

The Washington State Board of Education

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

| | | |
|---|---|--|
| Title: | Option One Waiver Requests | |
| As Related To: | <input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap. | <input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input checked="" type="checkbox"/> Other |
| Relevant To Board Roles: | <input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy | <input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating |
| Policy Considerations / Key Questions: | The Board will consider for approval requests for Option One waivers of the minimum 180-day school year requirement. | |
| Possible Board Action: | <input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other | |
| Materials Included in Packet: | <input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint | |
| Synopsis: | <p>This portion of your packet contains materials related to requests from six school districts for Option One waivers under the authority granted the State Board by RCW 28A.305.140. Five of the requests are for the purpose of full-day parent-teacher conferences. The last is to support an alternative calendar for two high schools with fewer but longer school days. The memo summarizes each request. It is followed by a table providing basic data on each request. The full district applications are provided in the Appendix for your review.</p> | |

BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS

Policy Consideration

The State Board of Education has requests from six districts for Option One waivers from the minimum requirement of a 180-day school year. SBE staff have reviewed the waiver applications and provided them to the Board for consideration. The applications are included in your packets.

Summary of Waiver Applications

Deer Park requests a waiver of four days for three years for parent-teacher conferences. The purposes are to protect instructional time, eliminate the disruptions of half days, and increase parent participation. The District states that the reduction in half days allows it to focus on teaching and learning for an additional six days of the year.

Issaquah requests a waiver of two days for three years for parent-teacher conferences at its 15 elementary schools. The District states that the waiver will enable it to avoid adding three consecutive half-days to the school calendar to provide the same conference time it has the last seven years through full days.

Odessa requests a waiver of three days for the 2012-13 school year for parent-teacher conferences. The goal is to increase parental participation in conferences from what it has been when held in half days, and make student-led conferences more effective as measured by evaluation of the student's performance. The Odessa plan reduces half days by six.

Tacoma requests a waiver of 20 days for three years for the District's two designated Innovation Schools, the Science and Math Institute (SAMI) and the Tacoma School for the Arts (TSOTA). The waiver will support an alternative schedule for the two schools with a shorter school year, extended hours each Monday through Thursday, and a late start each Friday. Tacoma states that the alternative schedule enables SAMI and TSOTA to provide increased instructional time for students, more student access to enrichment activities, academic help and community experiences, and weekly opportunities for staff professional development. In May 2011, SBE approved Tacoma's request for an Option One waiver of 12 days for SAMI and TSOTA for the 2011-12 school year.

Vashon Island requests a waiver of five days for three years for parent-teacher conferences. Three days would be used for conference days in the fall at the elementary level, and two in the spring for conferences at the middle school level. As at Issaquah, the waiver enables the district to continue the same schedule of parent-teacher conferences it had previously conducted without a waiver.

Waterville requests a waiver of four days for three years for parent-teacher conferences. The purpose of the waiver is to substantially reduce the number of early release days in the school calendar, fall and spring. The District's goal is to maintain instructional integrity by preserving, as much as possible, full-length class periods at the secondary level and full instructional days at the elementary level.

Table A: Summary of Option One Waiver Applications

| District | School Years | Waiver Days Requested | Student Days | Additional Teacher Days w/o Students | Total Teacher Days | Reduction in Half-Days | New or Renewal |
|---------------|-------------------------------|-----------------------|--------------|--------------------------------------|--------------------|------------------------|----------------|
| Deer Park | 2012-13 2013-14 2014-15 | 4 | 176 | 8 | 184 | 6 | N |
| Issaquah | 2012-13 2013-14 2014-15 | 2 | 178 | 4 | 182 | 0 | N |
| Odessa | 2012-13 | 3 | 177 | 12 | 189 | 6 | N |
| Tacoma | 2012-13 2013-14 2014-15 | 20 | 160 | 24 | 184* | 0 | R |
| Vashon Island | 2012-13 2013-14 2014-15 | 5 | 177 | 7 | 184 | 0 | N |
| Waterville | 2012-13 2013-14 2014-15 | 4 | 176 | 7 | 183 | 6 | N |

Background

Option One is the regular 180-day waiver that has been available to districts since the 1990s. The SBE is authorized by RCW 28A.305.140 to grant waivers from the minimum 180-day school year requirement in RCW 28A.150.220 on the basis that such waivers are necessary to “implement successfully a local plan to provide for all students in the district an effective educational system that is designed to enhance the educational program for each student.”

Districts may propose the number of days to be waived and the activities under the waiver to enhance the educational program. The SBE may grant waiver requests for up to three years. Districts granted 180-day waivers must meet the requirement of RCW 28A.150.220 to make available instructional offerings of at least a district-wide average of 1,000 hours.

Action

Consider approval of the district applications summarized in this memorandum.

Application for Waiver from the Minimum One Hundred Eighty-day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers are in WAC 180-18-030, WAC 180-18-040, and WAC 180-18-050.

The State Board of Education respects the value of teacher and student contact time. Waivers are exceptions from basic education program requirements in that they provide “exceptional opportunities” for districts and schools to be innovative in enhancing the educational program for all students while meeting the challenges of their school calendars.

Directions:

Waiver requests must use the Waiver Application Form and must be submitted electronically to the State Board of Education at least fifty days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov> or may be obtained by contacting the Board by calling 360.725.6029 or emailing to sbe@k12.wa.us.

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

- The basic education requirements for which the waiver is requested;
- The school years for which the waiver is requested;
- The number of days each school year for which the waiver is requested;
- How the waiver will support increasing student achievement; and
- Assurance that the district will meet the annual average 1,000 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215).

