

# The Washington State Board of Education

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

<b>Title:</b>	<b>Basic Education Waiver requests</b>	
<b>As Related To:</b>	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<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
<b>Policy Considerations / Key Questions:</b>	Do the 180-day waiver requests submitted for consideration meet the criteria adopted in rule for evaluation of the need for waivers? Is the information provided complete, clear and sufficiently detailed to support approval of each application?	
<b>Possible Board Action:</b>	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
<b>Materials Included in Packet:</b>	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	<p>Eight school districts have submitted requests for Option One waivers of the basic education requirement of a minimum 180-day school year. The districts are Columbia (Walla Walla), Curlew, Lyle, Mukilteo, Nespelem, Ocean Beach, Riverside, and Seattle.</p> <p>All requests are for three years except for that of Ocean Beach, which is for two years. Three are requests for new waivers, and five for renewals. Ocean Beach's Option One request replaces an Option Three waiver that has expired. All requests are for the purpose of professional development of staff except for those of Curlew and Seattle, which are for purposes of professional development and parent-teacher conferences.</p> <p>Rules adopted by the State Board in November 2012 created an expedited process for requests for waivers solely for parent-teacher conferences. This eliminates the need to request waivers for this purpose through the regular Option One process.</p>	

## BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS

### Policy Consideration

The State Board of Education has requests from eight school districts for Option One waivers of the basic education requirement to make accessible to all students a minimum of 180 days per school year. 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

**Columbia (Walla Walla)** requests a waiver of two days for school years 2013-14, 2014-15 and 2015-16 for professional development of staff. The district states that the goals of the waiver are (1) Maximize district dollars by conducting two instructional staff development days within the 180-day calendar; (2) Develop web-based teaching resources for use by instructional staff; (3) Review and modify content frameworks in each subject area, and embed Common Core state standards, and (4) Apply specific instructional strategies to improving student performance in reading, mathematics and writing.

This request is for a renewal of a waiver granted for school years 2010-11, 2011-12 and 2012-13. The SBE granted Columbia a waiver of three days for three years for parent-teacher conferences in August 2012. It documents that under renewal of the present waiver it will continue to meet the annual instructional hour requirement.

**Curlew**, a district of about 200 enrollment in Ferry County, requests four waiver days for three years. Two of the days requested are for continued participation in the PREP consortium, a group of nine small schools that collaborate for grant writing, professional development, and sharing of expertise to prepare more students for post-secondary education. The other two days requested are for parent-teacher conferences. These waiver days would enable the district to reduce the number of half days in its calendar from six to two.

**Lyle** requests a waiver of four days for school years 2013-14, 2014-15 and 2015-16 for the purpose of professional development. This is a renewal of a waiver granted in September 2012 for 2012-13 only. The district's elementary and middle schools have been identified as priority schools because of a lack of progress in closing the achievement gap. Through the waiver granted last year, the district says, it was able to provide training to staff in common core and state standards. It states the need to continue the training in these areas as well as others that are critical. The current plan is a continuation of efforts begun last year to align curriculum and train staff to improve student achievement.

**Mukilteo** requests a waiver of two days for school years 2013-14, 2014-15 and 2015-16. The district would use the waiver to provide a longer block of instructional time to train teachers in the Common Core State Standards and the teacher evaluation system. A staff survey earlier this year indicated that the top professional development needs was training in the Common Core. It notes that state assessment results have plateaued in recent years, and that it did not meet AMO's in four student subgroups in the most recent year.

**Nespelem**, a one-school district in Colville County, requests a waiver of six days for professional development. The waiver implements a professional development plan that emphasizes the use of data and technology, with support from the North Central ESD, to raise student achievement. The district will schedule data, Common Core and teacher evaluation training in the six days, while continuing to implement its OSPI-approved School Improvement Plan. The six waiver days would be distributed across the school calendar from August through April. The number of half days would be reduced from four to two.

**Ocean Beach** requests a waiver of two days for school years 2013-14 and 2014-15. The waiver would provide two days in August, before school begins, for professional development focused on alignment of curricula with Common Core standards and training in the teacher-principal evaluation system. School leaders and staff will also examine newly available state assessment scores to identify deficiencies, refine instructional techniques, and agree on interventions. Ocean Beach submits the application as a renewal, but it is instead a new application for an Option One waiver. The district has an Option Three waiver through the current year. It cannot be renewed because the State Board eliminated that option last year.

**Riverside** requests a waiver of two days for 2013-14, 2014-15 and 2015-16 for professional development. The first would be scheduled the day before school opening and will be used to familiarize staff with district goals, including work on the teacher evaluation system. The second day, at the semester break, will be devoted to discussion of incorporation of the Marzano Instructional Framework into the teacher evaluation system and alignment of district curriculum and grade level expectations with Common Core standards.

Riverside has separately requested a waiver of four days for parent-teacher conferences under the expedited process created last year under WAC 180-18-050(3). The district currently has an Option One waiver of five days – one for staff professional development and four for parent-teacher conferences. It expires at the end of this school year.

**Seattle** requests a total of six waiver days for three years for the purposes of professional development and parent-teacher conferences. The district submitted separate requests for each purpose: one request for three days for professional development, and a second request for four days for parent-teacher conferences. As two of the requested days overlap on the district calendar, this represents, under the statutory definition of “school day,” a net request for waiver of six days from the 180-day BEA requirement. The three professional development days would be used to support the Strategic Plan adopted by the School Board in June 2008 and currently being revised for June 2013. The district’s Strategic Plan is summarized in the application. Three days are scheduled for parent-teacher conferences in elementary and K-8 schools, and one day for middle and high schools. The request does not result in a reduction in half days, as it enables continuation of a calendar adopted through approval of a waiver by the SBE in March 2011.

**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
Columbia (Walla Walla)	2013-14 2014-15 2015-16	2	178	2	182	0	R
Curlew	2013-14 2014-15 2015-16	4	176	3	183	2	N
Lyle	2013-14 2014-15 2015-16	4	176	0	180	2	R
Mukilteo	2013-14 2014-15 2015-16	2	178	3	183	0	N
Nespelem	2013-14 2014-15 2015-16	6	174	1	181	2	R
Ocean Beach	2013-14 2014-15	2	178	0	180	0	N
Riverside	2013-14 2014-15 2015-16	2	175	10	190	0	R
Seattle	2013-14 2014-15 2015-16	6	174	3	183	0	R

**Background**

Option One is the regular 180-day waiver request that has been available to districts since 1995. The State Board of Education is authorized by RCW 28A.305.140 to grant waivers to school districts 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 deemed necessary under the waiver to enhance the educational program. The State Board may grant waiver requests for up to three years. Districts granted 180-day waivers must still meet the requirement of 28A.150.220 to make available instructional offerings of at least a district-wide average of 1,000 hours.

Rules adopted in November 2012 require the applicant district to provide, together with the application and school board resolution, 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 amount of other non-instruction time. WAC 180-18-040 as amended establishes criteria for evaluation of the need for a waiver and of a request for renewal of an existing waiver. A link to the rule can be found here <http://apps.leg.wa.gov/wac/default.aspx?cite=180-18-040>, and is included in your packet.

### **Action**

Consider whether to approve the district applications summarized in this memorandum.

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

**Columbia School District #400 (Walla Walla County)**

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

Before the state ended its support, three Learning Improvement Days (LID) provided time for our instructional staff to collaboratively design teaching-learning-content goals and strategies to better meet the needs of our students. Our District requests that the Washington State Board of Education approve two waiver days to replace the lost LID days. We developed a robust model of teaching and learning, The *Unified Instructional Core* (UIC), which provides (1) a clear vision and mission for student engagement, (2) a teaching framework, (3) a content framework, and (4/5) two support frameworks requiring time to plan and live our vision. Below we describe purposes of the District as they relate to our waiver request; each statement is followed by a specific goal or goals.

**Budget Purpose/Goals:** Our overarching purpose is to leverage dollars by conducting two staff development days within the 180 student-day calendar. This will afford valuable in-service days for our instructional staff. Specifically, the cost of one additional day for teachers in our district is approximately \$16,000. Multiplied by two days, the savings represents about 50% of the average salary and benefits for one teacher, a costly expenditure for a district just under 1000 students.

*Goal: To maximize district dollars by conducting two collaborative instructional staff development days within the 180 student-day calendar.*

**Teaching Framework/Goals:** Upon approval, the waiver will provide time to purposefully meet our vision, mission and goals for student engagement. These begin with a teaching framework that includes three primary elements—Plan, Teach, Increase Effectiveness—each of these are divided into specific subcategories. The subcategories, in turn, reference web-based, practical instructional resources that we termed *Fingertip Resources*; these provide practical resources for veteran teachers, newly hired teachers and teachers transferred to new grade level or subject assignments. The waiver days provide time to collaboratively review and implement these resources and to refine our goals.

*Goal: To utilize and develop additional web-based, practical teaching resources for use by all instructional staff.*

**Content Framework/Goals:** We also developed a content framework that includes three learning parameters—(1) *Basic Learning* (see details under reading, math fact and writing automaticity on pages 2/3), (2) *Subject Learning*, and (3) *Integrated Learning*. Over the past year, our District organized the seven subjects that we

teach into seven major areas—(1) **C**areer and technical education, (2) **L**anguage arts, (3) the **A**rts, (4) **S**cience, (5) **S**ocial science, and (6) **M**ath, and **P**hysical education/health that we dubbed with the acronym CLASSMaPs. Within these broad subjects, the teachers will continue to use the waiver days to focus on Marzano's third commitment—vocabulary. From reviewing the Common Core State Standards (CCSS), the textbook terms, and terms drawn from different courses within the subject areas, the instructional staff developed up to 30 core terms—labeled Columbia's Content terms or simply C-terms. These terms help to vertically and horizontally align the subject areas. The third part of the content framework blends *Basic* and *Subject Learning* into *Integrated Learning*. Ultimately, student engaged *Integrated Learning* is the goal of all of our teaching and learning. The waiver days will be used to continue to review and modify the C-Terms as well as to develop teaching strategies to improve student learning. In addition, the waiver days will be used to help embed CCSS.

**Goals:** *To review and modify the C-Terms; to develop teaching strategies to improve student learning; and to embed the Common Core State Standards.*

**Reading Automaticity Purpose/Goals:** Reading, with little argument, is the most essential gateway skill to formal learning. The National Reading Panel identified five broad areas of reading skills: phonemic awareness, phonics, fluency (this is bifurcated into *fluency* and *prosody*), vocabulary and comprehension. To understand the world of print students must automatically break the code. The district implemented a program, *Phonugage*, which promotes automaticity—the superintendent and elementary principal describe this program in an article in the February 2011 issue of *The Reading Teacher*. The application of Phonugage shows promise. For example, last spring our fifth and sixth grade students scored the second highest and highest on the MSP in comparison with other districts within the Columbia region. We also recognize that reading automaticity is only the first step, but a crucial one, to reading comprehension and to subject and integrated learning.

**Goal:** *To teach students to automatically break the reading code.*

**Math Fact Automaticity Purpose/Goals:** Recent research (D. Ansari, 2013. *The Journal of Neuroscience* (<http://www.jneurosci.org/content/33/1.abstract.pdf>)) shows that students who know math facts score better in the PSAT math section. The elementary and middle schools, in particular, are developing strategies and efficiencies to insure that our students master automaticity of the basic addition and multiplication facts. The elementary school adopted MOBY Math; the middle school adopted FASTT Math, an acronym for Fluency and Automaticity through Systemic Teaching with Technology, which is a research and computer-based program that provides ten-minutes of daily intervention designed to teach math basic facts and fluency. Math teachers at the middle school will discuss how to use information from this FASTT Math to design and implement math strategies and to guide instruction that will meet the needs of students who lack number sense and fluency that FASTT

math helps build.

The waiver days will also provide time for staff to identify preferred algorithms for a four-by-three grid representing addition, subtraction, multiplication and division on a vertical axis and whole numbers, fractions and decimals on a horizontal axis. Clearly, to develop quality applications of these math initiatives requires collaborative time. As with reading, our staff acknowledges that learning math automaticity and algorithms, though critically important, is but an initial step toward applying math concepts and ideas as laid out, for example, in the CCSS.

