



# THE WASHINGTON STATE BOARD OF EDUCATION

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

**Title:** Option One BEA Waivers: Current Requests

- As Related To:**
- Goal One: Develop and support policies to close the achievement and opportunity gaps.
  - Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.
  - Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
  - Goal Four: Provide effective oversight of the K-12 system.
  - Other

- Relevant To Board Roles:**
- Policy Leadership
  - System Oversight
  - Advocacy
  - Communication
  - Convening and Facilitating

**Policy Considerations / Key Questions:** Should each of the requests presented for waiver of the basic education requirement of a minimum 180-day school year be approved? If not, what are the reasons not to approve, based on the criteria for evaluation in board rule, and what deficiencies are there in the applications that could be corrected for possible re-submittal of the request at a subsequent board meeting?

- Possible Board Action:**
- Review
  - Approve
  - Adopt
  - Other

- Materials Included in Packet:**
- Memo
  - Graphs / Graphics
  - Third-Party Materials
  - PowerPoint

**Synopsis:** The Board has requests before it from two school districts for waiver of the basic education requirement of a minimum 180-day school year established in RCW 28A.150.220. The districts are Auburn and Reardan-Edwall.

Auburn’s request for waiver of three school days for one year was not approved at the Board’s July 2016 meeting. Auburn resubmits its request for consideration at the September meeting with a revised application and school board resolution. Auburn’s is a renewal request.. Reardan-Edwall requests waiver of four school day for the 2016-17, 2017-18 and 2018-19 school years for professional development of staff. The Board granted Reardan-Edwall a waiver of two school days for three school years in July 2013.

In your packet you will find the district resolutions and applications, copies of WACs 180-18-040 and 180-18-050, and worksheets for evaluation of each request according to the criteria in WAC 180-18-040 (2) and (3)



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## OPTION ONE BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS

### Policy Considerations

Should each of the requests for waiver of the minimum 180-School day requirement for basic education be approved, based on the criteria for evaluation in WAC 180-18-040? If not, what are the reasons, based on the criteria, for denial of the request? Are there deficiencies in the application or documentation of the request that the district might correct for resubmittal at a subsequent board meeting under WAC 180-18-050(2)?

### Background: Option One Waivers

The State Board of Education uses the term "Option One" to designate the 180-Day waiver for which any district is eligible under [RCW 28A.305.140](#). This statute authorizes the Board to grant waivers from basic education requirements including the 180-day requirement of RCW 28A.150.220 "on the basis that such waivers are necessary to implement a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student."

WACs 180-18-040 and 180-18-050, initially adopted in 1995, implement this statute. WAC 180-18-040 provides

A district desiring to improve student achievement for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement . . . while offering the equivalent in annual minimum instructional hours . . . in such grades as are conducted by the school district."

The Board may grant a 180-Day waiver for up to three years. There is no limit on the number of waiver days that may be requested or granted.

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

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

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

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

## Summary of Current Requests

**Auburn** resubmits its request for waiver of three days for the 2016-17 school years. The district has made extensive revisions to the application presented in July to correct deficiencies identified by the Board.

Changes in the application include, in Part A:

- A more specific explanation of the purposes and goals of the proposed waiver plan in item A1.
- A clearer connecting of waiver activities to school improvement plans in A2.
- A more responsive answer to A3, on measurable and attainable goals for student achievement, linked to district dashboards for formative and summative assessments.
- A more specific response in A4 on professional development activities on proposed waiver days, by grade span, aided by a table on district-facilitated activities and the measurements or evidence for each.
- Addition of a detailed table in A5 on the assessments or metrics that will be used to collect evidence of the degree to which the goals of the waiver are attained.
- A more specific response in A6, though because the request is for one year rather than multiple ones, the question is not applicable.
- A revised description in A7 of participation in development of the waiver plan, in different form.
- A clearer and more detailed presentation of information about the collective bargaining agreement with the local education association, in table form.
- Corrections to the tables in A9 and A10.
- A fuller explanation in A11 of the rationale for additional need of waiver days.

Changes in Part B, for a renewal application, include:

- In B1, the activities conducted are added for each of the goals of the waiver days during the 2015-16 school year.
- In B2, results are shown by individual measure and grades for each of the metrics used in the prior waiver plan. The content is similar but the presentation is clearer.
- The response in B3 better distinguishes between the prior waiver plan and the proposed one.
- The content in B4 is more responsive to the question than in the original application.

**Reardan-Edwall**, a district of about 500 in Spokane County, requests waiver of four days for the 2016-17, 2017-18 and 2018-19 school years for professional development activities. Reardan-Edwall was granted a waiver of two days for three years in July 2013. (The 2016 request was not received within the 40 days stipulated in rule for consideration at the July meeting.) The new waiver plan would allow the district to hold one day of district-wide in-service training per quarter.

The purpose of the waiver plan is professional development of staff, including in-service training in a K-12 format, time for Professional Learning Communities to work across buildings and grades, development of systems for remediation, and sharing of strategies among staff. School improvement plans to be supported by the waiver are 10% growth in any tested area in which under 50% of students are at a passing score, and 5% growth in areas where 50% or more are at passing.