Complete this application form and submit it with the Board resolution and supporting documents to (electronic submission through email is preferred):

Sarah Rich
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6025; Fax 360-586-2357
sarah.rich@k12.wa.us

Part A: For all new and renewal applications:

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

| | |
|---------------------------------------|---|
| 1. School District Information | |
| District | Deer Park School District |
| Superintendent | Becky J. Cooke |
| County | Spokane |
| Phone | 509.464.5507 |
| Mailing Address | PO Box 490, Deer Park, Washington 99006 |

| | |
|--------------------------------------|----------------|
| 2. Contact Person Information | |
| Name | Becky Cooke |
| Title | Superintendent |
| Phone | 509.464.5507 |
| Email | |

| | |
|--|-----------------|
| 3. Application type: | |
| New Application or Renewal Application | New Application |

| | |
|--|-----------------------|
| 4. Is the request is for all schools in the district? | |
| Yes or No | NO |
| If no, then which schools or grades is the request for? | Deer Park High School |

| | |
|--|--|
| 5. How many days are being requested to be waived and for which school years? | |
| Number of Days | The high school is seeking four waiver days. |
| School Years | 2012-2013, 2013 – 2014, 2014-2015 |

| | |
|--|---|
| 6. Will the waiver days result in a school calendar with fewer half-days? | |
| Number of half-days before any reduction | 8 |
| Reduction | 6 |
| Remaining number of half days in calendar | 2 |

7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?

| | |
|-----------|--|
| Yes or No | Yes, the District will be able to continue to meet the 1,000 hour requirement. |
|-----------|--|

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

The purpose and goals of this waiver are:

- Protect instructional time
 - Eliminate schedule changes and disruptions that occur on half days.
 - Allow teachers to focus on teaching when teaching, and conferencing when conferencing.
 - Maintain the focus on teaching and learning for an additional six days each year.
 - Reduces the burden on families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules, (high school students watch younger siblings).
- Research indicates that involvement of families in their student's education increases academic achievement, increases test scores, and reduces absences, and improves behavior.

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

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

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

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

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

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

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

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

The District seeks strong family involvement in the education of our students. Student led

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

13. Describe the innovative nature of the proposed strategies.

Student led parent/teacher conferences are an established tool to increase parental involvement in a meaningful way. Our high school has previously just had student led parent/teacher conferences in the Spring, and on half days. First, we believe these conferences have a strong impact on partnerships with families and on student achievement. Additionally, full days for conferences, versus half days, allows schools to better maintain routines and structures that can be critical for a students' academic success. Too many half days can be disruptive to school routines, and therefore student learning. This waiver is an effort to limit the number of half days Deer Park High School would have to use otherwise. Traditionally, our high school has not had student led parent/teacher conferences in the fall, and this waiver will allow us to do this 'best practice' at the high school level as well.

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

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

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

One of our three main priority areas for the 2012-2013 school year is to enhance student learning through maximizing professional learning community structures. As we work in teams on standards, pre-requisite skills, examples of rigor and summative/formative assessments, teachers and students become more clear on learning targets and students' progress in meeting those standards. The fruits of this labor are what is shared with parents during conferences. After formal Board adoption in August, our priorities and goals for 2012-2013 school year will be found on our website: <http://www.dpsd.org>.

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

All of our employee groups and administrators are aware of our priority areas and goals for next year. Parents have expressed frustration with too many half days in the past. We have largely addressed this at the elementary and middle level, and are now addressing it at the high school level.

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

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

Our CBA with our teachers provides for one 'orientation day' before the start of school. They now have 3 additional optional days, (TRI) outside of the 180 day student year, that they can access for training, meetings, etc. We have weekly PLC time in which teams meet for structured, directed work, and they also have just 12 hours of professional development time directed by the district. Additionally, both elementary and secondary teachers are given a half-day for conference and grading preparation, and the last day of school is a ½ day.

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

| | |
|---|---------------------------|
| 1. Student instructional days (as requested in application) | 176 days for high school. |
| 2. Waiver days (as requested in application) | 4 for high school |
| 3. Additional teacher work days without students | 4 |
| Total | 184 |

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

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

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

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

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

one day.

Although RCW 28.A.150.205 permits teacher/parent –guardian conferences to be calculated as part of the required 1000 hours, we are requesting a waiver for such conferences, and are proud to be able to meet the 1000 hour requirement even with the reduced number of school days.

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

Part B: For Renewal Applications.

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

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

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

Last Steps:

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

Application for Waiver from the Minimum One Hundred Eighty-day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers are in WAC 180-18-030, WAC 180-18-040, and WAC 180-18-050.

The State Board of Education respects the value of teacher and student contact time. Waivers are exceptions from basic education program requirements in that they provide "exceptional opportunities" for districts and schools to be innovative in enhancing the educational program for all students while meeting the challenges of their school calendars.

Directions:

Waiver requests must use the Waiver Application Form and must be submitted electronically to the State Board of Education at least fifty days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov> or may be obtained by contacting the Board by calling 360.725.6029 or emailing to sbe@k12.wa.us.

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

- The basic education requirements for which the waiver is requested;
- The school years for which the waiver is requested;
- The number of days each school year for which the waiver is requested;
- How the waiver will support increasing student achievement; and
- Assurance that the district will meet the annual average 1,000 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215).

Complete this application form and submit it with the Board resolution and supporting documents to (electronic submission through email is preferred):

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

Part A: For all new and renewal applications:

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

| | |
|---------------------------------------|--|
| 1. School District Information | |
| District | Tacoma School District No. 10 |
| Superintendent | Carla Santorno |
| County | Pierce |
| Phone | (253) 571-1000 |
| Mailing Address | P.O. Box 1357 Tacoma, WA 98401-1357 |

| | |
|--------------------------------------|--|
| 2. Contact Person Information | |
| Name | Janell Newman, Ph.D. |
| Title | Director of Secondary Education – High Schools |
| Phone | (253) 571-1191 |
| Email | jnewman1@tacoma.k12.wa.us |

| | |
|--|--|
| 3. Application type: | |
| New Application or Renewal Application | Renewal: Tacoma School of the Arts (TSOTA) and Science and Math Institute (SAMi) |

| | |
|--|---|
| 4. Is the request is for all schools in the district? | |
| Yes or No | No |
| If no, then which schools or grades is the request for? | Tacoma School of the Arts: 9, 10, 11, 12 Science and Math Institute: 9, 10, 11, 12 |

| | |
|--|---|
| 5. How many days are being requested to be waived and for which school years? | |
| Number of Days | TSOTA: 20 days SAMi: 20 days |
| School Years | TSOTA: 2012-2013, 2013-2014, 2014-2015 SAMi: 2012-2013, 2013-2014, 2014-2015 |

