

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.



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: towyickh@issaquah.wednet.edu Phone: 425-837-7002
Person Submitting Application (if different) Jacqueline Downey Email: downeyj@issaquah.wednet.edu Phone: 425-837-7091

Waiver Days Requested	
School Year	Days
2026-27	1
2027-28	1
2028-29	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 ☐ No	If no, please explain in detail: ➡
Does the district currently have any waivers granted by OSPI or SBE?	
☒ Yes ☐ No	If yes, please list: Elementary conference days (2)



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

Building a robust Multi-tiered system of support (MTSS) is both required under the changes to special education law by 2028, and it is a goal of the state. The waiver day is used in support of this goal, by spending a day to train grade and subject level teacher teams on how to use a data-informed decision-making process to drive responsive instruction. Teacher teams will analyze student data, including Smarter Balanced Assessments, iReady, and classroom-based assessments to design intentional instructional action plans aligned to Universal Design for Learning principles.

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 Issaquah School District school improvement plans, as aligned to our strategic plan. The time on this professional learning and collaboration day would support strengthening the data analysis fluency of teaching teams and strengthen our collective ability to plan and deliver instructional interventions and supports throughout 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.

Our key indicators for closing gaps are 3rd grade reading as measured on the Smarter Balanced Assessment, 9th grade on track as measured through average daily attendance and number of courses passed, and specifically the successful completion of Algebra 1. All grades and all subjects support these goals and have intervention opportunities for students not yet meeting standard. These metrics, along with graduation rates, are tracked through our strategic plan and are presented to the school board in an annual monitoring report. The Issaquah School District has gaps in achievement for students with disabilities and students who identify as Black/African American or Latino/Hispanic. We are committed to providing data driven instruction to close these opportunity gaps.

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 a MTSS collaborative data team protocol for all grade and subject teams.
2. Provide team analysis time to review semester 1 or other benchmark data, follow the MTSS protocol, and design interventions to meet students' needs.
3. Collaborate to design effective interventions and supports to be shared across common grade and subject teams.
4. Review, train, and teach approaches to 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. Smarter Balanced Assessment data, i-Ready data, and grades data will be used to assess the goals outlined above in the strategic plan and school improvement plans.
2. School principals will monitor how interventions are being administered with fidelity to assess implementation effectiveness.

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.

The Issaquah School District's academic cabinet constructed this plan. The academic cabinet consists of Executive Directors supervising 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. This is our first professional development waiver and the plans for the day are informed by feedback we've received on staff, student, and family surveys, focus groups, and qualitative feedback from being in schools.

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.

Multi-tiered systems of support work is equity work. All work that is done to interrupt patterns of low achievement, consider individual students' cultural and learning strengths, and build out the menu of interventions at each grade for core subjects is in service of equity. Overall, this work aligns with our district equity plan and supports the board's mission found in the Operational Expectation 16 – Equity [board report](#).



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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.

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