

# THE WASHINGTON STATE BOARD OF EDUCATION

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

<b>Title:</b>	Option One BEA Waivers: Current Requests	
<b>As Related To:</b>	Goal One: Develop and support policies to close the achievement and opportunity gaps.	Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
	Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	Goal Four: Provide effective oversight of the K-12 system.
		Other
<b>Relevant To Board Roles:</b>	Policy Leadership System Oversight Advocacy	Communication Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>	Should each of the requests presented for waiver of the basic education requirement of a minimum 180-day school year be approved? If not, for what reasons, with reference to the criteria in WAC 180-18-040, and what deficiencies are there in the application that could be corrected by the applicant district for re-submittal of the request at a subsequent board meeting?	
<b>Possible Board Action:</b>	Review Approve	Adopt Other
<b>Materials Included in Packet:</b>	Memo Graphs / Graphics Third-Party Materials PowerPoint	
<b>Synopsis:</b>	<p>The Board is presented with three requests for Option One requests for waiver of the requirement of RCW 28A.150.220(2) for a minimum of 180 school days in the school year. The requests are from Auburn School District, Richland School District, and Tacoma School District. Auburn's request is for renewal of a waiver for the purpose of staff professional development. Richland's is a new request for purpose of parent-teacher conferences, because the number of days requested exceeds the number that may be waived through the expedited procedure for parent-teacher conferences under WAC 180-18-050(3). Tacoma's is a new request submitted under its designation as an Innovation Zone for a new high school to be opened in 2016-17 called the School of Industrial Design and Arts (IDEA). The request is similar to ones previously approved for the Tacoma School of the Arts and the Science and Math Institute.</p>	



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## OPTION ONE BASIC EDUCATION PROGRAM WAIVER: CURRENT REQUESTS

### Policy Considerations

Should each of the requests for waiver of the minimum 180-school day requirement for basic education be approved, based on the criteria for evaluation in WAC 180-18-040? If not, what are reasons, based on the criteria in the rule, for denial of the request?

Are there deficiencies in the application or documentation that the district might correct for resubmittal of the request at a subsequent board meeting under WAC 180-18-050(2)?

### Background: Option One Waivers

The State Board of Education uses the term “Option One” to distinguish the 180-day waiver for which any district is eligible under [RCW 28A.305.140](#) from the “Option Two” waiver for purposes of economy and efficiency available to no more than five small districts under [RCW 28A.305.141](#). RCW 28A.305.140 authorizes the Board to grant waivers from basic education requirements including the 180-day requirement of RCW 28A.150.220 “on the basis that such waivers are necessary to implement a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student.”

WACs 180-18-040 and 180-18-050, initially adopted 1995, implement this statute. WAC 180-18-040 provides that “A district desiring to improve student achievement for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement . . . while offering the equivalent in annual minimum instructional hours . . . in such grades as are conducted by the school district.” The Board may grant a 180-day waiver for up to three years. There is no limit on the number of days that may be waived.

In 2012 the Board added subsections (2) and (3) to WAC 180-18-040 establishing criteria to evaluate the need for a new waiver and for continuation of an existing waiver for additional years.

WAC 180-18-050 sets out the procedures a district must follow in applying for an Option One waiver. In addition to the completed waiver application, the district must submit:

- An adopted resolution by the school board stating how the waiver will improve student achievement and attesting that the district will meet the minimum instructional hour requirement for basic education under the waiver plan;
- A proposed school calendar under the waiver plan.
- A summary of the district’s collective bargaining agreement with the local education association stating the number of professional development days, late-start and early-release days, and the amount of other non-instruction time.

If the Board finds deficiencies in the waiver application or required documentation, the district may make corrections and seek approval of the request at a subsequent board meeting.

## Summary of Current Option One Waiver Requests

**Auburn** requests waiver of three days for the 2016-17 school year to be used for a variety of staff activities to related to implementation of the district's Strategic Plan.

Auburn has had a series of one-year waivers for similar activities since at least the 2007-08 school year.<sup>1</sup> The Board approved requests for waivers of three school days in each year from 2012 through 2015, and of five days from 2007 through 2011.

As in the 2015 application, the present application states in item 1, on the purposes and goals of the proposed waiver plan, that

In January of 2013, the Auburn School Board of Directors adopted a new three-year District Strategic Improvement Plan spanning from 2013-2016. The district, schools, departments and individual teachers need time within the 180-day school year to continue restructuring initiatives and implement fully-revised school improvement plans in accordance with and alignment to our new District Strategic Improvement Plan.

The request is for the 2016-17 school year. In response to a question from SBE staff, district staff stated that the new district superintendent has decided to extend the strategic plan for another year, and that the three school days continue to be needed within the 180-day calendar for implementation of school improvement plans under the 2013-16 District Strategic Improvement Plan. "The work of the 2015-16 waiver day plan," the application states, "aligns to the goals, objectives and strategies outlined in the 2013-16 District Strategic Improvement Plan."

The content of the present application is almost the same as [last year's](#). It cites three overarching goals of the District Strategic Plan – Goal 1: Student Achievement; Goal2: Community Engagement, and Goal 3: Policies and Resource Management. The proposed three waiver days will address three purposes of Goal 1:

1. Refine the systematic assessment system to monitor academic progress and produce diagnostic data for teachers to use in the classroom and within their Professional Learning Communities;
2. Develop deep alignment of instructional practices in PK-12 across all content areas to the district's instructional framework and standards by grade level including the Common Core, Next Generation Science Standards, and CTE Industry Standards.
3. Strengthen parent and community engagement to address the needs of high-needs populations.

Each Auburn elementary, middle and high school is required to revise its school improvement plan over the three years of the Strategic Plan (extended to four in this proposal), with one-third of schools revising their plans each year.

Part B of the application, for renewal, lists in item 1 the activities conducted on the three waiver days in 2015-16 to implement strategic goals of student achievement and community engagement. In item 2 Auburn states that the 2015-16 waiver days were used for an array of training opportunities to "continue to provide the support and targeted professional development essential for individual teachers, principals and schools to restructure and improve academic performance essential for all students."

Student academic achievement, Auburn says, "continues to improve." The district provides detailed information on student assessment results, participation in high school honors, Advanced Placement, and Advanced CTE among "students from diverse heritage," and on the use of interventions to recapture credit toward graduation and accelerate student learning.

There are no reported changes in the waiver plan. “Waiver days will be dedicated to fully revising, aligning and implementing the individual school improvement plans in the context of the 2013-16 District Strategic Improvement Plan.”

**Richland** requests waiver of seven days for parent-teacher conferences for first grade only. The district has a waiver of five days for two years granted in October 2015 under the expedited process in WAC 180-18-050 (3) for waivers requested for the sole purpose of parent-teacher conferences. That rule stipulates that a request for more than five days must be presented to the State Board under the regular Option One process for approval. The district explains, “This waiver is new for first grade and amends the existing waiver that provides for five full days for fall and spring conferences . . . The added two days for first grade only is the extent of the amendment and would be for the 2016-17 and 2017-18 school years only to align with the timelines of the current waiver.”

In effect, then, Richland’s Option One request replaces its previously parent-teacher conference waiver because the total number of days that would be waived adds to seven rather than the maximum five.

Under RCW 28A.150.220 (5), schools administering the Washington Kindergarten Inventory of Developing Skills ([WaKIDS](#)) program for full-day kindergarten may use up to three days at the beginning of the year within the 180-day calendar for the Family Connections component of the program. The purpose of the Richland waiver request is to build on WaKIDS by meeting with parents of first-graders at the beginning of school as well.

The ‘First Grade Parent Connection’ meeting will ensure parents and guardians have the opportunity to share information about their child that they feel is important for the teacher to know. . . Our experience following implementation of full-day kindergarten was that these conferences (required as part of the full-day kindergarten grant) were of great benefit to teachers and families. . . Teachers state they knew their students the first day instruction started and were able to maintain positive family connections throughout the year.

This is especially important, Richland says, for students from high-poverty households.

The specific goals of the waiver are (1) increase home-school partnerships; (2) decrease absenteeism rates and the absenteeism gap between low-income and non-low income students, and (3) decrease the percentage of behavior referrals and the gap in discipline referrals between low-income and non-low income students.

Evidence of the degree to which the goals of the waiver are being attained will include Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data, parent perception surveys, and annual, longitudinal data evaluating academic, behavioral, and attendance characteristics.

The district says that first-grade teachers will be engaging in similar training as kindergarten teachers to prepare for the Family Connections conferences with parents. “It is Richland’s desire to maintain the momentum that has been generated in kindergarten by replicating at least some of what was good about our Full Day Kindergarten model.”

**Tacoma** requests waiver of 10 days for a new high school, the School of Industrial Design and Arts (IDEA), scheduled to open this fall under the district’s designation as an Innovation Zone under [RCW 28A.630.081](#).

This statute, passed as E2SHB 1546 in 2011, directed the Office of the Superintendent of Public Instruction to develop a process for districts to apply to have one or more schools in the district designated as an innovation school, with a priority on schools focused on the arts, science, technology, engineering, and mathematics. The schools must form partnerships with the community, business, industry and higher education and use project-based learning. A group of schools sharing common interests can be designated an innovation zone. An innovation zone may include all schools within a

district. OSPI and the SBE are authorized to grant waivers to innovation schools and zones within the scope of their statutory authority, including under RCW 28A.305.140. The statute expires June 30, 2019.

The Board has granted 180-day waivers to Tacoma under this authority for two other schools, the Science and Math Institute (SAMI) and the Tacoma School of the Arts (SOTA). The district was granted a waiver of 20 days for the two schools in November 2012, and for 10 days in July 2015. As in the application for IDEA, the SAMI and SOTA waivers run through the 2017-18 school year.

The purpose of the waiver for IDEA, as for SAMI and SOTA, is to implement a modified calendar and schedule in which students would attend for 170 days, with a lengthened school day Monday to Thursday and a late start on Fridays. “Providing students with class periods equaling 90 minutes allows more in-depth study of learning objectives and provides more time for hands-on, project-based learning, including STEM and arts integration,” the district says. Late-start Fridays would be devoted to teacher professional development on the [DuFour Professional Learning Community](#) model. The waiver would “continue our successful model of an alternative calendar that allows for increased daily instructional time and weekly job-embedded professional development for faculty,” Tacoma states. “Our schools have operated successfully on this model for several years.”

Staff would note that the days proposed to be waived under the new Tacoma request are not explicitly for professional development of staff. Rather, the waiver would enable an alternative calendar with fewer but longer school days in which a shorter day would be used for professional development of staff. The late-start Fridays are within the 170 days on the proposed calendar. The district assures that it would meet the minimum instructional hour requirement for basic education under the waiver plan, which, staff would remind, applies by law to the district as a whole rather than to individual schools.