**Goal:** *To develop strategies and efficiencies which help insure that our students master automaticity of the basic addition and multiplication facts; and to help our students learn the algorithms within the four-by-three math grid.*

**Writing Automaticity Purpose/Goals:** Some years ago, the District adopted writing rubrics and writing expectations for our senior high school. These will be continued and modified to reflect goals within the High School Proficiency Exam (HSPE) and, when it becomes available, the Smarter Balance Exam (SBE). Last year sophomores within our District passed the HSPE writing seven points ahead of the nearest district within our region. While one cohort's scores should not be interpreted as a trend, the indicators suggest successes in writing. Encouraged, we defined two writing automaticity essentials. We defined the first essential as automatically writing coherent sentences that begin with a capital letter and end with a period, question mark, or exclamation point; we defined the second automaticity essential as writing five-part paragraphs and essays. The waiver days will provide time to purposefully continue to design and apply our writing automaticity essentials district-wide.

**Goal:** *To teach students to automatically write coherent sentences that begin with a capital letter and end with proper punctuation; and to teach students to automatically write five-part paragraphs or essays when prompted or as relevant.*

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

As is briefly described above, HSPE, MSP and other data suggest that our District automaticity efforts are showing results that lead to improvement in the subject learning—a desired outcome. Specifically, while we are tracking more closely the three automaticity skills, our target is to see results in improved subject learning, such as we are seeing in the following:

- All but two students within the eighth grade of cohorts enrolled in algebra passed the End of Course (EOC) within the past two years.
- Our fifth grade and eighth grade students led the region in science.
- Our sophomores received the highest scores in writing in comparison to other districts within our region.



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

Also noted above, our District uses the three automaticity skill measures and standards. In addition, we use the benchmarks and results from DIBELS for reading at the elementary school, recently adopted MAPs measures and standards at the middle school, and began to pilot the Home Room Data Dashboard at all levels. Deeper, we are currently working with Informational Technology personnel in ESD 105 to post the completions of subcategories of the three automaticity gateway skills—reading, math fact and writing. We also envision using measurements and standards from the CCSS frameworks and have discussed the possibility of benchmarking our results on the Homeroom Data Dashboard. By tracking fundamentals—automaticity and common core—we hypothesize that our subject learning and integrated learning will show improvement, particularly improvement in engaged student learning and student-initiated learning.

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

As alluded to in the preceding answers, our District collects benchmarks with a variety of indicators that include information that we glean from the following:

- Measuring reading automaticity trends using Phonage, MAPS and DIBELS tools;
- Tracking reading comprehension using DIBELS, MAPS, MSP, and HSPE;
- Determining math fact automaticity using the Essential 28, MOBY and FASTT Math;
- Measuring math content using DIBELS, STAR, MAPS, MSP and EOC;
- Tracking writing automaticity using teacher reports and writing rubrics; and
- Piloting data dashboard for tracking all of the preceding.

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

Both the content and the process that the District used to meet the goals of the waiver are succinctly described within the article, *Building Instructional Coherence from Theory to Practice*, which is under review for possible publication by *Kappan*. We wrote this to describe our application of the student-teacher-content core developed by Richard Elmore from Harvard University. Specifically, in this paper we (1) present our *Student Vision and Mission*, (2) describe our *Teaching Framework* that we truncated from Washington DC Public Schools; (3) present the *Content Framework* that we minted and which includes *Basic Learning* (automaticity), *Subject Learning* (CLASSMaPs), and *Integrated Learning*; (4) develop a *Support Framework for Personnel and Other Resources*; and (5) identify *Community Resources*. Deeper, we also describe in the article how we developed practical

web-based *Fingertip Resources* to meet our teaching and content frameworks. These provide our teachers and instructional staff with instant resources. All-in-all, our *Unified Instructional Core* brings unity; our *Teaching and Content Frameworks* add substance; and our *Fingertip Resources* breathe life to our engaged student vision. (A draft of this article is available upon request; however, while it is under review, it is not found on our webpage per request of the editors of *Kappan*. We included our model of the Unified Instructional Core at the end of this waiver request.)

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

We believe that holding to our *Unified Instructional Core* model and applying with fidelity the activities and goals that we developed will bring success to our vision and mission for deep student engagement. Thus, we will use the second and third year of our waiver to provide the essential and ongoing consistency to meet our goals. With modest modification of our goals, we will move toward realizing our student vision. In addition, we used the UIC framework to design our strategic plan, which is framed within the five parts of our UIC. Thus, coupling the UIC and strategic plan brought coherence to the direction and goals of our District and will help build the connections between the first year and the next two years for which we are requesting a waiver.

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

The district used previous waivers to help give the focus upon the Unified Instructional Core and Strategic Plan, as noted throughout this request. The direct correlation is that the waiver provided think time and action planning time. In addition, the School Improvement Plans (SIP) for each building directly references the UIC; the middle school, for example, models the format of both the SIP and the strategic plan. The links to the district and school improvement plans are found within the following:

- <http://www.csd400.org/CSD/elem/docs/SIPElem2013.pdf>
- <http://www.csd400.org/CSD/middle/docs/SIPPlanMS2013.pdf>
- <http://www.csd400.org/CSD/high/docs/SIPPlanHS2013.pdf>
- <http://www.csd400.org/CSD/district/docs/StrategicPlan.pdf>
- [http://www.csd400.org/CSD/DO\\_Newsletter.php](http://www.csd400.org/CSD/DO_Newsletter.php)

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

Our administrators, teachers, other district staff, parents and the community have been involved in a number of ways in the development of this waiver, as the following suggests:

- Our school board provides input and remains informed regarding our waiver days and to their purposes and specific activities. Furthermore, the overall waiver plan was presented and adopted by the board March 25, 2013.
  - Our school administrators have been involved with the development of the waiver through collaborative discussions—we meet weekly and often discuss the waiver or attendant issues, the UIC, and the accompanying goals.
  - Our teachers, administrators and a school board representative meet as a *Guiding Coalition* and provide input regarding the waiver and its related issues. In addition, the teachers association meets with the superintendent and discusses topics and ideas that directly relate to the waiver days.
  - Other staff, particularly the paraprofessional staff, is invited to help develop the agendas and to participate in a number of the waiver days; all staff are introduced to the vision, mission and purpose of the UIC.
  - Parents and the community are informed about different topics for the waiver day through the monthly district newsletter. In addition, the community offers input to the waiver days through School Board meetings, Parent Teacher Organization (PTO), and Coffee Talk—a monthly community meeting with the superintendent.
9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Based on the 2012-13 school year, the District provides the following days/year:

- We had 139 full instructional days;
- We added 2 professional days beyond the 180 days—one day before school starts and one that provides elementary/middle school in-service and a high school day for senior projects;
- We held 32 Monday morning one hour delayed start days for collaboration;
- We had 6 early release days; and
- We scheduled 2.5 days for elementary and middle school parent-teacher conferences.
- See the attachment titled Computation of Total Program Hour Offerings

The link to the CBA is:

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

Student instructional days (as requested in application)	178
Waiver days (as requested in application)	2
Additional teacher work days without students	2
Total	182

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	All Required	Yes	No	
2	All Required	No	Yes	

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

We designed the two District per diem days that are in addition to the 180 days. On the first of these additional days we welcome back all staff and provide an array of activities, such as time (a) to work and plan with each principal or department head, (b) to set up classrooms, (c) to plan in job-alike teacher assignments, and (d) to prepare the kitchens and the busses. The second day we used for the elementary and middle school staff to plan student transitions while the high school staff scheduled senior projects.

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

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

CSD used the waiver days as planned and reported in our prior request. Specifically, the District supported the following activities:

- February 15, 2013 – Homeroom Training, Common Core Writing and RTI with Dr. Craig Bailey and others

- October 12, 2012 – Washington DCPS Frameworks with Carolyn Lint
- May 18, 2012 – Response to Intervention School Sites
- October 14, 2011 – Focus upon CCSS, DCPS Frameworks, UIC, and student learning
- August 29, 2011 – DCPS Frameworks with Carolyn Lint
- January 3, 2011 – RTI with Dr. Bob Smart, Beth Harrington and Erich Bolz
- October 9, 2010 – Vocabulary with Diane Paynter form Marzano & Associates
- August 30, 2010 – RTI with Dr. Bob Smart and Erich Bolz

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

Since the test changed from the WASL to the MSP/EOC/HSPE, it is difficult to make comparisons that satisfy psychometricians. Furthermore, we anticipate a *wobble effect* with smaller groups. With this in mind, the following compares results between cohorts within districts in our region with the following focus:

- Reading scores at the 5<sup>th</sup> and 6<sup>th</sup> grades reflects our District’s reading automaticity and comprehension efforts.
- Writing at the 10<sup>th</sup> grade reflects a long-held focus on writing exits at the high school.
- Elementary and middle school science reflects a new science focus and a connection with Washington State LASER.
- EOC Math 1 (Algebra) reflects successes in teaching algebra that we also offer to students in the eighth grade.

### Spring Assessments 2012

Grade Level	Columbia	Finley	Kennewick	Kiona-Benton	N. Franklin	Pasco	Richland
Reading 5 <sup>th</sup>	**74.6	42.6	*67.1	43.0	57.3	57.9	***77.6
Reading 6 <sup>th</sup>	***75.0	51.2	66.5	50.4	*67.3	59.3	**73.0
Writing 10 <sup>th</sup>	***92.1	81.2	*84.2	75.5	84.1	73.0	**84.6
Science 5 <sup>th</sup>	*63.4	43.9	**65.1	37.7	45.2	49.3	***77.2
Science 8 <sup>th</sup>	***73.6	29.9	*57.0	45.2	42.4	44.7	**69.9
EOC Math 1	**70.1	60.0	*69.1	56.7	62.4	45.0	***71.5

- \*\*\* Highest score
- \*\* 2<sup>nd</sup> highest score
- \* 3<sup>rd</sup> highest score

Reflecting upon these scores, the trends suggest that our goals are being realized in reading and writing automaticity, science education and algebra. These trends also support the notions that (1) our goals should be met for writing and math automaticity with additional interventions; and (2) additional planning and implementation for all CCSS subjects will show results, much like the gains we see in science and algebra. The evidence suggests that our District is on the right track; the waiver will help pave the way to the success of these initiatives.

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

We propose the following change or targeted focus for the following reasons:

- Change: Emphasize math fact automaticity and algorithms at the elementary and middle school as needed.  
Reason: We hypothesize that teaching math fact automaticity and the algorithms will improve work within the CCSS for mathematics
- Change: Focus upon writing automaticity at the elementary and middle schools.  
Reason: We hypothesize that teaching this writing gateway skill will improve our assessments in writing and, more importantly, our writing within the CLASS MaPs and *Integrated Learning*.
- Change: Provide more focus upon integrating the CCSS within our curriculum.  
Reason: The CCSS, which were approved since our last waiver request, will require staff time to align with our UIC and to implement.

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

We see what appears to be significant change in targeted areas of instruction—elementary reading automaticity, science at the elementary and middle schools, and writing at the high school—and these results suggest that similar targeting with the items enumerated under the preceding description will yield similar positive gains.

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

We use a number of forums and means to keep our parents informed about the use and impacts of our waivers, including through the following:

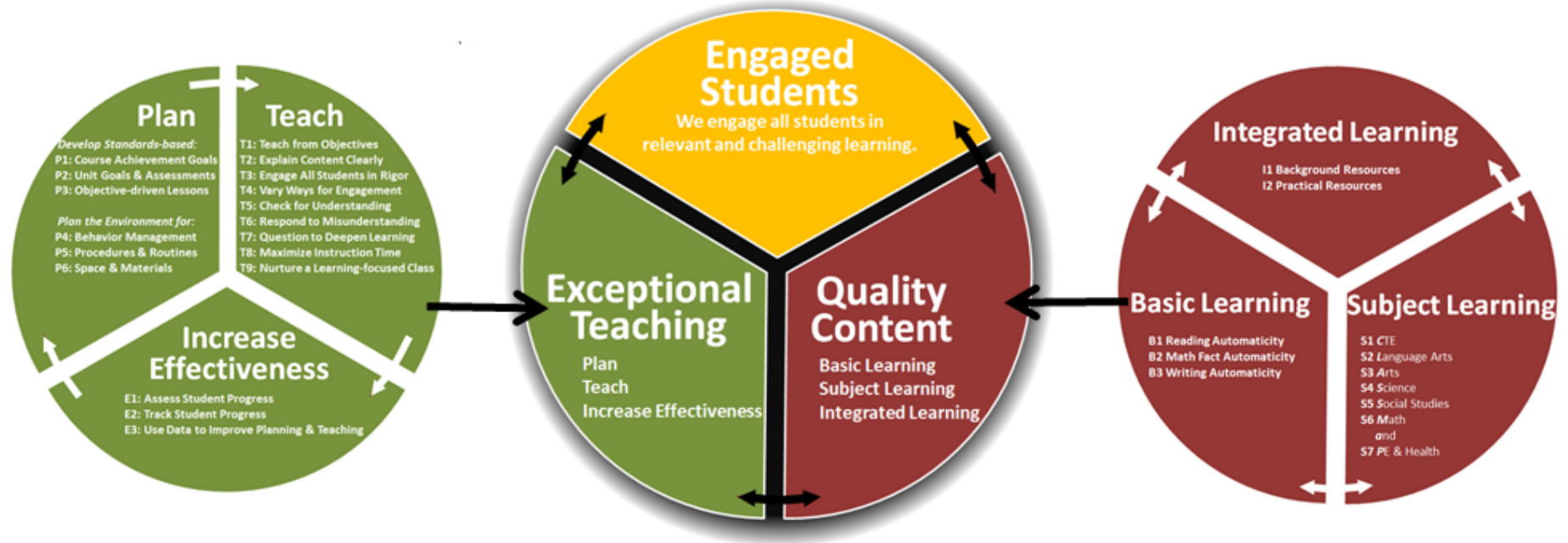
- Weekly web logs of our collaboration and other meetings;
- Coffee Talk where the superintendent meets with community members;
- Board Meetings where teachers, staff and the public are welcome to meet and discuss;
- Informal conversations with many patrons;
- Parent Teacher Conferences;
- PAC (Title I) Meetings;
- Monthly Newsletters from the District Office;
- The District webpage;
- The High School Facebook;

- PTO meetings; and
- Booster meetings.

