



# THE WASHINGTON STATE BOARD OF EDUCATION

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

<b>Title:</b>	<b>Option One Basic Education Waiver Request</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>	<p>Will the proposed 180-day waiver improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district, as provided in WAC 180-18-040?</p> <p>Does the waiver request meet the evaluation criteria specified in WAC 180-18-040?</p>	
<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>Edmonds School District requests a waiver of five days from the 180-day school year requirement for the 2014-15, 2015-16 and 2016-17 school years. The purpose of the proposed waiver is professional development of staff, focused on implementation of the new teacher evaluation system and Common Core State Standards. The request is for renewal of a waiver granted in 2011 that expires with the 2013-14 school year. The district states that it will meet the annual instructional hour offerings required by RCW 28A.150.220(2) in each of the school years for which the waiver is requested.</p> <p>In your packet is a memo summarizing the waiver request, the district's waiver application, an evaluation worksheet, and a copy of WAC 180-18-040.</p>	



## **BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUEST**

### **Policy Consideration**

The State Board of Education has a request from one school district for a waiver under RCW 28A.305.140 of the basic education requirement to make accessible to all students a minimum of 180 days per school year. The request is for each of the next three school years, for the purpose of professional development of staff.

SBE staff have reviewed the waiver application, with reference to the criteria for evaluation in WAC 180-19-040, and provided it to the Board for its consideration. The application is included in your packet, with supplemental documents. The Board will consider whether to approve the district's request.

### **Summary**

Edmonds School District requests a waiver of five days for school years 2014-15, 2015-16 and 2016-17 for the purpose of professional development of staff. The request would continue for another three years a waiver granted by the Board in March 2011 that expires at the end of the current school year. Without renewal of the waiver, the district says, it would have to increase the number of half days on its calendar from the present two to 12, in order to conduct the same level of professional development activities.

The stated purpose of the waiver is training of certificated staff to implement (1) Student Growth components of the new teacher evaluation system, and (2) Common Core State Standards for instruction. The district states that the five days requested are essential to the year-long effort by staff, through professional learning communities (PLCs), to make the needed adjustments to instruction. It says it's found that fewer and longer blocks of time are more effective for teachers to meet in PLCs than in shorter, more frequent blocks of time.

The goals of the waiver are motivated by student achievement data from MSP, HSPE and EOC exams, as well as local assessments. The district is most concerned about the performance of its ELL and Special Education students, as well as students in Grade 8, in both reading and math. The application includes achievement goals in reading and math, and lists the district-wide assessments that will be used to show whether the goals are attained.

The district states in the renewal part of the application that it has seen overall growth in student performance, but still has work to do to close the achievement gap and improve learning for all students. It says that student performance shows a three-year upward trend at the district level for several grades, subjects and subgroups that exceeds performance at the state level. It points in particular to improvement in state assessment scores of Hispanic students in spring 2013 in comparison to spring 2010.

As in the prior waiver, the proposed new waiver will be used to provide time for staff to meet improvement goals set out in Edmonds' school and district improvement plans, working through professional learning communities. The only proposed change under a renewal is the focus on the Student Growth components of the new teacher evaluation system and on study and implementation of Common Core.

Edmonds affirms in its application that, if approved, it will meet the required instructional hour offerings of RCW 28A.150.220(2) for each of the school years for which the waiver is requested. Beginning with the 2014-15 school year, the instructional hour requirements are increased from a district-wide average 1,000 hours to 1,080 hours in each of grades 7-12 and 1,000 hours in each of grades 1-6. In communication with staff, the district says it will need to make adjustments in its secondary school day to meet the requirements, and is considering options to achieve that.

### Summary of Option One Waiver Application

District	School Years	Waiver Days	Purpose of Waiver	Student Instruc. Days	Additional Teacher Days w/o Students	Total Teacher Days	Reduction in Half-Days	New or Renewal
Edmonds	2014-15 2015-16 2016-17	5	Professional Development	175	6	180	0	R

### Background

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

The requirements for Option One waiver requests and criteria for State Board evaluation of the requests are set forth in WAC 180-18-040 and 180-18-050. A district requesting a waiver must provide, together with the waiver application and school board resolution, a proposed school calendar and a summary of the collective bargaining agreement with the local education association. The Board may grant waiver requests for up to three years. There is no cap on the number of days that may be requested. Districts granted 180-day waivers must still meet the instructional hour requirements for basic education set out in RCW 28A.150.220(2).

