

Issaquah School District
Executive Limitations Monitoring Report
March 11, 2021

EL-10 STRUCTURE OF SCHOOLS – Annual Internal Report

The Superintendent certifies that the District is in compliance with EL-10 with no exceptions.

The Superintendent shall maintain a K-12 structure of schools that ensures an effective environment that supports challenging and relevant opportunities for all students to achieve at levels defined in the Board’s Ends policies.

Accordingly, the Superintendent may not fail to:

- 1. Prevent the instructional time provided for students during the academic day from being interrupted by unnecessary intrusions, unnecessary teacher time out of the classroom, or the scheduling of activities that can be scheduled during other times.*

Interpretation:

I interpret this to mean that District administrative leadership in collaboration with principals will control incidental and situational school activities, field and activity trips, staff professional development and broadcast announcements in order to prevent unnecessary intrusions into the classroom. In this, I interpret “unnecessary” to mean falling outside the limitations agreed upon by the District and education association, principals and their supervisors, and held in common at the elementary, middle and high school levels.

District release-time for teachers will be offered with appropriate limitations, including prohibitions against scheduling on identified days or dates.

Evidence of Compliance:

- All certificated employee leave requests are reviewed by Human Resources with the expressed purpose of minimizing classroom disruptions as a result of staff absences and meeting the statutory requirements regarding labor law.
- We monitor data on usage of substitute certificated staff for District release-time throughout the year for the purpose of minimizing classroom disruptions. We analyze substitute usage from one week in September, February and May breaking out the usage by professional development days and all other authorized leaves which include such things as illness, maternity, bereavement, jury duty etc.

	2016-17	2017-18	2018-19	2019-20
Professional Development	23 %	19%	22%	21%
Authorized Leave	77 %	81%	78%	79%

As requested by the Board, we have pulled the actual numbers of substitutes used across the District over three (3) different weeks: one (1) full week at the end of September, one (1) full week in February and one (1) full week in May so we could calculate the daily average occurrences of substitutes used across the District. This data is for all certificated substitutes, which includes; counselors, special education specialists such as occupational therapists, teacher-librarians, as well as classroom teachers. During the 2019-20 school year there were approximately 1383 certificated staff in the ISD.

Average Daily Certificated Substitute Usage								
	2016-17		2017-18		2018-19		2019-20	
September	90	7.4%	108	8.6%	115	9.1%	129	10.1%
February	136	11.1%	128	10.1%	161	12.7%	212	16.7%
May	148	12%	138	10.9%	174	13.8%	38	3.0%

- In accordance with the Issaquah Education Association (IEA)-ISD *Collective Bargaining Agreement* 2018-22 Article 9, Section 1 *Annual Illness, Injury, and Emergency Leave* [commonly known as sick leave] *Allowance*: At the beginning of each school year, *full-time staff members will be credited with an advanced leave allowance of twelve (12) days with full pay. Leave for illness, injury and emergency may be taken in half (1/2) day increments. Unused days shall accumulate and be carried forward. Section 1.1: Leave for Illness and Injury: These days are to be used for absence caused by illness or injury of the staff member or member of the staff member's household, to care for sick children under age 18, spouse, domestic partner, parent(s), parent(s)-in-law, grandparent(s), or adult children with disabilities who have a health condition that requires treatment or supervision. Less than full-time Employees will be allotted the proportionate number of days. Situations not outlined above may be eligible for emergency leave use.*

	2016-17		2017-18		2018-19		2019-20	
Total Certificated (head count)	1213		1261		1293		1383	
Certificated absences	Number	% of staff						
> or = 12 days	260	21.4	280	22.2	388	30.7	179	12.9
> or = 12 days; access FMLA	55	4.7	49	3.9	120	9.5	80	5.8
FMLA Unpaid status	29	2.4	24	1.9	44	3.5	34	2.5
FMLA Maternity/Paternity	33	2.7	27	2.1	61	4.8	52	3.8
> or = 4 days in year	933	76.9	959	76.1	1058	83.7	864	62.5
> or = 4 consecutive days	124	10.2	124	9.8	130	10.3	71	5.1

- Article 9, Section 3 *Limitations on Personal Leave* establishes “Black Out” days at the start and end of the student school year. We collected data on the number of staff who use paid personal leave, thus District authorized absences, over the ten (10) days that make up the “Black Out” periods in each school year.