A number of groups or forums offered input relating to the development of the renewal of our waiver, including the following:

- Coffee Talk discussions with the superintendent;
- Board Meetings;
- Information Conversations;
- Parent Teacher Conferences;
- PAC Meetings;
- PTO; and
- Boosters.

**COLUMBIA SCHOOL DISTRICT  
UNIFIED INSTRUCTIONAL CORE**



Core Support, Personnel & Other Resources			Core Support, Community		
<b>Staff &amp; Board</b> SB1: School Board SB2: Administration SB3: Certified Staff SB4: Classified Staff SB5: Extracurricular Staff	<b>Budget &amp; Finance</b> BF1: General Funds BF2: Capital Projects BF3: Debt Service BF4: Assoc. Student Body (ASB) BF5: Transportation	<b>Facilities &amp; Equipment</b> FE1: Buildings/Grounds FE2: Assets FE3: Supplies	<b>Parents &amp; Families</b> PF1: Parents PF2: Students' Families	<b>Community Volunteers</b> CV1: Student Volunteers CV2: Classroom Volunteers CV3: Extracurricular Volunteers CV4: PTO & Boosters	<b>Community Connections</b> CC1: Local Community CC2: Greater Communities CC3: Businesses & Services



**COMPUTATION OF TOTAL PROGRAM HOUR OFFERINGS**

**COLUMBIA SCHOOL DISTRICT #400**

		1	2	3	4	5	6	7	8	9	10	11	12
A.	Total minutes from start to end of school day:	390	390	390	390	390	395	395	395	405	405	405	405
B.	Minutes actually spent for eating lunch time meals: From Step 2	20	20	20	20	20	20	20	20	31	31	31	31
C.	Net minutes in "Total Program Offering" per day: Line A - Line B =	370	370	370	370	370	375	375	375	374	374	374	374
D.	"Total Program Offering" per year: Line C x (180) days = _____	66,600	66,600	66,600	66,600	66,600	67,500	67,500	67,500	67,320	67,320	67,320	67,320
E.	Annual minutes lost to noncountable release time per year:												
	*Collaboration -Late Start (60 min x 32 wks. =)	1920	1920	1920	1920	1920	1920	1920	1920	1920	1920	1920	1920
	*Early Release (6 x _____ = _____)	1380	1380	1380	1380	1380	1410	1410	1410	1470	1470	1470	1470
	*Conference Early Release - Not Counted (RCW 28A.150.205)	0	0	0	0	0	0	0	0	0	0	0	0
	*High School Testing Early Release - 4 Days Counted	0	0	0	0	0	0	0	0	980	980	980	980
	*Staff Development Waiver Days (2 Days )	740	740	740	740	740	750	750	750	748	748	748	748
	<b>*Requested Parent/Teacher Waiver Days (3 Days)</b>	<b>1110</b>	<b>1110</b>	<b>1110</b>	<b>1110</b>	<b>1110</b>	<b>1125</b>	<b>1125</b>	<b>1125</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
F.	Net minutes in "Total Program Offering" per year:	61,450	61,450	61,450	61,450	61,450	62,295	62,295	62,295	62,202	62,202	62,202	62,202
	Indicate N/A (not applicable) for any grade(s) not offered at this school.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
	Totals by grade level groupings:												
	<b>Total Hours</b>	<b>1,024</b>	<b>1,024</b>	<b>1,024</b>	<b>1,024</b>	<b>1,024</b>	<b>1,038</b>	<b>1,038</b>	<b>1,038</b>	<b>1,037</b>	<b>1,037</b>	<b>1,037</b>	<b>1,037</b>
	<b>AVERAGE ANNUAL HOURS BY DISTRICT</b>	<b>1,032</b>											

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

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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](mailto: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](mailto: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).

<b>1. School District Information</b>	
District	<u>Curlew School District #50</u>
Superintendent	<u>Steve McCullough</u>
County	<u>Ferry</u>
Phone	<u>509-779-4931</u>
Mailing Address	<u>PO Box 370</u> <u>Curlew, WA 99118</u>

<b>2. Contact Person Information</b>	
Name	<u>Steve McCullough</u>
Title	<u>Superintendent</u>
Phone	<u>509-779-4931</u>
Email	<u>stemccullough@curlew.wednet.edu</u>

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

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

<b>5. How many days are being requested to be waived and for which school years?</b>	
Number of Days	<u>Four per year</u>
School Years	<u>2013 - 2016</u>

<b>6. Will the waiver days result in a school calendar with fewer half-days?</b>	
Number of half-days before any reduction	<u>6</u>
Reduction	<u>2</u>
Remaining number of half days in calendar	<u>4</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

Yes

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

The first purpose of the waiver is to allow Curlew School District teachers to continue to participate in two professional development days coordinated by the PREP Consortium, a group of 9 small schools who have banded together for grant writing, professional development, and to share expertise in order to improve our academic rigor and prepare more students for post secondary experiences. For the past five years we have planned and participated in this joint professional development. We have brought in speakers to motivate; worked in grade level teams to align curriculum, design common assessments, share successful strategies; engaged in content specific professional development ; and built relationships between teachers from different districts (often our teachers have no other on site colleagues who teach the same subject/grade i.e.: only one first grade teacher). We are continuing with this consortium for the foreseeable future. Through this partnership we have been able to get grants to fund the time, materials, and training to increase our number of AP classes, increase rigor K-12, and build a stronger school system for our rural, remote students. We recently received a grant from College Spark to expand our consortium and bring in more community and higher education partners. We met last month with representatives from 30 small, rural schools in Eastern Washington, along with representatives from several higher education institutions to plan for this expansion in order to better prepare our students for post high school opportunities. A major focus of our consortium has been to improve the preparation of our students and their support systems so that they find more success in post secondary opportunities.

The second purpose of this waiver is to allow for two additional days for student led conferences. One conference day will be in the fall and one in the spring. In the past we have had two half days in the spring and two in the fall with conferences after the school day. This waiver would allow us to only have one interrupted day per semester and would retain the current hours of instruction provided with two half days. The students are responsible for maintaining an academic portfolio which they then present and explain to parents during the scheduled conference.

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

The data motivating the purpose and goals of this plan are our WASL/MSP/HSPE scores, running record scores, post high school student data, conference participation rates, and AP test scores.

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

For the PREP training days we will be comparing the teacher feedback to previous year's feedback and comparing student achievement to previous years and to state averages.

For the conference days we will look at the participation rates from previous years and compare

comments from feedback forms to determine success.

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

For the PREP training days, the number of teachers attending the LID days and the feedback from participants will be used to show success. For student conferences the percentage of parents participating and staff/parent/student feedback will determine success.

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

The following strategies will be used during the waived days: elementary staff will work in grade level groups (from multiple consortium schools) to develop comprehensive instructional strategies in reading and writing and math; secondary staff will work in subject area groups (from multiple consortium schools) to develop comprehensive instructional strategies and also to implement a new instructional program (AVID). K-12 staff will also be working to build the skill necessary to implement RTI programs, implement TPEP, and adopt the common core.

Conferences will be based on a student led model and will incorporate NAV 101 materials and concepts at the appropriate grade levels.

*13. Describe the innovative nature of the proposed strategies.*

There is nothing that is really innovative about the proposed strategies – they are strategies with a long track record of success. For the PREP days we are gathering teachers from the region to share best practices and to join resources in order to have high quality training. For the conference days we are asking to adjust our schedule from two half days per semester to one full day without students in order to better serve our parents and increase our conference participation rates. This is done in districts throughout the state with a high level of success.

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

We are currently in the process of working with the PREP consortium and common LID days for the past 5 years. These waiver days will allow us to continue this activity for the foreseeable future.

We have been using student led conferences in K-12 for the past 4 years and this waiver request will help us to improve this practice.

*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 Curlew School Improvement Plan includes the following goals:

**Goal: All students will graduate ready for college/career.**

**Academic Goals:**

1. As measured by MBA, Classroom Based Assessments, and/or DIBELS, students will make at least one year of growth in math, reading, writing, and science for every year in school.
2. Implement remediation system in grades K-12 for math, reading and writing.
3. Teachers in grades 3-12 will use AVID strategies and teach AVID skills in their classrooms including Cornell notes and instructional strategies.
4. Teachers in grades 6-12 will implement NAV 101 via advisories.

**Culture Goals:**

1. Improve student self discipline and reduce student bullying and harassment.
2. Staff will hold each other accountable to the social contract as measured by yearly surveys.
3. Implement the new teacher and principal evaluation protocol.

**Communication Goals:**

1. Expand our parent and community involvement opportunities by more emphasis on our volunteer program.
2. Implement a yearly survey to measure staff, student and community attitudes concerning key school issues.

**Financial/Operations Goals:**

1. Build our cash reserve to a level that will cover three months of operating expenses by 8/2015.
2. Update the Classified Salary Schedule to bring it closer to regional levels by 8/2014.

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

Public input was sought during the February 2013 regular school board meeting, we have two student representatives on our school board to give input, and staff was consulted through regular staff meetings.

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

Teachers are provided two paid professional development days in the contract, but only if the district is not in financial crisis – these days were removed in the 2012-13 school year. These days require administration approval of the activities. No other requirements are mentioned in the contract. The calendar is decided by the school board with staff input only. Our current calendar has 2 early release days, four half days for student led conferences, and an early release every Friday (1.5 hours) for teacher professional development. We continue to meet all state day

and hour requirements with this schedule.

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	X	
2	Optional	X	X	
3	Optional	X	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.

Research is very clear that the more skilled the teacher, the more student growth is achieved. If we want skilled teachers we need to train them and there is almost no time provided by the state in order to accomplish this objective. Schools have to be creative within their limited budget in order to carve out this time. Even with this request Curlew School falls very short of the amount of training time provided by many urban districts across the state, and our small school teachers consistently have 6 different preps at the secondary level while urban teachers rarely reach that level. A strong case can be made that we need more training time than other districts with the wide variety of classes that our teachers teach but we struggle even getting a couple of days a 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 under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

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

### Instructions:

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

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

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

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

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

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

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

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

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

School District Information	
District	Lyle
Superintendent	Dr. Glenys Hill
County	Klickitat
Phone	509-365-2191
Mailing Address	PO Box 368 Lyle, WA 98635
Contact Person Information	
Name	Glenys Hill
Title	Superintendent
Phone	509-365-2191
Email	ghill@lyle.wednet.edu
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	4
School Years	2013-2014, 2014-2015, 2015-2016
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	2
Reduction	0
Remaining number of half days in calendar	2
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

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

Dallesport Elementary and Lyle Middle School are identified as “priority” schools due to lack of progress in closing the achievement gap. This year we have been able to provide training to our staff in common core and state standards. However, we need to continue the training in these areas as well as target others that are critical. We need training to address the needs of our high numbers of students in poverty as well as our special education population. In short, the waiver goals are:

- Improve student achievement in the areas of language and mathematics
- Provide a program to students with tighter alignment with state common core standards
- Increase interventions strategies to better target areas of student deficit

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

As noted above, our elementary and middle schools have been identified as “priority” schools due to lack of progress in closing the achievement gap. This is reflected in state achievement scores, on the State Board Achievement Index and on local measures of reading and mathematics.