### Action

The Board will consider whether to approve the district application 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

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	Edmonds
Superintendent	Nick Brossoit
County	Snohomish
Phone	425-431-7001
Mailing Address	20420 68 <sup>th</sup> Avenue W Lynnwood, WA 98036
Contact Person Information	
Name	Debby Carter
Title	Executive Director, Human Resources
Phone	425-431-7012
Email	<a href="mailto:carterd@edmonds.wednet.edu">carterd@edmonds.wednet.edu</a>
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	5
School Years	2014-15, 2015-2016, 2016-17
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	12
Reduction	10
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?

Our purpose and goals for the waiver days are to provide time for our staff to implement the Student Growth components of the new teacher evaluation system and align those goals with improvement goals identified within our school and district improvement plans.

We believe the most important use of Student Growth Data is to guide and shape instruction to improve student learning. We believe both qualitative and quantitative data serve a purpose in improving instruction. We believe effective teachers:

- Use what they know about their students to guide instructional practice.
- Use data for in the moment, short-term and long-term instructional decisions.
- Use data to drive decisions for whole class, small groups of students, and for individual students.
- Are able to provide examples of how they use student growth data by establishing a base-line, starting point, or pretest, and then after teaching/learning, measure student learning against the learning targets.
- Help students understand the criteria for assessment.
- Provide timely feedback to students that is specific and provides students the guidance they need to improve their performance.
- Collaborate around designing assessments measures, monitoring and analyzing student learning data, and planning for improving student learning.

In addition, over the next three years, staff will be studying and implementing the Common Core State Standards (CCSS). This work is critical for teachers to be able to align their understanding of the expectations of the teacher evaluation system, including their growth goals, as well as expectations for students as will be measured by the Smarter Balanced Assessment (SBA).

We use the construct of *professional learning communities* (PLCs) to guide our learning toward these goals. District leaders and principals develop the plans that our professional learning communities follow. During the waiver days our teachers work in *professional learning communities* (PLCs) on the following goals:

1. Routine study of the standards students are expected to master, and alignment among the standards, instructional practices, curriculum, and assessment.
2. Routine review of student learning data gathered through State, District and classroom-based assessments.
3. Routine learning and discussion about the instructional strategies necessary to close the achievement gaps identified by our State, District and classroom-based assessments.
4. Routine analysis of the effectiveness of our changes of instructional practices.
5. Routine learning about such topics as formative assessment, questioning and discussion techniques, and intervention strategies.

The five days are essential to the yearlong effort by staff to improve student learning and to make the needed adjustments to instruction while there is an opportunity to positively impact the outcome of the school year.

Our experience with the use of our professional development time is that having longer blocks of time for teachers to meet in PLCs leads to deeper conversations than shorter, more frequent blocks of time. The structure of our work is designed so teachers:

- Collaborate with grade, school, and District team members to develop student learning goals, design assessment measures, and determine effective instructional strategies to teach the learning goal.
- Implement strategies within their classrooms in the time periods between PLCs, and collect specific evidence of progress toward the learning goal.
- Collaboratively review evidence of student growth toward the learning goals and identify how to differentiate support to meet the student learning needs specific to the goals.

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

The District has been using student achievement data from the Measurements of Student Progress (MSP), High School Proficiency Exams (HSPE), and End-of-Course (EOC) exams, as well as from District, school and classroom assessments. From these assessments we have determined that while overall student achievement in our district has risen in recent years, we continue to struggle with persistent achievement gaps. We are most concerned about the performance of our ELL and Special Education students, as well as students in Grade 8, in both reading and math.

The time provided on the waiver days will allow staff to continue to analyze student assessment data and to work within professional learning communities (PLCs) to develop the necessary interventions to support increased student achievement levels. The time will also provide opportunities for targeted professional development designed to train teachers on effective instructional strategies and intervention strategies to meet the student learning needs of these groups of students.

The District will use the data to align resources to support schools in meeting the student learning goals identified by our achievement gaps listed above. The district also uses the data to make decisions about how best to shape the professional development activities provided to staff on the waiver days.