In item 3 of the application Tacoma lists the measurable goals of the waiver plan for student achievement in English Language Arts and Mathematics, success in passing 9<sup>th</sup> grade classes, and on-time graduation. The 2020 goal of 95 percent on-time graduation at IDEA compares with a district graduation rate of 82.6 percent in 2015. It points in item 4 to success by SOTA and SAMI in achieving results for graduation rates and state assessments.

<sup>1</sup> Historical data on 180-day waivers granted by the SBE are not available for years before 2007-08.

### Summary Table of Option One Waiver Requests

School District	Number of Waiver Days Requested	Number of School Years Requested	Purpose of Waiver Request	School Days	Additional Work Days Without Students	New or Renewal Request
Auburn	3	1	Professional development	177	2	R
Richland	7	2	Parent-teacher conferences	163	0	N
Tacoma	10	2	Professional development	170	7	N

### Action

The Board will consider whether to approve the requests for Option One waivers as presented in the district applications and summarized in this memo.

If you have questions regarding this memo, please contact Jack Archer at [jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us).



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

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

### Instructions:

#### Form and Schedule

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

#### Application Contents:

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

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

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

#### Submission Process:

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

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

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

RESOLUTION NO. 1216

WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Board of Directors of the Auburn School District No. 408 passed resolution 1204 on May 26, 2015, requesting a renewal of the waiver from the minimum 180-day for the 2015-2016 school year; and

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (RCW 28A.305.140, RCW 28A.655.180 (1), WAC 180-18-040 and WAC 180-18-050); and

WHEREAS, the purposes and goals of the previous waiver were met; and

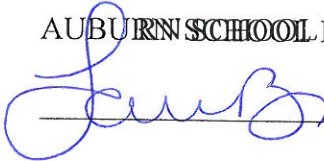
WHEREAS, the Board of Directors of the Auburn School District have developed and adopted a new three-year (2013-2016) District Strategic Improvement Plan to address student academic achievement through restructuring initiatives, fully revised school improvement plans and data accountability; and

WHEREAS, the Board of Directors assures the Auburn School District will meet Total Instructional Hour Offering under RCW 28A.150.220(2)(a) for students enrolled in grades one through twelve, at least a district-wide annual average of one thousand hours, which shall be increased beginning in the 2016-17 school year to at least one thousand eighty instructional hours for students enrolled in grades nine through twelve and at least one thousand instructional hours for students in grades one through eight, all of which may be calculated by a school district using a district-wide annual average of instructional hours over grades one through twelve; and RCW 28A.150.220(2)(b) for students enrolled in kindergarten, at least four hundred fifty instructional hours, which shall be increased to at least one thousand instructional hours according to the implementation schedule under RCW 28A.150.315.

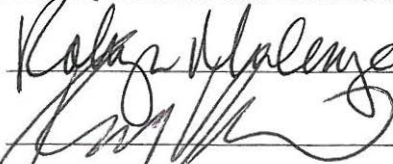
NOW, THEREFORE, BE IT RESOLVED, the Board of Directors of the Auburn School District No. 408 hereby requests a renewal of the three-day waiver from the minimum 180-day school year requirement under RCW 28A.305.140, RCW 28A.655.180(1) and WAC 180-18-040 and 050 for students kindergarten through grade twelve for the 2016-2017 school year.

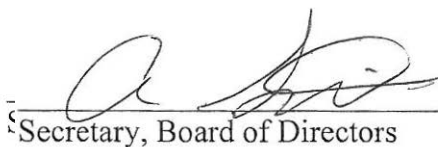
Adopted at a regular open public meeting of the Board of Directors held on May 9, 2016, the following Directors being present and voting therefore:

AUBURN SCHOOL DISTRICT NO. 408







  
Secretary, Board of Directors

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

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

<b>School District Information</b>	
District	Auburn School District #408
Superintendent	Dr. Alan Spicciatti
County	King
Phone	253-931-4900
Mailing Address	James P. Fugate Administration Center Auburn School District #408 915 Fourth Street NE Auburn, WA 98002
<b>Contact Person Information</b>	
Name	Brendan Jeffreys
Title	Assisstant Director of Student Learning
Phone	253-931-4950
Email	bjeffreys@auburn.wednet.edu
<b>Application type:</b>	
New Application or Renewal Application	Renewal Application
<b>Is the request for all schools in the district?</b>	
Yes or No	Yes
If no, then which schools or grades is the request for?	
<b>How many days are requested to be waived, and for which school years?</b>	
Number of Days	Three (3) Days
School Years	2016-2017 School Year
<b>Will the waiver days result in a school calendar with fewer half-days?</b>	
Number of half-days reduced or avoided through the proposed waiver plan	Two half days
Remaining number of half days in calendar	Two half days
<b>Will the district be able to meet the minimum instructional hour offering required by RCW</b>	
Yes or No	Yes



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

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

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

In January of 2013, the Auburn School Board of Directors adopted a new three-year District Strategic Improvement Plan spanning from 2013-2016. The district, schools, departments and individual teachers need time within the 180-day school year to continue restructuring initiatives and implement fully-revised school improvement plans in accordance with and alignment to our new District Strategic Improvement Plan.

[Click Here](#) – DSIP – 2013-2016 District Strategic Improvement Plan

[Click here](#) –**Dashboard** – 2013-2016 District Strategic Improvement Plan Progress Reports

The strategic plan sets the expectation and accountability to assure that each student, regardless of ethnicity, language, disability or income level, achieves high standards of learning. Goals, objectives and strategies incorporated into the strategic improvement plan are designed to accelerate students from where they are in their learning, ensure they meet and exceed standards, graduate on time and are prepared for career, college and success beyond high school.

The District Strategic Improvement Plan contains three over-arching goals.

**Goal One—Student Achievement**

All staff in the Auburn School District provide support, leadership and guidance to ensure each student meets or exceeds state and district standards, graduates on time and is prepared for career and college.

**Goal Two—Community Engagement**

All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

**Goal Three—Policies and Resource Management**

Auburn School District polices and resources are aligned to the strategic improvement plan.

Under **Goal One – Student Achievement**, the following purposes of the strategic plan will be addressed using Waiver Days:

- **Refine the systematic assessment system** to monitor academic progress and produce diagnostic data for teachers to use in the classroom and within their Professional Learning Communities (PLCs). This collaborative process provides teachers the opportunity to determine the instructional entry point, monitor student progress toward standard, refine instruction and personalize learning for students.
  - ✓ Engage in data disaggregation and analysis
  - ✓ Tailor and design Tiered Intervention opportunities
  - ✓ Continue restructuring and implementation of common formative and summative assessment systems by grade level including benchmark assessments (DIBELS, MAP, CBA/CBPAs...) and the College Board Assessment Suite (PSAT-8, PSAT, SAT)
  - ✓ Develop applications of technology use in assessment
- **Develop deep alignment of instructional practices** PK-12 across all content areas to our adopted Instructional Framework, Center for Educational Leadership's Five

Dimensions of Teaching (CEL 5D) and the appropriate standards by grade level and course including: Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and Career and Technical Education (CTE) Industry Standards.

- ✓ Increase instructional rigor
  - ✓ Strengthen our understanding
  - ✓ Plan and implement culturally relevant instruction
  - ✓ Increase the scope of accelerated program offerings
  - ✓ Develop skills to apply the use of technology during instruction and for academic acceleration
- **Strengthen our parent and community engagement** to effectively address the unique needs of our high-needs populations which include socio-economically challenged, ethnically diverse groups, English Language Learners (ELL) and our special populations.
    - ✓ Strengthen parent communication to encourage parent/school partnerships
    - ✓ Provide on-going Parent Academy opportunities to strengthen parents' knowledge of successful navigation with their students through the PK-12 system
    - ✓ Develop applications of technology through 24/7 Blended Learning and parent resources
2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

The Auburn School District Strategic Improvement Plan is the blueprint for our district's continuous improvement, transformation and cultural change necessary to address the academic success for all students. It is the framework for our planning, resource allocation, staff development and decision making. The school board defines the "what" while allowing for the individual schools, departments and instructional staff to define the "how" needed to implement the best practices and available resources to address the learning needs of each student.

All Auburn elementary, middle and high schools will fully revise their school improvement plans. The revision work begins in September of each school year with one third of our schools fully revising their improvement plans each year. Over one hundred administrators, teachers, parents and community members representing the twenty-two schools work with central office staff, school improvement facilitators, and nationally recognized educational consultants to fully revise the school improvement plans. Each month a school and their school improvement team are scheduled to present their school improvement plan to the school board for approval and adoption. Every year the Auburn schools not in full-revision school improvement planning status continue to align their improvement plans to the goals of the district strategic improvement plan using current student assessment data and perceptual data.

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

[Click Here](#) – SIP – School Improvement Plans

[Click Here](#) – DSIP – 2013-2016 District Strategic Improvement Plan

[Click here](#) –**Dashboard** – 2013-2016 District Strategic Improvement Plan Progress Reports

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

The Auburn School District 2013-2016 Strategic Improvement Plan provides the framework through which the district will support our twenty-two schools to ensure the academic success of each student. The vision and goals set forth by the school board and superintendent are articulated within the school improvement plans developed by each of the twenty-two schools.

#### **District Aspiration**

The Auburn School District aspires to be a world-class education system preparing all students to be globally competitive for career, for college, and for life in the twenty-first century.

#### **District Mission**

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

#### **District Vision**

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

#### **Goal 1: Student Achievement**

All staff in the Auburn School District provide support, leadership and guidance to ensure each student meets or exceeds state and district standards, graduates on time and is prepared for career and college.

##### **Objective 1**

Professional Learning Communities will be employed with integrity to plan, monitor and adjust instruction to impact student learning.

##### **Objective 2**

All school improvement plans will align with the district strategic plan and the nine characteristics of high performing schools.

##### **Objective 3**

The Auburn School District will utilize the Center for Educational Leadership's Five Dimensions of Teaching (CEL 5D) as the Instructional Framework.

##### **Objective 4**

Technology will be integral to administration and teaching and learning to prepare all students for career, college and life beyond high school.

##### **Objective 5**

The Auburn School District will increase and continue to exceed the State of Washington's on-time and extended high school graduation rates.

#### **Goal 2: Community Engagement**

All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

##### **Objective**

All Auburn School District employees will engage patrons through cultural awareness and a respectful customer service environment.

#### **Goal 3: Policies and Resource Management**

Auburn School District policies and resources are aligned to the strategic plan.

##### **Objective**

The district will prioritize resources to support the strategic plan, provide safe learning environments, close learning gaps and accelerate academic achievement for every student.

These processes are dependent upon all stakeholders contributing to improve learning opportunities for all students. Progress on the objectives are reported through a *dashboard* format to the school board three times each year. Cabinet members engage in review and as needed revisions to the scope of work designed for each objective. Support for changes in the scope of work that impact building level work are communicated to principals; staff is provided appropriate training and resources to ensure goals are achieved.