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

- State assessments
- Local assessments in reading, writing and mathematics
- Annual staff and parent surveys
- The State Board of Education Achievement Index
- OSPI calculations of MAO

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

- Student progress in closing the achievement gap (AMO, State Board Accountability Index)

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

- Training in Common core standards by ESD112 staff (Math and English/Language Arts)
- Training in poverty utilizing ASCD Materials
- Training in the new TPEP 5D's evaluation system
- Training in PLC's to allow teachers to provide collaborative support to one another
- Revision of systems for interventions in mathematics at Dallesport Elementary

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

These trainings, and others that arise related to student growth, will continue annually. A group of staff members will work with the superintendent to do this planning. Staff will evaluate each session on effectiveness and we will continue to modify and refine to insure professional development is responding to teacher needs.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).
- Each of our three schools has a school improvement plan that addresses the need to close the achievement gap. Each speaks to the need to improve curriculum alignment with the common core standards. This is also addressed in the district's Indistar plan. These also address the issue of poverty (our free and reduced lunch rate is over 77%). Each speaks to the need for PLC's.
  - Our Indistar improvement plans are included with this application
8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.
- A committee of staff meet with the superintendent to plan for district trainings
  - A staff survey is completed annually
  - A parent survey is completed annually
  - District leadership teams which include staff and community and parents meet monthly to review district progress and provide input into staff trainings and related issues pertinent to closing the achievement gap

9.

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

The Lyle school district CBA is based on 180 day work year. Other than the four waiver days in this request, there is no additional professional development time in the Lyle contract. Teachers are not paid for more than 180 days unless the state were to provide additional funding for mandatory training. Professional development (L ID) days in the Lyle CBA are mandatory. There are two half days (one in the fall and one in the spring) following parent-teacher conferences to compensate teachers for an extended workday on conference day.  
(REFERENCE Lyle CBA Pages 23 – 24)

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

Student instructional days (as requested in application)	<b>180</b>
Waiver days (as requested in application)	<b>4</b>
Additional teacher work days without students	<b>0</b>
<b>Total</b>	<b>176</b>

12. 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:

- N/A

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 <b>N/A</b>				

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

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

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

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.
  - Day #1: All staff: Review of district assessment data in teacher teams and district goal setting for improved academic student success; review of individual personality profiles in preparation for creating PLC teams
  - Day #2: All staff: ESD112 presenter on Language Arts Common Core Standards
  - Day #3: All staff: Review of TPEP 5D's teacher evaluation instrument to be implemented in 2012-2014; Introduction to Poverty training (ASCD Teaching with Poverty in Mind)
  - Day #4: Elementary: Common Core Math Standards (work with ESD112 experts to align curriculum with state standards); Secondary: Working effectively with Special Education Students in a mainstreamed setting (Director of Special Education for ESD112 will facilitate)

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

As a district with two schools identified as "priority" this time has been critical for staff training and staff realignment of curriculum. However, with only three of the four days "under our belt" it is obvious to us that we have much more work to do to be fully aligned with common core state standards. We are also in need of time to work with the district TPEP team to insure teachers have had an opportunity to calibrate the new CEL 5D's teacher evaluation tool.

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

This year's plan builds on that from last year. It is a continuation of the efforts begun in the work of aligning curriculum, training staff and calibrating the new TPEP instrument. Our work this year as been excellent, however, there is much more to be done in order to insure maximum student achievement for Lyle students.

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

Lyle students made academic progress last spring as evidenced by state assessments. We expect to see similar trends when test results are released this August. We are honing our curriculum, training our staff and modifying interventions to maximize student success in Lyle. This cannot be done without time. As a district with two levy failures last year, we are operating on a very limited budget. Although we hope to be out of binding conditions this spring, we do not have the means to pay teachers to receive this training outside of the school year. Without time for staff to increase their skill levels and collaborate regarding curriculum realignment, we will be unable to improve student learning in Lyle. With this training and these collaboration opportunities, we expect our increased trends in academic achievement in Mathematics and English/Language Arts to continue.

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

Parents and community have been kept informed through our monthly Leadership Team meetings held at both Dallesport Elementary and Lyle Secondary. Additionally, reports are made at public board meetings following each LID (release day) to keep the board and the public informed trainings teachers are receiving. Finally, the waiver request was presented at a public board meeting where patrons were present.

Our community supports their schools and wants the best for their students. In general, they are supportive of our staff and understand the need to increase the expertise and tools our teachers have available to meet the needs of our 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.

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

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

### Instructions:

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

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

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

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

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

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

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



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

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

School District Information	
District	Mukilteo School District
Superintendent	Dr. Marci Larsen
County	Snohomish
Phone	425-356-1220
Mailing Address	9401 Sharon Drive Everett WA 98204
Contact Person Information	
Name	Amy Nelson
Title	Executive Director, Teaching and Learning
Phone	425-356-1353
Email	nelsonak@mukilteo.wednet.edu
Application type:	
New Application or Renewal Application	New
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	2
School Years	2013-2014, 2014-2015, 2015-2016
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	16 days K-12 plus 5 additional ½ days for elementary conferences
Reduction	0
Remaining number of half days in calendar	16 days K-12 plus 5 additional days for elementary conferences
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

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

Mukilteo School District is requesting a waiver in order to provide a longer block of instructional time to train our teachers in two recent state initiatives –the Common Core State Standards(CCSS) and the teacher evaluation system. The goals for the two days in which we are requesting a waiver are:

- Students will have access to the CCSS standards through high quality instruction aligned with the standards; and that all instructional staff are prepared and receive the support they need to implement the standards in their classrooms every day.
- Instructional staff will have the skills and support necessary to deliver effective research-based instructional practices to their students with an emphasis on the Five Dimensions of Teaching and Learning Framework (5D).

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

- Mukilteo School District's state assessment results have plateaued in most areas in recent years. (See attached results)
- Mukilteo School District did not meet its annual measureable objectives for the 2011-12 school year in four subgroups. American Indian (reading & math), Two or More Races (reading and math), Black (math), and Hispanic (math). (See attached results)
- While our Student Achievement Index shows growth over five years, our goal is to have our schools move up to the next tier of achievement. (See attached results)
- Both the CCSS and the teacher evaluation system are new to our instructional staff. For most educators working in schools, professional learning is the singular most accessible means they have to develop the new knowledge, skills, and practices necessary to better meet students' learning needs (The National Staff Development Council: Learning forward)
- Our most recent professional development survey (2013) indicated that the top professional development need of our staff was further training in the Common Core State Standards. Additional training in the Five Dimensions of Teaching and Learning was also chosen as a high need.

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

Measure	Benchmarks for Success
*State Assessments (MSP, HSPE, EOC)	<ul style="list-style-type: none"> <li>• Meet district annual measureable objectives in all categories</li> </ul>
*School Achievement Index	<ul style="list-style-type: none"> <li>• Continued growth in our district-wide average</li> </ul>
Staff Development Survey	<ul style="list-style-type: none"> <li>• We will see less need for professional development in the areas of CCSS and the 5 Dimensions as evidenced by the survey results.</li> </ul>

\* While we are using these existing measures, we understand that they are currently being revised. We will make adjustments as appropriate.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.
- State Assessment Results – MSP, HSPE, EOC. Data will be collected by sub-categories in reading and mathematics to show whether or not the district met its annual measureable objectives.
  - School Achievement Index. The State Board of Education website will be accessed to determine district-level average growth. School level data from the website will be analyzed to determine which schools moved into the next tier of achievement.
  - Staff Development Survey. All certificated staff members will be surveyed in the next three years to evaluate staff development needs. The data from the survey will be analyzed by grade bands to determine if the need for professional development in the area of CCSS and Five Dimensions of Teaching and Learning has been reduced.

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

We will utilize a trainer-of-trainer approach to guide our staff through the content. Trainers will be comprised of 3 to 4 members from each building's staff and a building administrator. Prior to each waiver day, the trainers will meet to develop their own capacity regarding the content and to plan the waiver day with their team. Trainers will then guide the professional development activities in their schools on the waiver day.

General content for the waiver days will be:

- Understanding the Standards for Mathematical Practice and the major shifts of English/Language Arts (CCSS)
  - Speaking and Listening (CCSS)
  - Lesson design and intentional unit planning (CCSS and 5D)
  - Tier II vocabulary instruction (CCSS)
  - Research and technology (CCSS)
  - Student engagement through discourse and intellectual work (5D)
  - Assessment for learning (5D)
6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

We will use the same trainer-of-trainer model to expand our staff development into year two and three. It is our intent to keep the trainers the same over the three year period. Content for subsequent years will deepen staff knowledge in the above areas. Specific content needs will be determined based on staff feedback, but will include a closer look at evidence-based learning, dealing with complex text, and interpretation of the new Smarter Balance assessment results. Since full implementation of the standards and the Five Dimensions will be expected by the third year of the waiver, continued support will be critical to success.

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

The waiver is in direct support of our district goal of Ensuring success for every student by:

- Recruiting and retaining highly effective staff
- Providing professional development to enhance staff effectiveness
- Ensuring that each student has equitable access to effective instructional strategies and rigorous standards-based curriculum
- Using standards-based assessments to make on-going modifications in teaching and learning
- Preparing students for success in college and careers.

This goal was written with the CCSS and Five Dimension Framework in mind. Both reform initiatives expect teachers to use highly effective instructional strategies. The Five Dimensions focus on student engagement, assessment for learning, classroom environment and culture, purpose, and strong curriculum and instructional approaches. The CCSS expect students to achieve at higher, rigorous standards that prepare them for success in college and careers. School and District Improvement Plans are aligned to these district goals.

We are just concluding our three-year cycle with school improvement plans. Beginning in 2013-14, schools and district departments will create new school improvement plans that will be aligned to the above district goals. These will remain in effect for the 3 years of the waiver. The waiver days as well as the half-day release days will support the schools and district in implementing their plans.

Link to School Improvement Plans:

[http://www.mukilteo.wednet.edu/board/BrdPacket/2012\\_13/12\\_11\\_26Packet/SIP\\_BriefingPaper.html](http://www.mukilteo.wednet.edu/board/BrdPacket/2012_13/12_11_26Packet/SIP_BriefingPaper.html)

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

The following groups of individuals were involved in the development of this waiver through attendance in various meetings:

- Teaching and Learning Department (Assessment, Curriculum and Professional Development, Career and Technical Education, Categorical Programs, Special Education, Student Services)
- Instructional Materials Committee (administrators, teachers, parents/community members)
- Staff Development Survey Committee (administrators, union leader, teachers)
- Superintendent's Cabinet (Superintendent; Deputy Superintendent; Communication Specialist; Executive Directors of Business, Facilities, Secondary Education, Elementary Education, Human Resources and Teaching and Learning)
- Secondary and Elementary School Principals

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

We have full openers with our teacher's union this year. Negotiations have not yet begun, but we anticipate a similar calendar to what we have had over the past several years which is listed below:

- # of professional development days in the teacher calendar: 2.5 days for district-directed staff development; 1 day for building-directed activities
- 162 full days of instruction (Elementary has 157 due to conferences)
- 16 early release days (four of which are building directed)
- 5 Elementary conference days
- Other non-instruction time: Teachers have 30 min. before and after the student day and a 30 min. lunch.

Collective Bargaining Agreement Link:

<http://www.mukilteo.wednet.edu/departments/hr/pdfs/MEA-CollectiveBargainingAgreement.pdf>

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

Student instructional days (as requested in application)	178
Waiver days (as requested in application)	2
Additional teacher work days without students*	3
Total	183

\* New Teachers receive two additional days for orientation purposes.

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Required			100%
2	Required		100%	
3	Optional	50%		50%
4	Optional			
5	Optional			
6	Optional			
7	Optional			

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

The three additional days listed above are all prior to the start of school. The equivalent of one day is teacher directed and is not considered professional development. This day occurs before school begins so generally teachers are preparing their classrooms and getting ready for students. Another day is building directed. On this day, building administrators usually provide required training on the school handbook, discipline procedures, sexual harassment and bullying, introduction of new staff, etc. This second day is typically a “nuts and bolts” type of day that is necessary for the smooth operation of the opening of a school, although a part of the day may be used for school improvement planning work. Half of the third day is the only day that is allowed for district-directed professional development. This is not enough time for the district to provide quality training on the two new state initiatives outlined in this proposal.