School Year	Number	% of staff
2016-17	80	6.6
2017/18	99	7.9
2018/19	132	10.2
2019/20	33	2.4

The *IEA-ISD Collective Bargaining Agreement* has language limiting the authorization of those days:

- Article 9, Section 3.3 b states *Consideration for authorizing leave will be given on Black Out Days if the reason for the leave involves serious obligations in the immediate family of a staff member including a wedding, graduation, or once-in-a-lifetime opportunity as indicated on the form at the time of application.*
 - Further, Section 3.3 c states *If the school calendar changes due to inclement weather, a staff member may appeal to the Assistant Superintendent of HR or HR Designee for authorization to use Personal days or leave without pay on the designated make up day.*
 - Section 3.2 f states *When the beginning date for a summer school, graduate, or post-graduate degree programs necessary for certification is in conflict with the District calendar, Personal leave shall be granted.*
- Article 9, Section 3.3 (a & b) places limitations around the use of personal leave around the longer calendared breaks. Article 9, Section 3.5 *Alternatives to Personal Leave Use* establishes a cash-out incentive at the per diem rate for staff to accrue personal leave days rather than use them. The following data shows how many employees have opted to cash-out personal leave therefore working days they could have taken off:

School Year	Number	% of staff
2016-17	6	0.49
2017-18	15	1.19
2018-19	27	2.09
2019-20	50	3.6

- *IEA Collective Bargaining Agreement 2018-22 Article 3, Section 3 Wednesday time for Professional Development and Professional Work* provides the opportunity for Wednesday non-instructional time to be used for selected professional development. This provides opportunities for professional development and collaboration outside of the student day.
- With the expressed purpose of minimizing classroom disruptions, it is a District practice that staff access the optional hours of the District’s technology training in Article 4, Section 2.8 outside of the student day.

- District Procedure on Access to Resources limits the distribution of “Kid Mail” to reduce classroom disruptions.

2. *Adopt a District calendar for the school year that best serves the learning needs of students and achieves the Board’s Ends policies.*

Interpretation:

The District has an existing contract requiring the annual calendar to be negotiated with IEA. I interpret this policy to require the administration to identify calendar elements that impact student learning and work through the negotiations process toward a calendar that optimally serves student learning needs.

Evidence of Compliance:

- Because the District used calendar parameters developed in conjunction with the school board, administrative staff, and community since 2007 in our on-going calendar negotiations with IEA, after the February 2019 snow experience in June of 2019 the District surveyed the community to gather input on calendar refinements to use moving forward in school calendar negotiations beginning in school year 2021.
- The District and IEA have negotiated district school year calendars through the 2020-2021 school year. With such notice the ISD provides families and schools advance notice for planning of assessments, field trip experiences, school wide events, family vacation plans and appointments so that families and schools can mitigate the impact of time away from class.

3. *Select bell times that meet District and state requirements while considering students’ instructional (academic) needs, co-curricular and extra-curricular activities, and health and well-being at a reasonable cost.*

Interpretation:

I interpret this to mean that the District has bell times and daily schedules that meet state requirements for instructional minutes as required under the Basic Education Act (BEA). In addition, our bell times minimize interruptions to the academic program while balancing the student health needs, well-being, co-curricular and extra-curricular activities at a reasonable cost to the system. It is within the Superintendent’s purview to make the case for changes to our bell times pending Board approval for any significant secondary school schedules and provided the changes meet the parameters outlined in EL-10.

Evidence of Compliance:

Required BEA minutes grades 1-8 1000 hours per year, 9-12 1080 hours per year and 450 hours per year for kindergarten. The following links are to the District’s BEA compliance documents.

[ISD BEA Compliance Report 2019-20](#)
[ISD BEA Compliance Detail 2019-20](#)

- During the fall of 2016 announced new school start and end times for the 2017-18 school year. The new school start and end times were created with guidance from sleep research on adolescents and community input. [Bell Times Decision and Historical Information \(link\)](#)
- In partnership with University of Washington researchers, we reviewed our two sleep surveys administered in 2017 and 2018. It was encouraging to see that our students are getting more sleep as a result of the bell time change, particularly at the middle school level.
- On February 8, 2018 the District was granted a 3-year waiver allowing us to continue our elementary conference schedule while maintaining compliance with State Board of Education requirements. This reduces the number of half-day interruptions in the elementary schedule.

Accordingly, the Superintendent may not:

1. *Change the basic grade level configuration of schools (K-5 elementary schools, 6-8 middle schools, and 9-12 high schools) used in the District without Board approval.*
2. *Make significant changes to any secondary school building schedule configuration (e.g. block schedule, 6-period day, semester or trimester schedule) without Board approval.*

Interpretation:

I interpret this to be reserved as a Board prerogative outside the purview of the Superintendent.

Evidence of Compliance:

- No grade level configurations have been changed by the Superintendent since this report was last monitored.
- No significant changes to any secondary school building schedule configuration have been made without Board approval.

Board Acceptance: (consent agenda)