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

The Auburn School District Board of Directors established our district focus and emphasis to be the goals and objectives described in the 2013-2016 Auburn School District Strategic Improvement Plan. All priorities, activities, and initiatives engaged in at both the district level and school level will align to this plan. District strategic improvement plan progress reporting dashboards are presented to the school board quarterly. The school board's district stated goals, and the superintendent's annual evaluation by the school board, are directly aligned to the district strategic improvement plan and the accomplishments of the stated goals.

### **School Board Beliefs**

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

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

[Click Here](#) – School Board – Stated Goals for the District

[Click Here](#) – DSIP – 2013-2016 District Strategic Improvement Plan

[Click here](#) –**Dashboard** – 2013-2016 District Strategic Improvement Plan Progress Reports

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

The District Strategic Improvement Plan requires district-wide progress monitoring of our students in early literacy skills, reading and mathematics. The expectation of the school board and district is that each student will meet or exceed state and district standards and graduate on time prepared for college, career and life beyond high school. In order to accomplish this goal, both formative and summative assessment data is required to monitor student progress and indicate attainment of learning goals throughout the school year. A variety of local assessment tools are needed to appropriately gauge learning and provide assurance to the school board that gains have been realized.

The use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is a requirement for all students in grades K-5 and the Measurement of Academic Progress (MAP)

assessments in reading and mathematics are required for all grade three, five, six, seven, eight and nine students. The 2009-2010 school year was our district's benchmarking year for these assessments. Previous to the 2009-2010 school year these assessments were not used with fidelity at the identified grade levels. They are now a district requirement.

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

[Click here](#) **Description** – (DIBELS) Dynamic Indicators of Basic Early Literacy Skills  
[Click here](#) **Dashboard** – Auburn School District DIBELS Progress Reports

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

[Click here](#) **Description** – (MAP) Measurement of Academic Progress  
[Click here](#) **Dashboard** – Auburn School District MAP Progress Reports

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

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

As established on Monday, January 28, 2013 by the Auburn School District Board of Directors, "the district focus and emphasis will be the goals and objectives described in the three-year

2013-2016 Auburn School District Strategic Improvement Plan". All priorities, resources, activities, and initiatives engaged at both the district level and school level will align to this plan.

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

The Auburn School District Board of Directors commissioned a committee of twenty-one members to develop a three-year 2013-2016 District Strategic Improvement Plan. The plan addresses the learning needs of all students and accelerates students from where they are in their learning to close gaps and enrich learning. Membership of the District Strategic Improvement Plan development committee represents a diverse group of stakeholders, including a strategic improvement planning consultant-facilitator, K-12 education consultants, teachers, president of the teachers association, parents, community members, principals, central office administrators, certificated teachers and classified staff. The committee met twice each month from October 2012 through January 2013. Throughout their work, stakeholders at all levels were regularly informed of the processes, outcomes, and necessity of providing time within the 180-day school year for successful implementation of the strategic improvement plan throughout the three-years of implementation. The strategic improvement plan development committee presented their work and recommendations to the school board during the January 2013 school board meeting. The committee recommendations were adopted for implementation by the Auburn School District Board of Directors on January 28, 2013. The three-year district strategic improvement committee will reconvene in the fall of 2016 and make recommendations to address another three years.

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

The negotiated agreement for September 1, 2015 through August 31, 2018 provides the following:

**District Designated Time –**

District designated time totals 58.5 hours per diem: 10.5 hours for district/building meetings, 7.0 hours for elementary report card/conference preparation or for secondary grading day, 28 hours for building determined days, 7.0 hours for individual determined day (occurs immediately after Labor Day) and 6.0 hours for principal determined time. District designated time is prorated based upon an employee's FTE status.

**Individual Responsibility Contract –**

Each employee receives an Individual Responsibility Contract. Employees who are on Steps 0-6 of the State Allocation Model (SAM) have a total of 164.5 Individual Responsibility hours. Individual Responsibility hours are prorated based upon an employee's FTE status. Individual Responsibility Contract activities can be documented August 1 through July 31.

The individual responsibilities are outlined below:

- A. Attendance at meetings (i.e., faculty meetings, open house, grade-level/department meetings)
- B. Individual professional development (i.e. Impact of School Improvement Plans, ESEA, new adoption curricula, education reform, best practice standards)
- C. Student assessments
- D. Classroom, lesson, and job preparation

## E. Parent contacts

**Commitment Stipend –**

Each employee will have the opportunity for a commitment stipend. Each employee will be given a commitment stipend according to their placement on the State Allocation Model (SAM). Employees who are on Steps 0-3 of the SAM will receive a commitment stipend of ten per diem days plus an additional \$100. Employees who are on Step 4 of the SAM will receive a commitment stipend of eleven per diem days. Employees who are on Steps 5-6 of the SAM will receive a commitment stipend of twelve per diem days. Employees who are on Steps 7 and above of the SAM will receive a commitment stipend of thirteen per diem days.

In addition to the above, a longevity commitment stipend of \$1,750 for every staff member beyond year 16 to year 19 on the SAM in columns 1-9, \$2,750 for every staff member from year 20 to year 24 on the SAM in columns 1-9, \$3,750 for every staff member from year 25 to year 29 on the SAM in columns 1-9 and \$4,750 for every staff member at year 30 and beyond on the SAM in columns 1-9.

[Click here](#) CBA – 2013-2015 Collective Bargaining Agreement

9. 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	2
<b>Total</b>	<b>182</b>

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

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

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

The three requested waiver days are necessary for restructuring to implement the new requirements imposed by the state including Teacher Principals Evaluation Program (TPEP), continuing transition and implementation of Common Core State Standards, Next Generation Science Standards, Twenty-four credit graduation requirements, Highly Capable Program requirements, new state assessments including Smarter Balanced Assessments (SBA),

kindergarten WA-KIDS assessments, and instructional technology trainings to implement high yield strategies, personalize learning and address acceleration. The district-directed activities take place during the last week in August. The teacher-directed activities take place the day after Labor Day in September.

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



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

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

During the 2015-2016 school year, the three district requested and State Board approved waiver day trainings were scheduled for October 9, 2015, March 7, 2016, and May 9, 2016.

The following describe the district strategic plan aligned waiver day activities conducted:

### **Goal One—Student Achievement**

All staff in the Auburn School District provide support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college.

- K-5 science curriculum training
- K-5 writing curriculum training
- SIP planning and implementation
- Three seminars on Google Classroom / Drive/ Docs and assessments with Forms and Flubaroo
- Technology integration in alignment with 1:1 rollout
- PSAT Proctor training
- TPEP/CEL 5D training
- Review of student safety, transgender policies and anti bullying programs and procedures
- Worked with math department to revise/rewrite/create CCSS aligned formative assessments for Algebra, Geometry and Advanced Algebra
- Planned curriculum to meet the needs of diverse learners and provide for a variety of learning and instructional strategies
- Developed weekly pre and post tests in ELA, Mathematics, and Science and progress monitoring plan
- Implemented reading skills and comprehension of technical reading in CTE through projects, background and rubrics for student projects placed on Google Drive and Google Classroom
- Explored and practiced technology tools to help increasing effective teaching practices
- The grade level and content area teams planned and prepared teaching curriculum for district ELA and Math Performance Task. They practiced how to access the SBA website in order to practice on-line testing with classes
- Reviewed student achievement data from formative and summative assessments
- PE specialists worked on curriculum assessments, prep for CBA test, grading completion and fitness gram
- Updated pacing schedules in ELA and Math

### **Goal Two—Community Engagement**

All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

- Communicated with parents / guardians regarding upcoming projects
- Identified underachieving students and contacted parents
- Made phone calls to arrange meetings to develop IEPs
- Review parent input surveys and plan meaningful Family Community Connection opportunities
- Small groups reviewed CEE data, both comparative and longitudinal, from Staff, Parents, and Student.
- Prepared materials to improve teacher-parent communication regarding student learning

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

In accordance with the 2013-2016 district strategic improvement plan, implementation of PLCs, strengthening systems of assessment, standards alignment for improved instruction and customized learning through acceleration and interventions resulted in continuing improvement in academic achievement.

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

District leadership has provided teachers and principals with on-going and focused professional development and training on “Differentiated Instruction, Standards-Based Teaching and Learning, aligned grading practices, Seven Strategies of Assessment for Learning, Total Instructional Alignment, teacher instructional framework, evaluation rubric principal leadership framework, high yield learning strategies, constructing aligned common formative assessments, using MAP math and MAP reading assessment data for instructional decisions, professional collaboration, revising individual school improvement plans, application of instructional technology, expanding accelerated learning opportunities, preadvanced placement and advanced placement courses, and implementation of strategies of the year-long Auburn Teacher Leadership Academy (ATLA). These training opportunities continue to provide the support and targeted professional development essential for individual teachers, principals and schools to restructure and improve academic performance for all students.

In fidelity with the 2013-2016 district strategic improvement plan, implementation of PLCs, common assessments, standards alignment and interventions, our student academic achievement continues to improve.

Auburn School District students in grades three through five outperformed the state average in math and reading as assessed by Smarter Balanced in the spring of 2016. Additionally, the district outperformed the state in reading and math for low income, special education, and ELL learners. In 2013-2014 Auburn transitioned from DIBELS 6<sup>th</sup> Edition to DIBELS Next for Kindergarten and First grade as it provides new early reader font, item stratification to increase consistency of scores, new directions, new scoring, new reminders or prompts, and indication of response patterns to enhance intervention planning. A new baseline for those grades was created beginning in the fall of 2013. Significant improvements were seen with winter DIBELS assessment scores. At kindergarten and first grade an average decrease of 17.47% in at-risk readers and 20.5% increase in on-target readers was seen for a combined improvement average of 38.05%. For grades two through five winter DIBELS assessment for reading continued to improve with a 1.9% increase in on-target readers.

At the middle school, grades 6, 7, and 8, SBA scores for spring 2015 showed a mixture of results in comparison to the state. Sixth grade scores in ELA for Auburn were 7.2% lower than the state average while math scores were 2% higher. In grade 7 ELA scores were 2.8% less than the state average. Math results for grade 7 were .7% higher than the state. Grade 8 ELA scores were 7.4% less than the state average. Math scores at grade 8 were 7.4% lower in Auburn than at the state level. Science scores for the Auburn School District decreased from 54.3% in 2014 to 42% in 2015.

2014 HSPE results showed a decrease in reading from 82.9% to 77.8% and a decrease in writing from 84.9% to 83.8%. State End of Course (EOC) Algebra scores increased from 75.1% to 76.4% and EOC Geometry decreased from 82.9% to 76.8%, meeting standard. HSPE and EOC's were not delivered to students in 14-15. HS SBA scores show 25.1% of students who took the test meeting standard for ELA and 18.7% for mathematics. Comparisons of 9<sup>th</sup> grade first semester credit completion to 2014 showed significant improvement in at-risk students from 13.35% (2013) to 9.2% (2016) and an increase in on-target population from 67.52% (2013) to 76.22% (2016) for a combined improvement of 12.85%. In high school honors, advanced CTE and advanced placement courses, students from diverse heritage had increased participation. Advanced CTE enrollments saw a 16.1% increase in diverse population participation from 2009-2010 to 2014-15; high school advanced placement courses had an 21% increase in diverse population enrollment from 2009-10 to 2015-2016; and high school honors courses had a 16.6% increase in diverse population enrollment from 2009-2010 to 2015-2016.