District-wide activities on the four waiver days, the district says, will center on student achievement through a committee structure, with assessment results for the prior year as the starting point. In-

service training will be provided to both certificated and instructional staff on topics such as remediation, growth mindset, working with children suffering from trauma, and alignment of curricula to state standards. Staff will analyze gaps in student achievement. State and local assessments will be used to determine where learning gaps exist, in order to identify needs for changes to curriculum and assignments.

The waiver plan was developed by the district leadership team of teachers and administrators. Principals sought input from parents about the waiver days.

In Part B, Reardan-Edwall says the prior waiver days were used as planned, and that goals of the waiver were met. “Our increases in student achievement are a direct result of time spent working in PLC teams for both the waiver day and any additional PLC late start Mondays.” Data are not provided.

The change in the waiver plan is from one full day per year to one full day per quarter. (The second waiver day under the previous waiver was used to attend a regional professional development day on alignment with Common Core State Standards.) The district says it needs additional time to take its staff development model district-wide, which will allow for vertical alignment of curriculum as well as learning initiatives.

**Summary Table**

School District	Number of Waiver Days Requested	Number of School Years Requested	Purpose of Waiver Request	School Days	Additional Work Days Without Students	New or Renewal Request
Auburn	3	1	Professional development	177	4*	R
Reardan-Edwall	4	3	Professional development	176	6	N

\*New teachers receive four additional days of training.

**Action**

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

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

**RESOLUTION NO. 1225  
WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT**

**WHEREAS**, the Auburn School District Board of Directors “Board” recognizes the importance of educational reform in Washington as set forth with the adoption of the Common Core State Standards, the Next Generation Science Standards, and the reform bill passed by the Washington State Legislature in 2010 that outlines significant changes in the teacher evaluation system;

**WHEREAS**, the Board has as two of its goals, “Student Achievement” and “Community Engagement,” to

- Create conditions for district wide student and staff success.
- Hold school and district accountable for meeting student learning expectations.
- Engage the local community and represent the values and expectations they hold for their schools.

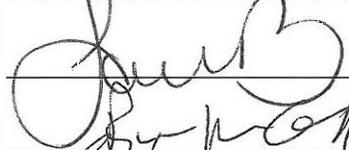
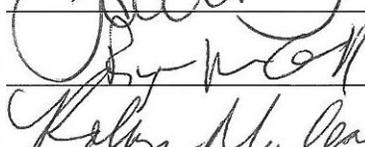
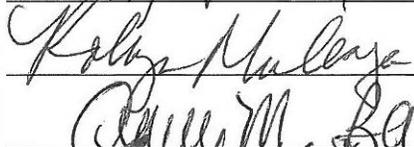
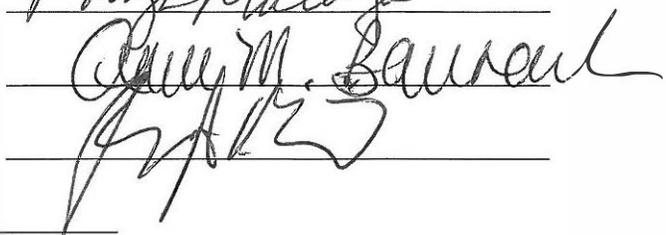
**WHEREAS**, the Board of Directors of the Auburn School District have extended the 2013-2016 District Strategic Improvement Plan for one additional year to address student academic achievement through targeted professional development, culturally responsive instruction, collaborative engagement with families, and data accountability; and

**NOW, THEREFORE, BE IT RESOLVED,**

1. There is a need for a waiver from the State Board of Education from the provisions of the minimum one hundred eighty day student school year requirement of RCW 28A.150.220(3) to allow for three (3) staff professional development days in the 2016-17, 2017-18, and 2018-19 school years;
2. The District will make available to students at least a district-wide average 1,029.25 hours of instructional offerings in each year as set forth in RCW 28A.150.220 and WAC 180-16-200; and
3. That the superintendent is authorized to immediately prepare and submit a renewal waiver request to the State Board of Education as set forth in WAC 180-18-050 on behalf of the District.

Adopted by the Board of Directors of Auburn School District No. 408, King County, Washington at the meeting thereof held this 22<sup>nd</sup> day of August, 2016.

AUBURN SCHOOL DISTRICT NO. 408

  
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Secretary, Board of Directors



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

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

### Instructions:

#### Form and Schedule

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

#### Application Contents:

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

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver.

The resolution must identify:

- The basic education program requirement for which the waiver is requested.
- The school year(s) for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- Information on how the waiver will support improving student achievement.
- A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Applications for new waivers required completion of Sections A and C of the application form.

Applications for renewal of current waivers require completion of Sections A, B, and C.

