



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Option One BEA Waivers	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
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:	Should the requests presented be approved, based on the criteria for evaluation of waiver requests in WAC 180-18-040(2) and (3)?	
Possible Board Action:	<input 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 checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>Five school districts request waiver under RCW 28A.305.140 and WACs 180-18-140 and 180-18-050 of the basic education requirement of a minimum 180-day school year. The districts are Bethel, Lynden, Methow Valley, and Zillah. Two of the requests are for new waivers and three for renewal of existing waivers. All requests are for the next three school years. The purpose of the request in each case is professional development of staff, with emphasis on alignment with Common Core standards, TPEP implementation, curriculum development, analysis of student performance data, and instructional strategies to reduce achievement gaps.</p> <p>Zillah's application is for seven days, including three days for professional development and four for parent-teacher conferences. The district subsequently submitted an application for a parent-teacher conference waiver through the expedited process in WAC 180-18-050(3). Its Option One request to the Board is therefore for three days only for the professional development activities described in the application.</p> <p>In your packet is a memo summarizing the waiver requests, the districts' waiver applications, a letter from Superintendent McKay of Zillah S.D., a copy of WAC 180-18-040, and a worksheet for use by members in evaluating the requests for consideration of approval.</p>	



BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS

Policy Considerations

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

Summary

The State Board of Education has received requests for 180-day waivers from five school districts. Two are requests for new waivers. Three are requests for continuation of existing waivers for additional years. All are for purposes of devoting days to professional development, and all are at least in part to train staff in transition to Common Core State Standards. All requests are for the next three years.

Bethel requests waiver of two days for the 2014-15, 2015-16 and 2016-17 school years. The request is for renewal of a waiver granted in March 2011.

The purpose of the waiver is to facilitate improvement in instruction through the [Danielson Framework for Teaching](#), implement Common Core standards, and analyze student achievement data to inform goals for student growth. The district says it has not met annual measureable objectives (AMOs), and needs teacher professional development time to improve areas needing growth. It sets standards for meeting the goals of the waiver in terms of MAP and MSP/SBAC scores for each year. Evidence of progress is defined as student growth and proficiency rates in reading and math as measured by state and local assessments, as well as by graduation rates.

Bethel says the waiver supports district and school improvement plans by providing time to staff to implement specific strategies to improve student achievement and incorporate the Teacher and Principal Evaluation Program (TPEP) and Common Core into instruction. Each school has submitted an agenda as to how time would be used in support of the waiver.

In advocating for renewal of its waiver, Bethel says, "Professional development for teachers is imperative to the implementation of the new Common Core State Standards, Smarter Balanced Assessments, Danielson Teaching Framework, and student growth goals. . . . Without the needed time this will not happen systemically throughout our school district."

Lynden requests waiver of four days for the 2014-15, 2015-16 and 2016-17 school years. This is a new request. The four waiver days would replace nine early release days on the present calendar.

The purpose of the waiver is “to provide time for staff to engage in school improvement work to implement Professional Learning Communities, align instruction to the Common Core State Standards, and fully implement our instructional framework.” The district says the request is motivated in particular by the need to improve student achievement among certain subgroups, including students in ELL and special education. The district has developed a performance monitoring that tracks both state and local assessments, and uses it to set goals at the classroom level and identify specific student needs at the school and grade level. Both state and local measures are used to monitor progress against goals aligned with Common Core standards. The district describes a continuous improvement model at each school to monitor student performance, identify needs, and implement initiatives for improvement. It says the proposed waiver directly supports district and school improvement plans by providing collaboration time for staff, and leverages other professional development time in the form of early releases and extended time.

Lynden has two contracted teacher work days without students. “The two days we currently have that are in addition to the 180 state-provided days,” the district says, “[are] not nearly enough to provide the job-embedded training and professional development to improve instruction, . . . confer with colleagues about curriculum, assessment and instruction, or engage in the complex work of identifying specific student needs and the interventions necessary . . . for all students to be successful.”

Methow Valley requests waiver of six days for the 2014-15, 2015-16 and 2016-17 school years. The request is for renewal of a waiver granted in March 2011. The renewed waiver would reduce the number of half-days at Methow Valley from a current 10 to nine.

The district sets out 10 purposes of the waiver for professional development and student achievement, including, for example:

- Engaging all staff in the development of a district-wide strategic vision, using the [Harvard Public Education Leadership Project Coherence Framework](#) .
- Increasing district-wide alignment of instructional practice through the development of units of structured inquiry aligned to Common Core State Standards.
- Refining formative and summative assessments in each core subject, and using the information gathered to measure achievement against the outcomes, with an emphasis on writing.
- Eliminating the achievement gap through establishment of a Pre-K through Grade 3 Literacy Alignment Partnership Program.
- Eliminating the achievement gap through refinement of a tiered set of academic and behavioral interventions that can be monitored and measured.
- Increasing family and community engagement in support of student learning.
- Integrating technology across all content areas and coursework.

The district says the waiver request is motivated by discrepancies in student performance by subgroup, linked to income group and poverty, and by a downward trend in performance on writing. It outlines a set of “strategic anchors” chosen to reduce achievement gaps, with “actionable items” for each. Measures and standards that will be used to identify benchmarks and determine success include summative and formative assessments, collection of data on individual student exhibitions of learning at each grade level, use of WaKIDS data to measure Kindergarten readiness, and surveys on school climate and staff knowledge, skill and use of technology. It will use multiple measures, including state, district and classroom-based assessments and student exhibitions, to show whether waiver goals are attained.

Waiver day activities will be designed and facilitated by the district's Teaching and Learning Committee. Each day will include time spent in district-level collaboration, with participation by classified staff, administrators and board members, and in small group PLCs defined by grade level or content area.

The district lists a series of accomplishments it associates with the prior waiver plan, while pointing to a continued need for improvement in writing.

"As a relatively small, isolated rural school district with limited access to resources, the need for six waiver days in support of professional development for all staff is paramount to our ability to realize our goals," the district says.

Valley school district (Stevens County) requests waiver of three days for the 2014-15, 2015-16 and 2016-17 school years. It is a new request.

Valley lists two main purposes of the waiver:

- Continued curriculum development to ensure student mastery of EALRs and successful performance on MSP, HSPE and EOC state assessments.
- Preparing certificated staff for transition to Common Core State Standards, implementation of the [Marzano Teacher Evaluation Model](#), and use of Smarter Balanced Assessments.

The district says that while overall student achievement is improving, it continues to struggle with achievement gaps. The waiver days will allow staff to analyze assessment data and collaborate to develop the interventions and instructional strategies needed to support increased student achievement levels. The standards that will be used to identify expected results and determine whether goals have been attained are OSPI's AMO baseline and annual targets, as well as longitudinal MAP scores and classroom-based assessments.

Professional development will focus on integrating Common Core into instructional models, analyzing state assessment data, and using the data to develop interventions for each student testing below grade level. Marzano training will be ongoing. Valley will contract for coaching services. It says that changes in state assessments and evaluation systems demand that these trainings be a multi-year process.

The district would continue to have two half-days for parent-teacher conferences. There is one teacher work day without students. It is the day before school starts, used for classroom preparation. Valley has no collective bargaining contracts in place.