Extended learning interventions are a standard intervention model at all fourteen elementary schools and four middle schools in the district. The interventions include enrichment for students at or above standard and intervention for those below. High schools have developed a pyramid of interventions. These include monitoring credit attainment and credit retrieval. Currently the Auburn School District has 394 students enrolled in 674 APEX on-line learning courses recapturing credit toward graduation. The use of professional collaboration to align instruction to standards, analyze student assessment data, monitor student progress, adjust instruction, develop common assessments, and assign students to intervention and/or enrichment programs to address individual learning needs, continues to be a successful model to improve and accelerate student learning.

Throughout the 2012-2013 and 2015-2016 school years the school board was presented with an abundance of reports and dashboards from schools and departments regarding school improvement plan progress, professional learning communities work, district and state assessment data and analysis, intervention and enrichment programs, and updates on the district strategic plan implementation. A majority of school board meeting time is dedicated to academic achievement priorities.

The following District Dashboards are posted on the Auburn School District website at:  
[Click here Dashboard](#) – 2013-2016 District Strategic Improvement Plan Progress Reports  
[Click here Dashboard](#) – 2009-2012 District Strategic Improvement Plan Progress Reports  
[Click here Dashboard](#) – Auburn School District DIBELS Progress Reports  
[Click here Dashboard](#) – MAP Reading and MAP Mathematics Progress Reports  
[Click here Dashboards](#) – Advanced Career and Technical; Middle School Honors; High School Honors; Advanced Placement; and Ninth Grade Credits Earned Progress Reports

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

On Monday, January 28, 2013 the Auburn School Board of Directors approved and adopted a new three-year 2013-2016 Auburn School District Strategic Improvement Plan for implementation beginning September 2013. The work of the 2015-2016 Waiver day plan aligns to the goals, objectives, and strategies outlined in the 2013-2016 District Strategic Improvement Plan. Our twenty-two schools and staff are held accountable through their individual school improvement plans to address the number one priority of the Auburn School District "student

academic achievement.” Waiver days will be dedicated to fully-revising, aligning, and implementing the individual school improvement plans in context of the 2013-2016 District Strategic Improvement Plan.

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

Fidelity to the 2013-2016 District Strategic Improvement Plan is paramount. All staff district-wide are held accountable to the outcomes defined within the plan. The accountability reporting defined for each objective within each of the three goals of the 2013-2016 District Strategic Improvement Plan is an expectation of the school board. Reports monitoring progress of the 2013-2016 District Strategic Improvement Plan implementation will be widely and regularly communicated to the school board, parents, our community and staff district-wide.

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

Annually, the school district publishes a school-year calendar for parents listing and describing the waiver days granted to the Auburn School District through approval process of the State Board of Education. Hard copies of the 2013-2014 school year calendars were distributed to parents and the calendar is posted electronically to the school district website. Additionally, the district website contains announcements regarding upcoming State Board of Education waiver days. Parent communication and information regarding the waiver days is provided in school newsletters, emails from the school to parents, shared during open house evenings, parent and teacher conferences and during student led conferences, posted to individual school websites and their outdoor reader boards. Waiver days are also topics during PTA meetings. Furthermore, each school prepares a follow-up report describing the activities and outcomes for each waiver day. These are available to parents upon request. Schools and district personnel present professional development and waiver day activities to the school board members keeping them apprised of the focus, integration, implementation and impact of this time.

[Click here](#) - **Parent Calendar** for the 2015-2016 School Year. The 2016-2017 Parent Calendar will be made available to parents in August 2016

[Click here](#) - **Proposed District Calendar** for the 2016-2017 School Year.

### C. Last Steps:

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

Thank you for completing this application.

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

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

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

In January of 2013, the Auburn School Board of Directors adopted a new three-year District Strategic Improvement Plan spanning from 2013-2016. The district, schools, departments and individual teachers need time within the 180-day school year to continue restructuring initiatives and implement fully-revised school improvement plans in accordance with and alignment to our new District Strategic Improvement Plan.

[Click Here](#) – DSIP – 2013-2016 District Strategic Improvement Plan

[Click here](#) –**Dashboard** – 2013-2016 District Strategic Improvement Plan Progress Reports

The strategic plan sets the expectation and accountability to assure that each student, regardless of ethnicity, language, disability or income level, achieves high standards of learning. Goals, objectives and strategies incorporated into the strategic improvement plan are designed to accelerate students from where they are in their learning, ensure they meet and exceed standards, graduate on time and are prepared for career, college and success beyond high school.

The District Strategic Improvement Plan contains three over-arching goals.

**Goal One—Student Achievement**

All staff in the Auburn School District provide support, leadership and guidance to ensure each student meets or exceeds state and district standards, graduates on time and is prepared for career and college.

**Goal Two—Community Engagement**

All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

**Goal Three—Policies and Resource Management**

Auburn School District polices and resources are aligned to the strategic improvement plan.

Under **Goal One – Student Achievement**, the following purposes of the strategic plan will be addressed using Waiver Days:

- **Refine the systematic assessment system** to monitor academic progress and produce diagnostic data for teachers to use in the classroom and within their Professional Learning Communities (PLCs). This collaborative process provides teachers the opportunity to determine the instructional entry point, monitor student progress toward standard, refine instruction and personalize learning for students.
  - ✓ Engage in data disaggregation and analysis
  - ✓ Tailor and design Tiered Intervention opportunities
  - ✓ Continue restructuring and implementation of common formative and summative assessment systems by grade level including benchmark assessments (DIBELS, MAP, CBA/CBPAs...) and the College Board Assessment Suite (PSAT-8, PSAT, SAT)
  - ✓ Develop applications of technology use in assessment
- **Develop deep alignment of instructional practices** PK-12 across all content areas to our adopted Instructional Framework, Center for Educational Leadership's Five

Dimensions of Teaching (CEL 5D) and the appropriate standards by grade level and course including: Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and Career and Technical Education (CTE) Industry Standards.

- ✓ Increase instructional rigor
  - ✓ Strengthen our understanding
  - ✓ Plan and implement culturally relevant instruction
  - ✓ Increase the scope of accelerated program offerings
  - ✓ Develop skills to apply the use of technology during instruction and for academic acceleration
- **Strengthen our parent and community engagement** to effectively address the unique needs of our high-needs populations which include socio-economically challenged, ethnically diverse groups, English Language Learners (ELL) and our special populations.
    - ✓ Strengthen parent communication to encourage parent/school partnerships
    - ✓ Provide on-going Parent Academy opportunities to strengthen parents' knowledge of successful navigation with their students through the PK-12 system
    - ✓ Develop applications of technology through 24/7 Blended Learning and parent resources
2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

The Auburn School District Strategic Improvement Plan is the blueprint for our district's continuous improvement, transformation and cultural change necessary to address the academic success for all students. It is the framework for our planning, resource allocation, staff development and decision making. The school board defines the "what" while allowing for the individual schools, departments and instructional staff to define the "how" needed to implement the best practices and available resources to address the learning needs of each student.

All Auburn elementary, middle and high schools will fully revise their school improvement plans. The revision work begins in September of each school year with one third of our schools fully revising their improvement plans each year. Over one hundred administrators, teachers, parents and community members representing the twenty-two schools work with central office staff, school improvement facilitators, and nationally recognized educational consultants to fully revise the school improvement plans. Each month a school and their school improvement team are scheduled to present their school improvement plan to the school board for approval and adoption. Every year the Auburn schools not in full-revision school improvement planning status continue to align their improvement plans to the goals of the district strategic improvement plan using current student assessment data and perceptual data.

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

[Click Here](#) – SIP – School Improvement Plans

[Click Here](#) – DSIP – 2013-2016 District Strategic Improvement Plan

[Click here](#) –**Dashboard** – 2013-2016 District Strategic Improvement Plan Progress Reports

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

The Auburn School District 2013-2016 Strategic Improvement Plan provides the framework through which the district will support our twenty-two schools to ensure the academic success of each student. The vision and goals set forth by the school board and superintendent are articulated within the school improvement plans developed by each of the twenty-two schools.

#### **District Aspiration**

The Auburn School District aspires to be a world-class education system preparing all students to be globally competitive for career, for college, and for life in the twenty-first century.

#### **District Mission**

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

#### **District Vision**

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

#### **Goal 1: Student Achievement**

All staff in the Auburn School District provide support, leadership and guidance to ensure each student meets or exceeds state and district standards, graduates on time and is prepared for career and college.

##### **Objective 1**

Professional Learning Communities will be employed with integrity to plan, monitor and adjust instruction to impact student learning.

##### **Objective 2**

All school improvement plans will align with the district strategic plan and the nine characteristics of high performing schools.

##### **Objective 3**

The Auburn School District will utilize the Center for Educational Leadership's Five Dimensions of Teaching (CEL 5D) as the Instructional Framework.

##### **Objective 4**

Technology will be integral to administration and teaching and learning to prepare all students for career, college and life beyond high school.

##### **Objective 5**

The Auburn School District will increase and continue to exceed the State of Washington's on-time and extended high school graduation rates.

#### **Goal 2: Community Engagement**

All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

##### **Objective**

All Auburn School District employees will engage patrons through cultural awareness and a respectful customer service environment.

#### **Goal 3: Policies and Resource Management**

Auburn School District policies and resources are aligned to the strategic plan.

##### **Objective**

The district will prioritize resources to support the strategic plan, provide safe learning environments, close learning gaps and accelerate academic achievement for every student.

These processes are dependent upon all stakeholders contributing to improve learning opportunities for all students. Progress on the objectives are reported through a *dashboard* format to the school board three times each year. Cabinet members engage in review and as needed revisions to the scope of work designed for each objective. Support for changes in the scope of work that impact building level work are communicated to principals; staff is provided appropriate training and resources to ensure goals are achieved.

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

The Auburn School District Board of Directors established our district focus and emphasis to be the goals and objectives described in the 2013-2016 Auburn School District Strategic Improvement Plan. All priorities, activities, and initiatives engaged in at both the district level and school level will align to this plan. District strategic improvement plan progress reporting dashboards are presented to the school board quarterly. The school board's district stated goals, and the superintendent's annual evaluation by the school board, are directly aligned to the district strategic improvement plan and the accomplishments of the stated goals.