#### Submission Process:

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

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

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

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

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

<b>School District Information</b>	
District	Auburn School District #408
Superintendent	Dr. Alan Spicciati
County	King
Phone	253-931-4900
Mailing Address	James P. Fugate Administration Center Auburn School District #408 915 Fourth Street NE Auburn, WA 98002
<b>Contact Person Information</b>	
Name	Heidi Harris
Title	Assistant Superintendent Student Learning
Phone	253-931-4950
Email	hharris@auburn.wednet.edu
<b>Application type:</b>	
New Application or Renewal Application	Renewal Application
<b>Is the request for all schools in the district?</b>	
Yes or No	Yes
If no, then which schools or grades is the request for?	
<b>How many days are requested to be waived, and for which school years?</b>	
Number of Days	One (1) Day
School Years	2016-2017 School Year
<b>Will the waiver days result in a school calendar with fewer half-days?</b>	
Number of half-days reduced or avoided through the proposed waiver plan	Two half days
Remaining number of half days in calendar	Two half days
<b>Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220 (2) for each of the school years for which the waiver is requested?</b>	
Yes or No	Yes

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

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

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

The Auburn School District is requesting a waiver to provide additional time to support our teachers and administrators in strengthening data driven instructional practices aligned to CCSS and NGSS, focusing on culturally responsive instructional practices by subgroup and increasing collaborative engagement with families. These additional days will also provide opportunity for teachers, administrators and families to be a part of developing the new 2017-2020 District Strategic Plan.

The goals are aligned with our 2013-2016 District Strategic Improvement Plan and the 2016-2017 School Board Stated District Goals. Our new Superintendent, Dr. Alan Spicciati, along with the School Board, Cabinet, principal leadership, and other stakeholders determined to extend the timeline of our current strategic plan for one additional year. Although many aspects of the Strategic Plan had been accomplished, several areas need additional time and support to accomplish. Because the Auburn School District Strategic Improvement Plan is the blueprint for our district's continuous improvement and the foundation for transformation and cultural change necessary to address the academic success for all students, the extension of our plan is essential before taking on a new three year plan.

**Goal One—Student Achievement (2013-2016 DSIP)**

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

- **(2016-2017 Board Stated District Goals- Standard III)** Create conditions district wide for student and staff success.
- **(2016-2017 Board Stated District Goals- Standard IV)** Hold school district accountable for meeting student learning expectations.

**Goal Two—Community Engagement (2013-2016 DSIP)**

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

- **(2016-2017 Board Stated District Goals- Standard V)** Engage the local community and represent the values and expectations they hold for their schools.

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

[Click Here](#) - 2016-2017 Board Stated District Goals

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

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

The waiver plan provides the additional time for professional development and data analysis that is goal-oriented in the areas outlined in the District Strategic Plan and Board Stated

District Goals (above) and are articulated in detail in school improvement plans to strengthen instructional practices and increase collaborative engagement with families.

Every School Improvement Plan is required to be aligned to the District Strategic Plan and Board Stated District Goals. All waiver day activities must directly connect to one of 3 goal areas in the specific School Improvement Plan and to the District Improvement Plan. Every school plan must have three goal areas; Goal 1 includes SMART goals specific to building identified gaps in the area of English Language Arts; Goal 2 includes SMART goals specific to building identified gaps in the area of Mathematics and the Goal 3 includes SMART goals specific to building identified gaps in a nonacademic area (such as parent engagement or building climate). The waiver day activities will allow teachers and administrators to participate in goal oriented professional development and data analysis activities.

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

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

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

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

The goals of the waiver for Auburn School District are to strengthen instructional practices aligned to CCSS and NGSS, focusing on culturally responsive instructional practices, and increasing collaborative engagement with families. The District Strategic Plan includes measurable indicators of progress towards obtaining the district goals. Progress on benchmark data is monitored three times a year in large-scale data meetings at the building level and reported to the board in the District Strategic Improvement Plan Progress Reports.

Goal 1 of the District Strategic Plan includes the measurable indicator of decreasing number of “At-Risk” learners at all grade levels. Dashboards include district formative assessments, student academic achievement at semester end, enrollment in accelerated courses and performance on state assessments. Dashboards for district formative assessments and student academic achievement can be found at <http://www.auburn.wednet.edu/Domain/49> (data found here). Course corrections are made in the professional development plans which align to school and district improvement plans. See Part B.

Additionally, progress toward school goals are monitored and measured during School Improvement and Professional Learning Community presentations to the School Board. At each regularly scheduled board meeting one school brings their team to the meeting, presents their work and provides a progress update. Presentations contain goals, data, strategies, and professional development related to the plan. School Board Directors have a dialog with the teams about their successes and challenges as well as next steps.

[Click Here](#) School Board Presentation Schedule

[Click Here](#) School Improvement Plan Board Presentation Example

[Click Here](#) Professional Learning Community Board Presentation Example

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

Based on the trends in data dashboards the district will offer goal-oriented professional development for teachers and/or teacher teams which are varied by need to strengthen their

instructional skills. Professional Development Activities by grade span level are listed below.

