

Waiver Application: 180-day School Year Waiver

As part of the basic education requirements in Washington State, each school district must make a minimum of 180 school days available to students each school year. In addition, school districts must offer at least 1,027 instructional hours each school year, as prescribed in RCW 28A.150.220.

The Office of Superintendent of Public Instruction (OSPI) may grant certain waivers for the 180-day school year requirement to school districts, in order for the district to implement a local plan to provide for all students an effective education system designed to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district. Waivers may be granted for up to three school years.

Applications for the regular 180-Day School Year Waiver (formerly known as "Option One") must be submitted to OSPI prior to implementation. Once the completed waiver application packet is received, OSPI will review and notify the requesting district of the decision. In general, applications submitted to OSPI by the 5th of the month will have a decision by the 10th of the following month. For example, applications received by OSPI before January 5 will receive a decision by February 10.

Please note: Waivers for parent-teacher conferences (up to five school days) or emergency school closures follow different processes. For more information, please visit [OSPI's waiver page](#) or email waivers@k12.wa.us.

To be considered for the regular 180-day School Year Waiver, please submit the following documents to OSPI: Documents should be in PDF or Word format. Do not send weblinks.

1. Completed 180-day School Year Waiver Application form (see next page).
2. Proposed school calendar(s) for each of the years for which the waiver is requested.
3. A resolution adopted and signed by the school district board of directors requesting the waiver. The resolution must identify/provide:
 - a. The basic education program requirement for which the waiver is requested.
 - b. The school year(s) for which the waiver is requested.
 - c. The number of days in each school year for which the waiver is requested.
 - d. Information on how the waiver will support improving student achievement.
 - e. A statement attesting that the district will meet the minimum instructional hours requirement of RCW 28A.150.220(2) under the waiver plan.



Washington Office of Superintendent of
PUBLIC INSTRUCTION

180-day School Year Waiver Application

To apply for the regular 180-day School Year Waiver, please submit the following items to waivers@k12.wa.us:

- 1) Completed 180-day School Year Waiver Application form (see below).
- 2) Proposed school year calendar(s) for each of the years for which the waiver is requested.
- 3) A resolution adopted by the school district board of directors requesting the waiver.

Documents should be in PDF or Word format. Do not send weblinks.

Please note: Waivers for parent-teacher conferences (up to five school days) or emergency school closures follow different processes. For more information, please visit [OSPI's waiver page](#).

School District	Issaquah School District
Mailing Address	5150 220th AVE SE, Issaquah WA 98029
Superintendent	Heather Tow Yick
Email:	
Phone:	
Person Submitting Application (if different)	
Email:	
Phone:	

Waiver Days Requested	
School Year	Days
2025-26	1
2026-27	1
2027-28	1

Waiver:	☒ New ☐ Renewal
☒ District-wide waiver	
☐ Specific grades levels and/or certain schools within district (please list):	

If the 180-day waiver is granted, will the district meet the annual instructional hour requirement of RCW 28A.150.220(2) in each school year?	
☒ Yes	If no, please explain in detail:
☐ No	
Does the district currently have any waivers granted by OSPI or SBE?	
☒ Yes	If yes, please list:
☐ No	



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Overview: In a few sentences, summarize the district's proposed waiver plan (purpose, goals).

⇒ Building out a robust MTSS system is both required under the changes to special education law coming in 2028, and is a goal of the state. Using a professional development day to train grade and subject level teams on the data informed decision process, and have certified teams examine data supports this goal. Conducting the Culturally Responsive Tiered Fidelity Inventory of the MTSS systems will also be done on this day.

School Improvement Plans: Describe, in detail, how the district's waiver plan is aligned with school improvement plans under WAC 180-16-220 and any district improvement plan.

⇒ All schools have a gap closing goal in the ISD School Improvement Plans. This time would support strengthening the data analysis fluency of teaching teams, increasing the opportunity for interventions to be delivered and tracked throughout the benchmark periods

Student Achievement Goals: Describe, in detail, how the district's waiver plan is related to measurable and attainable goals of the waiver for student achievement.

⇒ Key indicators are 3rd grade reading, 9th grade on track, and successful completion of Algebra 1. All grades and all subjects support this goal and have intervention opportunities for students not meeting standard in these areas. These metrics, along with graduation rates are tracked through our strategic plan and presented to the school board in a monitoring report. The ISD has achievement gaps for both students with disabilities and students in the BIPOC focus group.

Waiver Day(s) Plan/Activities: Describe, in detail, the specific activities that will be undertaken on the proposed waiver days and how these activities are likely to result in attainment of the stated goals for student achievement.

- ⇒ 1) Review, train and teach the protocol on grade/subject team data analysis, based on the Data Wise protocol from Harvard.
- 2) team analysis time to review semester 1 or other benchmark data, and following the team protocol, match interventions to student need.
- 3) consider and measure the effectiveness of the modifications present in each classroom and work collectively at the grade/ subject team to share resources.
- 4) review, train and teach classroom based interventions systemwide



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Data/Evidence: Describe the assessments or metrics the district's waiver plan will use for collecting evidence to show the degree to which the goals are attained.

- ⇒ 1) gap closing data in each schools School Improvement Plan
- 2) evidence that all students not meeting standard in our key performance indicators are receiving interventions, which are matched to their need and monitored until the student returns to Tier 1 status (not needing interventions any longer)

Participation in Developing Plan: Describe, in detail, the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver plan.

⇒ Academic cabinet consists of Executive Directors from schools, Equity, Special Services and Teaching and Learning. Each member of this team leads directors who are subject area experts. MTSS specialists at the schools of greatest need will have valuable insights into the building based needs. As this is our first professional development waiver, we would be open to presenting this plan and seeing feedback from our structured community involvement groups; the Issaquah Schools Foundation, the Executive PTSA, and the Special Services Parent Advisory group.

Equity: Describe how the district considered equity in developing the waiver plan. This may include, an equity analysis, community feedback, or other means to assess the consequences of the waiver.

⇒ MTSS work is equity work. All work that is done to interrupt patterns of low achievement, consider individual students' cultural and learning profiles, and build out the menu of interventions at each grade and for the core subjects, supports all students, and especially supports those farthest from educational justice. This work aligns with our overall equity plan, and supports the boards mission found in OE 16.



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For Renewals, please provide the following additional information:

Describe the effectiveness of the implemented waiver plan activities in achieving the goals of the plan for student achievement. ⇒
Describe how the effectiveness of the district's waiver plan is measured. ⇒
Describe any proposed changes in the plan to achieve the stated waiver plan goals. ⇒
Describe support or concerns by administrators, teachers, other district staff, and the community for continuation of the waiver plan. ⇒