### **School Board Beliefs**

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

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

[Click Here](#) – School Board – Stated Goals for the District

[Click Here](#) – DSIP – 2013-2016 District Strategic Improvement Plan

[Click here](#) –**Dashboard** – 2013-2016 District Strategic Improvement Plan Progress Reports

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

The District Strategic Improvement Plan requires district-wide progress monitoring of our students in early literacy skills, reading and mathematics. The expectation of the school board and district is that each student will meet or exceed state and district standards and graduate on time prepared for college, career and life beyond high school. In order to accomplish this goal, both formative and summative assessment data is required to monitor student progress and indicate attainment of learning goals throughout the school year. A variety of local assessment tools are needed to appropriately gauge learning and provide assurance to the school board that gains have been realized.

The use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is a requirement for all students in grades K-5 and the Measurement of Academic Progress (MAP)



assessments in reading and mathematics are required for all grade three, five, six, seven, eight and nine students. The 2009-2010 school year was our district's benchmarking year for these assessments. Previous to the 2009-2010 school year these assessments were not used with fidelity at the identified grade levels. They are now a district requirement.

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

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

The Auburn School District Board of Directors commissioned a committee of twenty-one members to develop a three-year 2013-2016 District Strategic Improvement Plan. The plan addresses the learning needs of all students and accelerates students from where they are in their learning to close gaps and enrich learning. Membership of the District Strategic Improvement Plan development committee represents a diverse group of stakeholders, including a strategic improvement planning consultant-facilitator, K-12 education consultants, teachers, president of the teachers association, parents, community members, principals, central office administrators, certificated teachers and classified staff. The committee met twice each month from October 2012 through January 2013. Throughout their work, stakeholders at all levels were regularly informed of the processes, outcomes, and necessity of providing time within the 180-day school year for successful implementation of the strategic improvement plan throughout the three-years of implementation. The strategic improvement plan development committee presented their work and recommendations to the school board during the January 2013 school board meeting. The committee recommendations were adopted for implementation by the Auburn School District Board of Directors on January 28, 2013. The three-year district strategic improvement committee will reconvene in the fall of 2016 and make recommendations to address another three years.

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

The negotiated agreement for September 1, 2015 through August 31, 2018 provides the following:

**District Designated Time –**

District designated time totals 58.5 hours per diem: 10.5 hours for district/building meetings, 7.0 hours for elementary report card/conference preparation or for secondary grading day, 28 hours for building determined days, 7.0 hours for individual determined day (occurs immediately after Labor Day) and 6.0 hours for principal determined time. District designated time is prorated based upon an employee's FTE status.

**Individual Responsibility Contract –**

Each employee receives an Individual Responsibility Contract. Employees who are on Steps 0-6 of the State Allocation Model (SAM) have a total of 164.5 Individual Responsibility hours. Individual Responsibility hours are prorated based upon an employee's FTE status. Individual Responsibility Contract activities can be documented August 1 through July 31.

The individual responsibilities are outlined below:

- A. Attendance at meetings (i.e., faculty meetings, open house, grade-level/department meetings)
- B. Individual professional development (i.e. Impact of School Improvement Plans, ESEA, new adoption curricula, education reform, best practice standards)
- C. Student assessments
- D. Classroom, lesson, and job preparation

## E. Parent contacts

**Commitment Stipend –**

Each employee will have the opportunity for a commitment stipend. Each employee will be given a commitment stipend according to their placement on the State Allocation Model (SAM). Employees who are on Steps 0-3 of the SAM will receive a commitment stipend of ten per diem days plus an additional \$100. Employees who are on Step 4 of the SAM will receive a commitment stipend of eleven per diem days. Employees who are on Steps 5-6 of the SAM will receive a commitment stipend of twelve per diem days. Employees who are on Steps 7 and above of the SAM will receive a commitment stipend of thirteen per diem days.

In addition to the above, a longevity commitment stipend of \$1,750 for every staff member beyond year 16 to year 19 on the SAM in columns 1-9, \$2,750 for every staff member from year 20 to year 24 on the SAM in columns 1-9, \$3,750 for every staff member from year 25 to year 29 on the SAM in columns 1-9 and \$4,750 for every staff member at year 30 and beyond on the SAM in columns 1-9.

[Click here](#) CBA – 2013-2015 Collective Bargaining Agreement

9. 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	2
<b>Total</b>	<b>182</b>

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

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

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

The three requested waiver days are necessary for restructuring to implement the new requirements imposed by the state including Teacher Principals Evaluation Program (TPEP), continuing transition and implementation of Common Core State Standards, Next Generation Science Standards, Twenty-four credit graduation requirements, Highly Capable Program requirements, new state assessments including Smarter Balanced Assessments (SBA),

kindergarten WA-KIDS assessments, and instructional technology trainings to implement high yield strategies, personalize learning and address acceleration. The district-directed activities take place during the last week in August. The teacher-directed activities take place the day after Labor Day in September.

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

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

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

During the 2015-2016 school year, the three district requested and State Board approved waiver day trainings were scheduled for October 9, 2015, March 7, 2016, and May 9, 2016.

The following describe the district strategic plan aligned waiver day activities conducted:

### **Goal One—Student Achievement**

All staff in the Auburn School District provide support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college.

- K-5 science curriculum training
- K-5 writing curriculum training
- SIP planning and implementation
- Three seminars on Google Classroom / Drive/ Docs and assessments with Forms and Flubaroo
- Technology integration in alignment with 1:1 rollout
- PSAT Proctor training
- TPEP/CEL 5D training
- Review of student safety, transgender policies and anti bullying programs and procedures
- Worked with math department to revise/rewrite/create CCSS aligned formative assessments for Algebra, Geometry and Advanced Algebra
- Planned curriculum to meet the needs of diverse learners and provide for a variety of learning and instructional strategies
- Developed weekly pre and post tests in ELA, Mathematics, and Science and progress monitoring plan
- Implemented reading skills and comprehension of technical reading in CTE through projects, background and rubrics for student projects placed on Google Drive and Google Classroom
- Explored and practiced technology tools to help increasing effective teaching practices
- The grade level and content area teams planned and prepared teaching curriculum for district ELA and Math Performance Task. They practiced how to access the SBA website in order to practice on-line testing with classes
- Reviewed student achievement data from formative and summative assessments
- PE specialists worked on curriculum assessments, prep for CBA test, grading completion and fitness gram
- Updated pacing schedules in ELA and Math

### **Goal Two—Community Engagement**

All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

- Communicated with parents / guardians regarding upcoming projects
- Identified underachieving students and contacted parents
- Made phone calls to arrange meetings to develop IEPs
- Review parent input surveys and plan meaningful Family Community Connection opportunities
- Small groups reviewed CEE data, both comparative and longitudinal, from Staff, Parents, and Student.
- Prepared materials to improve teacher-parent communication regarding student learning

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

In accordance with the 2013-2016 district strategic improvement plan, implementation of PLCs, strengthening systems of assessment, standards alignment for improved instruction and customized learning through acceleration and interventions resulted in continuing improvement in academic achievement.

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

District leadership has provided teachers and principals with on-going and focused professional development and training on “Differentiated Instruction, Standards-Based Teaching and Learning, aligned grading practices, Seven Strategies of Assessment for Learning, Total Instructional Alignment, teacher instructional framework, evaluation rubric principal leadership framework, high yield learning strategies, constructing aligned common formative assessments, using MAP math and MAP reading assessment data for instructional decisions, professional collaboration, revising individual school improvement plans, application of instructional technology, expanding accelerated learning opportunities, preadvanced placement and advanced placement courses, and implementation of strategies of the year-long Auburn Teacher Leadership Academy (ATLA). These training opportunities continue to provide the support and targeted professional development essential for individual teachers, principals and schools to restructure and improve academic performance for all students.

In fidelity with the 2013-2016 district strategic improvement plan, implementation of PLCs, common assessments, standards alignment and interventions, our student academic achievement continues to improve.

Auburn School District students in grades three through five outperformed the state average in math and reading as assessed by Smarter Balanced in the spring of 2016. Additionally, the district outperformed the state in reading and math for low income, special education, and ELL learners. In 2013-2014 Auburn transitioned from DIBELS 6<sup>th</sup> Edition to DIBELS Next for Kindergarten and First grade as it provides new early reader font, item stratification to increase consistency of scores, new directions, new scoring, new reminders or prompts, and indication of response patterns to enhance intervention planning. A new baseline for those grades was created beginning in the fall of 2013. Significant improvements were seen with winter DIBELS assessment scores. At kindergarten and first grade an average decrease of 17.47% in at-risk readers and 20.5% increase in on-target readers was seen for a combined improvement average of 38.05%. For grades two through five winter DIBELS assessment for reading continued to improve with a 1.9% increase in on-target readers.

At the middle school, grades 6, 7, and 8, SBA scores for spring 2015 showed a mixture of results in comparison to the state. Sixth grade scores in ELA for Auburn were 7.2% lower than the state average while math scores were 2% higher. In grade 7 ELA scores were 2.8% less than the state average. Math results for grade 7 were .7% higher than the state. Grade 8 ELA scores were 7.4% less than the state average. Math scores at grade 8 were 7.4% lower in Auburn than at the state level. Science scores for the Auburn School District decreased from 54.3% in 2014 to 42% in 2015.

2014 HSPE results showed a decrease in reading from 82.9% to 77.8% and a decrease in writing from 84.9% to 83.8%. State End of Course (EOC) Algebra scores increased from 75.1% to 76.4% and EOC Geometry decreased from 82.9% to 76.8%, meeting standard. HSPE and EOC's were not delivered to students in 14-15. HS SBA scores show 25.1% of students who took the test meeting standard for ELA and 18.7% for mathematics. Comparisons of 9<sup>th</sup> grade first semester credit completion to 2014 showed significant improvement in at-risk students from 13.35% (2013) to 9.2% (2016) and an increase in on-target population from 67.52% (2013) to 76.22% (2016) for a combined improvement of 12.85%. In high school honors, advanced CTE and advanced placement courses, students from diverse heritage had increased participation. Advanced CTE enrollments saw a 16.1% increase in diverse population participation from 2009-2010 to 2014-15; high school advanced placement courses had an 21% increase in diverse population enrollment from 2009-10 to 2015-2016; and high school honors courses had a 16.6% increase in diverse population enrollment from 2009-2010 to 2015-2016.

Extended learning interventions are a standard intervention model at all fourteen elementary schools and four middle schools in the district. The interventions include enrichment for students at or above standard and intervention for those below. High schools have developed a pyramid of interventions. These include monitoring credit attainment and credit retrieval. Currently the Auburn School District has 394 students enrolled in 674 APEX on-line learning courses recapturing credit toward graduation. The use of professional collaboration to align instruction to standards, analyze student assessment data, monitor student progress, adjust instruction, develop common assessments, and assign students to intervention and/or enrichment programs to address individual learning needs, continues to be a successful model to improve and accelerate student learning.