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

After a very careful assessment of student performance on State assessments, we determined the following focal points for our 2013-14 *District Improvement Plan*:

### Reading Target Groups

- All students who are not meeting grade-level standards in reading, with a special emphasis on grade 8, ELL and Special Education students.

### Math Target Groups

- All K-12 students who are not meeting grade-level standards in math, with a special emphasis on students in grade 8, ELL and special education students.

Because nearly all of our elementary and middle schools are opting to conduct the Smarter Balanced field test in spring 2014, we will rely on District assessments for measuring student progress on expected benchmarks. Once the SBA is operational, and a new State accountability system is in place, we will define our annual and multi-year goals in line with expectations from the new accountability system.

We have set the following achievement goals for the 2013-14 school year.

In reading, our goals are:

- Less than 20% of our District K-2 students will be performing in the at-risk category on the DIBELS in spring 2014.
- The following percentages of students will meet target in reading on the spring Benchmark Comprehension Assessment in spring 2014: at least 80% for all students, 50% for ELL students, and 50% for special education students.
- The following percentages of students will meet standard in reading on the spring 2014 /HSPE (i.e., meet AMO targets):--at least 79.7% for all students, 48.2% for ELL students, and 49.9% for special education students.

In math, our goals are:

- At least 80% of our grade 2 students will meet or exceed target on the grade 2 District Math Assessment in spring 2014.
- Elementary and middle school teachers will use assessments that are part of our adopted math programs to track student growth in math.
- The following percentages of students will meet standard in math on the spring 2014 EOC exams (i.e., meet AMO targets): -- at least 71.9% for all students, 46.8% for ELL students, and 45.1% for special education students.

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

We will collect multiple forms of evidence to determine if we met our goals. Specifically the following assessments are used District-wide:

#### READING

- DIBELS, grades K-1 all students, and grades K-6 for Learning Support and "Watch List" students
- Grade 2 Oral Reading Assessment
- Sight Word Assessment, grades K-1
- Comprehension Strategy Assessments, grades K-6
- Easy CBM, grades 7-12 Learning Support
- Smarter Balanced Assessment, grades 3-8 and 11, starting in spring 2015
- High School Proficiency Exam, grade 10

#### MATH

- Grade 2 District Math Assessment
- K-6 assessments from the Math Expressions program
- Middle school assessments from our district adopted Glencoe Math Program
- Smarter Balanced Assessment, grades 3-8 and 11, starting in spring 2015
- End-of-Course Math exams in algebra and geometry

The district uses a data warehouse that allows all certificated staff to view student learning data in a variety of ways, including disaggregating by gender, ethnicity, meal status, special programs, and other meaningful demographics. Staff are able to track the ongoing progress of groups of students, as well as individual students throughout the year.

Our District Improvement Plan (found at [www.edmonds.wednet.edu](http://www.edmonds.wednet.edu)) provides more detailed information about how we will measure student performance against math, literacy, and our supportive learning environment goals.

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

We use professional learning communities (PLCs) as our primary learning structure K-12. Principals and teachers meet in PLCs frequently, including during a large percentage of our waiver day time. Through the PLC structure, teachers will:

- Collaborate with grade, school, and District team members to develop student learning goals aligned to standards, design assessment measures, and determine effective instructional strategies to teach the learning goal.
- Implement strategies within their classrooms in the time periods between PLCs, and collect specific evidence of progress toward the learning goal.
- Collaboratively review evidence of student growth toward the learning goals, and identify how to differentiate support to meet the student learning needs specific to the goals.

The time provided through the waiver will also allow opportunities to provide targeted professional development around formative assessment techniques, effective instructional strategies and intervention strategies to support the learning needs of our identify groups of students.

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?

Using PLCs to support the development and implementation of Student Growth goals is a long-term vision, especially in the context of the new Common Core Standards, and each year must be connected with the previous. We want to continue our collaborative work to develop, implement, and analyze student growth goals over multiple years. We will continue to deepen this work in each subsequent year of the waiver. We will continue to use the professional learning community structure during waiver days to support our learning with respect to finding answers to the long-term key PLC questions of:

1. What do we expect students to learn? (standards)
2. How will we know if they learned it? (assessment)
3. What will we do if they did not learn it? (interventions)
4. What will we do if they already learned it? (enrichment)

Educational research strongly supports the importance of long-term commitment to a strong focus, and the three-year waiver will help ensure the district being able to continue and strengthen the focused work for which we have set a foundation.