Zillah submitted an application in December 2013 for renewal of the waiver of seven days granted it in May 2011, with the purposes split between professional development and parent-teacher conferences. It has since applied for a waiver of four days for parent-teacher conferences under the expedited process in WAC 180-18-050(3), and addressed a letter to the Board, enclosed in your packet, clarifying that its request at this meeting is for three days only for professional development of staff.

Zillah says that the goals of the waiver for professional development include analysis of student achievement data to meet individual student needs, TPEP implementation, and transition to Common Core State Standards, research-based instructional practices, and integration of technology into instruction. It states, in general terms, that it is seeking to improve achievement of those students who are neediest, including ELL, students living in poverty, students with behavior issues, and special education students. It says that MSP

results, classroom-based assessments, benchmark and progress monitoring data, and graduation rates will be used to determine success, with success defined as closing the achievement gap and seeing all students meet grade-level standards and graduate with a high school diploma.

The district describes in detail the strategies to be used to meet the goals of the waiver. They center on the use of School Improvement Teams to identify needs at each school, using data, determine an action plan for addressing them, present the plan to the District Improvement Team (DIT) for approval, and after implementation evaluate the plan and present the evidence to the DIT. The exact type of professional development to be offered, it says, will be determined by the needs of its students and the strengths and weaknesses of its staff.

Zillah states, without elaboration, that the current three waiver days have been used for professional development of staff as planned. In comments on the district's success in meeting the goals of the prior waiver, it says that a very high percentage of its students graduate from high school on time. It regards graduation rates as the most important data in identifying success, with all other data as "simply benchmark/grade level data."

It asserts that with changing student demographics, increasing student needs, and new state standards, it is imperative that the district continues its work to increase student achievement by providing professional development to the teaching staff.

The district says that parents are supportive of the waiver because it has enabled elimination of half-days from the school calendar.

Summary of Option One Waiver Applications

District	Number of Days Requested	Number of Years Requested	Purpose	Student Instructional Days	Additional Teacher Days without Students	Total Teacher Days with Waiver	New or Renewal
Bethel	2	3	Professional Development	180	1	183	R
Lynden	4	3	Professional Development	176	2	182	N
Methow Valley	6	3	Professional Development	174	3	183	R
Valley	3	3	Professional Development	177	1	181	N
Zillah	3	3	Professional Development	177	8	188	R

Background

Option One is the regular 180-day waiver available to districts under RCW 28A.305.140. The statute authorizes the State Board of Education to grant waivers to school districts from the minimum 10-day school year requirement of RCW 28A.150.220(5) "on the basis that such waivers are necessary to implement successfully a local plan to provide for all students in the

district an effective education system that is designed to enhance the educational program for each student.”

WAC 180-18-040, adopted in November 2012, establishes criteria to be used by the Board in evaluating the need for a waiver. WAC 180-18-050 sets the procedures that must be followed to obtain a waiver. A district requesting a waiver must provide, together with the waiver application and a school board resolution, a proposed school calendar and a summary of the collective bargaining agreement with the local education association. The Board may grant a request for up to three school years. There is no limit on the number of days that may be requested. Districts granted 180-day waivers must still meet the minimum instructional hour requirements for basic education set out in RCW 28A.150.220(2).

Sixty-four districts (about 22 percent of all districts) currently have Option One waivers. Thirty-five of the current waivers expire in the 2013-14 school year. In rules adopted in 2012 the Board created an expedited process to obtain waivers solely for the purpose of full-day parent-teacher conferences. Fourteen districts have been granted those waivers.

Action

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

WAC 180-18-040

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Option One Waiver Application Worksheet

District:

Date:

Days requested:

Years requested:

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

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

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



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

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

Instructions:

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

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

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

The application must also include, at a minimum:

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

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

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

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

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

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Part A: For all new and renewal applications:

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

School District Information	
District	Bethel School District
Superintendent	Thomas Seigel
County	Pierce
Phone	253-683-6010
Mailing Address	516 176 th Street East Spanaway, WA 98387-8335
Contact Person Information	
Name	Ann Varkados
Title	Assistant Superintendent Teaching & Learning
Phone	253-683-6017
Email	avarkados@bethelsd.org
Application type:	
New Application or Renewal Application	Renewal application
Is the request for all schools in the district?	
Yes or No	yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	2
School Years	2014-2017
Will the waiver days result in a school calendar with fewer half-days? no	
Number of half-days before any reduction	14
Reduction	
Remaining number of half days in calendar	
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?	
Yes or No	yes

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

The purpose and goals include:

Schools, departments, and individual teachers need time within the 180 day school year to continue implementation of the following initiatives:

- Facilitate improvement in instruction by focusing on the Danielson's Framework for Teaching.
- Learn and implement Common Core State Standards
- Analyze student achievement data to inform student growth goal

These initiatives support Bethel's 2013-2018 strategic plan.

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

The student achievement data used included DIBELS, MAP, MSP, HSPE, and graduation rates. We did not meet our annual measurement objectives and want teacher professional development time to improve areas needing growth.

[Click here to access Bethel School Districts results for the 2012-2013 school year.](#)

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

Given the transition to new Common Core State Standards and a new assessment system in Smarter Balanced, the measure and standards for success will be different for each year and baseline data is not yet available.

Spring 2014: We will see an improvement in proficiency and growth for grades 3-8 in reading and math MAP testing. In addition, we will see improved graduation rate and percent of students meeting assessment graduation test requirements in the high school grades. For non state tested grades we will monitor growth in the percent of students that are at grade level on OSPI RBA and MBAs.

Spring 2015: We will see growth throughout the year on grades 3-8, and 11 on Smarter Balanced Interim test culminating in the spring Smarter Balanced summative test for both math and ELA. If MSP-SBAC equating is available, will show improvement in the percent of students passing state tests. In addition, we will see improved graduation rate and percent of students meeting assessment graduation test requirements in high school grades. For non state tested grades we will monitor growth in the percent of students that are at grade level on OSPI RBA and MBAs.

Spring 2016: We will show improvement in math and ELA for grades 3-8 and 11 on the spring Smarter Balanced summative assessment when compared with spring 2015. In addition, we will see improved graduation rate and percent of students meeting assessment graduation test requirements in high school grades. For non state tested grades we will monitor growth in the percent of students that are at grade level on OSPI RBA and MBAs.

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

- Percent of students meeting MAP growth target in math and reading

- Percent at L3 or higher in MAP reading and math
- Percent at L3 or higher in Smarter Balanced math and ELA
- Graduation rates
- Percent of students meeting math, reading/writing/ELA, and science assessment graduation in the 10th, 11th, and 12th grade.
- Percent of students at grade level on OSPI RBA and MBA in K-2.

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

School leadership teams will meet and analyze school specific data to determine the content of the professional learning for each waiver day. Each school will focus on areas of improvement needed from previous years as well as areas needing specific urgent attention. Staff will meet in grade level bands and specific subject areas to work on improvement goals to support our work as we move forward on the CCSS and TPEP initiatives.