| | |
|--|---|
| 6. Will the waiver days result in a school calendar with fewer half-days? | |
| Number of half-days before any reduction | 1 |
| Reduction | 0 |
| Remaining number of half days in calendar | 1 |

| | |
|--|-----|
| 7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested? | |
| Yes or No | Yes |

| |
|--|
| 8. What are the purpose and goals of the waiver? |
| <p>Tacoma School District No. 10 requests a modified calendar with extended daily hours for TSOTA and SAMi, Monday through Thursday, and a late-start Friday. Following this alternate schedule results in more opportunities for students daily and time for staff professional development. By increasing students' daily opportunity to learn and by engaging in building-based professional development, we will increase student achievement.</p> <p>We will achieve this by:</p> <ol style="list-style-type: none"> 1. Implementing an alternative student day schedule by lengthening the day to 6.5 hours (Monday – Thursday) and initiating a late-arrival day on Fridays, 4.5 hours. 2. Implementing an alternate teacher workday schedule by lengthening the day from 7.5 hours to 8.256 hours (Monday-Thursday) and 8.0 hours (Friday). 3. Implement an alternate school-year calendar for teachers and students from Tacoma Public Schools (TPS). The modified calendar includes 164 teacher workdays which maintains 1365 teacher work-hours per contracted year (equivalent of work hours on the TPS calendar) and 1000 hours of student instructional time. 4. Implement an alternate teacher planning schedule, exceeding the minimum 250 minutes per week. 5. Utilize three district-directed optional days at the building site. |

| |
|--|
| 9. What is the student achievement data motivating the purpose and goals of the waiver? |
| <p>The TSOTA and SAMi school schedule is designed around the idea of giving extra time in each class period, thus increasing student contact time with the content and increasing student achievement. Students at both TSOTA and SAMi have HSPE and EOC scores that are consistently above state and district averages. Other ways that we validate the use of the extended-day school schedule include high student placement evaluations of student internships, student surveys, parent surveys, TSOTA/SAMi retention rates and high graduation rates.</p> <p>TSOTA WASL/HSPE scores: http://reportcard.ospi.k12.wa.us/waslTrend.aspx?groupLevel=District&schoolId=2074&reportLevel=School&orgLinkId=2074&yrs=&year=2011-12&gradeLevelId=10&waslCategory=1&chartType=1</p> <p>SAMi HSPE scores: http://reportcard.ospi.k12.wa.us/wasltrend.aspx?groupLevel=District&schoolId=7535&reportLevel=School&orgLinkId=7535&yrs=&gradeLevelId=10&waslCategory=1&chartType=1</p> |

| |
|--|
| 10. Describe the measures and standards used to determine success and identification of expected benchmarks and results. |
| TSOTA and SAMi will continue to use state testing (HSPE) as one of their benchmarks to |

determine success. The schools constantly strive for improvement, with the final goal being 100% achievement in reading, writing, and mathematics.

The TSOTA and SAMi students will increase achievement in reading as measured by the reading portion of the HSPE and reach the following targets by 2015:

- 100% of 10th grade TSOTA and SAMi students will meet reading standards;
- 100% of 10th grade TSOTA and SAMi students will meet writing standards;
- 90% of 10th grade TSOTA and SAMi students will meet mathematics standards; and
- 100% of 10th grade SAMi students will meet science standards.

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

In addition to the data described in the response to question #9, TSOTA and SAMi will collect and use the HSPE data as a measure of goal attainment.

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

The proposed calendar and extended daily schedule allow for the implementation of the following strategies to increase student achievement:

- Increased instructional time for students

Extending the school hours daily increases the amount of instructional time each day.

- Block scheduling with four 85-minute class periods per day

Increasing class time to 85 minutes allows for regular in-depth, hands-on, and authentic learning experiences.

- Students take eight classes, two more than a traditional school calendar

Increase student course offerings to include STEM and arts-based academic classes.

- Increased student access to curricular enrichment activities, academic help, and community experiences through internships, community partnerships, mini-term, and mentor project groups.

- Weekly staff professional development

All staff members work together in collaborative teams or Professional Learning Communities (PLCs) to enhance instructional skills and focus on student achievement. During PLC time, staff members engage in academic book studies, conversations about student achievement data, and sharing best practices of teaching. TSOTA began PLCs in 2009-2010, and SAMi began this model in 2010-2011.

13. Describe the innovative nature of the proposed strategies.

For TSOTA and SAMi, the extended school day allows instructors to have the time to perform in-depth exploration of different subjects, which has culminated with demonstrated student success:

- High WASL, HSPE, and EOC scores
- 89% on-time graduation rate, 96% extended graduation rate (2010-2011)

The innovative calendar allows for the following:

- Begin the school year with a three-day instructional retreat for all students at a local camp. Goals of the retreat include introduction of coursework materials, and building a cohesive community of learners where all students are respected;
- Place students in internships at over 100 local Tacoma businesses;
- Increase course offerings for students;
- Collaborative interdisciplinary teaching of subjects to students in both the extended day and during the mini-terms (January and June);
- Collaborative teaming between schools and among instructors;
- Maintain consistent teacher-contract hours; and
- Meet regularly as PLCs for teacher professional development (year four for PLCs at TSOTA, year three for PLCs at SAMi).

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

For the next three school years, TSOTA and SAMi will continue to utilize the extended day/shortened calendar model in order to focus on student achievement through increased instructional time and collaborative teacher teams. Both schools will maintain a strong focus on professional development as a means to increase student achievement. Progress of the stated goals will be assessed annually, making any adjustments necessary to the approach to professional development. In 2012-2013 and 2013-2014, the collaborative teacher teams (PLCs) will engage in self progress-monitoring through data collection, which will include lesson assessment and increased teacher mentoring. This work extends the introductory work of the PLCs in 2010-2011 and year two work in 2011-2012. The PLCs will continue to be a unifying focus for professional development for the three years of the waiver.