### District Facilitated

Level	Professional Development Activities	Measurement/Evidence
PK-2	Print Awareness, Phonemic Awareness, Phonics, Fluency, Written and Oral Language	See DIBELS Dashboards for evidence of improvement in this goal area
3-5	Multi syllabic Decoding, Vocabulary, Math Fact Fluency, Problem Solving	See MAP Reading and Math Dashboards
	CCSS and NGSS Curriculum Alignment	See SBA/MSP Dashboards
6-8	Summary, Research, Problem Solving, CCSS and NGSS Curriculum Alignment, Formative/Summative Assessment Design, Student Engagement Strategies (See MAP, SBA/MSP Dashboards)	See MAP, SBA/MSP Dashboards
9-12	Summary, Research, Problem Solving, CCSS and NGSS Curriculum Alignment, Formative/Summative Assessment Design, Student Engagement Strategies	See Credit Attainment, SBA/HSPE/EOC Dashboards

Additionally, buildings will utilize waiver days to work by grade span or content areas to complete data analysis (DIBELS, MAP, Common Formative Assessments, ICAs or IABs) and/or professional development related to the topics above. After each waiver day schools will complete a post waiver day report detailing the activities they conduct to meet their School Improvement goals and improve teacher practice.

The district level and building level activities work in tandem to create a tiered support system which strengthens teacher practice at the classroom level and results in student achievement. The district focuses on professional development to support the foundational skills for teachers by grade span. The building focuses on meeting the diverse needs of student groups based on data and works to provide more specific professional development for their staff.

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

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

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

[Click Here](#) - Waiver Day reporting form

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

The School Board Goals, District Strategic Improvement Plan, and School Improvement Plan requires on-going progress monitoring of our students in early literacy skills, reading and mathematics. Using the PLC process in weekly meetings, information from benchmark data is made actionable at the classroom level by using local formative assessments and answering PLC questions 1-4.

Q1 – What do we want our students to know and be able to do?

Q2 – How will we know when they have learned it?

Q3 – What will we do when our students don't learn it?

Q4 – What will we do to accelerate students who already know it?

Both the large scale data analysis and the more frequent PLC work are essential for the system to be responsive to student need and set the direction for professional development at the district and building level. The details of the systems work both in data and professional development take place on Waiver Days.

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

Grade Levels Measured	Data Type	Source	Specific Measures and Summative Targets	What question will this data help answer?	When? How often? Who Collects?	Who reviews & reflects on the data to inform next steps?
K-5	Formative	DIBELS	Phonics And Fluency	Results are disaggregated by subgroup to determine which students need more time and support and which students are ready for enrichment	September – June Progress Monitoring Teachers	Teachers/ Principals/ Parent/ Students
K-5	Summative	DIBELS	Phonics And Fluency		Nov – Feb – June Benchmark Teachers	Teachers/ Principals/ Parent/ Students
3-8 and 10	Formative	NWEA MAP	ELA and Math		Fall – Winter – Spring Teacher	Students/ Teacher
2-10	Formative	Various Locally Created Assessments	ELA and Math		Every 4-6 Weeks	Students/ Teacher/ Principal
3-8 And 11	Formative	ICA/IAB	ELA and Math		Fall – Winter Teacher	Students/ Teacher
3-8 And 11	Summative	SBA	ELA and Math		Annually Teacher	Students/ Parents/ Teacher

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

This is a one-year waiver request. Through an on-going cycle of data monitoring and progress review we will continue to target district level professional development connected to large group skills and support building level work at the detail level. The district level work addresses the needs of new teachers as they enter our system and teachers who change grade levels to become versed in the foundational skills and practices for each grade span. The building level support ensures that teachers tailor instruction to accomplish achievement goals for each student they serve.

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

Multiple stakeholder groups provided input on the waiver purposes and goals through their involvement at various meetings.

- Superintendent's Cabinet (Superintendent, Associate Superintendent School Programs and Principal Leadership, Assistant Superintendent Human Resources, Assistant Superintendent Instructional Technology, Assistant Superintendent Business Services)
- Student Learning and Family Engagement Student Services (Assistant Superintendent, Executive Director, Assistant Director, Categorical Programs, Special Education, Elementary and Secondary Education Coordinators)
- Inservice Advisory Committee (joint union and district committee comprised of teacher leaders from each building and principals)
- Building Level School Improvement Teams (Principal, teachers, parents/community members)
- School Improvement and Professional Learning Community Presentations to the School Board (Building Principals, Teachers, and Parents)

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

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

CBA Category	Number of Days	Purpose	Who Directs
Professional Development Days	2.36	1.5 Days Professional Development	District Directed
		.86 Day Professional Development	Principal Directed
Full Instruction Days	168.4	K-5 Full days of Instruction	N/A
	171.6	6-12 Full days of Instruction	N/A
Late Start Days	25	K-5 PLC 1 hr. late	District Directed
	24	6-12 PLC 1 hr. late	
Early Release Days	2	1 on the day before Thanksgiving	N/A
		1 on the last day of school	
Parent Teacher Conferences	1.5	EL/MS Conferences (3 half-days) (HS are outside the school day)	N/A
Other Non-Instruction Days	2	1 Classroom set up before school starts	Teacher Directed
		1 report card preparation day (end of semester)	District Directed

**Individual Responsibility Contract –**

Each employee receives an Individual Responsibility Contract. Employees who are on Steps 0-6 of the State Allocation Model (SAM) have a total of 164.5 Individual Responsibility hours.

Individual Responsibility hours are prorated based upon an employee's FTE status. Individual Responsibility Contract activities can be documented August 1 through July 31.