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

Each building will be responsible for gathering ongoing formative and summative data to support decisions for activities surrounding future waiver days. Waiver day content will be adjusted to support continued implementation of TPEP and CCSS. This will require much additional work well beyond the two waiver days each school year. Focused time for staffs to collaborate around these new initiatives will allow for deeper understanding for teachers. This deeper understanding between the connection of the CCSS and new teacher evaluation system will allow teachers to engage students consistently at higher levels resulting in a more quality use of instructional time.

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

Providing time and resources to staff to implement strategies to improve student achievement and to incorporate TPEP and CCSS is the primary way that waiver days will support our school improvement plans.

Our district improvement plan centered on four major premises: Culture of Learning, Exceptional Teaching and Learning, Effective Community Relations, and Preparing All Students to Meet the Challenges of the Future. Each school developed site-specific plans supporting and actualizing these goals.

[Click here to access District Strategic Plan](#)

[Click here to access Elementary SIP Plans](#)

[Click here to access Secondary SIP Plans](#)

Our FUTURESCHOOLS committee (district site-council), made up of parents, community, and staff members from throughout the schools in our district are involved in an on-going review of school improvement plans and accomplishments. We have also included FUTURESCHOOLS school visits to see classroom-based evidence of success of our waiver days and the implementation of systemic learning improvement initiatives. At the culmination of each school

visit site council members and guests provide principals with specific feedback about observed practices. This information is then shared with staff.

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

As stated above, Bethel has a very active site council (FUTURESCHOOLS) comprised of administrators, teachers, district staff, parents, and community. This group provides on-going input regarding strategies to enhance learning and academic success. This group was given the opportunity to vote in support of this application. Unanimous support was received from those participating.

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

Our collective bargaining agreement provides 2 Core Training professional development (optional) Tri-days that occur outside of 180 days. Additionally we bargained a back-to-school day that teacher attendance is optional, 8 late-starts for PLC work, and 14 one hour sessions that occur outside of teacher contracted day.

[Link to Collective Bargaining Agreement](#)

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

Student instructional days (as requested in application)	180
Waiver days (as requested in application)	2
Additional teacher work days without students	1
Total	183

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

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

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

Please note: Our teachers have 8 optional self-directed TRI days.

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

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

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

We have been fortunate to have received two prior three year waivers. Each of our schools submitted an agenda as to how the time would be used in support of the waiver. The district provided school leadership teams with training on suggested strategies for teams to use as they analyze student data, develop common formative assessments, and interventions for at-risk learners. The ensuing work resulted in increased opportunities for growth and development of professional learning communities and specifically, teacher leaders taking a direct role in the responsibility for building-wide improvement goals.

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

BSD has shown improvement in the last 3 years in the elementary school composite MSP score (sum of all percent meeting standard in all 10 elementary tests).

BSD has shown improvement in the last 3 years in the middle grades composite MSP score (sum of all percent meeting standard in all 7 middle grades tests).

BSD has shown improvement in the percent meeting standard in Reading, EOC Algebra, and EOC Science high school state testing results.

Over the last 3 years, the graduation rate has remained mostly stable with increased requirements.

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

Given the transition to new Common Core State Standards, Danielson Framework, and a new assessment system in Smarter Balance, we have modified our plan to provide additional time for teachers to learn, discuss, and implement these important initiatives.

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

Professional development for teachers is imperative to the implementation of the new Common Core State Standards, Smarter Balance Assessments, Danielson Teaching Framework, and most importantly the development and implementation of student growth goals. Time to learn and grow will support teachers in these important initiatives. Without the needed time this will not happen systemically throughout our school district.

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

Parents and community were kept informed about the use and impact of the previous waiver through district and building site council meetings, parent newsletters, and our district's Bethel Pride which is distributed to our community four to six times a year.

Our FUTURESCHOOLS committee (district site-council), made up of parents, community, and staff members from throughout the schools in our district are involved in an on-going review of school improvement plans and accomplishments. We have also included FUTURESCHOOLS school visits to see classroom-based evidence of success of our waiver days and the implementation of systemic learning improvement initiatives. At the culmination of each school visit site council members and guests provide principals with specific feedback about observed practices. This information is then shared with staff.

As previously stated, Bethel has a very active site council (FUTURESCHOOLS) comprised of administrators, teachers, district staff, parents, and community. This group provides on-going input regarding strategies to enhance learning and academic success. This group was given the opportunity to vote in support of this application. Unanimous support was received from those participating.

Last Steps:

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

Part A: For all new and renewal applications:

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

School District Information	
District	Lynden #504
Superintendent	Jim Frey
County	Whatcom
Phone	360.354.4443
Mailing Address	1203 Bradley Rd. Lynden, WA 98264
Contact Person Information	
Name	Jim Frey
Title	Superintendent
Phone	360.354.4443
Email	freyj@lynden.wednet.edu
Application type:	
New Application or Renewal Application	New
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	4
School Years	3 (2014-15, 2015-16, 2016-17)
Will the waiver days result in a school calendar with fewer half-days? yes	
Number of half-days before any reduction	21 half days for K-8 and 17 half days for 9-12
Reduction	Reduction of 9 half days
Remaining number of half days in calendar	12 half days for K-8 and 8 half days for 9-12
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

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

The purpose of the waiver is to provide time for staff to engage in school improvement work to implement Professional Learning Communities (PLC), align instruction to the Common Core State Standards, and fully implement our instructional framework to ensure quality instruction in every classroom, every day, for all students in the Lynden School District. The Lynden School District cannot provide sufficient extended contracts for teachers to do the collaborative work necessary for data driven school improvement planning and implementation. The goals of the waiver days overlap with the goals of each school's improvement plan; to provide the time needed for formal PLC work. Each PLC establishes student performance goals that articulate with subject and grade level goals in the school improvement plan. Waiver days will be used to provide time for teacher teams to meet to review student performance data, align current grade level and subject level work to the school improvement plan, and adjust instructional strategies to maximize student learning and to plan for and implement professional development and training.

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

In general, our students as a whole are achieving above the state's average on state tests, however certain sub-populations are not performing at the expected standards. Our ELL population achieves at a lower level, as does our students served in special education programs. In addition our math performance overall is not as strong as our reading and writing scores. We have recently adopted new math and literacy curriculum materials in our K-5 elementary schools and are developing a system wide approach to providing ELL services throughout our K-12 system. We have developed a performance monitoring system that tracks both state and local assessments and each school improvement plan utilizes smart goals at the classroom level to identify the specific student learning needs at each school and grade level. Formative and summative data are used in whole staff professional development as well as smaller grade level and subject level teams and individual teacher planning. Incremental progress is monitored closely and PLCs make frequent instructional adjustments based on performance data.

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

Lynden School District has developed and implemented its curriculum and performance goals based on the Common Core State Standards and is currently aligning all classes, subjects, and grade level learning targets to these new expectations. We utilize both state (MSP, HSP, EOC) and local measures (DRA, MAP, Trimester assessments, etc.) to monitor progress.

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

Lynden schools monitor two categories of evidence; evidence of process fidelity to ensure research based improvement techniques are employed, and evidence of value added in terms of increases in student performance on common and standardized assessments. Student performance data is monitored on a short-term basis by grade level and school level teams and long term basis through the school improvement planning process. In addition, teachers are developing cycles of inquiry based on student growth indicators as a component of our new teacher evaluation system. We are utilizing a variety of local assessments, state assessment, and student growth percentiles to monitor progress and determine whether student are reaching intended performance criteria.