Throughout the 2012-2013 and 2015-2016 school years the school board was presented with an abundance of reports and dashboards from schools and departments regarding school improvement plan progress, professional learning communities work, district and state assessment data and analysis, intervention and enrichment programs, and updates on the district strategic plan implementation. A majority of school board meeting time is dedicated to academic achievement priorities.

The following District Dashboards are posted on the Auburn School District website at:  
[Click here Dashboard](#) – 2013-2016 District Strategic Improvement Plan Progress Reports  
[Click here Dashboard](#) – 2009-2012 District Strategic Improvement Plan Progress Reports  
[Click here Dashboard](#) – Auburn School District DIBELS Progress Reports  
[Click here Dashboard](#) – MAP Reading and MAP Mathematics Progress Reports  
[Click here Dashboards](#) – Advanced Career and Technical; Middle School Honors; High School Honors; Advanced Placement; and Ninth Grade Credits Earned Progress Reports

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

On Monday, January 28, 2013 the Auburn School Board of Directors approved and adopted a new three-year 2013-2016 Auburn School District Strategic Improvement Plan for implementation beginning September 2013. The work of the 2015-2016 Waiver day plan aligns to the goals, objectives, and strategies outlined in the 2013-2016 District Strategic Improvement Plan. Our twenty-two schools and staff are held accountable through their individual school improvement plans to address the number one priority of the Auburn School District "student

academic achievement.” Waiver days will be dedicated to fully-revising, aligning, and implementing the individual school improvement plans in context of the 2013-2016 District Strategic Improvement Plan.

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

Fidelity to the 2013-2016 District Strategic Improvement Plan is paramount. All staff district-wide are held accountable to the outcomes defined within the plan. The accountability reporting defined for each objective within each of the three goals of the 2013-2016 District Strategic Improvement Plan is an expectation of the school board. Reports monitoring progress of the 2013-2016 District Strategic Improvement Plan implementation will be widely and regularly communicated to the school board, parents, our community and staff district-wide.

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

Annually, the school district publishes a school-year calendar for parents listing and describing the waiver days granted to the Auburn School District through approval process of the State Board of Education. Hard copies of the 2013-2014 school year calendars were distributed to parents and the calendar is posted electronically to the school district website. Additionally, the district website contains announcements regarding upcoming State Board of Education waiver days. Parent communication and information regarding the waiver days is provided in school newsletters, emails from the school to parents, shared during open house evenings, parent and teacher conferences and during student led conferences, posted to individual school websites and their outdoor reader boards. Waiver days are also topics during PTA meetings. Furthermore, each school prepares a follow-up report describing the activities and outcomes for each waiver day. These are available to parents upon request. Schools and district personnel present professional development and waiver day activities to the school board members keeping them apprised of the focus, integration, implementation and impact of this time.

[Click here](#) - **Parent Calendar** for the 2015-2016 School Year. The 2016-2017 Parent Calendar will be made available to parents in August 2016

[Click here](#) - **Proposed District Calendar** for the 2016-2017 School Year.

### C. Last Steps:

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

Thank you for completing this application.





**Richland School District No. 400  
Benton County  
Richland, Washington**

**Resolution No. 822  
Waiver of 180 Calendar Year for First Grade Conferences**

**WHEREAS:** Family Connection Parent Conferences on the first two scheduled days of school have been proven to benefit teachers, parents, and students in Full Day Kindergarten; and

**WHEREAS:** Legislators and the Office of the State Superintendent of Public Instruction have recognized and approved the benefits of and the use of Kindergarten school days at the start of the school year for Family Connection Parent Conferences; and

**WHEREAS:** Fewer days of full-day parent conference cause less loss of quality learning time compared to more frequent half-day parent conferences; and

**WHEREAS:** Teachers, parents, and district staff recommend that first grade teachers, parents and students will benefit from Family Connection Conferences on the first two scheduled days of school, just like Kindergarten has benefited; and

**WHEREAS:** With these two days of first grade parent conferences on the first two days of school, the district will meet the minimum instructional hour requirement of RCW 28A.150.220(2) and WAC 180.16.200;

**THEREFORE BE IT RESOLVED THAT:** The Richland School Board requests a waiver of the 180-day calendar year for first grade students to allow two days of Family Connection Conferences at the start of the year.

**Dated this 24th day of May, 2016.**

**RICHLAND SCHOOL DISTRICT No. 400  
Board of Directors**

**Attest:  
Secretary to the Board**

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

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

<b>School District Information</b>	
District	Richland School District
Superintendent	Dr. Rick Schulte
County	Benton
Phone	509-967-6000
Mailing Address	615 Snow AVE Richland, WA. 99352
<b>Contact Person Information</b>	
Name	Mike Hansen
Title	Assistant Supt.
Phone	509-967-6003
Email	Mike.hansen@rsd.edu
<b>Application type:</b>	
New Application or Renewal Application	New Application Current approved application is attached
<b>Is the request for all schools in the district?</b>	
Yes or No	No
If no, then which schools or grades is the request for?	1 <sup>st</sup> Grade only All ten RSD elementary schools
<b>How many days are requested to be waived, and for which school years?</b>	
Number of Days	7 days for first grade only
School Years	2016-17 and 2017-18
<b>Will the waiver days result in a school calendar with fewer half-days?</b>	
Number of half-days reduced or avoided through the proposed waiver plan	None (Current waiver already accounts for this)
Remaining number of half days in calendar	1 conferences 1 Last Day of School
<b>Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?</b>	
Yes or No	YES

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

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

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

**“First Grade Parent Connection Meetings”**

Establishing a strong home/school partnership is important to the Richland School District. Fall and spring conferences focus primarily on student performance. The purpose of the August “First Grade Parent Connection” conference is to build on the home/school partnerships established as a result of WaKIDS. Specifically, the “First Grade Parent Connection” meeting will ensure parents/guardians have the opportunity to share information about their child that they feel is important for the teacher to know. Examples of information a parent might choose to share includes:

- Child’s likes and dislikes
- Prior school experiences
- Strategies that work at home or school when addressing behavior
- Special circumstances at home that will help the teacher best support child
- Strategies for working with the child
- Special interests
- Etc.

Again, the purpose of the meeting is to ensure an uninterrupted 1-1 conversation between the family and the teacher BEFORE SCHOOL BEGINS about how to best support the individual needs of child. Our experience following full implementation of full day kindergarten was that these conferences (required as part of the full day kindergarten grant) were of great benefit to teachers and families. Teachers were able to learn about students and their families, welcome families into school, create stronger family connections which were vital to a successful start to the school year. Teacher state that they knew their students the first day instruction started and were able to maintain positive family connections throughout the year. This is especially important in poverty populations and Richland has seen a 50% increase in poverty over the last 10 years.

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

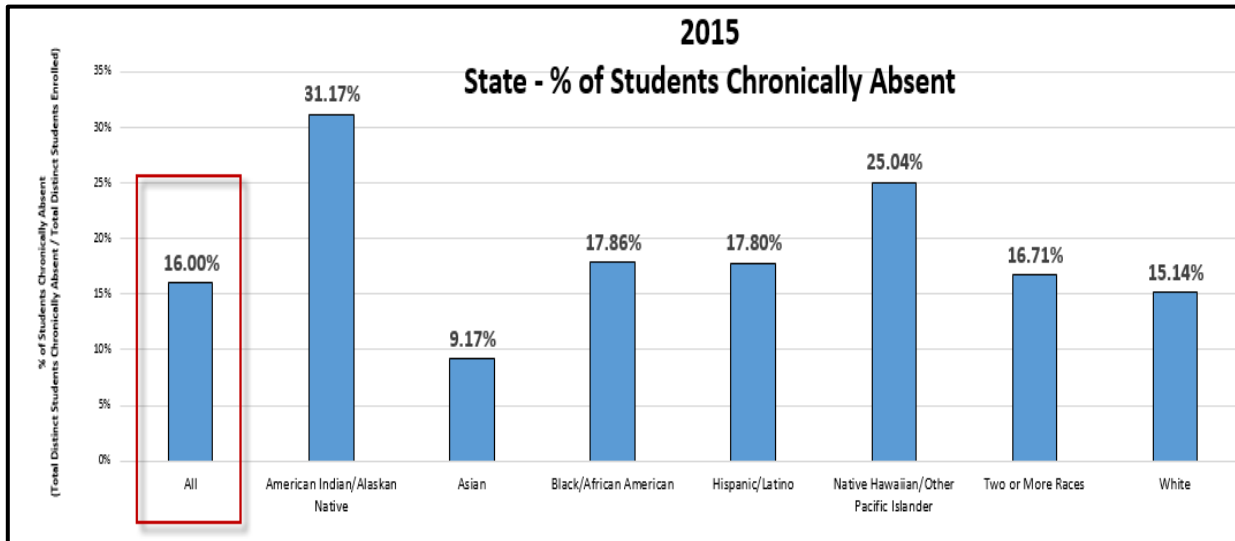
The [Richland School District’s Improvement Plan](#) focuses on closing the achievement gap between poverty and non-poverty populations and as noted in #1 above it is the philosophy of the District that all families benefitted from these conferences as part of the requirement for WaKIDS and full day kindergarten. The District’s goal is to maintain these positive family connections by replicating what was done in kindergarten last year. Keeping families and students engaged with the school has the potential to decrease discipline referrals as well as absenteeism.

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

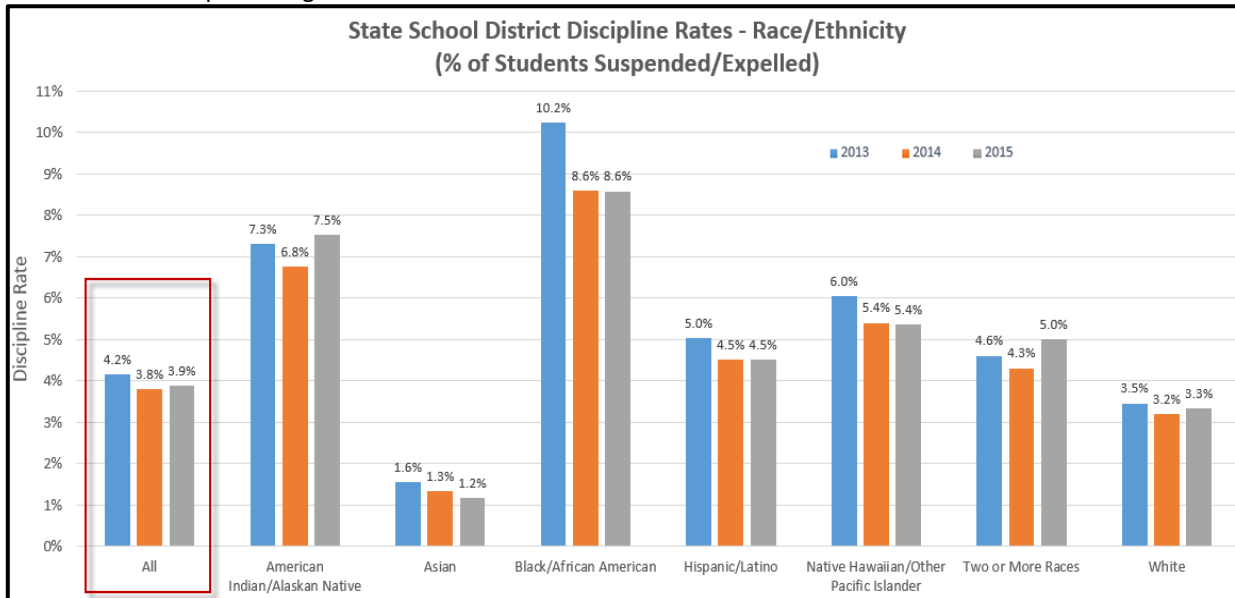
Longitudinal goals will be measured over time and include:

- Goal 1: Increase in home/school partnerships as measured through the Action Team for Partnership (ATP) parent perception surveys.
- Goal 2: Decrease the rate of absenteeism.
- Goal 3: Decrease percentage of behavior referrals
- Goal 4: Close the discipline referral gap between low-income and non-low income students.
- Goal 5: Close the absenteeism gap between low-income and non low-income students.