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).

Note: Our District and School Improvement Plans are located on our District website at [www.edmonds.wednet.edu](http://www.edmonds.wednet.edu). Our District Improvement Plan is located on the district homepage and the

School Improvement Plans are linked to each school's website, accessible through the district's homepage.

Our District Improvement Plan identifies our most pressing student needs system wide. The time provided by the waiver directly supports the district and school improvement plans. These plans address literacy, math, and supportive learning environment needs as identified by our data. They also include steps for connecting with our community and integrating technology. At the district level, professional development will support teachers and principals in the areas of math and literacy, with a strand of learning around best instructional practices and assessment.

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

Prior to the 2003-2004 school year, the district had 10 early releases for the purpose of staff professional development. At the time of the waiver request, the district actively and aggressively processed the change from early release time to full days of time in the form of the waiver. All employees groups, administrators, and parents could see the benefit of full days for professional development for staff. Feedback was overwhelmingly positive as parents felt the reduction in the number of early release days not only minimized the disruption to family schedules, but also maximized instruction. In addition to our certificated staff, the district's paraeducators also receive training on three of the waiver days in order for them to better support student learning and to increase their knowledge of instructional practices being used in the classrooms.

We have processed the waiver renewal request with our superintendent's staff, principals and assistant principals, program managers and directors, and certificated and classified staffs. Groups involved in processing the decision to seek renewal of the waiver have included: the District Labor Management Group, comprised of representatives from each of the district's employee groups; the Professional Excellence Committee, which includes teachers and building and District administrators who review professional development needs districtwide; the Citizen Planning Committee, comprised of parent representatives from all schools, who then share information with their respective parent communities, and the Edmonds School Board of Directors. Each of these groups understands the need for full professional development days and has given their unanimous support for continuing the waiver.

Administrators and certificated staff continue to strongly support the current structure of the calendar as it provides an improvement in the quality of instructional delivery and professional development activities. Further, having the time allocated within the school year allows for application of learning and assessment to be made throughout the year.

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.

In our collective bargaining agreement with the teachers' association, we have five waiver days, six locally bargained supplemental days, and two early releases for certificated staff K-12. One of the early release days occurs in January to provide for progress reporting to parents. The other early release

occurs on the last day of school. Teachers in grades K-6 have 5 early release days in October for parent-teacher conferences and two early release days in March for parent conferences.

Of the six locally bargained supplemental days, three occur before school starts, so students are not impacted. The three that occur during the school year are designed for a variety of items including mandatory training and preparing progress reports. They do not impact student instruction, as the school year calendar is extended to include these days. The days include time for District and/or building directed time, collaborative time between colleagues, and individual directed time. All time on the waiver days is designed to support implementing a strong educational program for each student.

Our collective bargaining agreement can be found at  
<http://www.edmonds.wednet.edu/page/671>

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	6
Total	186

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			XX
2	Optional		XX	
3	Optional		X	X
4	Optional	X		X
5	Optional	X	X	X
6	Optional			X
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 six days are supplemental days are paid off the TRI schedule, if worked. With the waiver days being part of the base contract, all staff are expected to be participating in the professional development activities aimed at increasing student learning. Three of the six supplemental days are held before school

starts and are primarily used for the start of school activities – meeting with parents, preparing materials and rooms, reviewing building, District, and State information such as HIB, sexual harassment, bloodborne pathogen, etc. and meeting with staff to support a successful start of the year for students. The three supplemental days within the year are used for preparing progress reports for families, job alike meetings for specialists, meetings between special education and general education teachers, individual planning and preparation, meetings between grade levels or groups of teachers, individual or group work with instructional coaches, and similar activities, which are all necessary to support students throughout the year. The waiver days allow the district to have uninterrupted blocks of time for staff to implement school improvement goals. During this time, staff is involved in developing curriculum and assessments; analyzing effectiveness of their work based on student learning data; working collaboratively to implement plans and goals; reviewing student data leading to adjustments of instructional practices and development of common assessments; and a variety of other professional development activities to enhance student growth.

*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.