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

Lynden School District staff follows a continuous improvement model to collect data, establish goals, develop an action plan, and evaluate progress to inform the cycle. Each school uses the continuous improvement process to identify unique needs at the individual school and to implement

the system level initiatives of improving instruction, ensuring a guaranteed and viable curriculum, and supporting a collaborative culture. The engine of this process is the leadership teams at each school, and the grade level/subject level team working to monitor student performance at the classroom level and adjust instruction based on classroom formative assessments aligned to learning targets.

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

Over the past 3 years Lynden staff has developed a continuous improvement culture that is based on an aligned plan and dependent upon implementing strategies and reaching performance goals. The school improvement plan provides a multi-year look at the initiatives and professional development necessary for successful engagement. The multi-year plan includes a specific action plan developed by staff for to address the next steps in the process. Schools are not bound by the school year calendar to start and stop planning and implementation. This has allowed staff to develop expertise in the processes and to make research-based improvement to instruction as an ongoing process, not one that needs to be recreated at the start of each school year. Our staff has developed common understanding of PLC processes as part of the continuous improvement cycles. Our improvement efforts over the next three years will build on the foundation we have set to improve instruction, align curriculum and provide more time and support for students who are not achieving at expected rates as well as those who reach mastery more quickly.

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

Four waiver days will directly support the District and schools' improvement efforts by providing critical collaboration time for staff to engage in dialogue, planning, and implementing continuous school improvement and professional learning community work. The time provided by 4 waiver days will leverage other professional development training and time provided in the form of release time and extended time (paid time beyond the school day). The waiver time will be utilized as group or all school staff training and planning, grade level and subject level collaboration time, and individual planning to support curriculum alignment, use of assessments to inform instruction, and planning for instruction and student intervention support. School Improvement plans are posted to each schools website.

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

The district Educational Leadership Team (all administrators and directors), school leadership teams (classified staff, certificated staff, and parents), work to develop school improvement plans. The Board of Directors along with the superintendent develop the goals and priorities for the district through feedback from stakeholders. Each principal shares their school improvement plan with parent groups, asking for feedback and input. Each school administers a parent, student, and staff survey to gather information and feedback. District level professional development teams (literacy, math, science) work to create clarity and coherence, providing input and direction.

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

Currently the Lynden School District has 180 student instructional days. Grades K-8 have 21 early release half days which provides 7 professional learning time half days, 6 early release half days for

report card preparation and grade level and subject level planning, 4 early release half days for parent teacher conferences, 3 early release half days in exchange for evening conferences, open house/curriculum night, and an evening commitment for concerts. The last day of school is also an early release half day. Grades 9-12 have 180 student instructional days which include 17 early release half days. The 17 days include 7 early release half days for professional learning time, 5 early release half days for report card preparation and grade level and subject level planning, 2 early release half days for seniors to present their senior projects and 13 year plan, and 2 days in exchange for evening conferences. The last day of school is also an early release half day. If a waiver is granted the number of early release half days will be reduced by 9 days.

Our current CBA includes 2 days outside the 180 day state funded student calendar. Principals and school staff use these days to do all work that is required prior to the students first day. Staff prepare their classrooms, review school improvement plans, and complete essential trainings that must be covered prior to the start of school. These two days also include an open house time where parents bring students into the school to meet teachers. In addition, teachers have "deemed done" time, otherwise known as "Professional Responsibility" time that is part of their contract, but is not scheduled as district work time. This time is provided at per-diem for work outside of the school day and is not included as additional teacher work days without students. Currently the stipend for "Professional Responsibility" time is calculated at 12.1%

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

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

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

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

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

School improvement is complex work and requires significant time and effort. It is imperative that time is provided for school staff to engage in this work in a meaningful way. Some of the additional time teachers are paid for is considered to be "deemed done" for the many hours teachers spend each evening reviewing student work, preparing lessons, attending school events, and communicating with parents. Much of the additional time is used by teachers to work with their colleagues on an ongoing basis. The two days we currently have that are in addition to the 180 state provided days is not nearly enough to provide the job embedded training and professional development to improve instruction, meet and confer with colleagues about curriculum, assessment, and instruction, or engage in the complex work of identifying specific student needs and the interventions necessary to provide the time and support for all students to be successful. The waiver days will provide Lynden the time to support this work. Our success is dependent upon teachers working together to improve their instructional capacity and deliver a guaranteed and viable curriculum.

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

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

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.
2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.
3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.
4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.
5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Last Steps:

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



Lynden School District #504

Ensure that all students graduate college, career, and citizenship ready

December 19, 2013
School Board Special Meeting
Minutes
Lynden High School
6:30 P.M.

1. Call to Order, Welcome, Pledge of Allegiance and Roll Call

Meeting called to order at 6:30 P.M. Director Shiu absent and excused, all others members present.

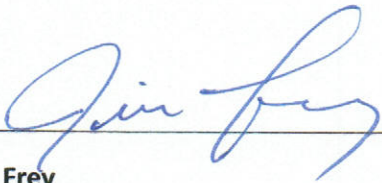
2. Approval of Resolution 06-13 – 180 Day Waiver

School board members reviewed Resolution 06-13 to authorize the 180 Day Waiver Grades K-12.

Brian Johnson motioned to approve Resolution 06-13, seconded by Mike Haveman. Motion carried by voice vote.

3. Meeting Adjourned

Meeting adjourned at 6:35 P.M.



Jim Frey
Superintendent

Stephan Jilk
President

RESOLUTION 06-13

**LYNDEN SCHOOL DISTRICT #504
1203 Bradley Road
Lynden, WA 98264**

AUTHORIZATION OF 180 Day Waiver Grades K-12

WHEREAS, Lynden School District is committed to the improvement of student learning; and

WHEREAS, School Improvement Plans and training activities are in place in each of the district's schools; and

WHEREAS, the School Improvement Plans and activities are designed to facilitate implementation of the State's and school district's goals; and

WHEREAS, each school's leadership team and parent advisory committee, which are composed of staff members, parents, and community members, has participated in the development of the School Improvement Plans; and

WHEREAS, the Board of Directors of Lynden School District No. 504 recognizes that planning and training time is needed for staff members to implement identified goals, to align various curricula with Common Core State Standards, to develop and implement aligned curricula, and to implement the District's Strategic Plan and individual schools' Improvement Plans, and

WHEREAS, the Lynden School District No. 504 currently utilizes early release time to provide staff members with professional learning time for learning improvement planning and training; and

WHEREAS, the Board of Directors believes 4 "Waiver Days" used to replace 9 early release half days are a better way to organize time and are critical for planning and training and would be more conducive for staff professional development and provide better learning opportunities for students; and

WHEREAS, the 176-day school year for students will have total program hour offerings that meet or exceed the minimum requirements prescribed in RCW 28A.150.220(3).