The individual responsibilities are outlined below:

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

[Click here](#) CBA – 2015-2018 Collective Bargaining Agreement

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

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	4.36* 8.36**
<b>Total</b>	<b>184.36</b>

\*2.36 Professional Development Days for all teachers (principal and district directed) plus 2 non-instructional days for classroom set up (teacher directed) and report card preparation day (district directed).

\*\*In addition to what is listed above in \* for all teachers, our new teachers receive 4 extra days of training (2 New Educator Orientation and 2 CEL5D).

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
2.5*	100%	X		
1*	100%	X		X
.86*	100%		X	
4**	New teachers	X		
Check those that apply				

All new teachers are required to attend the 2 day New Educator Orientation. Teachers who are new to the CEL5D Framework are required to attend the 2 day training.

\*2.36 Professional Development Days for all teachers (principal and district directed) plus 2 non-instructional days for classroom set up (teacher directed) and report card preparation day (district directed).

\*\*In addition to what is listed above in \* for all teachers, our new teachers receive 4 extra days of training (2 New Educator Orientation and 2 CEL5D).

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

Auburn School District teachers have wisely utilized time over and above the contracted teaching days for over a decade. The activities and work now done on the waiver days was originally part of the state funded Learning Improvement Days (LID). As the state transitioned away from LID, Auburn utilized the waiver to create this additional time to do the focused professional development, benchmark data review days, and systems work essential for our student success.

The three requested waiver days for the next three years are necessary to strengthen instructional practice by:

- Continuing transition and implementation of Common Core State Standards and Next Generation Science Standards,
- Alignment of curriculum and materials to state and district assessments and data review on new state assessments including Smarter Balanced Assessments (SBA),
- Instructional technology trainings to implement high yield strategies,
- Personalize learning to address remediation and acceleration.

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

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

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

The primary use of the waiver days was in two categories: district-wide professional development around curriculum alignment and instructional strategies and building-level professional development focused on School Improvement Plan implementation (data review, strengthening instruction, curriculum/assessment alignment and design). The following describe the district strategic plan aligned waiver day activities conducted at the district and building level for Goal One and Goal Two:

**Goal One—Student Achievement**

All staff in the Auburn School District provides support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college. Waiver Day activities took place at the district-level and school level. Information on the activities is collected after each waiver day and submitted to the Assistant Superintendent of Student Learning.

**District Level Activities**

- K-5 science curriculum training
- K-5 writing curriculum training
- K-12 SIP planning and implementation support
- Three K-12 seminars on Google Classroom / Drive/ Docs and assessments with Forms and Flubaroo
- K-12 Technology integration in alignment with 1:1 rollout technician training
- 8-12 PSAT/SAT Proctor training
- K-12 TPEP/CEL 5D training (principals and new teachers)
- K-12 Review of student safety, transgender policies and anti-bullying programs and procedures (committee training and policy development for later adoption)
- 6-8 Math teacher training to revise/rewrite/create CCSS aligned formative assessments for Algebra, Geometry and Advanced Algebra

**School Level Activities**

- Planned curriculum to meet the needs of diverse learners and provide for a variety of learning and instructional strategies
- Developed weekly pre and posttests in ELA, Mathematics, and Science and progress monitoring plan
- Implemented reading skills and comprehension of technical reading in CTE through projects, background and rubrics for student projects placed on Google Drive and Google Classroom
- Explored and practiced technology tools to help increasing effective teaching practices
- The grade level and content area teams planned and prepared teaching curriculum for district ELA and Math Performance Task. They practiced how to access the SBA website in order to practice on-line testing with classes
- Reviewed student achievement data from formative and summative assessments
- PE specialists worked on curriculum assessments, prep for CBA test, grading completion and fitness gram
- Updated pacing schedules in ELA and Math

## **Goal Two—Community Engagement**

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

### **School Level Activities**

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

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

In accordance with the 2013-2016 district strategic improvement plan, implementation of PLCs, strengthening systems of assessment, standards alignment for improved instruction and customized learning through acceleration and interventions resulted in continuing improvement in academic achievement. The waiver days provided time within the 180 day school year to systemically and strategically restructure our schools to address students who are beyond standard, Tier 1 and Tier 2 learners, and to develop intensive strategies necessary for Tier 3 learners to become successful. As a result of the waiver day work, several of our schools had SBA results that improved as a result of their focused professional development and data review.

### **DIBELS**

- In Kindergarten the ALL subgroup increased On Target performance from 73% on target in winter to 83% on target in spring.
- In First grade the ALL subgroup decreased At-Risk performance from 23% at risk in winter to 18% at risk in spring.
- Third grade performance declined from fall to spring with 65% on target in fall to 59% on target in spring.
- Fourth and Fifth grade performance had no significant change from fall to spring in at risk and on target performance.
- A significant difference of on target performance exists between Pacific Islander students and Asian/White students. Pacific Islander students' performance across grades K-5 was nearly 21% below the performance of Asian and White students.
- Achievement gaps persist between American Indian, Black, Hispanic, Multi-Racial students and the performance of Asian and White students.