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

The measures of success as described in question 10 directly mirror the goals outlined in the school district improvement plan and each individual school's improvement plan. The TSOTA and SAMi extended-day calendar allows for increased daily instructional time and increased teacher professional development, both contributing factors to student success.

Tacoma School District's district-wide goals include:

- Increasing achievement for all students each year by ten percent.
- Decreasing the gap between under-performing subgroups and the district average performance on the state assessment by ten percent annually.
- Decreasing the dropout rate by ten percent annually.

- Reducing the number of students not graduating by ten percent annually.

Links to School Improvement Plans:

Tacoma Public Schools District Improvement Plan:

[http://www.tacoma.k12.wa.us/information/Documents/District Improvement Plan.pdf](http://www.tacoma.k12.wa.us/information/Documents/District%20Improvement%20Plan.pdf)

TSOTA's School Improvement Plan:

<http://www.tacoma.k12.wa.us/Schools/SchoolImprovementPlans/TSOTA.pdf>

SAMi's School Improvement Plan:

<http://www.tacoma.k12.wa.us/Schools/SchoolImprovementPlans/TSAMi.pdf>

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

TSOTA:

This waiver and calendar were written by teachers and school administrators Liz Minks, Jon Ketter, Paul Kelly, and Paul Eliot. The committee presented these documents to the entire staff for review. The work is based on what has been successful for TSOTA as well as conversations with staff, students, parents, and the community. The waiver and calendar were approved by district administrators and the Tacoma School District No. 10 Board of Directors.

SAMi:

This waiver and calendar were written by teachers and school administrators Kristin Tinder, Jon Ketter, Paul McGrath, and Ralph Harrison. The committee presented these documents to the entire staff for review. The work is based on what has been successful for SAMi as well as conversations with staff, students, parents, and the community. The waiver and calendar were approved by district administrators and the Tacoma School District No. 10 Board of Directors.

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

Teachers have three district days, two building days, and two self-directed days. All professional development days are utilized at the school sites. The district and building days are embedded into the schedule so all staff can attend if they choose. These days are focused on improving instruction for students through workshops, and PLC discussions around student data and best practices of instruction. Self-directed days remain staff responsibility and staff-directed.

The CBA can be found here:

<http://www.tacoma.k12.wa.us/information/departments/hr/Pages/BargainingAgreements.aspx>

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

| | |
|---|-----|
| 1. Student instructional days (as requested in application) | 160 |
| 2. Waiver days (as requested in application) | 20 |
| 3. Additional teacher work days without students | 4 |
| Total | 184 |

Note: Tacoma has a separate agreement for SAMI and TSOTA. The data reported in item 17 relate to these two schools.

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

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

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

N/A

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

Part B: For Renewal Applications.

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

The district utilized the alternate calendar with the longer staff/student day and shortened calendar as planned in its prior request. The shorter calendar year with extended school days was used to provide four-period class days of 80 minutes to the TSOTA and SAMi students and additional contact time with the students. The late-start Fridays are used for professional development PLCs.

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

TSOTA WASL/HSPE scores:

<http://reportcard.ospi.k12.wa.us/waslTrend.aspx?groupLevel=District&schoolId=2074&reportLevel=School&orgLinkId=2074&yrs=&year=2011-12&gradeLevelId=10&waslCategory=1&chartType=1>

SAMi HSPE scores:

<http://reportcard.ospi.k12.wa.us/wasltrend.aspx?groupLevel=District&schoolId=7535&reportLevel=School&orgLinkId=7535&yrs=&gradeLevelId=10&waslCategory=1&chartType=1>

- High WASL/HSPE scores
- High on-time graduation rate
- 1.5% annual dropout rate (2007-2008)

TSOTA's WASL scores from 2007-2009 in reading are (93, 87.1, 92.6); writing (93.5, 95.9, 95.4); and math (64.1, 46.3, 51.7). Although the WASL/HSPE scores are higher than most schools in the area, TSOTA is always striving for 100% of its students to meet standard.

SAMi's WASL scores from 2011 in reading, writing, and mathematics are 92.7%, 90.1%, and 78.9% respectively. Although SAMi's HSPE scores are higher than most schools in the area, SAMi is always striving for 100% of its students to meet standard.

Both schools will continue to improve reading, writing, and mathematics scores but need to make sure all of their students are successful. Extended days allow the schools to continue the extended time to focus on mathematics.

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

The waiver request was shared with TSOTA and SAMi parents at their monthly meetings, through the e-newsletter, and through the Tacoma School District No. 10 website. Parents, students, and the community were included in the process through meetings and conversations, as well as their involvement monthly in staff meetings. TSOTA and SAMi also inform incoming students and their parents at information nights. Parents are invited monthly to the schools for Parent Nights to see the learning activities and hear about the achievement of their students.

Last Steps:

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

Part A: For all new and renewal applications:

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

| | |
|---------------------------------------|---|
| 1. School District Information | |
| District | Issaquah School District |
| Superintendent | Dr. Steve Rasmussen |
| County | King |
| Phone | 425.837.7000 |
| Mailing Address | 565 NW Holly Street Issaquah, WA 98027 |

| | |
|--------------------------------------|--|
| 2. Contact Person Information | |
| Name | Jodi Bongard |
| Title | Executive Director of Elementary Education |
| Phone | 425.837.7025 |
| Email | bongardj@issaquah.wednet.edu |

| | |
|--|-----------------|
| 3. Application type: | |
| New Application or Renewal Application | New Application |

| | |
|--|---|
| 4. Is the request is for all schools in the district? | |
| Yes or No | No |
| If no, then which schools or grades is the request for? | All Elementary Schools: Apollo, Briarwood, Cascade Ridge, Challenger, Clark, Cougar Ridge, Creekside, Discovery, Endeavour, Grand Ridge, Issaquah Valley, Maple Hills, Newcastle, Sunny Hills, Sunset |

| | |
|--|---------------------------------|
| 5. How many days are being requested to be waived and for which school years? | |
| Number of Days | Two (2) days per school year |
| School Years | 2012-2013, 2013-2014, 2014-2015 |