WHEREAS, WAC 180-18-040 allows a school district to apply to the State Board of Education for a waiver from the provisions of the minimum one hundred eighty day school year requirement;

NOW THEREFORE BE IT RESOLVED that the Board of Directors of the Lynden School District hereby request the Washington State Board of Education to waive the 180 school day requirement for the 2014-15, 2015-16, and 2016-17 school years so that four days each year may be devoted to planning and training that is linked to improvement of learning and

BE IT FURTHER RESOLVED that the district will use the following means to determine if learning improvement occurs:

- The percentage of students meeting standard on Washington State assessments in reading, writing, math, and science will continue to increase each year over the next three years

BE IT FINALLY RESOLVED that the Board of Directors is committed to provide continuing opportunities for staff members, parents and community members to work together to improve student learning through such means that include but are not necessarily limited to the schools' leadership teams, strategic planning process, curriculum committees, and other meetings in which parents and community members may offer input about learning programs, and committees that may be established to facilitate achievement of the goals described herein.

ADOPTED by the Board of Directors of Lynden School District #504 at their special meeting held on the 19th of December 2013.

BOARD OF DIRECTORS

President

Attest:

Superintendent and Secretary to the
Board of Directors

Lynden School District
2014/2015

Mon.	Tues.	Wed.	Thur.	Fri.		T	S	Mon.	Tues.	Wed.	Thur.	Fri.		T	S
AUGUST/SEPTEMBER								FEBRUARY							
25	26	27	28	29											
1	2	3	4	5	4			2	3	4	5	6	5		
8	9	10	11	12	5			9	10	11	12	13	5		
15	16	17	18	19	5			16	17	18	19	20	4		
22	23	24	25	26	5			23	24	25	26	27	5	19	116
29	30				2	21									
OCTOBER								MARCH							
		1	2	3	3			2	3	4	5	6	5		
6	7	8	9	10	5			9	10	11	12	13	5		
13	14	15	16	17	5			16	17	18	19	20	5		
20	21	22	23	24	5			23	24	25	26	27	5	20	136
27	28	29	30	31	5	23	44	30	31						
NOVEMBER								APRIL							
3	4	5	6	7	5					1	2	3			
10	11	12	13	14	4			6	7	8	9	10	5		
17	18	19	20	21	5			13	14	15	16	17	5		
24	25	26	27	28	4			20	21	22	23	24	5		
30					1	19	63	27	28	29	30		4	19	155
DECEMBER								MAY							
1	2	3	4	5	5							1	1		
8	9	10	11	12	5			4	5	6	7	8	5		
15	16	17	18	19	5			11	12	13	14	15	5		
22	23	24	25	26				18	19	20	21	22	5		
29	30	31				15	78	25	26	27	28	29	4	20	175
JANUARY								JUNE							
			1	2				1	2	3	4	5	5	3	180
5	6	7	8	9	5			8	9	10	11	12			
12	13	14	15	16	5			15	16	17	18	19			
19	20	21	22	23	4			22	23	24	25	26			
26	27	28	29	30	5	19	97	29	30						

Aug 28-29	PRS Days	Feb 16	Holiday - Presidents' Day
Sep 1	Holiday - Labor Day	Feb 17	Waiver Day 3
Sep 2	First Day of School	Mar 27	P-12 Early Release
Sep 18	Waiver Day 1	Mar 30-31	No School - Spring Break
Oct 30	Waiver Day 2	Apr 1-3	No School - Spring Break
Nov 11	Holiday - Veterans Day	Apr 21	Waiver Day 4
Nov 14	P-12 Early Release	May 19-20	P-12 Early Release
Nov 19-25	P-8 Early Release / Conferences	May 25	Holiday - Memorial Day
Nov 26	P-12 Early Release	June 5	Last Day of School - Early Release
Nov 27	Holiday - Thanksgiving Day		
Nov 28	No School - Thanksgiving Break (Holiday 260 day)		
Dec 22-23	No School - Christmas Break Begins		
Dec 24	No School - Christmas Break (Holiday 260 day)		
Dec 25	Holiday - Christmas Day		
Dec 26-31	No School - Christmas Break		
Jan 1	Holiday - New Year's Day		
Jan 2	No School - Christmas Break		
Jan 16	P-12 Early Release		
Jan 19	Holiday - Martin Luther King Day		



THE WASHINGTON STATE BOARD OF EDUCATION

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

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

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

Instructions:

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

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

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

The application must also include, at a minimum:

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

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

Jack Archer

Dr. Kristina Mayer, Chair • Ben Rarick, Executive Director

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

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

The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

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

Part A: For all new and renewal applications:

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

School District Information	
District	Methow Valley School District
Superintendent	Thomas Venable
County	Okanogan
Phone	(509) 996-9205
Mailing Address	18 Twin Lakes Rd. Winthrop, WA 98856
Contact Person Information	
Name	Thomas Venable
Title	Superintendent
Phone	(509) 996-9205
Email	tvenable@methow.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	6
School Years	2014-15; 2015-16; 2016-17
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	10

Reduction	1
Remaining number of half days in calendar	9
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?	
Yes or No	Yes

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

- A. Engage all staff in the development of a district-wide strategic vision (Plan). Using the Harvard Public Education Leadership Project Coherence Framework, promote clarity through the development of a district-wide mission, vision (Ends 1), set of core beliefs, clearly articulated outcomes (Ends 2- Academic Competencies and Ends 3 - Attributes, Attitudes, and Skills), and measures to support the monitoring of our progress in relation to the outcomes.
- B. Promote clarity of outcomes and increase district-wide alignment of instructional practice horizontally and vertically through the development of units of structured inquiry that are aligned to the Common Core State Standards.
- C. Design and implement common formative and summative assessments within each unit of inquiry that provides students with the opportunity to exhibit their learning. Use the information gathered to measure student progress and achievement against the outcomes (Ends 2 and Ends 3).
- D. Refine common formative and summative assessments in each core subject area. Use the information gathered to measure student progress and achievement against the outcomes (Ends 2), with an emphasis in the area of writing.
- E. Establish a district-wide Learner Profile, highlighting the Attributes, Attitudes, and Skills (Ends 3) and measure student progress and performance against the outcomes set forth within the district's strategic vision.
- F. Eliminate the achievement gap through the establishment of a Pre-K through Grade 3 Literacy Alignment Partnership Program that includes the Methow Valley Primary Teachers (K-3), Head Start, and private pre-school providers in our community.
- G. Eliminate the achievement gap through the continued refinement of a tiered set of academic and behavioral interventions that can be monitored and measured over time.

- H. Increase family and community engagement in support of increased student learning and achievement.
- I. Engage in a comprehensive feasibility study associated with competency-based models of instruction, resulting in increased on-time and extended graduation rates.
- J. Promote the development of skilled users of technology and information through integration of technology across all content areas and coursework.

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

Using multiple measures that include student performance on state assessments, the student achievement index, district-level assessments, and common formative assessments generated by content-based and grade level teams, many of our students are achieving at relatively high levels in comparison to other high achieving comparable districts. Yet, upon closer examination of our student performance by subgroups, we notice a discrepancy in performance between our non low-income students and their same-age low-income peers using state, district, and classroom-based assessments. Further, we notice a downward trend in student progress and performance in the area of writing.