### **MAPS-had overall mixed results**

- Elementary reading had little to no gains from Fall to Spring.
- Grade 7 reading showed a 2% increase in at-risk students and a 2% decrease in on-target students.
- Grade 3 math showed a reduction of at-risk students from 24% to 19% and an increase of on-target from 53% to 59%.
- Grade 5 math showed an increase of on-target students from 55% to 62%.

- Grade 6 and 7 math showed moderate improvement from fall to spring
- However, Grade 8 math showed a 5% decrease in on-target students.
- Achievement gaps were substantial between American Indian and Pacific Islander students as compared to other subgroups in both reading and in mathematics across most grade levels.

#### **For Middle School Honors/Acceleration-there was continued access to courses by diverse populations and an overall increase in enrollments**

- Enrollments increased from 1,536 enrollments in 2008-2009 to 2,515 enrollments in 2015-2016.
- Diversity has improved in enrollments going from 71% white to 60% white; but students of color are still under represented in middle school accelerated programs.

#### **9th Grade Credit Attainment- we saw very little change from last year.**

- Although ASD has seen a significant reduction in students at-risk of not graduating on time since 2009-2010 with 16% at risk to 11% at risk in 2015-2016, really little progress has been made over the last 3 years.
- Achievement gaps were substantial between American Indian and Pacific Islander students as well as gaps persisting with Black, Hispanic and Multiracial students as compared to white and Asian.

#### **High School Honors -we continued to see increased access to courses by diverse populations**

- Diversity has improved in enrollments going from 79% white in 2008-2009 to 59% white in 2015-2016; but students of color are still under represented in high school honors programs.

#### **Advanced CTE**

- This fall we reset the courses that qualified as Adv. CTE- Dropping Aerospace Assembly 1, Business Marketing Foundations/DECA and MOS1; we added Work Based Learning classes to this dashboard. If all the courses from prior years were included in this dashboard, our total enrollments would have increased to 3,706 enrollments
- Adv. CTE saw continued increases of enrollment of diverse populations from 25% enrollments by students of color in 2008-2009 to 47% enrollments by students of color in 2015-2016

#### **Advanced Placement**

- Continued to see access to courses by diverse populations-
- Although a decrease in 2015-2016 in total number of enrollments, we have had a significant increase in the percent of graduating seniors who took 1 or more AP courses during their high school career – going from 31% of graduating seniors taking at least 1 AP course in high school in 2010 to 59% of seniors in 2015-2016
- According to the National Center for Educational Accountability, Students from all races and levels of income are 10-20 percent more likely to complete college if they have ever taken an AP course, regardless of whether or not they took or passed the exam.

#### **SBA Results**

Auburn School District students in grades three through five outperformed the state average in math and reading as assessed by Smarter Balanced in the spring of 2016. Additionally, the district outperformed the state in reading and math for low income, special education, and ELL learners.

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

### **STRATEGIES FOR IMPROVEMENT**

Focus on the building blocks of differentiated instruction, including:

1. Helping build teacher belief that all students can learn.
2. Fostering teachers' abilities to know the learner- build relationships with students and families.
3. We will continue to create and refine quality curriculum.
4. Focus on the nine characteristics of high performing schools.
5. Increase data driven collaboration and communication.
6. Continue to demand high standards and expectations for all students.
7. Partner with principals to support effective school leadership.

In addition we will emphasize the importance of culturally responsive teaching by

1. Helping teachers understand how to positively reinforce students for academic development.
2. Supporting teachers to make Instructional changes to accommodate differences in learners.
3. Provide tools for teachers and administrators so their interactions stress collectivity as well as individuality.

The following District Dashboards are posted on the Auburn School District website at:

[Click here](#) **Dashboard** – Auburn School District DIBELS Progress Reports

[Click here](#) **Dashboard** – MAP Reading and MAP Mathematics Progress Reports

[Click here](#) **Dashboards** – Advanced Career and Technical; Middle School Honors; High School Honors; Advanced Placement; and Ninth Grade Credits Earned Progress Reports

[Click here](#) Elementary SBA ELA and Math two year trend results

[Click here](#) Middle School SBA ELA and Math results two year trend results

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

Based on data and a change in leadership, the Board of Directors and Superintendent's Cabinet have agreed to a one-year extension to the 2013-2016 Auburn School District Strategic Improvement Plan. The work of the waiver day plan aligns to the goals, objectives, and strategies outlined in the 2013-2016 District Strategic Improvement Plan specifically in the areas that were still underdevelopment or not yet address. These include: strengthening data driven instructional practices aligned to CCSS and NGSS, focusing on culturally responsive instructional practices by subgroup and increasing collaborative engagement with families. Our twenty-two schools and staff are held accountable through their individual School Improvement Plans "evidence of impact" to address the number one priority of the Auburn School District "student academic achievement."

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

Providing Auburn School District with additional time through waiver days will allow professional development to strengthen data driven instructional practices aligned to CCSS and NGSS, focusing on culturally responsive instructional practices by subgroup and increase collaborative engagement with families. These additional days will also provide opportunity for teachers, administrators and families to be a part of developing the new 2017-2020 District Strategic Plan. We expect to be able to significantly decrease "At Risk" learners as a result of having the additional time.

