (xii) Implement a new or revised instructional program;

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

- (xiv) Develop comprehensive instructional strategies;

- (xv) Extend learning time and community oriented schools.

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

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

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

- (ii) Dates and locations of public hearings;

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

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

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

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

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

- (viii) Description of the innovative nature of the proposed strategies;
- (ix) Details about the collective bargaining agreements, including the number of professional development days (district-wide and individual teacher choice), full instruction days, late-start and early-release days, and the amount of other noninstruction time; and
- (x) Include how all certificated staff will be engaged in the strategy or strategies for each day requested.
- (l) Within ninety days of the conclusion of an implemented plan a school district shall report to the state board of education on the degree of attainment of the plan's expected benchmarks and results and the effectiveness of the implemented strategies. The district may also include additional information, such as investigative reports completed by the district or third-party organizations, or surveys of students, parents, and staff.
- (m) A district is eligible to create a subsequent plan under this section if the summary report of the enacted plan shows improvement in, at least, the following plan's expected benchmarks and results:
 - (i) Increasing student achievement on state assessments in reading and mathematics for all grades tested;
 - (ii) Reducing the achievement gap for student subgroups;
 - (iii) Improving on-time and extended high school graduation rates (only for districts containing high schools).
- (n) A district eligible to create a subsequent plan shall follow the steps for creating a new plan under this section. The new plan shall not include strategies from the prior plan that were found to be ineffective in the summary report of the prior plan. The summary report of the prior plan shall be provided to the new plan's development team and to the state board of education as a part of the district's notification to use a subsequent plan.
- (o) A district that is ineligible to create a subsequent plan under this section may submit a request for a waiver to the state board of education under WAC [180-18-040](#)(1) and subsections (1) and (2) of this section.

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

RCW 28A.305.140

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

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

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

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

Notes:

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

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

Appendix B: Conferences

Why Waivers are Needed for Parent-Teacher Conferences

SBE has approved waivers for full-day parent-teacher conferences since March 2007. Six waivers including parent teacher conferences were approved in July 2011, and nine more will be considered in September. Regardless, there continues to be confusion about whether districts need to seek waivers for parent-teacher conferences. The rationale for requiring waivers for full-day parent-teacher conferences lies in the definition of a school day, cited below.

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

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

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

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

Appendix C: Current Option One and Three Waivers

Option One Waivers

District	# of Days	# of Years	Date Granted	Exp. Date
Battle Ground	3	2	7/15/2010	2011-12
Bethel	2	3	3/10/2011	2013-14
Edmonds	5	3	3/10/2011	2013-14
Elma	3	3	5/14/2010	2012-13
Federal Way	7	3	7/14/2011	2013-14
Granger	5	3	1/15/2009	2011-12
Granite Falls	2	2	5/14/2010	2011-12
Lake Quinault	4	3	5/12/2011	2013-14
Longview	3	3	5/12/2011	2013-14
Lopez Island	4	3	5/12/2011	2013-14
Methow Valley	6	3	3/10/2011	2013-14
Monroe	4	3	3/10/2011	2013-14
Mount Baker	4	3	7/14/2011	2013-14
Mukilteo	2	3	8/25/2010	2012-13
Napavine	4	3	5/12/2011	2013-14
Nespelem	6	3	7/15/2010	2012-13
Newport	5	3	3/10/2011	2013-14
Northshore	5	3	3/10/2011	2013-14
Omak	4	3	7/14/2011	2013-14
Onion Creek	5	3	5/12/2011	2013-14
Orient	4	3	5/12/2011	2013-14
Oroville	3	3	7/14/2011	2013-14
Othello	6	3	5/12/2011	2013-14
Riverside	6	1	7/14/2011	2011-12
Rosalia	2	3	5/14/2010	2012-13
Saint John-Endicott	5	1	5/12/2011	2011-12
Seattle	3	2	3/10/2011	2012-13
Seattle Elementary	3	2	3/10/2011	2012-13
Seattle Middle/High	1	2	3/10/2011	2012-13
Sedro Wooley	3	3	3/10/2011	2013-14
Sequim	4	3	7/14/2011	2013-14
Shoreline	5	3	3/10/2011	2013-14
South Bend	3	3	4/28/2006	2011-12
Tacoma	2	1	7/14/2011	2011-12
Tacoma-specific schools	12	1	5/12/2011	2013-14
Waitsburg	2	3	7/14/2011	2013-14
Zillah	7	3	5/12/2011	2013-14

Option Three Waivers:

District	# of Days	# of Years	Date Granted	Exp. Date
Adna	3	3	5/11/2011	2013-14
Arlington	3	3	6/14/2011	2013-14
Asotin-Anatone	2	3	6/2/2011	2013-14
Bellingham	3	3	8/25/2010	2012-13
Blaine	3	3	3/7/2011	2012-13
Cle Elum	3	3	5/11/2011	2013-14
Colfax	2	2	9/26/2010	2011-12
Colton	2	2	8/4/2011	2013-14
Columbia (Hunters)	3	2	8/4/2011	2012-13
Columbia (Walla)	3	3	8/16/2010	2012-13
Curlew	2	3	8/16/2010	2012-13
Davenport	2	3	8/25/2010	2012-13
Garfield	3	3	6/24/2011	2013-14
Kittitas	3	3	5/11/2011	2013-14
LaCrosse	1	1	6/24/2011	2011-12
Naches Valley	2	3	4/25/2011	2013-14
Oakesdale	2	3	4/25/2011	2013-14
Ocean Beach	3	2	5/11/2011	2012-13
Palouse	3	3	4/25/2011	2013-14
Pomeroy	3	1	6/29/2011	2011-12
Raymond	3	3	5/11/2011	2013-14
Selkirk	3	3	6/24/2011	2013-14
Reardan-Edwall	3	3	9/27/2010	2012-13
Tahoma	3	3	3/21/2011	2013-14
Tekoa	2	2	8/4/2011	2012-13
Valley	3	3	6/24/2011	2013-14