| | |
|--|--|
| 6. Will the waiver days result in a school calendar with fewer half-days? | |
| Number of half-days before any reduction | The waiver would allow us to maintain our current schedule and thereby keep us from adding three half days |
| Reduction | Three half days |
| Remaining number of half days in calendar | One-which is the last day of school |

| | |
|--|-----|
| 7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested? | |
| Yes or No | Yes |

| |
|--|
| 8. What are the purpose and goals of the waiver? To assist every student in meeting standard on the MSP by facilitating communication and developing partnerships between home and school. In addition, by limiting the number of consecutive half days, we maintain high quality instructional opportunities for students and keep absenteeism to a minimum. |
| |

| |
|--|
| 9. What is the student achievement data motivating the purpose and goals of the waiver? While Issaquah is a high performing district, we still have students who are not meeting standard in all areas. |
| |

| |
|---|
| 10. Describe the measures and standards used to determine success and identification of expected benchmarks and results. Each school will monitor parent-teacher conference participation rates. We will continue to monitor our student assessment data—numbers of students meeting standard. |
| |

| |
|--|
| 11. Describe the evidence the district and/or schools will collect to show whether the goals were attained. See #10 above |
| |

| |
|--|
| 12. Describe the content and process of the strategies to be used to meet the goals of the waiver. Conference days would occur over two full schools rather than consecutive half days. |
| |

| |
|---|
| 13. Describe the innovative nature of the proposed strategies. Concentrated conference time minimizes disruption for families including finding daycare alternatives, minimizes impact on school schedules such as specialist time, special ed. programs, and support services for struggling students. In addition, it lessens the burden on the transportation system of the district. |
| |

| |
|--|
| 14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver? It is our desire to continue to conduct two full conference days in lieu of consecutive half days in each of the upcoming three school years. This provides consistency for parents as we have been providing this same conference schedule for the past seven years. |
| |

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

It supports our goal of all students meeting standard by providing ample opportunity for parents to meet with their child's teacher to discuss student growth and educational needs. Our schools also strive to increase parent involvement and improve lines of communication between school and home and conferences are a way in which to accomplish this. Our school's continuous school improvement plans (CIP) are available through our Teaching and Learning department.

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

This specific waiver is in response to the State Board's new definition of "school day." As our parents have been provided this conferencing format for the past seven years, we desire to maintain the consistency and success this conferencing schedule has allowed us.

Administrators, staff, students, and parents have been involved in this process for the past seven years.

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

178 school days which include 36 two-hour early release Wednesdays, two full day parent teacher conference days, one half day on the last day of school, two contract required professional development days prior to the school year, and two optional professional development days prior to the school year. The two-hour early release Wednesdays are used for professional development, planning, and team collaboration. The CBA can be found at <http://www.issaquah.wednet.edu/documents/personnel/agreements/teacher10-14.pdf>

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

| | |
|---|--------------|
| 1. Student instructional days (as requested in application) | 178 |
| 2. Waiver days (as requested in application) | 2 |
| 3. Additional teacher work days without students Two additional days required by contract. (We also offer two optional district directed work days to teachers) | 2 (2) |
| Total | 182 (184) |

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

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

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

The waiver days requested would be used for parent-teacher conferences rather than for additional teacher work days and assist us in limiting the number of half days. Currently, the additional work days above 180 are used for teacher training/staff development and occur prior to the start of the school year.

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

Part B: For Renewal Applications.

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

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

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

Last Steps:

- Please print a copy for your records.

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

Application for Waiver from the Minimum One Hundred Eighty-day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers are in WAC 180-18-030, WAC 180-18-040, and WAC 180-18-050.

The State Board of Education respects the value of teacher and student contact time. Waivers are exceptions from basic education program requirements in that they provide “exceptional opportunities” for districts and schools to be innovative in enhancing the educational program for all students while meeting the challenges of their school calendars.

Directions:

Waiver requests must use the Waiver Application Form and must be submitted electronically to the State Board of Education at least fifty days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov> or may be obtained by contacting the Board by calling 360.725.6029 or emailing to sbe@k12.wa.us.

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

- The basic education requirements for which the waiver is requested;
- The school years for which the waiver is requested;
- The number of days each school year for which the waiver is requested;
- How the waiver will support increasing student achievement; and
- Assurance that the district will meet the annual average 1,000 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215).

Complete this application form and submit it with the Board resolution and supporting documents to (electronic submission through email is preferred):

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

Part A: For all new and renewal applications:

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

| | |
|---------------------------------------|--------------------------------|
| 1. School District Information | |
| District | Vashon Island School District |
| Superintendent | Michael Soltman |
| County | King |
| Phone | 206.463.2121 ext. 8123 |
| Mailing Address | PO Box 547 Vashon, WA 98070 |

| | |
|--------------------------------------|---------------------------------|
| 2. Contact Person Information | |
| Name | Donna Donnelly |
| Title | Assistant to the Superintendent |
| Phone | 206.463.2121 ext. 8123 |
| Email | ddonnelly@vashonsd.org |

| | |
|--|--|
| 3. Application type: | |
| New Application or Renewal Application | New Application for Waiver from One Hundred Eighty-day School Year Requirement For all-day parent/student/teacher conferences |

| | |
|--|---|
| 4. Is the request is for all schools in the district? | |
| Yes or No | No |
| If no, then which schools or grades is the request for? | Chautauqua Elementary School, grades K-5, 3 conference days, annually McMurray Middle School, grades 6-8, 2 conference days annually |

| | |
|--|--|
| 5. How many days are being requested to be waived and for which school years? | |
| Number of Days | Chautauqua Elementary School – 3 conference days annually McMurray Middle School – 2 conference days annually |
| School Years | 2012-2013, 2013-2014, 2014-2015 |

| | |
|--|--|
| 6. Will the waiver days result in a school calendar with fewer half-days? | |
| Number of half-days before any reduction | No – Under earlier State Board staff interpretations of the RCW and WAC we held full day conferences without the need to apply for a waiver. This year, apparently, the State Board is interpreting RCW and WAC differently and we are requesting the waiver as advised. |

| | |
|---|---------------------------|
| Reduction | No reduction in half days |
| Remaining number of half days in calendar | 4 |