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

Parent communication and information regarding the waiver days is provided in school newsletters, emails from the school to parents, shared during open house evenings, parent and teacher conferences and during student led conferences. Use of Waiver days are shared during PTA meetings. Furthermore, each school prepares a follow-up report describing the activities and outcomes for each waiver day. These are available to parents upon request. Schools and district personnel present professional development and waiver day activities to the school board members keeping them apprised of the focus, integration, implementation and impact of this time.

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

[Click here](#)- Evaluations for professional development

**C. Last Steps:**

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

Resolution #10-2015/2016  
Reardan-Edwall School District  
Board of Directors

Whereas, the State Board of Education has the authority to grant waivers to the 180 day school year as identified under RCW 28A.150.220,

Whereas, the State has no funded additional learning improvement days (LID) for district staff,

Whereas, the resources to provide additional days of professional development are limited in small rural districts,

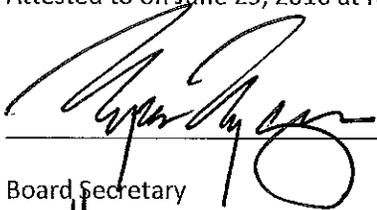
Whereas, our school district staff has demonstrated a firm commitment to continually increasing student achievement in the Reardan-Edwall School District,

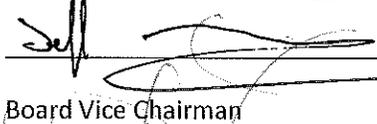
Whereas, the staff, administrators, and community of Reardan-Edwall School District support decreasing the number of early release days for students,

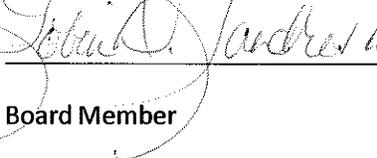
Whereas, the Reardan-Edwall School District Board of Directors attest the waiver plan will continue to meet the required annual instructional hour offerings under RCW 28A.150.220(2) for each of the years the waiver is requested,

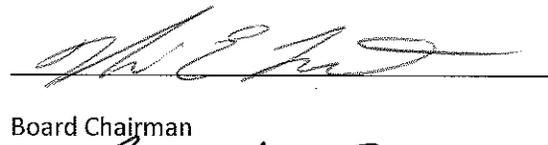
Therefore, the Reardan-Edwall School District requests the State Board of Education to grant four (4) waiver days for school years 2016-17, 2017-18, and 2018-19.

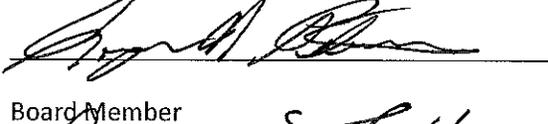
Attested to on June 29, 2016 at Reardan, WA.

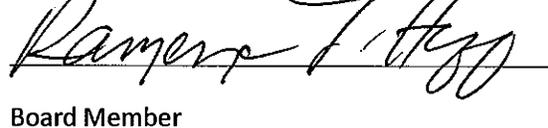
  
\_\_\_\_\_  
Board Secretary

  
\_\_\_\_\_  
Board Vice Chairman

  
\_\_\_\_\_  
Board Member

  
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Board Chairman

  
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Board Member

  
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Board Member



# THE WASHINGTON STATE BOARD OF EDUCATION

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

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

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

### Instructions:

#### Form and Schedule

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

#### Application Contents:

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

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

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

#### Submission Process:

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

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

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

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*  
Dr. Deborah Wilds • Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen  
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes  
Randy Dorn, *Superintendent of Public Instruction*

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

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

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

<b>School District Information</b>	
District	Reardan-Edwall
Superintendent	Marcus Morgan
County	Lincoln/Spokane
Phone	509-796-2701 x124
Mailing Address	PO Box 215 Reardan, WA 99029
<b>Contact Person Information</b>	
Name	Marcus Morgan
Title	Superintendent
Phone	509-381-1324
Email	mmorgan@reardan.net
<b>Application type:</b>	
New Application or Renewal Application	Renewal
<b>Is the request for all schools in the district?</b>	
Yes or No	YES
If no, then which schools or grades is the request for?	
<b>How many days are requested to be waived, and for which school years?</b>	
Number of Days	4 days per year
School Years	2016-17, 2017-18, 2018-19
<b>Will the waiver days result in a school calendar with fewer half-days?</b>	
Number of half-days reduced or avoided through the proposed waiver plan	Since the original application, we have eliminated 4- ½ days
Remaining number of half days in calendar	Six, we are currently negotiating to reduce 4 additional early release days
<b>Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?</b>	
Yes or No	Yes

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

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

1. What are the purposes and goals of the proposed waiver plan?
  - 1) To provide inservice training to our staff in a K-12 format.
  - 2) To provide time for Professional Learning Communities to work across buildings and grades
  - 3) To develop systems for remediation in the classroom
  - 4) To develop and share best strategies among staff
  
2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

Our district has a 7 hour instructional day resulting in 1260 hours. Removing ½ days currently scheduled and late start Mondays scheduled for next year, student will still receive more than 1150 hours of instruction annually in grades 7-12. Grades K-12 will receive more than 1100 hours of instruction under this waiver plan.