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

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

### Instructions:

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

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

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

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

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

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

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

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

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

School District Information	
District	Nespelem School District #14
Superintendent	John M. Adkins
County	Okanogan
Phone	509.634.4541
Mailing Address	PO Box 291 Nespelem, WA 99155
Contact Person Information	
Name	Jenny Hare
Title	Programs Facilitator
Phone	509.634.4541
Email	<a href="mailto:jhare@nsdeagles.org">jhare@nsdeagles.org</a>
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes – one building district
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	Six days
School Years	2013-2014, 2014-2015, 2015-2016
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	Four
Reduction	Two
Remaining number of half days in calendar	Two
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes



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

We are committed to increasing the achievement of all of the students in our District. Our Superintendent is providing the consistent and transformational leadership necessary to maintain and sustain this focus. Our Professional Learning Communities stress building relationships with parents and students to increase student motivation to achieve. Teachers focus on the use of specific interventions from our curriculums to create differentiated instructional groups based on data derived from multiple assessments. Teachers identify the intentions of their lessons, measure the success of their teaching, and know where to go next in the curriculum. We are now implementing the new Common Core State Standards (CCSS), which must be addressed across grade levels. We are increasing our use of technology as a student motivator. This requires our staff to understand how to carefully analyze and use data, to create and monitor differentiated groupings within their classrooms, to effectively utilize new technology and motivate their students to higher achievement. To accomplish these tasks our Superintendent has carefully thought out the needs of our staff and students, and has come up with a professional development plan, which incorporates the use of data experts and reading/math/science coaches from NCESD as we analyze MSP, MBAs, Dibels and NWEA data. Technology experts from NCESD comprise a sequential, methodical, and comprehensive program for improvement. We schedule expert data, CCSS, and teacher evaluation training for our proposed waiver days in advance to improve and plan for the individual needs of students. We will follow up with additional consultation and training after each MAP testing window with further data analysis and alterations and modifications suggested by student growth in the new CCSS. Teachers will be provided the assistance they need to create relevant CCSS lessons and to create CCSS rubrics to assess the efficacy of their efforts. **We'll continue to implement our OSPI approved School Improvement Plan with emphasis on TPEP with the Marzano framework, pacing calendars with CCSS/Vocab and assessments, progress monitoring of students, interventions and RTI. The smarter balanced assessment will be added in the future.**

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

We recognize the need for change based on the results of MSP, MBA, Dibels, NWEA (Maps) and CBA data. **We'll also need this waiver time as we prep for the change to the smarter balanced assessment system**

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

All of the achievement data above will be used, but here is a specific example... The NWEA assessment is aligned to the new Common Core State Standards. Reading and Math RIT scores are broken down into the strands identified in CCSS. We will use student scores on the different strands to target specific academic weaknesses, strategically targeting instruction in differentiated classroom groups, before and after school tutoring, and in pull-out interventions. Success will be measured by increasing to 60% the students meeting standard on the MSP in reading and math, and increasing RIT scores to nationally normed levels on the MBA.

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

On proposed waiver days, the teaching staff will carefully monitor growth based on the MSP, MBA, Dibels, NWEA, (administered three times per year) and classroom-based assessments, to measure student scores and adjust interventions as appropriate.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.  
**These are outlined in the Indistar Tool from our OSPI approved School Improvement Plan.**

**Strategy 1:** The use of assessment data to target interventions for struggling students.

**Content:** Identification of students scoring below standard on specific strands in reading and math, science and language usage.

**Processes:** Differentiated grouping based on identified needs of students. Movement of students through curriculum levels with intentional teaching and careful assessment of meaningful learning. Additional intervention, in the form of before and after school programs for those students requiring additional assistance.

**Strategy 2:** Intentional, differentiated teaching methods

**Content:** Teacher awareness of student knowledge, development of intentional lessons and corresponding rubrics to measure student mastery, and differentiated learning models.

**Processes:** Use of the NWEA learning continuum, OSPI resources, curriculum guides, supplemental materials, and experts in curriculum to create lesson plans and rubrics.

**Strategy 3:** Development of an actively engaged, success-oriented, staff with high expectations for all students.

**Content:** Support for shared leadership and decision-making, development of a collective vision for the school, a sharing of ideas and wisdom, and cooperation and support among colleagues.

**Processes:** Professional Learning Communities

**Strategy 4:** Technology as a supplemental and motivational tool

**Content:** Teachers need to view technology as adding diversity to the classroom, allowing students to learn by doing.

**Process:** Teachers will be exposed to a variety of techniques to integrate technology in the classroom through specific training by technology experts.

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

We know that the second-order changes implemented by our Superintendent and staff will not result in immediately dramatic improvement in student achievement. On proposed waiver days, we will continue to emphasize the acquisition of a thorough knowledge of our students' academic progress through analysis of data in conjunction with expert help, and will plan and model (with guidance from NWEA (a learning continuum aligned to CCSS), OSPI, Math Connects consultants, and NCESD Reading, Math, and Science specialists) relevant, experiential lessons targeted to student learning levels.

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

All of the goals, objectives and activities outlined in this application are in our OSPI approved improvement plans which are available in our supporting documents.

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

We are supported in our request for this waiver by all stake holders because we are all in agreement that student achievement is our #1 priority. Annual needs assessments support this position. The methods we are proposing to achieve our goal are supported by the most current educational research, and have proved successful in other schools. We all recognize that the efforts required to achieve this success require considerable time and effort beyond the school day and the assistance of experts to help with analysis of data, creation of differentiated learning models,

development of rubrics measure effective teaching, and the latest technology to motivate and engage students. For these reasons, our community fully endorses this effort.

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

The Collective Bargaining Unit has four half-days to prepare report cards, 50 minutes to plan and organize each day, two early-release days on Thanksgiving and Christmas and 1 day of staff orientation and preparation before school begins.

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

Student instructional days (as requested in application)	174
Waiver days (as requested in application)	6
Additional teacher work days without students	1
<b>Total</b>	<b>181</b>

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

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

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

Additional waiver days are needed because one day at the beginning of the year does not entail the needs of teachers to plan for the needs of students.

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

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

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

We used two waiver days to receive more NWEA training in the many resources and CCSS alignment, with emphasis on a thorough understanding of the relationship between the CCSS and the data gathered, which is inherent in the activities in the curriculum. We analyzed the assessments and interventions available in the program to determine their usefulness. Those faculty not involved in the math curriculum worked on analysis of reading and science data to target student needs. We used two waiver days to get extensive all-staff training from NWEA experts on data analysis and interventions using MAP reports. Two other waiver days were devoted to statistics experts from the NCESD to analyze MAP and MSP data to target interventions for individual students. Another ½ day was used for the analysis of reading assessment data to pinpoint necessary interventions based on student scores. Because we had a change in administration and in strategic planning, direction and educational philosophy, our planned waiver days strictly adhered to our application request. **Our focus now has shifted to our improvement plans with OSPI.**

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

Nespelem School is located on the Colville Indian Reservation, has an almost 80% Free and Reduced Lunch rate, is 99% Native American, and almost without exception, our students have scored well below grade level from Kindergarten through 8<sup>th</sup> grade for many years. Due to our relationship with NWEA, we have started to view our student progress in terms of growth in RIT scores between the Fall and Spring of the school year. The testing process was new to both the staff and the students so we were cautioned not to draw too many conclusions from our first year. Additionally, we had to schedule MAP testing and MSP testing on consecutive weeks in May which probably affected scores, especially for the older students. **Our recent needs assessment from OSPI, the BERC Group and OSPI showed that we are doing the right practices for future progress.**

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

Please see our OSPI approved improvement plans in our supporting documents.

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

Please see our OSPI approved improvement plans in our supporting documents.

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

We have frequent contact with families in this small community. They are often in the building and involved in the Parent Education Committee. We explain our process and procedure for improving academic success through activities on Waiver Days in letters home, at parent/teacher/student conferences, and on our school website.

### 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.



MAILING PO Box 778, Long Beach, WA 98631 | OFFICE 500 Washington Avenue South  
P 360 642 3739 | F 360 642 1298 | WEB [www.ocean.k12.wa.us](http://www.ocean.k12.wa.us)

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

RE: **Application for Waiver From 180-day School Year Requirement**

February 25, 2013

Dear Mr. Archer:

Please find attached materials requesting a waiver from the 180-day school year requirement under RCW 28A.305.140. The materials include:

1. 180 day Waiver Application (includes Part B for renewal of waiver for additional years). Please note that question number #9 under Part A has no question attached. If there is a question, please advise and I will amend this application.
2. Ocean Beach School District Board of Directors Resolution No. 2 - 2012-2013 requesting the waiver.
3. Proposed school district calendar for 2013-2014 including waiver days (August 29 and 30).
4. Summary of collective bargaining agreement with local education association providing information specified in WAC 180-18-050 (1).

Instructions for the application process specify the application must be received by the "State Board of Education at least forty days prior to the SBE meeting at which consideration of the waiver will occur." I don't know if the days are calendar or business days. I have reviewed the website for upcoming meetings. If the days are business days, I would assume our application will be reviewed at the May 8-9 meeting in the Federal Way School District. If, on the other hand, the days are calendar, I would hope the application will be discussed at the March 13-14 meeting in Tumwater.

If I can include additional information that will be helpful in consideration, please call me at 360-642-3739 or I can be reached by email: [mark.hottowe@oceanbeachschools.org](mailto:mark.hottowe@oceanbeachschools.org).

Thank you for your consideration.

Sincerely,

Mark Hottowe  
Superintendent

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

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

School District Information	
District	Ocean Beach School District
Superintendent	Mark Hottowe
County	Pacific
Phone	360-642-3739
Mailing Address	PO Box 778 Long Beach WA 98631
Contact Person Information	
Name	Mark Hottowe
Title	Superintendent
Phone	360-642-3739
Email	mark.hottowe@oceanbeachschools.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in these district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	2
School Years	2013-14 and 2014-15
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	2
Reduction	0
Remaining number of half days in calendar	2
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

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

The purpose of the waiver request is to provide two days before school begins for focused professional development. Staff will engage in peer conversations around the Common Core Standards and alignment of curricula with the standards in literacy, and math. Additionally, staff will engage in focused conversations on the Teacher Principal Evaluation Project. As staff begin the new evaluation system, these two days allow for focused inservice on use of the evidence collection tool, review/familiarity of the criteria (especially 3,6 and 8 for teachers and 3,5, and 8 for Principals- as these most directly relate to student learning).

Finally, our State assessment scores will be available by the end of August and the results will be analyzed. Staff will discuss areas of strength and deficiency. Where there are systemic issues, staff will refine instructional techniques and agree on common interventions. The needs of individual students will be discussed and instructional programs developed to address the student's needs.

The goal of the two days of inservice is to create an instructional focus for the school year with agreement on how we will provide clear and consistent instruction to our students and how we will utilize both summative and formative assessment to inform our instruction. The desired end result is continued improvement of student learning

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

Our State assessment results show we have made progress in several areas, particularly secondary math. However, we have been inconsistent in other areas and grades. Continued analysis of assessment data, both summative and formative, will guide staff to understand where we need to refine our instructional practices and identify students for targeted intervention.

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

We will continue to analyze our state assessment results, as well as formative assessment results (e.g. MAP and Renaissance-STAR) to determine our continued progress toward meeting state requirements and showing continued growth.

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

Evidence to determine whether our goals are achieved are our state assessment scores (MSP and HSPE) as well as the formative assessments we use throughout our system to monitor growth during the school year. As Smarter-Balanced assessments replace current summative assessments, we will increase our attention to these tests and the evidence they provide for improvement of teacher instruction and student learning.

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

We will provide two full days of professional development for staff and principals. Analysis of assessment data by peers will illuminate instructional areas in need of attention. Staff will discuss modifications of instructional strategies and curricular focus to address identified areas. Additionally, staff will utilize the assessment analysis as a vehicle to discuss and understand how the Common Core Standards will be aligned with State assessment and how the new evaluation system will both assist in continuing to improve student learning and hold educators more accountable for student learning growth as measured by both state assessments and agreed upon internal assessments.



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

Assessments, both formative and summative offer continuing opportunities to understand and “drill down” to learn how to further utilize the full extent of the tools to provide focused instruction for individual students. Additionally, Smarter-Balanced state assessments are under development and will replace current State assessments. Our work to efficiently analyze these new assessments will be made possible by use of the waiver days. The new teacher-principal evaluation system is a dramatic change from the current system that has been in effect for over 30 years. Focused time to collaborate as school staffs on the new system will allow for a deeper understanding of participating in the system and a more enhanced product. Finally, developing an understanding of the Common Core Standards, as well as congruent instructional activities is an ongoing process where teachers and students will benefit from the collaboration and conversations in which they will engage during the two full days before school begins.