Given 54% of our families qualify for free or reduced meal services, we are motivated to address the achievement gap associated with income levels and poverty using the following strategies (Strategic Anchors embedded within our District-wide Strategic Vision):

- Early Childhood Education: Develop an Early Learning Partnership focused on creating a shared set of literacy-based outcomes and engaging in collaborative professional development that promotes the alignment of literacy-based instructional practices that are shared by all early learning providers in our community, resulting in an increased academic readiness level of incoming Kindergartners.
- Equity and Excellence for All: Engage Liberty Bell Jr./Sr. High School staff in the process of 'detracking' to ensure all students are engaged in a rigorous program of study.
- High Quality Teaching and Learning: Engaging all staff in the refinement of our tiered list of academic and behavioral interventions in support of struggling learners throughout our schools.
- Family and Community Engagement: Engaging families in their child's learning using a differentiated set of strategies.
- Innovation and Flexibility: Design and implement a competency-based model of instruction in grades 7-12 that builds upon each student's passion and interests to promote higher levels of engagement.

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

- A. Develop and implement a district-wide strategic vision (Ends 1) that promotes clarity and cohesion within the schools and throughout the community and is characterized by a clearly aligned set of measurable outcomes (E2 and E3).
- B. Design and implement units of structured inquiry in grades Pre-K through 12 that include the following elements: A central theme, alignment to the Common Core State Standards, lines of inquiry, common formative assessments, and a summative assessment.
- C. Design and implement individual student exhibitions of learning at each grade level. Collect quantitative and qualitative data demonstrating how students are applying their knowledge and skills in service to their community.
- D. Design and implement a well-defined Learner Profile that describes the Attributes, Attitudes, and Skills (Ends 3) displayed by every learner, resulting in the development of well-rounded responsible citizens as measured by their contributions to their school community and community at-large.
- E. Develop a Pre-K through Grade 3 Literacy Alignment Partnership Program resulting in the development of increased Kindergarten readiness and transition skills both academically and behaviorally as measured by the WA Kids data.
- F. Design and implement a Pre-K through Grade 3 Literacy Alignment Partnership Program aimed at reducing the number of students requiring tier II and tier III interventions academically and behaviorally in grades K-3, resulting in an increased capacity to allocate existing resources in support of innovative programs district-wide.
- G. Facilitate Annual School Climate and Perception Survey displaying an increased level of knowledge, skill, and confidence in their ability to support their child's learning, resulting in increased student achievement academically and behaviorally,
- H. Facilitate Annual Staff Technology Survey displaying increased knowledge, skill, and use of technology, resulting in the development of skilled users of technology and information.
- I. Design and implement a competency-based instructional model in grades 7-12, resulting in increased graduation rates and inspired graduates prepared for a wide array of vocational and educational options.
- J. Increase the percentage of low-income students enrolled in rigorous (Honors and/or AP) coursework in grades 9-12.

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

The Methow Valley School District will use multiple measures (state, district, classroom-based assessments, and student exhibitions) to monitor student progress and performance aligned to the district vision (Ends 1) and outcomes (Ends 2 and 3) as compared to other high performing schools and districts in the state, nationally, and internationally. The superintendent will provide the Methow Valley School Board with an Annual Monitoring Report associated for each Ends Statement (1,2 and 3), reflecting the district's progress and performance using both quantitative and qualitative data and analysis.

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

The design of the Professional Development Days (Waiver Days) will be facilitated by the district's Teaching and Learning Committee. The TLC consists of administrators and staff representation from each of our three schools. The design of each day will include time spent engaged in district level collaboration and small group professional learning communities as defined by grade level and/or content-based teams. Given our district-wide goals include promoting clarity and cohesion as reflected in Ends 1, 2, and 3, all certificated staff, classified staff, exempt staff, and board members participate in district-level collaboration on our Professional Development Days.

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

The superintendent has been charged by the Methow Valley School District Board of Directors to facilitate the development of a new district-wide strategic vision that is characterized by a clearly defined vision, mission, core beliefs, set of measurable outcomes, strategies, and actions.

Using the Public Education Leadership Project Coherence Framework Model developed within the Harvard Graduate School of Education, the superintendent will work closely with students, staff, families, community members, and the school board to ensure that we are an instructionally focused school district. Further, the instructional core is closely aligned to mission, vision, core beliefs, a set of measurable outcomes, strategies, and actions.

Some of emerging themes that have surfaced through the current Entry Plan process that will be shared with the community include: Early Childhood Education, Family and Community Engagement, Equity and Excellence for All, Innovation and Flexibility, High Quality Teaching and Learning, and Character Development. They will serve as the 'strategic anchors' that align our instructional practices with our measurable outcomes and vision.

Our continued work over the course of the next three years will include the development and implementation of a prioritized list of 'actionable items' associated with each strategic anchor.

An example within the area of High Quality Teaching and Learning includes the development of structured units of inquiry-based instruction that align to the Common Core Standards, include both formative and summative assessments, and provide students with an opportunity to exhibit their learning.

This example, along with the design and implementation of the other actionable items aligned to the six strategic anchors are fundamental to the ability of staff to develop students and graduates that resemble our identified outcomes. This important work will require time for teachers to engage in on-going, job-embedded professional development.

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

The Professional Development Days support the ability of our staff and community to engage in the development of our strategic vision (Ends 1) and outcomes (Ends 2 and 3), Further, the Professional Development Days allow staff to engage in the collaborative, on-going monitoring of student progress and achievement in comparison to the Academic Competencies (Ends 2) and the Attributes, Attitudes, and Skills (Ends 3). We encourage you to follow our progress on our district's website at www.methow.org.

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

Shortly following my appointment as the new superintendent of the Methow Valley School District, I notified our students, staff, families and community that I would be spending my first six months actively listening and learning more about our schools and our community using an 'Entry Plan' approach designed by Barry Jentz.

The process has served as an opportunity for our community and staff to pause and reflect upon where it's been, where it's at, and where it wishes to be moving forward. The process of listening, learning and data collection has included: classroom observations, literature reviews, research and analysis of our student performance, participation at school-based and community events, community listening sessions, and individual interviews of every staff member and interested community members.

Six months later, having engaged in 170 classroom visits, 80 individual staff interviews, multiple community listening sessions, literature reviews, data analysis, and numerous school-based and community events, it is evident that the six Professional Development Days (Waiver days are commonly referred to as Professional Development Days within the community.) are considered essential by staff and are well-supported by our community.

Our community understands the most important factor that influences student achievement in the classroom is the quality of the teacher in the classroom. They also recognize that in spite of decrease in the total number of instructional days from 180 to 174 days, our district exceeds the minimum number of instructional hours (RCW 28A.150.220) by a significant margin. Given the length of our instructional day is just shy of 7 hours (6 hours and 56 minutes to be exact), our students in grades 1-6 and 7-12 exceed the 1,000 and 1,080 hours of instructional time as required at each grade level. Most notably, we exceed the number of instructional hours in grades 7-12 by 39.4 hours in grades 7-12 using a 174-day school calendar.

In support of our request to the State Board of Education, the Methow Valley Education Association has expressed a willingness to forgo another Early Release as necessary to maintain the six Professional Development Days in support of their continued growth and development. The reduction of one additional Early Release day within this renewal proposal would serve as a net reduction of 5 Early Release Days over the course of the past three years.

In addition to having community members serve on the Teaching and Learning Committee that designs the Professional Development Days, the district regularly communicates the value of these days with the community through the use of district publications and other forms of media.