The school improvement plans are included with this document. In order to achieve each of the areas, staff needs additional time to develop these strategies and action plans.
  
3. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response. Our current waiver plan that is just completed has led to improved student achievement as measured on State assessment plans.

For example, Reardan Elementary is a four time winner of the School of Distinction for high growth in Math and Reading. They received a Academic Achievement Award of 2014-15 for High Progress.

Reardan MS/HS received two awards this year for graduation rate and overall excellence. They continue to have high academic achievement in ELA and Science.

Our school improvement plans has called for a 10% growth goal in any tested area under 50% of students passing and a 5% growth in curriculum areas with a 50% or better score.
  
4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.
  - 1) District wide in-service activities will be center on student achievement through a committee planning structure based on the assessment results of the previous year.
  - 2) Each day will be planned inservice for both certified and classified staff on topics such as remediation, growth mindset, working with students of trauma, specific curriculum alignment work to State standards,
  - 3) Analysis of current gaps in student achievement.
  
5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?

Our District will continue to utilize data from state assessments, Map testing, and classroom based assessments to determine where student learning gaps exist. We will use the information to implement changes to curriculum and assignments leading to improved student achievement.

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

While our waiver was for one day to conduct district wide inservice with the other county schools, in the past two years we have focused on our own districts needs.

We have utilized this same model of improving student achievement for the past two years. We will continue to analyze the data and utilize our staff/admin leadership team to plan the learning to focus on the areas of greatest needs.

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

We utilize our district leadership team made up of teachers and administrators to plan the inservice activities. In a recent poll of staff, more than 90% of the staff stated the days were valuable and wanted to continue with this model. 80% of staff wished to extend the number of sessions per year from 3 days per year to 4 days per year. If approved, this will allow the district to hold one day of district wide in-service per quarter. Principals sought input from parents regarding the waiver days. Parents understand the work but are inconvenienced when school is not in session. We are mindful to send reminders regarding the upcoming dates for late start or changes from the routine calendar

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

The contract is currently being negotiated. We do not expect an increase in TRI, or release time. In fact, the district's proposal is to eliminate 4 early release days. The current contract provides:

Early release days: 10 – four for conferences, ½ day before Thanksgiving and 4 for grading (one at the end of each quarter) and 1 for the last day of school.

Late Start: The district has 24 – one hour late start Mondays planned for 2016-17.

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

Student instructional days (as requested in application)	176
Waiver days (as requested in application)	4
Additional teacher work days without students	6
Total	186

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	.5	.5	
2	0			x
3	0			x
4	0			x
5	0			x
6	0			x
7	0			x
Check those that apply				

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

As you can see, the District provides additional TRI days but has control of only  $\frac{1}{2}$  day for district inservice. This is a moderate number of days which teachers can use for individual inservice, classroom and curriculum preparation, or conferences at their discretion.

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

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

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

Days were used for in-service training of all staff in core curriculum areas. They were used as planned.

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

Goals were met from our previous waiver. Our increases in student achievement are a direct result of time spent working in PLC teams for both the waiver day and our additional PLC late start Mondays.

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

The proposed changes will increase the amount of inservice days from 1 full day per year to one full day per quarter. The increased student achievement in our district is a result of our time spent collaborating. We need additional time to take this model to our K-12 staff to collaborate district wide.

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

In our current late start model, building staff are working together on initiatives previously mentioned in the application. However, this staff development model needs to be implemented district wide to allow for vertical alignment of curriculum as well as learning initiatives. We have much to learn from each other and need to incorporate extended time for a K-12 model.

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

Parent were informed of our inservice dates, work performed, and awards received through our social media, website and district newsletter.

**C. Last Steps:**

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

Thank you for completing this application.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Within thirty days of receipt of the notification, the state board will, on a determination that the required information and documentation have been submitted, notify the requesting district that the requirements of this section have been met and a waiver has been granted.

[Statutory Authority: RCW [28A.305.140](#)(2) and [28A.305.141](#)(3). WSR 12-24-049, § 180-18-050, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter [28A.305](#) RCW, RCW [28A.150.220](#), [28A.230.090](#), [28A.310.020](#), [28A.210.160](#), and [28A.195.040](#). WSR 10-23-104, § 180-18-050, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW [28A.305.140](#) and [28A.655.180](#). WSR 10-10-007, § 180-18-050, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), [28A.305.130](#)(6), [28A.655.180](#). WSR 07-20-030, § 180-18-050, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), and [28A.305.130](#)(6). WSR 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. WSR 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]

## Option One Waiver Application Worksheet

**District:** Auburn  
**Date:** 9/15/2016

**Days requested:** 3  
**Years requested:** 1  
**New or Renewal:** R

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

**District: Auburn**

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

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

## Option One Waiver Application Worksheet

**District:** Reardan-Edwall  
**Date:** 9/15/2016

**Days requested:** 4  
**Years requested:** 3  
**New or Renewal:** **Renews 2-day waiver for 4 days**

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

**District:**

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

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