| | |
|---|-----|
| <i>7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?</i> | |
| Yes or No | Yes |

| |
|---|
| <i>8. What are the purpose and goals of the waiver?</i> |
| Face to face communication is a critical component of working with parents as partners to support student learning. To preserve the quality and consistency of instructional time, the district has historically elected to have a few full days of conferencing rather than to extend conferencing over several half days. |

| |
|--|
| <i>9. What is the student achievement data motivating the purpose and goals of the waiver?</i> |
| Student MSP data, reading and math diagnostic performance data, and classroom-based data produce profiles of student performance as a basis for meeting with parents to discuss student progress, concerns over behavior or work habits, and to prepare for transitions. |

| |
|---|
| <i>10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.</i> |
| Measured growth in academic and social domains through analysis of MSP data, diagnostic data, and classroom-based assessments. |

| |
|--|
| <i>11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.</i> |
| Standardized test data, diagnostic test data, classroom-based assessments, and student performance report cards |

| |
|---|
| <i>12. Describe the content and process of the strategies to be used to meet the goals of the waiver.</i> |
| We will continue to hold annual full day conferences at the elementary and middle school level. |

| |
|---|
| <i>13. Describe the innovative nature of the proposed strategies.</i> |
| Continuation of currently effective conference schedule. |

| |
|--|
| <i>14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?</i> |
| Continuation of currently effective conference schedule. |

| |
|---|
| <i>15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).</i> |
| One of our strategies is to collaborate with parents, students and community to develop relevant and meaningful partnerships that support successful student learning. The link to our strategic plan is: http://www.vashonsd.org/index.php?/district2/district-pages/C856/ |

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

Full day conferencing has been the practice at VISD for many years. It is only this year that we've received a new interpretation from the State Board that requires this application for a waiver.

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

There is very little specific language in our CBA regarding professional development days, full instruction days, half days, parent-teacher conferences or the amount of other non-instruction time. Attached is our school calendar that has been negotiated for the 2012-13 school year and a copy of the CBA.

The CBA provides for 15 two hour late start days in the calendar for professional development (indicated as PDD days on the calendar). These days are used for learning improvement activities and professional learning communities. We significantly exceed the 1000 instructional hour requirement each year.

There are two professional development days (August 30 – 31) scheduled before school starts, and one additional inservice day (October 12th) that teachers use optional TRI time to attend.

There are 4 half days in the calendar, usually before holiday breaks (November 21st, December 18th, April 5th, and June 18th).

Parent-teacher-student conferences, the subject of this waiver request, are scheduled as 3 full days in the fall at the elementary level, and two full days in the spring at the middle school level.

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

| | |
|---|-------------------|
| 1. Student instructional days (as requested in application) | 177 and 178 |
| 2. Waiver days (as requested in application) | 2 and 3 |
| 3. Additional teacher work days without students (base contract – does not include TRI) | 2 |
| Total | 182 |

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

| | Day | Percent of teachers required to participate | District directed activities | School directed activities | Teacher directed activities |
|--|-----|---|------------------------------|----------------------------|-----------------------------|
| | 1 | 100 | | 2 | |
| | 2 | Optional | | | |
| | 3 | Optional | | | |
| | 4 | Optional | | | |
| | 5 | Optional | | | |
| | 6 | Optional | | | |
| | 7 | Optional | | | |
| | | | Check those that apply | | |
| 17.D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days. | | | | | |
| The additional days are negotiated by contract and are for professional development prior to school. The purpose of this waiver request is for full day conferencing. | | | | | |

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

Part B: For Renewal Applications.

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

| |
|--|
| |
|--|

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

| |
|--|
| |
|--|

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

| |
|--|
| |
|--|

Last Steps:

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

Waterville School District Application for Waiver from the Minimum One Hundred Eighty-day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers are in WAC 180-18-030, WAC 180-18-040, and WAC 180-18-050.

The State Board of Education respects the value of teacher and student contact time. Waivers are exceptions from basic education program requirements in that they provide “exceptional opportunities” for districts and schools to be innovative in enhancing the educational program for all students while meeting the challenges of their school calendars.

Directions:

Waiver requests must use the Waiver Application Form and must be submitted electronically to the State Board of Education at least fifty days prior to the SBE meeting where consideration of the waiver will occur. Districts or schools are responsible for finding out when the State Board of Education meetings are held. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov> or may be obtained by contacting the Board by calling 360.725.6029 or emailing to sbe@k12.wa.us.

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

- The basic education requirements for which the waiver is requested;
- The school years for which the waiver is requested;
- The number of days each school year for which the waiver is requested;
- How the waiver will support increasing student achievement; and
- Assurance that the district will meet the annual average 1,000 hours of instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215).

Complete this application form and submit it with the Board resolution and supporting documents to (electronic submission through email is preferred):

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

Part A: For all new and renewal applications:

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

| | |
|---------------------------------------|----------------------------|
| 1. School District Information | |
| District | Waterville School District |
| Superintendent | Catherine Nelson |
| County | Douglas |
| Phone | 509-745-8585 |
| Mailing Address | |

| | |
|--------------------------------------|-------------------------------|
| 2. Contact Person Information | |
| Name | Catherine Nelson |
| Title | Superintendent |
| Phone | 509-745-8585 |
| Email | cnelson@waterville.wednet.edu |

| | |
|--|-----------------|
| 3. Application type: | |
| New Application or Renewal Application | New application |

| | |
|--|-----|
| 4. Is the request is for all schools in the district? | |
| Yes or No | Yes |
| If no, then which schools or grades is the request for? | N/A |

| | |
|--|-------------------------------------|
| 5. How many days are being requested to be waived and for which school years? | |
| Number of Days | 4 |
| School Years | 3 years (2012-13, 2013-14, 2014-15) |

| | |
|--|----|
| 6. Will the waiver days result in a school calendar with fewer half-days? | |
| Number of half-days before any reduction | 19 |
| Reduction | 6 |
| Remaining number of half days in calendar | 13 |

| | |
|---|-----|
| <i>7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?</i> | |
| Yes or No | Yes |

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

9. What is the student achievement data motivating the purpose and goals of the waiver?
 Waterville School District is working to increase student learning in all content areas and, consequently, increase student performance on all state and local assessments, particularly in math and reading.