During the waiver days our teachers worked in *professional learning communities (PLCs)* on the following goals:

1. Routine review of student learning data gathered through State, District and classroom-based assessments.
2. Routine learning and discussion about the instructional strategies necessary to close the achievement gaps identified by our State, District and classroom-based assessments.
3. Routine analysis of the effectiveness of our changes of instructional practices.
4. Routine learning about such topics as formative assessment and implementation of our new literacy adoption.

At the elementary level teachers worked collaboratively to implement *multi-tiered instruction (MTI)*, a three-tiered structure that required our staff members to routinely monitor student progress and meet to discuss students' needs based on relevant data. Elementary teachers used the waiver days to review student progress in reading using assessment data from District-wide assessments at each grade level. The teachers reviewed the assessment data, identified interventions for specific groups of students, learned about targeted intervention strategies with support of building coaches, and monitored student progress on those interventions. Portions of the waiver days were also used to provide specific training to elementary staff around the implementation of new reading materials. The training focused on explicit instruction of comprehension strategies, phonics and word study, and small group guided reading.

At the secondary level, the waiver days were used for teachers to work with their PLCs to examine what students should know and be able to do aligned with standards and develop instructional action plans. Teachers implemented those action plans in their classrooms in the time periods between PLCs. The teachers then brought examples of their applied learning experiences to their next PLC meeting and discussed those experiences in depth with colleagues. Portions of the waiver days were also used to provide specific training to secondary staff around the following five formative assessment strategies:

1. Clarifying and sharing learning targets and success criteria
2. Eliciting evidence of student learning through more effective questioning techniques
3. Providing effective feedback that moves student learning forward
4. Helping students to take responsibility for their own learning
5. Helping students to be effective resources for their peers

During the 2012-2013 school year, some of the waiver days were used to provide all staff in training around the Danielson Framework for Teaching. This training was in alignment with the above training around instructional practices and directly aligned with training needed for the new teacher evaluation system.

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.

The purpose and goal of the previous waiver were to provide time for staff to implement school and District improvement goals. The waiver days were used to provide opportunities for our staff to work within professional learning communities around these goals. The waiver days were used for professional development, curriculum development, standards alignment, analysis of student data, and implementation planning. We are seeing some overall student growth during this period. We still have work to do to close the achievement gap and enhance learning for all students. Continuation of the waiver days is vital to support improved student learning.

The following statements summarize some of the progress we have seen in the district over previous years:

- Student performance in the district shows a three-year upward trend that is more pronounced at the district level than at the state level in the following grades, subjects, and sub-groups on the state assessment:
  - Grade 3 reading for our Black students
  - Grade 4 reading for our special education and low income students
  - Grade 7 reading for our female, Asian/Pacific Islander, and low income students
  - Grades 4 math for all students, female, Asian/Pacific Islander, Hispanic, White, special education, and continuously enrolled students
  - Grade 8 algebra EOC for our Black students
  - Geometry EOC for:
    - Grade 8 -- all students, Asian/Pacific Islander, White, and continuously enrolled students
    - Grade 9 -- White students
    - Grade 10 -- low Income students
    - Grade 11 -- all students, Black, Hispanic, White, low income, and continuously enrolled
  - Grades 4 writing for all students, male, female, Hispanic, ELL, special education, low income, and continuously enrolled students
  - Grade 7 writing for all students, female, White, low income, and continuously enrolled students
  - Grade 8 science for Asian/Pacific Islander, special education, and low income students
- In spring 2013, Edmonds students on average performed as well or better than state average on the state assessment in all grades and subjects except:
  - Grade 5 science
  - Grade 7 algebra EOC
  - Grade 8 reading
  - Grade 8 math MSP

This performance is in contrast to student performance in spring 2009, in which Edmonds students did not perform as well or better than state averages in grade 4 math, grade 5 reading, and grade 7 writing,-- in addition to grade 5 science and grade 8 reading and math.
- In spring 2013, Hispanic students in the district performed consistently as well or better than their counterparts in the state in all grades except grade 8 in reading and math on the state assessment, and in all grades for writing and science.

This performance is in contrast to student performance in spring 2010, in which Hispanic students in the district performed less well than state Hispanic averages in two grades in Reading, two grades in math, and one grade in writing.

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

The request for the waiver days will continue to provide time for our staff to implement the improvement goals identified within our school and District improvement plans. We will continue to use the construct of *professional learning communities* (PLCs) to guide our learning toward these goals. District leaders and principals will continue to develop the plans that our professional learning communities follow.