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

With the exception of one additional Teacher Workday designated prior to the beginning of the school year and the equivalent of two additional Technology Professional Development Days, there are no Professional Development Days over and above the 180 school days designated within the current CBA.

During the past six years, we have successfully utilized the six waiver days (Professional Development Days) in support of staff development while exceeding the state requirement of a minimum 1,000 hours of instructional time across all grade levels.

Looking forward - In spite of the changes adopted in the new legislation requiring 1,080 hours of instruction at each grade level in grades 7-12, we continue to exceed the requirements by providing 1,119.4 hours of instructional time. Thus, the highlights of our current schedule include:

- 174 day student calendar
- 6 hour, 56 minute student day in grades 1-12
- 6 Professional Development Days scheduled within the school calendar (Waiver Days)
- 7 Early Release Days for Parent-Teacher Conferencing (Fall and Spring Combined)
- 3 Early Release Days for Grading and Reporting

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

Student instructional days (as requested in application)	174
Waiver days (as requested in application)	6
Additional teacher work days without students	3
Total	183

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

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

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

Aside from the one Teacher Workday directed by the teachers and the two Technology Professional Development Days funded by a Capital Improvements Technology Levy focused on developing skilled users of technology and information, we do not have any on-going, job-embedded Professional Development Days available in support of the critical work previously described in response to questions 3,4, 6 and 7. In addition, any additional revenue received in the 2014-15 budget will continue to be encumbered as we attempt backfill the deep cuts to our budget during the past six years.

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

Part B: For Applications for Renewal of Waivers for Additional Years.**1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.**

The waiver day previously submitted focused on the following goals:

- Review school improvement plan and implementation effort
- Align curriculum across the system
- Develop a shared vocabulary around character development
- Develop common assessments in core areas
- Develop appropriate instructional interventions and enhancements by examining student work and assessment data
- Develop cross-curricular techniques

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

Accomplishments associated with the purposes and goals of the previous waiver include:

- Development of common formative assessments by content area aligned to the standards.
- Rubrics developed to support evaluation and promote student reflection of performance in relation to the standards.
- Systems of academic intervention for students not yet performing at standard in the area mathematics.
- Increased staff engagement in the use of student work to accurately describe present levels of student performance, monitor progress, and adjust instructional approach.
- While writing remains an area needing continued attention, student achievement data using state, district, and classroom-based assessments across all other core subject areas reflect increases in student progress.
- Many of the goal areas were integrated into the adoption of the University of Washington's Center for Educational Leadership 5 Dimensions.
- All Methow Valley School District administrators have successfully completed the rater-reliability training.
- Nearly two-thirds of the certificated staff is being evaluated using the new system of teacher evaluation.
- All administrative staff is being evaluated using the AWSP Leadership Framework.
- Recent acknowledgments and honors include:
 - Liberty Bell Jr./Sr. High School:
 - 2012 – Ranked 12th in the Nation by U.S. News
 - 2010-11 – Overall Excellence and Extended Graduation, OSPI
 - 2010-09 – Overall Excellence and Extended Graduation, OSPI
 - 2008-09 – Overall Excellence, OSPI

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

I believe the proposed changes to the previous waiver plan are accurately reflected in the responses to questions 1-12. We are deeply engaged and committed to the work of developing system's level clarity and cohesion that results in increased student achievement for all learners.

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

As described by Patrick Lencioni in the book titled, *The Advantage*, successful organizations are built on a foundation of trust, engage all stakeholders in healthy conflict and dialogue, develop high levels of commitment associated with the organization's vision and outcomes, believe in the capacity of one another to improve and thus, hold one another accountable, and are results-oriented.

The Methow Valley School District is developing a strategic vision that promotes clarity and cohesion within our schools and throughout our community as reflected within this proposal. Administration, students, staff, families, and community members are working together to build a framework that supports our ability to develop innovative, creative, knowledgeable, principled, disciplined, and compassionate learners who are prepared to graduate with a wide array of options and positively contribute to their community.

The important work associated with improving the quality of teaching and learning, partnering with families and community members, increasing access to high quality early learning programs for all children, developing innovative and rigorous programs of study, and ensuring equity and excellence for all students requires time for all staff to engage in on-going, job-embedded professional development.

As a relatively small, isolated rural school district with limited access to resources, the need for six waiver days in support of professional development for all staff is paramount to our ability to realize our goals.

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

The superintendent communicated the importance of the waiver days in support of professional development regularly using district publications and the local media.

Similarly, the current request has been developed with the involvement of all staff, families, community members, the Methow Valley Education Association and school board members. Appreciation for the community's continued support has been communicated to the community using district publications and local media.

Last Steps:

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



THE WASHINGTON STATE BOARD OF EDUCATION

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

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

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

Instructions:

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

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

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

The application must also include, at a minimum:

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

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

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

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

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

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

Part A: For all new and renewal applications:

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

School District Information	
District	Valley School District
Superintendent	Dennis Killmer
County	Stevens
Phone	509-937-2780
Mailing Address	3030 Huffman Road Valley, WA 99181
Contact Person Information	
Name	Dennis Killmer
Title	Superintendent
Phone	509-937-2780
Email	Dennis.killmer@valleysd.org
Application type:	
New Application or Renewal Application	New
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	Three
School Years	14/15, 15/16, 16/17
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	no
Reduction	0
Remaining number of half days in calendar	2
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?	
Yes or No	Yes

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

Continued curriculum development to enhance the District philosophy and ensure student mastery of Washington State Essential Learning Requirements and successful performance on Measurement of Student Progress (MSP), High School Proficiency Exam (HSPE) and End Of Course (EOC) state assessments.

Prepare certificated staff for the transition to the Common Core State Standards, implementation of the Marzano Teacher Evaluation system and future use of Smarter Balanced Assessments.

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

The District currently uses data from the MSP, HSPE, EOC, MAP and Classroom Based Assessments to determine student achievement.

From these assessments we have determined that while overall student achievement is improving we continue to struggle with achievement gaps. We are concerned about proficiency gaps for all students.

The waiver days will allow staff to analyze the assessment data and collaborate to develop the necessary interventions and instructional strategies to support increased student achievement levels.

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

The standards used to determine success will be OSPI's AMO baseline and annual MAP scores. We will analyze the student scores against the Annual Target Schedule and the Math, Reading and Language Usage MAP RIT scale to determine growth.

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

The measures and standards we will use to determine success will be the AMO baseline and Annual Target Schedule as posted on the OSPI website as well as longitudinal MAP scores and Classroom Based Assessments. For the MAP scores we will determine success as one year's growth in RIT score.

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

Professional Development trainings will focus on integrating CCSS into instruction models and analyzing data from the state assessment tests and using it to develop interventions for each student achieving below grade level. Marzano training continues throughout weekly staff meetings. We will contract coaching services through ESD 101 and other available sources

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

We will continue to build on using the analysis of data to drive instruction as we strive for continuous improvement. Changes in state assessments and the evaluation systems will also require continued professional development. Implementing both of these systems and integrating the CCSS is a multi-year process.

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

The goals stated in #1 of this application are aligned with our Schoolwide Improvement Plans. The Schoolwide Improvement Plans are available on the Valley School District website at www.valleysd.org.