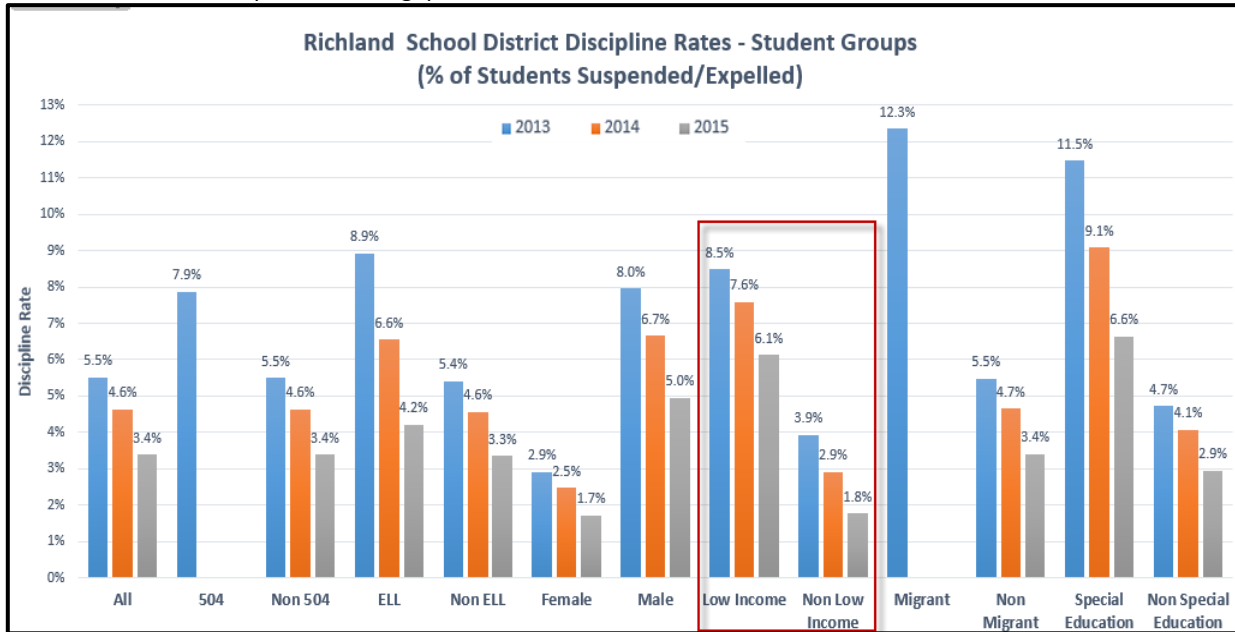
GOAL 2: Decrease the rate of absenteeism.



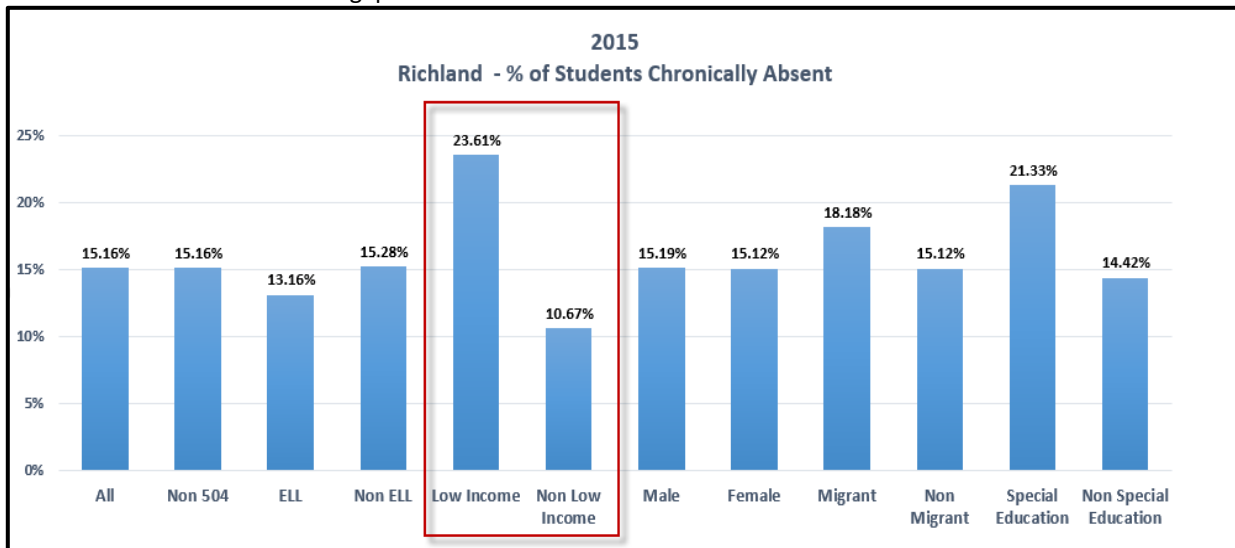
**GOAL 3: Decrease percentage of behavior referrals**



GOAL 4: Close the discipline referral gap between low-income and non-low income students.



GOAL 5: Close the absenteeism gap between low-income and non low-income students.



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

In 2015-16, RSD transitioned 38 of 41 kindergarten classrooms from half-day to full day kindergarten (RSD transitioned 3 classrooms in 2013-14). Teachers reported stronger home/school partnerships, more frequent/open communication and increased family engagements as a result of the relationships formed during parent connection meetings. Additionally, to build on the RSD's goal of decreasing the achievement gap between non low-income and low-income students in the district, the 10 elementary schools have put into place "Action Teams for Partnership" and an "Action Team for Partnership Plan" (Based on the work of Dr. Joyce Epstein, Johns Hopkins University) for the purpose of increasing family/community engagement in schools and helping in district's birth-5 child-find efforts. Student social, emotional, and academic growth in kindergarten was significant in 2015-16 as a result of increased time AND stronger family/school partnerships that were established on day one. In order to fully see the

return on the investment of Full Day Kindergarten/WaKIDS, the district hopes to ensure strong home/school partnerships continue with established RSD families and build new relationships with new first grade families to the district.

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

Grade level DIBELS data will be collected in the fall, winter and spring and benchmarked against past performance. Action Team for Partnership (ATP) parent perception surveys will also be conducted to account for parent perceptions. Longitudinal data evaluating academic, behavioral and attendance characteristics will be collected and reviewed annually (see #3 above).

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

This waiver is new for first grade and amends the existing waiver that provides for five full days for fall and spring conferences and extends through the 2017-18 school year. The added two days for first grade only represents the extent of the amendment and would be for the 2016-17 and the 2017-18 school years only to align with the timelines of the current waiver. The current waiver is attached for reference.

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

This request only involves first grade teachers (45 classrooms for 2016-17 are projected for 2016-17). Richland engaged kindergarten teachers in a workshop series to better prepare them for Full Day Kindergarten this year and the recommendation to provide the Family Connection Conferences for first grade teachers grew from the work done with kindergarten. First grade teachers are beginning a similar training series as Richland believes that building upon the work done with kindergarten teachers that resulted in significant gains for kindergarten students was ultimately going to roll up to first grade. It is Richland's desire to maintain the momentum that has been generated in kindergarten by replicating at least some of what was good about our Full Day Kindergarten model. The training for first grade teachers will be ongoing this spring, summer and fall and the Family Connection Conference was presented and discussed at a first grade training this spring with broad support.

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

- A. Professional Development Days = none that displace instructional time
- B. Full Instruction Days = 141
- C. Late Start/Early Release Days = 34
- D. 32 PLC Friday Early Release
- E. 2 Traditional Early Release Days (Last Day of School and Spring Conferences Wednesday)
- F. Parent-Teacher Conference Days = 5
- G. Other non-instruction days = none that displace instructional time

Information from the collective bargaining agreement between the Richland School District and the Richland Education Association specific to this waiver request is attached. The entire collective bargaining agreement can be located [here](#).

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

Student instructional days (as requested in application)	143
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Waiver days (as requested in application)	7
Additional teacher work days without students	0
Total	180

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

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

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

Additional days are provided for teacher professional development needs and are determined at the building level. The additional waiver days are for first grade to conduct parent conferences the first two days of school in addition to the five days that are already approved under the waiver submitted for the three year period that began in the 2015-16 school year. This would provide seven conference days for conferences for first grade requiring the completion of the option I waiver.

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

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

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.
  
2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.
  
3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.
  
4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.
  
5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

**C. Last Steps:**

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

Thank you for completing this application.



Resolution #2007

TACOMA SCHOOL DISTRICT NO. 10

Resolution for iDEA Innovation School

**WHEREAS**, the state legislature requires that the school year shall consist of a minimum of 180 school days, Tacoma School District No. 10 on behalf of iDEA Innovation School is requesting a waiver for grades 9-10 of the minimum 180-day school year (WAC 180-16-215) for school years 2016-2017, 2017-2018; and

**WHEREAS**, the State Board of Education is authorized to approve a waiver of this requirement, conditional upon the district's providing adequate evidence that it is restructuring its educational programs; and

**WHEREAS**, the State of Washington requires districts to focus on the nine characteristics of high performing schools, which include "focused professional development, clear and shared vision and process and high levels of collaboration and communications;" and

**WHEREAS**, late arrival days will allow time for training on best instructional practices, instructional assessment strategies, analysis for test data, and will provide staff time to work on school improvement plans; ;and

**WHEREAS**, iDEA Innovation will meet the minimum instructional hour offering required by RCW 28A.150.220 (2) of 1080 hours.