This waiver request includes a specific focus on the Student Growth components of the new teacher evaluation system and on the study and implementation of the CCSS. The previous waiver provided specific training for elementary staff on reading instructional strategies and formative assessment strategies for our secondary staff. Implementing the new teacher evaluation system and the Danielson Framework for Teaching is a focus of our district. The previous waiver days provided time for our staff to gain a solid understanding of the instructional framework. We have identified Student Growth as a priority for our staff learning and PLC work. We believe the using the Student Growth components of the new evaluation system to guide and shape instruction is essential for improving student learning, and that this must be accomplished through a deep understanding of the Common Core Standards

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

The time provided on the waiver days will allow staff to continue to analyze student assessment data and to work within professional learning communities (PLCs) to develop the necessary interventions to support increased student achievement levels. The time will also provide opportunities for targeted professional development designed to train teachers on effective instructional strategies and intervention strategies to meet the student learning needs of these groups of students.

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.

Since the initial waiver approval, the district has communicated the work occurring by staff on the waiver days. The district used a variety of methods to communicate about the waiver days and the positive impacts this time has on student learning. These methods included District and building newsletters and reports to various parent and community groups. Each year the District's Citizen Planning Committee hears information about the professional development that teachers are engaged in throughout the year. They receive information regarding the district's Improvement Plan and our progress towards meeting those goals. The Citizen Planning Committee members then report back to parents at their respective buildings. Annually the superintendent holds community meetings where he shares similar information to parents and community members.

Prior to the 2003-2004 school year, the district had 10 early releases for the purpose of staff professional development. At the time of the waiver request, the district actively and aggressively processed the change from early release time to full days of time in the form of the waiver. All employees groups, administrators, and parents could see the benefit of full days for professional development for staff.

Feedback was overwhelmingly positive as parents felt the reduction in the number of early release days not only minimized the disruption to family schedules, but also maximized instruction. In addition to our certificated staff, the district's paraeducators also receive training on three of the waiver days in order for them to better support student learning.

We have processed the waiver renewal request with our superintendent's staff, principals and assistant principals, program managers and directors and certificated and classified staffs. Groups involved in processing the decision to seek renewal of the waiver have included: the District Labor Management Group, comprised of representatives from each of the district's employee groups; the Professional Excellence Committee, which includes teachers and building and district administrators who review professional development needs districtwide; the Citizen Planning Committee, comprised of parent representatives from all schools, who then share information with their respective parent communities and the Edmonds School Board of Directors. Each of these groups understands the need for full professional development days and has given their unanimous support for continuing the waiver.

Administrators and certificated staff continue to strongly support the current structure of the calendar as it provides an improvement in the quality of instructional delivery and professional development activities. Further, having the time allocated within the school year allows for application of learning and assessment to be made throughout the year.

### **Supplemental Information**

#### **Summary of Collective Bargaining Agreement**

In our agreement with the Edmonds Education Association, we have six bargained supplemental days. Three of those days are held prior to the start of the student school year and three are scheduled within the school year. There are two scheduled early release days for all staff, one held in January at the end of the semester for the purpose of preparing progress reports. The other early release occurs on the last day of school. Additionally, elementary students have 5 early release days in October and 2 in March for parent-teacher conferences.

School Board Resolution Attached

Proposed Calendars Attached

#### **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.



AUGUST 2014				
M	T	W	Th	F
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SEPTEMBER 2014				
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OCTOBER 2014				
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DECEMBER 2014				
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JANUARY 2015				
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**DRAFT**  
~~6/25/14 Board Approved Key Dates~~