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

The district uses the following measures and standards to determine academic success.
 State assessments: Measures of Student Progress, High School Proficiency Exams, End of Course exams
 Local assessments: Measures of Academic Progress (MAP) at grades K – 11 administered three times per year, DIBELS at grades K – 6 administered two times per year to all elementary students and more often to selected students.

The district standard is that each student will make at least one year of growth in reading and mathematics each school year and that students who are significantly below expected grade level will make more than one year of growth each year and will close the gap between their achievement and achievement expected for their grade and age.
 Expected district benchmarks are: All students will successfully complete every course and grade level and demonstrate proficiency on local, state and national assessments.
 Gaps in student achievement that are connected to race, socioeconomic status, and gender will be eliminated.

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

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

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

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

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

13. Describe the innovative nature of the proposed strategies.

Seeking to minimize disruptions to instructional time is not particularly innovative but it makes sense if the district seeks to get the most out of the available days in the school year. Using the early release (half day of instruction, half day of student-led parent conferences) model resulted in six school days with a modified schedule where each secondary class period was less than 30 minutes and each elementary classroom lost half a day of instruction on each early release day.

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

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

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

Key elements of the district improvement plan are assuring effective instruction in every classroom, providing effective feedback to students regarding their learning, building academic background knowledge, and providing sound and timely interventions for students who are struggling to learn the expected content or who have already mastered that content. The district argues that these elements are most effectively implemented when the integrity of the full school day is maintained to the greatest possible extent. Student-led parent conferences are an important component of an effective instructional program. Through the waiver request the district is seeking to conduct those conferences in a way that has the least impact on the integrity of the remaining school days. This link provides access to the Waterville School District Improvement Plan summary: www.waterville.wednet.edu Under School Improvement Plan Tab.

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

A committee consisting of certificated, classified and administrative staff members developed

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

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

Link to CBA's is www.waterville.wednet.edu under Information Tab, Waterville SD CBA's.

Waterville Association of Teachers CBA addresses the school year on page 36 as follows:

School Year Length: The length of the employee contract shall be one-hundred-eighty-one (181) days. (180 student days plus one (1) learning improvement days [LID]), or the number of learning improvement days as provided by the state.

- a. Per Diem shall be computed on 1/181st or as defined by the State of each employees SAM placement.
 - b. In the event the State does not fund the Learning Improvement Days, the contract work year and per diem will revert back to one-hundred-eighty (180) days.
3. **Supplemental Optional Day:** Two (2) additional per diem optional days outside the standard 181-day base contract will be offered to all certificated staff. It must be worked in order to receive payment. Paid leave will not be provided for this optional day. This day must be worked on the designated school calendar day to receive payment.
4. **Supplemental Optional In-Service Day:** Any additional day scheduled for a staff in-service work day, outside the standard 181-day base contract, will be compensated at a rate of \$140.00 per day. It must be worked in order to receive payment. Paid leave will not be provided for this optional day. This day must be worked on the designated day to receive payment.
5. **Record-keeping:** A non-student half (1/2) day will be scheduled at the end of the first, second, and third, quarters to be used for record-keeping purposes.
6. **Parent Conferences:** Adequate time shall be made available by each employee for necessary and customary conferences with parents of students who are under the employee's supervision. Scheduling of conferences shall be in accordance with the district calendar.

The other two bargaining agreements (Waterville Association of School Maintenance Employees and Waterville Educational Support Personnel) do not address the above items.

Waterville School District has early release days for teacher collaboration (10) throughout the school year. As per the Waterville CBA, there are 3 “Grading Days” which are early release days for teachers to prepare grades and report cards. The Wednesday before Thanksgiving is an early release day for all staff. Student led conferences are conducted on two full days in fall and two full days in spring. There are no other interruptions to instructional time.

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

| | |
|---|-----|
| 1. Student instructional days (as requested in application) | 176 |
| 2. Waiver days (as requested in application) | 4 |
| 3. Additional teacher work days without students | 3 |
| Total | 183 |

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

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

17.D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days. These are supplemental optional days including in the Waterville Association of Teachers Collective Bargaining Agreement. We assign the first day as a district directed orientation day, the other two days are considered classroom prep days that the teacher is allowed to take when they choose. These days are not available to be used as student conference days.

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

Part B: For Renewal Applications.

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

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

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

Last Steps:

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

Part A: For all new and renewal applications:

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

| | |
|---------------------------------------|--|
| 1. School District Information | |
| District | <u>Odessa School District #105</u> |
| Superintendent | <u>Suellen White</u> |
| County | <u>Lincoln</u> |
| Phone | <u>509-982-2668</u> |
| Mailing Address | <u>P.O. Box 248</u> <u>Odessa, WA 99159</u> |

| | |
|--------------------------------------|---------------------------------|
| 2. Contact Person Information | |
| Name | <u>Suellen White</u> |
| Title | <u>Superintendent</u> |
| Phone | <u>509-982-2668</u> |
| Email | <u>whites@odessa.wednet.edu</u> |

| | |
|--|------------|
| 3. Application type: | |
| New Application or Renewal Application | <u>New</u> |

| | |
|--|------------|
| 4. Is the request is for all schools in the district? | |
| Yes or No | <u>Yes</u> |
| If no, then which schools or grades is the request for? | |

| | |
|--|------------------|
| 5. How many days are being requested to be waived and for which school years? | |
| Number of Days | <u>3</u> |
| School Years | <u>2012-2013</u> |

| | |
|--|-----------|
| 6. Will the waiver days result in a school calendar with fewer half-days? | |
| Number of half-days before any reduction | <u>6</u> |
| Reduction | <u>6</u> |
| Remaining number of half days in calendar | <u>15</u> |

| | |
|--|------------|
| 7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested? | |
| Yes or No | <u>Yes</u> |