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

The waiver topic has been discussed in staff meetings, parent meetings, administrative meetings and school board meetings with feedback collected at all meetings. Positive support has been shown to support student achievement through professional development days of training.

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

Valley School District has no collective bargaining agreements in place.

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

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	1
Total	181

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

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

Check those that apply

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

The one day listed in row three of the above table is the day before school and is used as a classroom prep day.

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

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

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.
2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.
3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.
4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan
5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Last Steps:

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

Part A: For all new and renewal applications:

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

School District Information	
District	Zillah School District #205
Superintendent	Kevin McKay
County	Yakima
Phone	509-829-5911
Mailing Address	213 4 th Ave Zillah, WA 98953
Contact Person Information	
Name	Kevin McKay
Title	Superintendent
Phone	509-829-5911
Email	Kevin.mckay@zillahschools.org
Application type:	
New Application or Renewal Application	Renewal Application
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	7=4 parent/student conference days, 3 profesional development days
School Years	2014-15, 15-16, 16-17
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
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

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

The purpose of the waiver is to provide 3 full days of professional development training for certified and classified staff and four full days of parent conferences. The goal of the professional development training is to provide the staff with skills and knowledge that will directly benefit our students and increase their academic achievement. The professional development includes meeting individual student needs, student achievement data analysis, TPEP, CCSS, researched based instructional practices, technology integration into instruction. The goal for four full days of parent conferences is to provide the opportunity for all parents to communicate with teachers about their child's academic progress and better engage parent's in their child's education. An additional purpose of the waiver is to increase instructional time. By eliminating ½ days and going to a 173 full day calendar we have increased the amount of instructional time for our students.

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

Zillah School District student achievement data continues to show a need to meet the academic needs of all students. Specifically, we are attempting to better educate those students who are the neediest; ELL, Special Education, students living in poverty, students with behavior issues, special education students, students not at grade level, etc.

An additional focus on improving student achievement in math at the middle and secondary levels is greatly needed.

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

Grade level MSP results, classroom based assessments, benchmark and progress monitoring data, graduation rates and long term student academic progress will be used to determine success. Success will be achieved when we close the achievement gap and all students meet grade level standards and graduate with a high school diploma.

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

- Student academic data and data on the number of students meeting grade level expectations and moving to the next grade.
- Benchmark and progress monitoring data to show student growth over the course of a school year.
- High school graduation rate data to show system level improvements.

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

The School Improvement Team (SIT) within each school determines the needs of the children within the school using data. The SIT then determines an action plan on how to address the needs of the students based on the data. The SIT presents to the District Improvement Team (DIT) for approval. The SIT then presents the data and action plan to the school staff for further approval and by in. A timeline is developed and the action plan is implemented. Specifics within the action plans are implemented throughout the course of the school year using the three days provided by the waiver. The final stage is an evaluation at the end of the school year or when new data is available to determine if progress was made in meeting the goal. The evidence is then presented to the DIT.

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

Waivers in the subsequent years were also for professional development purposes. The focus of the professional development has been and will continue to center on student achievement. How the Zillah School District determines the exact type of professional development will be determined by the needs of our students and the strengths and weaknesses of our staff. We are currently working on RTI, GLAD, SIOP, TPEP, CCSS and research based instructional practices that line up with the Five Dimensions of Teaching and Learning framework from the University of Washington.

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

School Board Goals, District Vision and Mission, IndiStar Plans, District Improvement Plan and School Improvement Plans

www.zillahschools.org

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

The development and implementation of the waiver is done by the Zillah School District Improvement Team. The DIT is responsible for developing the district calendar and professional development at the district level and within each school. The DIT is made up of all people listed within the question. Input is also gathered at building level and district level parent meetings and community forums.

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

3 District Directed Optional Days (District determines agenda for the day)
 5 Teacher Directed Optional Days (individual teacher choice with approval from principal)
 173 Full Instructional Days
 4 Student/Parent Conference Days
 3 Required contract days (district-wide, District determines agenda for the day)
 0 Half Days
 0 Late Start Days
 0 Early Release Days

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

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	8
Total	188

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

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

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

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

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

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

Days were used as planned. Days were used for the professional development of the Zillah School District staff.

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

We have accomplished what we set out to do many years ago and we continue to do so each and every year. The waiver has allowed our staff to gain professional development during the school year and allows us to collaborate on our instructional strategies as well as focus on individual student achievement. As for the data: A very high percentage (95%) of our student graduate from high school on time and with the skills to pursue their interests in furthering their education or a career. We look at high school graduation as the most important data and that all other data is simply benchmark/grade level data.

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

NA

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

It is imperative that we continue our work with regards to increasing student achievement by providing professional development to our teaching staff. The demographics of our students continue to change and with the change the needs of our students continue to increase. In addition to the needs of our students our staff also needs professional development with the new teacher evaluation system and the implementation of the Common Core State Standards. The need for the waiver is greater than ever if we are going to improve student achievement and teacher quality.

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

We publish our district calendar and information about the waiver on our district website. Students, administrators, teachers, classified employees, parents and community members all support our current schedule and the waiver. Specifically, the parents of the Zillah School District are supportive of the waiver due to the elimination of ½ days of school and the need to day care. Parents like to know that everyday their child goes to school it is a full school day. It would be very difficult for the Zillah School District to go back to a school calendar with ½ days, early release and/or late start days.

Last Steps:

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



ZILLAH SCHOOL DISTRICT No. 205

213 Fourth Avenue, Zillah, WA 98953-9533

(509) 829-5911 Fax # (509) 829-6290

<http://www.zillahschools.org/>

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February 4, 2014

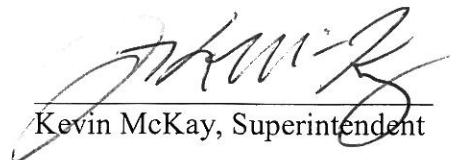
Washington State Board of Education
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P.O. Box 47206
Olympia, Washington 98504

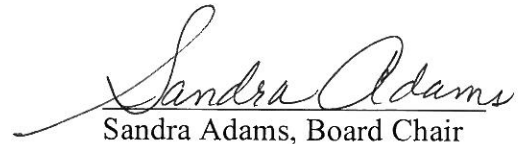
Re: Zillah School District 180 Waiver-Revised Request

Dear Washington State Board of Education Members,

The Zillah School District is requesting a waiver of three (3) school days for professional development purposes only. Our original waiver application requested seven (7) school days; three (3) days for professional development and four (4) days for parent conferences. We have submitted an application for waiver of four (4) school days for the purpose of parent conferences as outlined in WAC 180-18-050. We are sorry for any confusion that this request may create and would be happy to speak in more detail about our revised request.

Sincerely,


Kevin McKay, Superintendent


Sandra Adams, Board Chair

Administrative Office

- ♦ Kevin McKay,
Superintendent
mckay_k@zsd.wednet.edu
- ♦ Dave Fortin,
Director of Finance and
Operations
- ♦ Cecily Widner,
Supt. Secretary and Food
Service Accounting
- ♦ Cindy Gamache,
Central Registrar and
Assessment Coordinator
- ♦ Jane Yerges,
Human Resource and
Payroll Manager
- ♦ Debbie Ekstrand,
Accounts Payable and
Transportation Coordinator