**2014-15  
SIGNIFICANT DATES**

August	New Employee Orientation
August 27, 28	Prof. Development Days (S/S)
September 1	Labor Day
September 2	Professional Development Day (S)
September 3 (Wed.)	First day of school
September 19	Professional Development Day (W) (Teacher Contract/Non-Student)
October 17	Professional Development Day (S) (Teacher Contract/Non-Student)
October _____	Grades K-6 Parent-Teacher Conf. (Early Release K-6)
November 11	Veterans' Day
Nov. 26	Teacher Noncontract Day
November 27, 28	Thanksgiving Break
Dec. 5	Professional Development Day (S) (Teacher Contract/Non-Student)
Dec. 22 -Jan. 2	Winter Break
January 19	Martin Luther King, Jr. Day
January 23	Professional Development Day (S) (Teacher Contract/Non-Student)
February 16	Presidents' Day
February 17	Teacher Noncontract Day
February 27	Professional Development Day (W) (Teacher Contract/Non-Student)
March _____	Grades K-6 Parent- (Early Release K-6)
March 27	Professional Development Day (W) (Teacher Contract/Non-Student)
April 6-10	Spring Break
April 24	Professional Development Day (W) (Teacher Contract/Non-Student)
May 22	Professional Development Day (W) (Teacher Contract/Non-Student)
May 25	Memorial Day
June _____	Last day of school – Early Release
July 3	Independence Day (observed)

*District-wide early release: Jan. & June*

*Snow make-up days, if needed, will be in this order:*

End of First Quarter	November
End of First Semester	January
End of Third Quarter	March
End of Second Semester	June

S = Supplemental Day  
W = Waiver Day

**DRAFT**

FEBRUARY 2015				
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APRIL 2015				
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SEPTEMBER 2015				
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OCTOBER 2015				
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DECEMBER 2015				
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JANUARY 2016				
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**DRAFT**  
6/25/15 Board Approved Key Dates

**2015-16  
SIGNIFICANT DATES**

August	New Employee Orientation
Sept. 2,3,8	Prof. Development Days (S/S/S)
September 7	Labor Day
September 9 (Wed.)	First day of school
September 25	Professional Development Day (W) (Teacher Contract/Non-Student)
October 30	Professional Development Day (S) (Teacher Contract/Non-Student)
October _____	Grades K-6 Parent-Teacher Conf. (Early Release K-6)
November 11	Veterans' Day
Nov. 25	Teacher Noncontract Day
November 26, 27	Thanksgiving Break
Dec. 4	Professional Development Day (S) (Teacher Contract/Non-Student)
Dec. 21 - Jan. 1	Winter Break
January 18	Martin Luther King, Jr. Day
January 29	Professional Development Day (S) (Teacher Contract/Non-Student)
February 15	Presidents' Day
February 16	Teacher Noncontract Day
February 26	Professional Development Day (W) (Teacher Contract/Non-Student)
March _____	Grades K-6 Parent-Teacher Conf. (Early Release K-6)
March 18	Professional Development Day (W) (Teacher Contract/Non-Student)
April 4-8	Spring Break
April 29	Professional Development Day (W) (Teacher Contract/Non-Student)
May 27	Professional Development Day (W) (Teacher Contract/Non-Student)
May 30	Memorial Day
June _____	Last day of school – Early Release
July 4	Independence Day

*District-wide early release: Jan. & June*

*Snow make-up days, if needed, will be in this order:*

End of First Quarter	November
End of First Semester	January
End of Third Quarter	March
End of Second Semester	June

S = Supplemental Day  
W = Waiver Day  
C = Collaboration Day

**DRAFT**

FEBRUARY 2016				
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MARCH 2016				
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NOVEMBER 2016				
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DECEMBER 2016				
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JANUARY 2017				
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**DRAFT**  
6/25/15 Board Approved Key Dates

**2016-17  
SIGNIFICANT DATES**

August	New Employee Orientation
Aug. 31	Prof. Development Days (S)
	<i>(Teacher Contract/Non-Student)</i>
September 1	Prof. Development Days (S)
September 5	Labor Day
September 6	Prof. Development Day (S)
September 7 (Wed.)	First day of school
September 30	Professional Development Day (W)
	<i>(Teacher Contract/Non-Student)</i>
October 21	Professional Development Day (S)
	<i>(Teacher Contract/Non-Student)</i>
October _____	Grades K-6 Parent-Teacher Conf.
	<i>(Early Release K-6)</i>
November 11	Veterans' Day
November 23	Teacher Noncontract Day
November 24,25	Thanksgiving Break
December 2	Professional Development Day (W)
	<i>(Teacher Contract/Non-Student)</i>
Dec. 19 - Jan. 2	Winter Break
January 16	Martin Luther King, Jr. Day
January 27	Professional Development Day (S)
	<i>(Teacher Contract/Non-Student)</i>
February 17	Professional Development Day (S)
	<i>(Teacher Contract/Non-Student)</i>
February 20	Presidents' Day
February 21	Teacher Noncontract Day
March _____	Grades K-6 Parent-Teacher Conf.
	<i>(Early Release K-6)</i>
March 24	Professional Development Day (W)
	<i>(Teacher Contract/Non-Student)</i>
April 3-7	Spring Break
April 28	Professional Development Day (W)
	<i>(Teacher Contract/Non-Student)</i>
May 26	Professional Development Day (W)
	<i>(Teacher Contract/Non-Student)</i>
May 29	Memorial Day
June _____	Last day of school – Early Release
July 4	Independence Day