**WHEREAS**, the students' school year for iDEA Innovation, Tacoma School District No. 10, shall consist of one hundred seventy (170) days; and

**WHEREAS**, the staff day shall begin fifteen (15) minutes before the opening and shall end fifteen (15) minutes after the close of school; and

**WHEREAS**, the Board of Directors endorses the accompanying documentation of the benefits to students provided by iDEA Innovation, Tacoma School District No. 10;

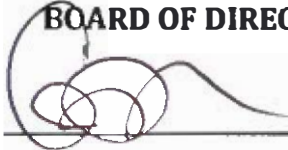
**THEREFORE**, be it resolved that the Board of Directors of Tacoma School District No. 10 request a two-year waiver (school years 2016-2017, 2017-2018) of ten school days each year from the State Board of Education for WAC 180-16-215 (the minimum 180-day school year) for Tacoma School District No. 10;

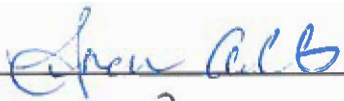
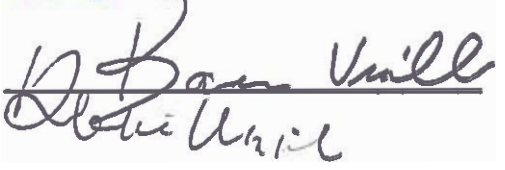
**ADOPTED** by the Board of Directors of Tacoma School District No. 10 at its regular meeting.

**Be it therefore resolved by the Board of Directors for Tacoma Public Schools**

We, the undersigned, strongly urge Congress to make this a legislative priority and reauthorized ESEA no later than the end of the next legislative session.

**ADOPTED** by the Board of Directors of the Tacoma School District No. 10, at a regular meeting on March 25th, 2016.

**BOARD OF DIRECTORS:**  


ATTEST:   
Carla Santorno, Superintendent

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

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

<b>School District Information</b>	
District	Tacoma School District #10
Superintendent	Carla Santorno
County	Pierce
Phone	(253) 571-1011
Mailing Address	P.O. Box 1357 Tacoma, WA 98401-1357
<b>Contact Person Information</b>	
Name	Jon Ketler
Title	Principal / Director Industrial Design Engineering Arts (IDEA)
Phone	253-377-4010
Email	jketler@tacoma.k12.wa.us
<b>Application type:</b>	
New Application or Renewal Application	NEW
<b>Is the request for all schools in the district?</b>	
Yes or No	No
If no, then which schools or grades is the request for?	Industrial Design Engineering Arts: Grades 9, 10
<b>How many days are requested to be waived, and for which school years?</b>	
Number of Days	10
School Years	2 school years: 2016-2017, 2017-2018
<b>Will the waiver days result in a school calendar with fewer half-days?</b>	
Number of half-days reduced or avoided through the proposed waiver plan	
Remaining number of half days in calendar	There will be a total of 1 half-day in the calendar.
<b>Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?</b>	
Yes or No	Yes, the total instructional hours will be 1080.

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

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

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

Tacoma Public School is beginning a new highschool in the fall of 2016, the School of Industrial Design Engineering and Arts (IDEA) as part of its work as an Innovation Zone (RCW 28A.630.081). The IDEA school is based on the success of the Tacoma School of the Arts (SOTA), which begun in 2001, and the Tacoma Science and Math Institute high school (SAMI), which begun in 2009. Like SOTA and SAMI, IDEA will operate on a modified calendar with extended daily hours Monday through Thursday and a late-start Friday. Following this alternate schedule results in more opportunities for students daily and time for weekly job-embedded staff professional development. The proposed alternate schedule equals the requirement of 1,080 hours of instructional time. By increasing student's daily opportunity to learn and by engaging in building-based professional development, we will increase student achievement.

The purpose of the new waiver is to continue our successful model of an alternative calendar that allows for increased daily instructional time and weekly job-imbedded professional development for faculty. Our schools have operated successfully in this model for the last several years. We propose a new waiver for IDEA, which will open in 2016-2017 will follow the same model as SOTA and SAMI.

Waiver Plan:

1. Implement an alternate daily schedule in order to lengthen the student day to 6.5 hours Mondays to Thursdays, and initiating a late-arrival day with 5 student hours on Fridays.
  2. Implement an alternate teacher workday schedule, lengthening the teacher day from 7.5 hours to 8.0 hours Monday to Friday.
  3. Implement an alternate school-year calendar for teachers and students. The modified calendar includes 170 student days and equals 1080 hours of student instructional time.
  4. Utilize late-start Fridays for teacher professional development utilizing the DuFour Professional Learning Community model with a strong focus on data-driven interventions for students, implementation of standards-based instruction & grading, best practices for the implementation of Common Core and Next Generation Science standards, and Project-Based Learning professional development.
  5. Implement an alternative schedule for the first three days of school in order to start the school-year with an intensive student and teacher experience which focuses on our school community goals, (8 hours of student instruction per day)
2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

Our School Improvement Plan will directly align to the four benchmarks identified in the Tacoma School District's Strategic Plan: Academic Excellence, Early Learning, Safety and Community Partnerships. The

strategies that will be identified in the SIP plan include imbedded school-site professional development for staff, and extended school days for students, which aligns to the Waiver Plan presented above. Our SIP goals for Academic Excellence will include measuring 9<sup>th</sup> grade success rates in academic classes, increasing success on mathematics SBAC exams, increasing success on the SBAC ELA exams, and partnering with local businesses. Our success in these areas depend on collaborative weekly professional development for staff and extended time in class for students.

Attachments:

Link to TPS District Strategic

Plan. <http://www.tacoma.k12.wa.us/information/StrategicPlan/Pages/default.aspx>

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

*Goal 1: English Language Arts*

- By 2018, 50% or more of the IDEA students will meet standard in reading as measured by the SBAC.
  - In 2015, 23% of Tacoma Public School students met standard on the 11<sup>th</sup> grade ELA SBAC.

*Goal 2: Mathematics*

- By 2018, 50% or more of the IDEA students will meet standard in reading as measured by the SBAC.
  - In 2015, 9% of Tacoma Public School students met standard on the 11<sup>th</sup> grade Math SBAC.

*Goal 3: 9<sup>th</sup> Grade Success*

- By 2018, 10% or less of 9<sup>th</sup> grade students will be failing one or more classes.
  - The Tacoma Public Schools DIP goal is that 19% or less 9<sup>th</sup> grade students will be failing one or more classes by 2018.

*Goal 4: On-Time Graduation*

- By 2020, the on-time graduation rate at IDEA will increase to 95%.
  - In 2015, the on-time graduation rate of Tacoma Public Schools was 82.6%.

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

Our proposed waiver will include a three-pronged approach: 1) Friday morning late-start professional development; 2) full-day teacher workshops; and 3) extended student time Mondays to Thursdays.

- Friday Morning Late-Start Professional Development provides weekly imbedded professional development time for teachers. We will utilize the DuFour Professional Learning Community model with a strong focus on data-driven interventions for students, and implementation of standards-based instruction which includes best practices for the implementation of Common Core and Next Generation Science standards.
- Full-Day Teacher Workshops provide intensive professional development in project-based curriculum design aligned with the Common Core state standards and Next Generation Science standards
- Extended Student Time lengthens each student day to 6.5 hours (Monday – Thursday), which increases class-time each day. Providing students with class periods equalling 90 minutes allows more

in-depth study of learning objectives and provides more time for hands-on project-based learning, including STEM- and arts-integration.

SOTA and SAMI have operated under a similar alternate calendar for the last 6+ years, each year achieving outstanding results as evidenced by high graduation rates (98% - 100%) and well above average HSPE and EOC scores. We are likely to meet our above-stated goals with a continuation of the Professional Learning Community work, project-based curriculum design, and increased daily class time for students included in the alternate calendar.

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

- Smarter Balance Exams
- On-time Graduation Rate
- 9<sup>th</sup> grade course success

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

Year 1 of the waiver will connect directly to Year 2 in that the alternate calendar will be identical in order to provide students, teachers and families consistency year-to-year.

Teacher Professional Development will increase in rigor and focus with each year of the waiver. As a school that is just beginning, IDEA will first focus on establishing the PLCs and project-based learning. Year 2 will be the continuation of the PLC work.

Professional Development in Year 1 will focus on defining PLCs, developing norms of operation, defining power standards aligned to national standards (Common Core / Net Generation Science), and developing common formative assessments. PLC work in Year 2 will focus on revising common formative assessments, investigating best teaching practices related to power standards, and addressing interventions for students who are not understanding the learning standards. Future years will focus on extended revision of lessons related to the power standards, increased use of common formative assessments, refining intervention activities, and developing extension activities for students who do understand.

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

This waiver and alternate calendar were written collaboratively by IDEA teachers and administrators Kristin Tinder, Jon Ketler, Zach Varnell, and Dana Raike. The committee presented documents to the IDEA staff for review. The work is based on what has been successful for other Tacoma Public Schools (SOTA, SAMI) as well as conversations with staff, students, parents, and the community.

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

The Collective Bargaining Agreement (CBA) between the Tacoma Education Association (TEA) and Tacoma Public Schools (TPS) provides for up to seven optional days which may be used for professional development. These are defined as 2 building-directed days, 3 district-directed days and 2 individually-directed days.

Further, the CBA addresses:

- Early Dismissal; The last day of school for students
- Conference Days; high school conferences may be flexibly scheduled
- School Year Calendar

<http://www.tacoma.k12.wa.us/information/departments/hr/Bargaining%20Agreements/TEA%20Certificated%20Agreement.pdf>

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

Student instructional days (as requested in application)	170
Waiver days (as requested in application)	0
Additional teacher work days without students	2
Total	172

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

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

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

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

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.
2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.
3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.
4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.
5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

**Part C. Last Steps:**

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

Thank you for completing this application.



## Option One Waiver Application Worksheet

**District:** Tacoma  
**Date:** 7/13/16

**Days requested:** 10  
**Years requested:** 2  
**New or Renewal:** N

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

**District: Tacoma**

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

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

## WAC 180-18-040

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. WSR 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

## **WAC 180-18-050**

### **Procedure to obtain waiver.**

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

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

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

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

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

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

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

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

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

Within thirty days of receipt of the notification, the state board will, on a determination that the required information and documentation have been submitted, notify the requesting district that the requirements of this section have been met and a waiver has been granted. [Statutory Authority: RCW [28A.305.140](#)(2) and [28A.305.141](#)(3). WSR 12-24-049, § 180-18-050, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter [28A.305](#) RCW, RCW [28A.150.220](#), [28A.230.090](#), [28A.310.020](#), [28A.210.160](#), and [28A.195.040](#). WSR 10-23-104, § 180-18-050, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW [28A.305.140](#) and [28A.655.180](#). WSR 10-10-007, § 180-18-050, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), [28A.305.130](#)(6), [28A.655.180](#). WSR 07-20-030, § 180-18-050, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), and [28A.305.130](#)(6). WSR 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. WSR 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]