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

Our district staff has agreed upon a focus that has a fundamental understanding that teacher/principal conversations around learning will be defined as either improvement of teacher instruction or improvement of student learning. We have implemented a Professional Learning Communities (PLC) model that is collaboratively based. The waiver days will be focused on teacher instruction and student learning. Our Title 1 Student Learning Plan is available on our district website.

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

Members of the Ocean Beach Education Association, as well as all Principals and a School Board representative have met to discuss the value of waiver days, how they are used, their benefit to student learning, and where to place them in the school calendar to be most effective. Our School Board, representing the community, voted unanimously to approve the request (see Resolution No. 2-2012-2013 attached).

9.

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

The attached summary, under "Work Year," stipulates the contract will be for 180 days. In section 'B' the contract provides for one half TRI day to be used by the Principal for professional development. Finally, under "Calendar" a three hour early release is granted for Thanksgiving break. The bargaining agreement is silent with regard to other stipulations in WAC 180-18-050 (1).

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

Student instructional days (as requested in application)	178
Waiver days (as requested in application)	2
Additional teacher work days without students	0
Total	180

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

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

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

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

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

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

The waiver days were used as per our application to provide professional development and collaborative opportunities for staff to analyze state assessments to provide focused instruction, learn about and develop instructional strategies and lessons aligned to the Common Core Standards, and begin the process of understanding the new evaluation system, select a framework and begin defining terms and agreeing upon what defines "unsatisfactory," "basic," "proficient," and "distinguished."

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

We saw some growth in several areas of the MSP and HSPE this past fall, particularly in secondary math. Our 8<sup>th</sup> grade scores, which were abysmal, nearly doubled and our EOC scores in geometry were above the state standards. In some areas of the MSP, we fell off from the previous year. Our attention to formative assessment led to a pilot at the middle school with the use of both MAP and Renaissance STAR to gather data on which assessment provides the more relevant and useful information to provide individualized instruction. The elementary schools are using an expanded version of the Renaissance STAR protocol and are finding that it provides enhanced student information to provide for more individualization. We made substantial progress in the new evaluation system. We quickly came to agreement of the selected framework, defined terms and have spent considerable time throughout the year ensuring staff have the tools they need to provide evidence for their evaluation. Finally, Common Core Standards are more often than not, the basis for lesson design in classrooms, largely because we have had time to meet in grade level teams, as well as vertically in disciplinary teams to develop learning targets, lessons, and in class assessments.

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

Our professional growth goals will remain the same as this past year (TPEP, Common Core Standards, and data analysis). What is more clarified is how we arrive at an agenda, what conversation will look like, and a more "flattened" leadership paradigm. Our work with PLC this year has had a profound effect on how we design meetings. As mentioned, we are all in agreement that professional growth opportunities are grounded in collaborative conversations on improvement of teacher instruction and/or improvement of student learning. Our agendas are now established by teams of administrators and teachers and facilitation of meetings is more frequently done by teacher than in the past.

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

Our district lacks the resources to provide for additional paid time for teachers and principals to come together for any sustained amount of time to collaborate and provide professional growth opportunities. We have utilized this time in a judicious manner this year. With our PLC focus, we see more effective, focused, and collaborative use of time together. Renewal of the waiver allows

our district the opportunity to continue with the work we believe has had and will continue to have a substantial impact on teacher instruction and student learning.

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

Our website (e.g. Superintendent message) often contains information on how district staff are using release time to improve student learning. We also provide information in school newsletters and parent conferences.

### 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.

OCEAN BEACH SCHOOL DISTRICT NO. 101

RESOLUTION NO. 2 - 2012-2013

WAIVER REQUEST FOR 180 STUDENT DAY CALENDAR

A RESOLUTION OF THE BOARD OF DIRECTORS of the Ocean Beach School District No. 101, Pacific County, Washington, to request a waiver for students in grades K-12 from the minimum 180-day school year (WAC 180-18-040, 180-18-050) to 178 days, for the 2013-2014 and 2014-2015 school years;

WHEREAS, Ocean Beach School District #101 Board of Directors recognizes that:

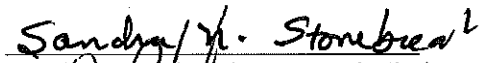
1. Planning time is needed for staff to meet the district's curricular goals and to align the goals with state guidelines for instruction and assessment; and
2. Staff training is necessary for assessment strategies focusing on reading, math and science, the Teacher/Principal Evaluation Project (TPEP) and the new Common Core Learning Standards; and
3. Parent and staff support has been clearly shown for the whole day planning and training through personal contacts and written surveys; and
4. The district meets the required contact time based on the 2012-2013 SPI 1497 Entitlement for Basic Education Allocation; and
5. Full days designated for curriculum development and staff training at the start of the school year are more productive than providing half day early release during the school; and
6. The student contact hours and program offerings exceed state requirements and they will continue to do so with a 178-day school year.

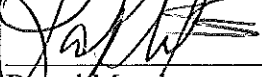
WHEREAS, The Washington State Board of Education has recognized the importance of staff development and has established waivers for restructuring purposes (WAC 180-18-050);

NOW, THEREFORE BE IT HEREBY RESOLVED, by the Board of Directors of Ocean Beach School District No. 101, Pacific County, Washington State, request the Washington State Board of Education to waive the minimum 180-day school year requirement District-wide so that up to 2 full days may be dedicated to staff development; and, that the dates for these days be determined by the Ocean Beach School Board.

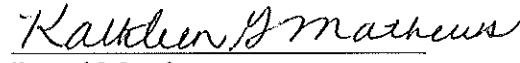
ADOPTED at a Regular Meeting of the Board of Directors of the Ocean Beach School District No. 101 on the 25<sup>th</sup> day of February, 2013.

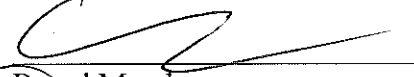
ATTESTED:

  
Sandra Stonebreaker, Board Chairman

  
Board Member

Board Member

  
Board Member

  
Board Member

  
Secretary to the Board

# OCEAN BEACH SCHOOL DISTRICT 2013-2014

**AUGUST 2013**

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25	26	27	28	29	30	31

**FEBRUARY 2014**

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**SEPTEMBER 2013**

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**MARCH 2014**

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**OCTOBER 2013**

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**APRIL 2014**

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**NOVEMBER 2013**

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**MAY 2014**

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**DECEMBER 2013**

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**JUNE 2014**

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**JANUARY 2014**

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**JULY 2014**

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- Non-Student Waiver Days Aug 29 & 30
- Labor Day September 2
- First Student Day September 3
- Veterans Day November 11
- Thanksgiving Early Release Nov. 27
- Thanksgiving Break Nov. 28 & 29
- Winter Break Early Release Dec. 18
- Winter Break Dec. 19 - Jan. 5
- First Day Back January 6
- Martin L Kings B'Day January 20
- No School Feb. 13-14
- Presidents Day February 17
- Spring Vacation Mar. 31 - Apr. 4
- Memorial Day May 26
- Graduation Day June 7
- Last Student Day Early Release June 12
- Last Teacher Day June 12

Conferences - Early Release  
for students

LBE  
OPE  
IMHS

**Contact Information:**  
 District Office: 642-3739  
 Long Beach Elementary: 642-3242  
 Ocean Park Elementary: 665-4815  
 Ilwaco Middle/High School: 642-3731  
 Early Childhood Center: 642-4089

[www.ocean.k12.wa.us](http://www.ocean.k12.wa.us)

For additional questions, concerns or comments email Superintendent Mark Hottowe at [mark.hottowe@oceanbeachschools.org](mailto:mark.hottowe@oceanbeachschools.org)

*The OCEAN BEACH SCHOOL DISTRICT is a safe, respectful and inviting place, where we set high standards and celebrate our achievements, where learning is challenging and engaging, and where we prepare students to lead successful lives as stewards of their world.*

**ECEAP** First Student Day September \_\_\_\_\_  
 Last Student Day May \_\_\_\_\_

**Developmental Preschool** First Student Day September \_\_\_\_\_  
 Last Student Day June \_\_\_\_\_

PART A, Question #10

(WAC 180-18-050) Summary of the Collective Bargaining Agreement with the Local Education Association:

XXII. **Work Year**

- A. The length of a regular educator's contract shall be one hundred eighty (180) days plus any legislatively approved learning improvement days.
- B. The district will provide six and one half (6 ½) TRI days per educator per year...One-half day (former Superintendent's day) will be directed by the principal for professional development activities related to building staff and curricular needs.

XXIII. **Calendar**

- B. Thanksgiving observance for students and staff will begin with a 3-hour early release the Wednesday before and include the Friday following Thanksgiving.

Old Capitol Building, Room 253

P.O. Box 47206

600 Washington St. SE

Olympia, Washington 98504

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

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

**Instructions:**

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

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

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).



The application must also include, at a minimum:

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

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

Jack Archer

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

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

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

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

School District Information

District

Superintendent

County

Phone

Mailing Address

Riverside #416

Roberta Kramer

Spokane

(509) 464-8203

34515 North Newport Highway

Chattaroy, WA 99003

- Contact Person Information

Name	Roberta Kramer
Title	Superintendent
Phone	(509) 464-8203
Email	<a href="mailto:roberta.kramer@rsdmail.org">roberta.kramer@rsdmail.org</a>

- Application type:

New Application or Renewal Application	Renewal
---	---------

- Is the request for all schools in the district?

Yes or No	Yes
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If no, then which schools or grades is the request for?

- How many days are being requested to be waived, and for which school years?

Number of Days	2
School Years	2013-14, 2014-15, and 2015-16

- Will the waiver days result in a school calendar with fewer half-days? NO

Number of half-days before any reduction	4
--	---

Reduction	0
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Remaining number of half days in calendar	4
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- Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?

Yes or No	YES
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1. What are the purpose and goals of the Waiver?

The purpose of the first Waiver Day (day prior to the first student day) is to provide training and dialogue for all district staff. It is a once a year time when all staff convene in a large group setting and are presented with the yearly school board and district goals, introduction of new staff, building changes, health and safety protocol, etc. A district goal will be that all staff understands the yearly goals, safety and health protocols and how they relate to their position and responsibilities. Because our district will be a pilot program for the new teacher evaluation system next year (TPEP), the goal will be for the district TPEP leadership team to introduce the pilot program and work towards an understanding for all staff of the scope of the system. Because Washington state is changing to the Common Core State Standards (CCSS), there will be information and dialogue on the timeline and work involved for this implementation.

The second Waiver Day (at semester break time) purpose will be to have all teachers work together in a large group setting as well as have dialogue in subject or grade level groups towards the goals for the day. The goals will be for all certificated staff to understand how the Marzano Instructional Framework will be incorporated into the pilot teacher evaluation system and how the Common Core State Standards will integrate with the current curriculum and modify the grade level expectations used in district. Since the introduction at the first Waiver Day, the focus will be on using large group instruction to provide a deeper understanding of the 42 criterion that are part of the evaluation system. At this time, the pilot program will continue to move forward and staff will help integrate evidence related to the instructional framework. Staff will be also be examining evidence that is collected throughout the year. There will also be time for grade level and subject level staff to examine and compare the Common Core State Standards to what is currently being used. The Common Core Standards affect how you teach, more than what you teach, so the Common Core Standards are woven within the instructional framework. Through the Waiver Day activities, the overlying goal will be that teacher effectiveness and student achievement will be improved. Further, as a result of the Waiver Days, staff will be equipped to move seamlessly between the Instructional Framework and Common Core State Standards. This will be critical as we move ahead so that they see the CCSS as the “what” and TPEP as the “how” related to instruction and assessment.

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

- A. 2010, 2011 and 2012 state disaggregated test scores
- B. State Board of Education Achievement Index, 2012
- C. District level assessments, fall and spring, 2012 and 2013

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

Riverside continues to use standards-based district assessments that provide more in depth information about student learning and teacher effectiveness. Dialogue based on the examination of the current assessment data will continue to be tracked and compared to the previous school year. Each school Improvement plan is the work of building level staff who intensely examines the data available at their level and subject on a student-by-student basis. Measurement of growth, as set by the SIP teams, will be identified. Reading and Math assessments continue to be refined to define points of progress throughout the school year. Riverside took part in the national level Smarter Based online testing pilot and gained valuable information regarding the format and impact of online assessment and related impacts to instructional delivery and embedded assessments.

Staff participation in book studies continues to grow and has been focused on using books that will improve understanding as the district moves into the Marzano Instructional Framework as well as the Common Core State Standards.