*District-wide early release: Jan. & June*

*Snow make-up days, if needed, will be in this order:*

End of First Quarter	November
End of First Semester	January
End of Third Quarter	March
End of Second Semester	June

S = Supplemental Day  
W = Waiver Day  
C = Collaboration Day

FEBRUARY 2017				
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MARCH 2017				
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APRIL 2017				
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MAY 2017				
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JUNE 2017				
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JULY 2017				
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**DRAFT**

**EDMONDS SCHOOL DISTRICT NO. 15  
SNOHOMISH COUNTY, WASHINGTON**

**RESOLUTION 13-39  
ADOPTION of 2014-17  
WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT**

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18-030-050); and

WHEREAS the Edmonds School District School Improvement Plans for each school serving students in kindergarten through grade twelve have the goal of providing an effective educational system and enhancing the educational programs for all students; and

WHEREAS, the district staff, parent, and community advisory committees have established that staff need the additional professional development time previously scheduled as early release days to further develop curriculum and instructional practices which support the goal of all students progressing towards achieving standard; and

WHEREAS, staff and parents recommend continuing the waiver days to support these essential professional development activities; and

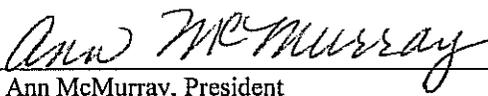
WHEREAS, the school district will offer the equivalent annual minimum program hour offerings as prescribed in RCW 28A.150.220; and

WHEREAS, we recognize that while this distribution of days results in a waiver request, the overall amount of learning time is equivalent and, in fact, more optimally structured on full instructional days rather than half days.

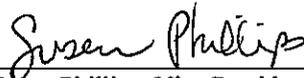
NOW THEREFORE, BE IT RESOLVED by the Board of Directors of the Edmonds School District No. 15 hereby requests a five-day waiver from the minimum 180 day school year requirement under RCW 28A.150.220 and WAC 180-16-215 for the 2014-17 school years resulting in a 175-day school year for students in grades kindergarten through twelve. The District may or may not want to waive all five days every year, but wish to have that option open.

Adopted at a regular open public meeting of the Board of Directors held on November 26, 2013, the following Directors being present and voting therefore.

**EDMONDS SCHOOL DISTRICT NO. 15**



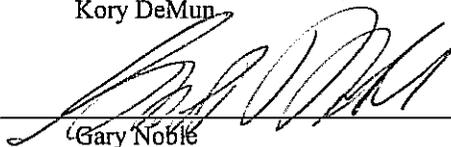
Ann McMurray, President



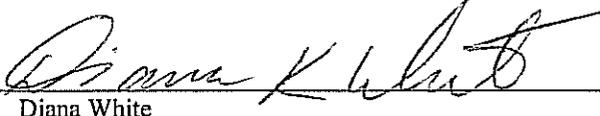
Susan Phillips, Vice President



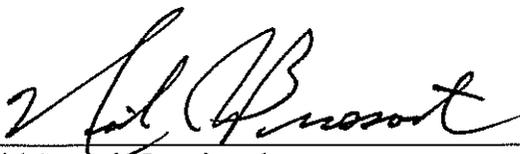
Kory DeMun



Gary Noble



Diana White



Nick Brossett, Superintendent  
Secretary, Board of Directors

## **WAC 180-18-040**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Option One Waiver Application Worksheet**  
**RCW 28A.305.140/WAC 180-18-040**

**District:**

**Date:**

**Days requested:**

**Years requested:**

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

Notes

**Renewals:** “In addition to the requirements of subsection (2), the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:” – WAC 180-18-040(3)

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

Notes