State Board of Education Waivers

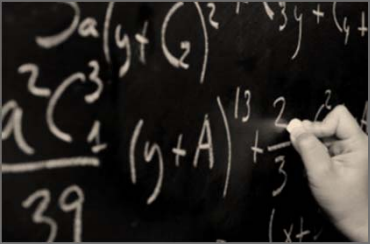


Three Waiver Topics:

- Current Waiver Requests
- Innovation Waivers
- Option One Waiver Criteria – Refinement

Current Waiver Requests

See page 56-62 of your packet



Districts

Auburn	North Kitsap
Bainbridge	Oak Harbor
Deer Park	Okanogan
Entiat	Orondo
Highline	Sunnyside
Kettle Falls	Thorp
Medical Lake	Wahkiakum
Mount Vernon	

Innovation Waivers – Two Bills

See page 64-74 of your packet



HB 1521: Recognition of existing innovative schools/website.

HB 1546: Encouraging creation of new innovation schools/zones.

- OSPI develops criteria.
- Educational Service Districts recommend to OSPI.
- Focus on arts, science, technology, engineering, mathematics (A-STEM).

Educational Service Districts (ESDs)	How many applications can ESDs recommend?	How many must focus on A-STEM?
9 ESDs	Up to 3	At least 2
Puget Sound ESD	Up to 10	At least half

Innovation Waivers – HB 1546 continued

See page 64-74 of your packet



- OSPI and SBE: Provide *expedited* review of waiver requests.
- Waivers may be granted *if necessary* to implement the innovation school/zone.
- SBE has no new waiver authority, but does have a new purpose for waivers.
- Scope of SBE waiver authority: RCW 28A.150.200 through 28A.150.220 and Title 180 WAC.
 - Includes:
 - 1,000 instructional hours
 - 180 days
 - Graduation requirements
 - Other?
- SBE may deny waivers if the waiver is likely to result in a decrease in academic achievement.

Innovation Waivers – HB 1546 continued

See page 64-74 of your packet



Timeline (items in bold are in statute):

Applications Distributed:	September 19, 2011
Applications Submitted to ESDs:	January 6, 2012
SBE Regular Meeting:	January 11-12, 2012
ESDs Recommend to OSPI:	February 10, 2012
SBE Special Meeting (proposed):	February __, 2012
Approval Announced:	March 1, 2012
Districts Implement Innovation:	SY 2012-2013

Why is a special SBE meeting needed?

- Bill specifically requires expedited waiver review.
- ESDs will recommend schools to OSPI by February 10 and statute requires approval by March 1, 2012.

Innovation Waivers – HB 1546 continued

See page 64-74 of your packet



Staff Recommendations:

Application Question Wording:

SBE may grant waivers to districts from the provisions of RCW 28A.150.200 through 28A.150.220 or Title 180 WAC (SBE rules) on the basis that the waivers are necessary to implement an innovation school or innovation zone as outlined in House Bill 1546. Does this innovation plan include a request for a waiver from these laws or rules? If so, which one(s)? What specifically is needed (e.g. number of days to be waived in the case of a waiver from 180 school days).

Why is this waiver necessary to implement the innovation school(s) or zone as described in this application?

Schedule SBE Special Meeting to review waiver requests after February 10, 2012 and before March 1, 2012 (possibly Feb 23 or 24).

Option One Waiver Refinement



Review of July Input

Topic	Board Input
Instructional Days Should SBE cap the number of waiver days allowable under Option One?	Five days maximum.
Instructional Hours Should SBE require districts applying for a waiver to provide evidence of 1,000 average hours and provide a calendar?	Yes.
Accountability Should SBE require a Summary Report on implementation of past waiver days (agendas, amounts of time spent, how waiver days impacted student achievement), and notify districts that SBE may select them to present or report on the use of waiver days at any time?	Yes, and require district staff to report to their local school boards.

Option One Waiver Refinement: Impact of Eliminating Option One



Used current Option One waivers to explore the impact of eliminating Option One:

Current Option One waivers: 37

Waivers for more than three days: - 22

Districts not eligible for Option One:
(because they have a persistently lowest
achieving school) - 6

Districts eligible for Option Three: 9
(24% of current Option One waivers)

Parent Teacher Conferences as Waiver Days – Input Needed



Topic	Options	Board Member Input
Conferences Should SBE grant waiver days for full-day parent teacher conferences?	Options: <ul style="list-style-type: none">• Add full-day parent-teacher conferences as an acceptable strategy in Option Three.• Include conferences as an acceptable strategy when drafting rule language for Option One.• Exclude full-day parent-teacher conferences from all options.• Advocate for a change in the legal definition of a school day to be specifically inclusive OR exclusive of parent-teacher conferences.	No clear consensus in July – clear input needed to move forward with draft rules.