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

Each school annually reports student academic achievement to the Board of Directors. Within this report will be the review of collected data at the state and district assessment levels. The work done on the two Waiver Days will also be reflected in these reports. Each school will be able to present their progress towards a working understanding of the new teacher evaluation system as well as the work started in changing to the Common Core State

Standards. Principals will be able to provide evidence of the usage of the new Marzano Instructional Framework by all teachers. Administrators will be able to observe staff during instruction to note the depth of understanding of this teaching tool. Staff meetings will center on implementing this tool for teaching effectiveness and growth. The pilot study (TPEP) teachers will provide an abundance of information as the administrators move into the new evaluation system. There will be data collected along the way as the TPEP is implemented. Each school's grade level and subject level teams will be required to report progress and reflection as they move towards the implementation of the Common Core State Standards. In addition, principals will openly share their evaluation process and evidence with their staffs to offer transparency and demonstrate the inter-related nature of TPEP.

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

The two main focuses of the Waiver Days will involve the TPEP pilot evaluation system and the move towards the Common Core State Standards. The first Waiver Day will include a presentation by the TPEP pilot team in large group instruction. There will be group activities as each staff member is able to look at the criterion that will be part of the new evaluation system. At length discussion of these components will include all staff, as para professionals will be a support in the classroom. New methodology of instruction will evolve. The Common Core Standards implementation is a several year process. The introduction of new grade level expectations will involve study by staff in subject or grade level meetings. Determining the time needed to teach the new standards and whether the current curriculum will suffice, will be a lengthy process. Our district is fortunate that we will have a Marzano Instructional Framework Specialist among our staff that will be available to support and extend our work.

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

The TPEP program is a pilot program for 2013-14 and the district has already identified staff that will be placed on the new system in the subsequent years. The TPEP training and dialogue will be a continuing process for several years

as the level of understanding becomes more fluent and manageable. The switch to the Common Core Standards will also be a multi-year process, as there will be multiple tasks to complete in order to manage this new system.

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

A link to the school improvement plans is included: \_\_\_\_\_ The district continues to develop and refine the culture of learning, the professional learning community, the instructional framework and all the components supporting increased student achievement. The District Strategic Plan and the building level School Improvement Plans work together to improve teacher effectiveness and improve student achievement; especially as we move towards a new teacher evaluation system and we move towards the rigorous Common Core Standards.

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

A. The district-wide Calendar Committee, consisting of certificated, classified and administrative staff, parents and students met and supported the Waiver Day application and the activities that would be implemented.

B. Labor Management meetings have involved discussions on the benefit of the Waiver Days and support the process as evidenced by the support letters from classified and certificated union leaders

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C. The district Leadership Team recognizes the need for the Waiver Days, and the opportunities they provide for achieving the unfunded state mandates. Through the Washington Leadership Academy, the identified Problem of Practice has helped the district and schools focus more intensely on teaching effectiveness and student achievement.

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

Professional Development days include only 1.5 at the school level. There are 10 late start days. There are 7 early release days, which include two for parent-teacher conferences. There are 158 full instruction days.

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

Student instructional days (as requested in application)	175
Waiver days (as requested in application)	5
Additional teacher work days without students	10
Total	190

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional		1.5	8.5
2	Optional			
3	Optional			
4	Optional			

- 5 Optional
- 6 Optional
- 7 Optional

Check those that apply

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

The Collective Bargaining Agreement does not allow for time that is district-directed, which would include the School Board and district goals implementation, the district directed Common Core State Standards and the district-wide TPEP pilot program. As the district looks at the implementation of the TPEP and the Common Core State Standards, the need for time with staff from all grade levels is essential.

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

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

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

The four conference days used in the fall and the spring were carried through as planned. As discussed in the administrative meetings, the school board meetings and Calendar Committee meeting, participation level was impressive and encouraging for continuance of this format. Parents enjoyed the schedule flexibility and teachers liked being able to have longer conferences if needed.

The other Waiver Day (day before students started school) met the goals as planned. Being able to have all district staff together in a large group setting



was instrumental for all staff to understand the district level goals, the district-wide logo, the health protocol and responsibilities and the introduction of the instructional framework. The introduction of the instructional framework and the problem of practice as identified through the Washington State Leadership Academy provided training and dialogue in a large group setting. With everyone working in groups, the activities of the day also supported the Professional Learning Community goals.

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

Riverside continues to use standards based district assessments that provide more in depth information about student learning. Dialogue based on the examination of the current assessment data was tracked and compared to the previous school year. Measurement of growth, as set by the SIP teams, was identified.

Large group instruction was successful in communicating the goals of the district. Staff was assigned to tables with mixed grade and subject levels. A variety of assignments were given out and staff shared their responses. The district's new logo, "Inspiring the Next Generation to Greatness", was introduced, along with an activity that all staff participated in. A new district policy was presented to the staff. ESD 101 presented training on the instructional framework. Staff was able to get clock hours for their participation. Feedback after the Waiver Day provided information and enthusiasm, as the staff responded positively regarding the activities and information that was presented.

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

Changes are being made to focus on the T-Pep state evaluation system, since Riverside will be piloting the program this upcoming school year. The beginning stages of implementing the Common Core Standards will also begin next fall. These two systems will require all the time and effort available for staff to progress and become fully engaged and understand their responsibilities. Because of the immensity of understanding these systems, two Waiver Days are requested, instead of one.

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

It is absolutely essential that teachers and staff have time to fully understand the changes that are taking place in education and how they will impact them as teachers and how they will improve student achievement. The introduction of two important systems—T-Pep and Common Core Standards, will require a large effort on the district and schools' part to be successfully implemented.

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

The district website continues to provide timely information about staff development and student achievement. Each school provides a weekly newsletter to parents relating to student achievement and activities. Parent/Teacher conferences are very successful in communicating each student's individual success and needs. Presentations to the School Board also provide information to the public on each school's academic progress. The creation of this Waiver Day request involved administrators, teachers, classified staff, parents and students to create a plan and then present it to the School Board.

## 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.

Jeff Vincent, *Chair* • Randy Dorn, *Superintendent of Public Instruction*  
Kevin Laverty • Phyllis Bunker Frank • Elias Ulmer  
Bob Hughes • Dr. Kristina Mayer • Matthew Spencer • Cynthia McMullen JD

Mary Jean Ryan • Tre' Maxie • Connie Fletcher • Judy Jennings

Ben Rarick, *Executive Director*  
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us) • [www.sbe.wa.gov](http://www.sbe.wa.gov)

**Seattle School District No. 1**  
**Addendum to Professional Development Waiver Application**

Part A

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

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

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

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

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

Seattle Public Schools Teaching and Learning Department has developed a cross-departmental, multi-year professional development plan designed to support principals, teachers and instructional assistants in the integration of standards, high quality instruction and assessment toward the goal of achieving equity for all students. This plan outlines focused, collaborative supports that provide a roadmap to further the implementation of the four Seattle Public School initiatives: Common Core

State Standards (CCSS), Equitable Access Framework, Professional Growth and Evaluation (PG & E), and Multi-Tiered System of Supports (MTSS). Integration is a major emphasis of the plan both vertically, pre-K – 12, and horizontally across disciplines, specialties and departments. Seattle Public Schools is focused on professional development as a way of working to eliminate the opportunity gap. PD sessions are scheduled to address the above four initiatives as well as the diverse needs of individual schools. The proposal is to provide professional development at the district level on the three waiver days and school based PD during the three additional contract days. The additional PD days are needed to ensure that both the district and building initiatives can be targeted with consistency and fidelity.

#### Part B

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

Seattle Public Schools has created a multi-year professional development plan that supports the implementation of the four SPS initiatives, Multi-Tiered Support Systems, Professional Growth and Evaluation, Race and Equity Framework and Common Core State Standards. The plan promotes sustainability by identifying the unifying themes among the initiatives as district-wide priorities for professional development. The proposed PD plan builds internal capacity through leveraging current resources and investments and building multiple levels of leadership at the district and building level. In the past the professional development waiver days have been left up to each building's discretion. Under the current plan, the 3 waiver days are at the discretion of the district for the purpose of assisting schools in meeting the district initiatives and the three contract days are maintained for building-based professional development.

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

The SPS professional development plan integrates all of the four initiatives and implements job embedded practices, but there still remains a great deal of PD necessary to meet the needs of a diverse student population. The three waiver days provide both district and building level opportunities to share professional practices and ongoing growth opportunities that are needed to effectively integrate PG and E with the implementation MTSS and Common Core State Standards. These days will ensure equitable access and equity for all students while still allowing days for schools to individualize their PD to their communities. With the shift of the PD waiver days to district focused work, the level of accountability increases by ensuring the fidelity and consistency of professional development content across the district.

## 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. <i>School District Information</i>	
District	Seattle School District No. 1 ("SPS")
Superintendent	Jose Banda
County	King
Phone	(206) 252-0167
Mailing Address	PO Box 34165 Mail Stop: MS 32-150 Seattle, WA 98124-1165

2. <i>Contact Person Information</i>	
Name	Michael Tolley
Title	Interim Assistant Superintendent for Teaching and Learning
Phone	(206) 252-0150
Email	mftolley@seattleschools.org

3. <i>Application Type</i>	
New Application or Renewal Application	Renewal. Prior application for parent/teacher conference waivers approved by the State Board of Education for 2 years on March 10, 2011.

4. <i>Is the request for all schools in the District?</i>	
Yes or No	Yes
If no, then which schools or grades is the request for?	Elementary Schools and K-8s are seeking 3 waiver days for parent/teacher conferences. Middle School and High Schools are seeking 1 waiver day for parent/teacher conferences.

5. <i>How many days are being requested to be waived and for which school years?</i>	
Number of Days	3 – Elementary Schools and K-8s 1 – Middle Schools and High Schools
School Years	2013-2014, 2014-2015, and 2015-16.

6. <i>Will the waiver days result in a school calendar with fewer half-days? Yes</i>	
Number of half-days before any reduction	The 2010-2013 collective bargaining agreement between SPS and the Seattle Education

	Association (the Certificated Non-Supervisory Employees Unit), contains five ½ day early releases.
Reduction	Utilizing full days for parent teacher conferences reduces the need for additional half days. Prior to requesting full-day conferences, elementary schools utilized 7 additional half early dismissals days to hold conferences. If this waiver request is not granted, SPS would be required to add seven additional half-day schedules to the school year calendar. For a middle or high school that has utilized a parent/teacher conference day the waiver will eliminate two half-days.
Remaining number of half days in calendar	Five early release days are contained in the 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit. These days are listed on the master schedule each year. The collective bargaining agreement for days beyond the 2012-13 school year has not yet been negotiated.

<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. The District satisfied the 1,000 annual average hours of instruction during the past waiver period. The 1,000 annual average instructional hours were satisfied with both the professional development and parent/teacher conference waivers. The District will again be able to meet the annual average of 1,000 hours of instruction for the 2013-2014, 2014-2015, and 2015-16 school years.

<i>8. What are the purpose and goals of the waiver?</i>	
<p>The purpose and goals of this waiver is to:</p> <ul style="list-style-type: none"> <li>• Authentically engage families as partners in student learning while at the same time <ul style="list-style-type: none"> <li>– Protect instructional time.</li> </ul> </li> <li>• Eliminate schedule changes and disruption (e.g., changes in PCP and specialist schedules) for teachers and students.</li> <li>• Allow teachers to focus on teaching when teaching and conferencing when conferencing.</li> <li>• Maintain the focus on teaching and learning for an additional week each year.</li> <li>• Allows for more meaningful parent/teacher dialogue with more time available for longer conferences.</li> <li>• Reduces the burden on families to provide alternative childcare arrangements in odd</li> </ul>	

increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules.

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

A link to the District's Strategic Plan is below. The District is in the process of revising the Strategic Plan and hopes to have this completed by July 2013.

[Strategic Plan](#)

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

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

The student achievement data can be found at this link: [Data & Reports Page](#)

A link to the District's web site on MAP follows: [SPS MAP Information](#)

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

The measure for success is that SPS wants to increase family participation in parent/teacher conferences when conferences are offered. The District has set a goal of 90% participation. Moving forward, the District will collect aggregate data from schools to calculate the number of families that participated in parent/teacher conferences.

The District will utilize an upward trend in parent/teacher conferences to benchmark success toward meeting that goal.

(Please see responses to questions 16 and 19)

*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 parent/teacher conferences support academic achievement:

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



- MAP Data;
- Individual School Reports;
- Five Year District Scorecard; and
- School Climate Survey.