| |
|---|
| 8. What are the purpose and goals of the waiver? |
| <u>The purpose of the waiver is to hold Parent teacher conferences and Student Led Parent Teacher Conferences at times that are more convenient for parents and to allow students to adequately provide the time and attention to preparation and delivery of the student led conference. Our goal is to improve parent communication and to improve the communication between parents and their students about the educational progress of the students.</u> |

| |
|---|
| 9. What is the student achievement data motivating the purpose and goals of the waiver? |
| <u>Odessa schools have a history of high achievement. In the past few years the number of students falling below the criteria for free meals has increased from the 30% range to over 50% in the elementary school and high 40% range in the high school. This factor convinced the district it was necessary to take steps to increase engagement with families about academic success of students. Providing conferences at times parents are most able to attend and giving teachers the time to prepare and provide a productive conference was an important step in achieving this goal. The decision to include student led conferences as a tool to improve communication in families about educational goals and achievement was also a factor. Students leading conferences where they take ownership for their own learning and accept accountability for their progress is also important. Having student led conferences after students have been in school part of the day presented many problems for scheduling. Having conferences on days when school is not in session was determined to be the best method of making these conferences successful.</u> |

| |
|---|
| 10. Describe the measures and standards used to determine success and identification of expected benchmarks and results. |
| <u>The goal of the change to all day conferences is to increase the participation and attendance in the parent teacher conferences and to make the student led conferences more effective as measured by the evaluation of the student's performance in the student led conference. A rubric for student led conferences is used for this evaluation.</u> |

| |
|---|
| 11. Describe the evidence the district and/or schools will collect to show whether the goals were attained. |
| <u>Attendance numbers including the total number of parents attending the conferences will be kept to determine if the goals are being reached.</u> |

| |
|---|
| 12. Describe the content and process of the strategies to be used to meet the goals of the waiver. |
| <u>Student conferences will be advertised in district communication, each parent will be called and notified of their conference time. Student led conferences will be scheduled by the student with their parent(s) and teachers on the scheduled conference days.</u> |

13. Describe the innovative nature of the proposed strategies.

These strategies are in wide use in the state as they have been found effective in increasing communication with parents.

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

The district is only applying for one year at this time, as we are waiting for the new rules concerning 180 day waivers to be released.

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

The district school improvement plan is located on the district website at www.odessa.wednet.edu. Part of the school improvement plan relates to increasing parent communication.

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

This decision was made after communication with the PTO, presentations and discussions at staff meetings and discussion with the school board that was covered by the local media. There was no opposition from any group.

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

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

| | |
|---|------------|
| 1. Student instructional days (as requested in application) | <u>177</u> |
| 2. Waiver days (as requested in application) | <u>3</u> |
| 3. Additional teacher work days without students | <u>9</u> |
| Total | <u>189</u> |

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

| Day | Percent of teachers required to participate | District directed activities | School directed activities | Teacher directed activities |
|------------------------|---|-------------------------------------|----------------------------|-------------------------------------|
| 1 | Optional-100 | <input checked="" type="checkbox"/> | | |
| 2 | Optional 100 | <input checked="" type="checkbox"/> | | |
| 3 | Optional 100 | <input checked="" type="checkbox"/> | | |
| 4 | Optional 100 | <input checked="" type="checkbox"/> | | |
| 5 | Optional | | | <input checked="" type="checkbox"/> |
| 6 | Optional | | | <input checked="" type="checkbox"/> |
| 7 | Optional | | | <input checked="" type="checkbox"/> |
| Check those that apply | | | | |

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

The waiver days are for parent teacher conferences (1 day) and student led conference days (2)

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

Part B: For Renewal Applications.

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

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

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

Last Steps:

- Please print a copy for your records.

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

ODESSA SCHOOL DISTRICT
Resolution #10-2011-2012
180-Day School Year Waiver

A RESOLUTION of the Board of Directors of Odessa School District No.105, Lincoln County, Odessa, WA to request a 3-year waiver for grades K-12 of the minimum 180-day school year for the 2012-2015 school years (WAC 180-18-030) (WAC 180-18-040) (WAC 180-18-050).

WHEREAS, Odessa School District No.105 has a Strategic Plan for School Improvement for the P.C. Jantz Elementary School and The Odessa Junior-Senior High School; and

WHEREAS, Odessa School District No.105 Board of Directors recognizes that:

1. The district seeks strong family involvement in the education of its students.
2. Parent-teacher conferences are an established tool to increase parental involvement in a meaningful way.
3. Full days for conferences, versus half-days, allow schools to maintain routines and structures that can be critical for students' academic success.
4. All students K-12 will participate in student led parent teacher conferences on two of the three conference days.
5. The Odessa School District provides 1170 hours of direct classroom contact for students Grades 1-12 and 846 hours for kindergarten students, well in excess of the 1000 hours and 450 hour contact hour requirements.
6. The Waiver Application Form, identifies the reasons for the waiver.

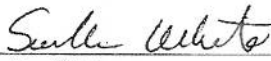
WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for the purposes of enhancing the educational program and improving student achievement (WAC 180-18):

THEREFORE, BE IT RESOLVED, the Board of Directors of Odessa School District No. 105 hereby petitions the Washington State Board of Education for a waiver of the 180-day school year requirement so that three (3) full school days per year can be devoted to parent-teacher conferencing.

ADOPTED this 22nd day of August, 2012.

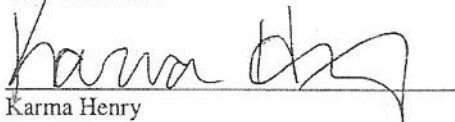
ATTEST:

Board of Directors,
Odessa School District #105-157-166J
Lincoln County, Washington



Suellen White
Secretary to the Board

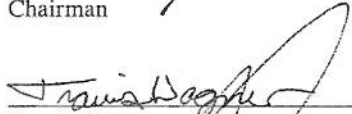
Marcus Horak
Vice Chairman



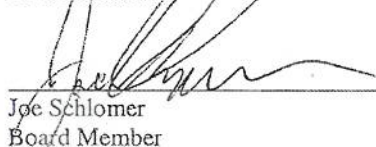
Karma Henry
Board Member



Ed Deife
Chairman



Travis Wagner
Board Member



Joe Schlomer
Board Member