A link to individual school reports: [School Reports](#)

The student achievement data utilized by the District can be found at this link: [Data Site](#)

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

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

*13. Describe the innovative nature of the proposed strategies.*

Parent/teacher conferences are an established tool to increase parental involvement in a meaningful way. Full days for conferences, versus seven half days allows schools to maintain routines and structures that can be critical for students' academic success. Half days can be disruptive to school routines and therefore to student learning. This waiver is an effort to limit the number of half days SPS uses.

*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 three full days of parent/teacher conferences, rather than seven early release 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 3-day plan provides families with broader options for child care, release from work, and family time.

*15. Describe how the waiver directly supports the District and/or school improvement plans? 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 parent/teacher waiver request directly supports the family engagement goal in the District's Excellence for All strategic plan.

A link to the District's Strategic Plan is below: [Strategic Plan](#)

Individual schools also include family engagement in their Continuous Family Plans.

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

A working group of District administrators met to develop the waiver request. The unions that represent the teachers, paraprofessionals, office staff personnel, food service, custodians, security specialists, and principals have been contacted. In addition, the District adopted the “Excellence for All” strategic plan in June 2008. The strategic plan was developed with input from thousands of teachers, principals, District staff, families, students, and community stakeholders, which included a component for family engagement. Lastly, District staff conducted a parent survey on whether they preferred the three full-day or seven one-half day conference schedule for parent/teacher conferences. The survey closed on January 11, 2013. 3550 parents/guardians participated in the survey. 93.5% of those who participated indicated that they preferred the three full-day conferences model over the seven one-half day conference model.

17. *Provide details about the collective bargaining agreements, including the number of professional development days (District-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.*

The 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit contains a requirement for 3 calendar waiver days for professional development and a requirement for 5 half days for school-wide professional development. Under the supplemental responsibility contract for 2010-13, five additional TRI days were provided to staff, to be used in part for classroom preparation, building business, and District/school based professional development. [CBA Language](#)

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?*

Yes, SPS used the waiver days as previously requested for parent/teacher conferences.

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

87.3% of Elementary/K-8 school principals who responded to a survey reported a 90% or higher parent participation rate in the waiver day parent/teacher conferences, with 36.2% of schools having a 100% participation rate. In the same survey, 97.9% of principals stated they would prefer to continue using the 3 full waiver days for parent/teacher conferences.

69.1% of the elementary and K-8 principals responded to the survey.

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

Parents and the community are informed of SPS waiver days through the District web site, individual school sites, and various other communications. The District calendar lists the parent/teacher conference days. In addition, school reports provide documentation specific to each school site.

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. <i>School District Information</i>	
District	Seattle School District No. 1 ("SPS")
Superintendent	Jose Banda
County	King
Phone	(206) 252-0150
Mailing Address	PO Box 34165 Mail Stop: MS 32-150 Seattle, WA 98124-1165

2. <i>Contact Person Information</i>	
Name	Michael Tolley
Title	Interim Assistant Superintendent of Teaching and Learning
Phone	(206) 252-0150
Email	mftolley@seattleschools.org

3. <i>Application Type</i>	
New Application or Renewal Application	Renewal. Prior application approved by the State Board of Education for 2 years on March 10, 2011.

4. <i>Is the request for all schools in the District?</i>	
Yes or No	Yes
If no, then which schools or grades is the request for?	

5. <i>How many days are being requested to be waived and for which school years?</i>	
Number of Days	3
School Years	2013-2014, 2014-2015, and 2015-16.

6. <i>Will the waiver days result in a school calendar with fewer half-days? Yes</i>	
Number of half-days before any reduction	The 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association (the Certificated Non-Supervisory Employees Unit), contains five half day early releases.

Reduction	Utilizing full days for professional development reduces the need for additional half-days. The 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit contains a requirement for 3 calendar waiver days for professional development. If this waiver request is not granted, SPS would likely be required to add additional half-day schedules to the school year calendar. Thus, granting the waiver request would prevent the addition of six additional half days. A link to the employee calendar: <a href="#">Employee Calendar</a>
Remaining number of half days in calendar	Five early release days are contained in the 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit. These days are listed on the master schedule each year. A link to the employee calendar: <a href="#">Employee Calendar</a>

<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. Most recently, SPS was granted a 3-day waiver for professional development for 2 years. The District satisfied the 1,000 annual average hours of instruction during the most recent 2-year waiver period. The 1,000 annual average instructional hours were satisfied with both the professional development and parent/guardian/teacher conference waivers. The District will again be able to meet the annual average of 1,000 hours of instruction for the 2013-2014, 2014-2015, and 2015-16 school years.

<p><i>8. What are the purpose and goals of the waiver?</i></p> <p>The purpose of this waiver is to support the District's strategic plan, "Excellence for All" (hereinafter "Strategic Plan") by providing District staff with 3 professional development days. The Strategic Plan was adopted by the District's School Board in June 2008 and is currently being revised to be implemented in June 2013. In the Strategic Plan, the District holds itself accountable for achievement and growth at all levels from Pre-Kindergarten (Head Start) through 12th grade. Success will be judged by both closing the achievement gap and</p>
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accelerating learning for all students. The District's work is aimed at creating a system that supports 100% of our students in meeting or exceeding expectations and where 100% of our students graduate prepared for college and career readiness.

It is the goal of the Strategic Plan to ensure excellence in every classroom including:

- Development of teaching & learning framework
- Overhaul of student discipline structures
- Implementation of Common Core Standards
- Development of equitable access framework: Phase I
- Evaluation of Special Education Service Delivery Model
- Bringing teacher and principal professional growth & evaluations (PG&E) to scale
- Development & implementation of student support strategies/MTSS
- Implementation of IB at Rainer Beach
- Development of technology strategic plan
- Expansion of Skills Center (CTE)

The goal of professional development is to improve student achievement by enabling every staff member to develop the knowledge, skills and behaviors for improving instruction. While educators can, should, and do continually improve their skills through self-improvement efforts, systematic change requires collective and sustained efforts. A comprehensive professional development plan promotes student achievement by providing staff with directed and ongoing Professional Development aligned with the major standards, SPS and building goals. This alignment focuses efforts to provide systemic improvement. Staff participation in professional development increases the probability that SPS will develop the capacity to prepare every student for college and career readiness.

### **Essential Elements of Professional Development**

All professional development provided for SPS employees will incorporate Essential Elements, practices and tools intended to build teacher capacity in improving student achievement. Essential Elements identified by SPS are:

- Equity and Access
- Charlotte Danielson Framework for Teaching
- Common instructional vocabulary
- Family and community engagement
- Technology integration
- Classroom management
- Differentiation strategies to support the range of learning needs in our schools
- English Language Learner (ELL)
- Special Education
- Early Learning
- Advanced Learning
- Interventions/Accelerations (MTSS)

**Attributes of Successful Professional Development, as defined by Learning Forward (formerly National Staff Development Council)**

- Comprehensive, sustained and intensive approach
- Fosters collective responsibility
- Aligned with rigorous state student academic achievement standards
- Conducted among educators at the school and facilitated by well prepared professionals
- Occurs several times per week among established teams
- Evaluates need based on a review of data-progress monitoring
- Defines a clear set of educator learning goals based data analysis
- Achieves educator learning goals by implementing coherent, sustained, and evidence-based learning strategies
- Provides job-embedded learning
- Regular assessment of the effectiveness of the professional development
- Informs ongoing improvement

A link to the District's Strategic Plan is below: [Strategic Plan](#)

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

The District reviews multiple test scores/measures over a period of time to assess student achievement. After reviewing student academic trends, the purpose of professional development is to differentiate training sessions to target instruction to areas that are necessary and appropriate for particular staff and student populations. The District's Joint Professional Development Steering Committee ("JPDSC") will monitor professional development activity. This committee will review data to appropriately plan courses for the following school year.

Summary of 2012 district test scores:

In 2012, Seattle students met or exceeded standard on the state exams at a higher rate than the statewide average in every tested subject in grades 3-8. Significant gains were made, for example, in upper elementary reading with a 4.6 percentage point increase in 4th grade and a 2.4 percentage point increase in 5th grade. Strong gains were achieved in mathematics with increases ranging from 1.8 to 4.4 percentage points in grades 3 through 8. Pass rates for Algebra and Geometry EOC exams also increased over the previous year. Nonetheless, overall proficiency rates in most cases remain well below targets established in the district strategic plan. The District wants to utilize professional development to systematically address these gaps.

The professional development calendar is adjusted annually based on academic trends.

The Instructional Services Department is in the process of developing a system for determining the effectiveness of professional development as it relates to a change in instructional practice and increases student achievement outcomes.

The student achievement data can be found at this link: [Data & Reports Page](#)

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

The student achievement data utilized by the District can be found at this link:

[Data & Reports Page](#)

In addition to the data described above, the District also uses the Measures of Academic Progress (“MAP”) as a tool to assess student progress in math and reading.

A link to the District’s web site on MAP follows: [SPS MAP Information](#)

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 academic goals were attained:

- MSP/HSPE Data (District and School level data);
- MAP Data;
- Individual School Reports;
- Professional Growth and Evaluation (PG&E) Implementation; and
- Five Year District Scorecard.

A link to individual school reports: [School Reports Page](#)

The student achievement data utilized by the District can be found at this link:

[District Scorecard](#)

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

The District has a teacher professional development plan. The comprehensive professional development plan promotes student achievement by providing staff with directed and ongoing PD aligned with the major state, SPS, and school based goals. The content for this plan and for approved professional development is determined by student and teacher needs. For more details please see the response to Question No. 8.

A link to the District’s professional development plan is below:

[District's Professional Development Plan](#)



13. *Describe the innovative nature of the proposed strategies.*

The SPS professional development plan supports the District's innovative teacher collective bargaining agreement where student academic achievement and teacher goals are tied together. Implementation of the District's Professional Growth and Evaluation system is ground breaking. This evaluation system relies on a structure of professional development for staff through professional learning communities that support teacher growth through reflective practice with peers.

An important component of this evaluation system is strategic and intentional professional development; obtaining this waiver is key to the success of professional development and new evaluation system.

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's Professional Development Plan is reviewed at least annually to ensure professional development offerings are necessary, appropriate and aligned to the needs of the staff and student population. Student performance data is reviewed to identify any new needs and to help assess the success of the professional development activities is informed by student performance data. A Joint Professional Development Steering Committee (JPDSC) monitors professional development activity. A committee will conduct an evaluation at the end of the academic year in order to appropriately plan courses for the following school year.

A link to the District's professional development plan is below:

[District's Professional Development Plan](#)

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 waiver request directly supports the ability to offer professional development that is aligned to District and school improvement plans.

A link to individual school reports: [School Reports Page](#)

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

A working group of District administrators met to develop the waiver request. The unions that represent the teacher, paraprofessionals, office staff personnel, food service, custodians, security specialists, and principals have been contacted about this waiver request.

In addition, the District adopted the “Excellence for All” strategic plan in June 2008. The strategic plan was developed with input from thousands of teachers, principals, District staff, families, students, and community stakeholders; Excellence for All includes a component for professional development. Professional development days are included in the 2010-2013 collective bargaining agreement between SPS and its teachers, which was approved by the Board of Directors. The Board of Directors is working on a new strategic plan that should be completed by July 2013.

*17. Provide details about the collective bargaining agreements, including the number of professional development days (District-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.*

The 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit contains a requirement for 3 calendar waiver days for professional development and a requirement for 5 half days for school-wide professional development. Under the supplemental responsibility contract for 2010-11, five additional TRI days were provided to staff, to be used in part for classroom preparation, building business, and District/school based professional development. [CBA Language](#)

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?*

Yes, SPS used the waiver days as previously requested for professional development.

Waiver days were used as follows:

- Curriculum alignment – Schools pair up to review content areas and alignment for proper academic progression;
- Professional development classes – Staff have received instruction in classroom management, culturally relevant practices, a writer’s workshop, IEP plans, and content area refreshers (e.g., math for non-math majors, particularly in the elementary levels);
- Cultural competency training;
- Group or department examination of student work for instructional planning purposes;
- Home visits where teachers go to the homes of families;
- Student assessments by teachers; and
- School development of instructional strategies.

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

The District had a goal of using professional development in target areas, such as classroom management, culturally relevant training, home visits, student assessment, and developmental instructional strategies, with an overall goal of changing instructional practices for the purpose of increasing student academic achievement. The District acted on each of the professional development goals listed in the answer to Question No. 18. It is challenging to make a sole connection between professional development and increases in student achievement, such as the positive outcomes shown in middle school performance overall. However, best practices and research demonstrate that importance of professional development in student achievement.

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

Parents and the community are informed of SPS waiver days through the District web site, individual school sites, and various other communications. The District calendar lists the professional development days. In addition, school reports provide documentation specific to each school site.

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.

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