

Issaquah School District
Executive Limitations Monitoring Report
February 13, 2013

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:

- We monitor data on usage of substitute certificated staff for district release-time throughout the year for the purpose of minimizing classroom disruptions. We analyzed substitute usage from September through February breaking out the usage by district professional development days and approved leaves which include such things as illness, maternity, bereavement, jury duty etc...
2009-10 21% Prof. Development – 79% Approved leave
2010-11 22% Prof. Development – 78% Approved leave
2011-12 23% Prof. Development – 77% Approved leave
- IEA negotiated agreement 2010-14 section 6.3.1 A-K. This section begins with the statement: *The IEA and ISD both recognize the importance of having building staff in their assignment on a regular basis and encourage staff, when possible, to minimize the use of personal leave.*

Part (G) of this section establishes “Black Out” days at the start and end of the student school year. We collected data on the number of staff district authorized absences over the 5 days that make up the “Black Out” periods in each school year.

2009-10 had **32** total “Black Out” day occurrences

2010-11 had **36** total “Black Out” day occurrences

2011-12 had **67** total “Black Out” day occurrences (39 of these occurred during the 3 snow make-up days in June)

The vast majorities of these absences occur during the June “Black Out” period and have represented about **.5%** of our certificated staff out during this period in the school year.

- Part (H) puts restrictions around the use of personal leave around the longer calendared breaks. Part (K) establishes a cash-out incentive for staff not to use personal leave days. The following data shows how many employees have opted to cash-out personal leave therefore working days they could have taken off.

2009-10 **29**, 2010-11 **21**, 2011-12 **18**

- IEA negotiated agreement 2010-2011 Section 2.3 provides the opportunity for Mission Wednesday release time to be used for selected professional development. This provides opportunities for professional development and collaboration outside of the student day.
- All certificated employee leave requests are reviewed with the expressed purpose of minimizing classroom disruptions as a result of staff absences.
- Building administrators annually complete a survey regarding intrusions into instructional time. All building level administrators have verified that: (from 2012-2013 Annual Building Survey)

In the past year all

Intrusions into classroom time are monitored for appropriate educational value and controlled to prevent unnecessary interruptions and limiting duration and frequency such as: morning announcements, field trip, assemblies, performance rehearsals, parties etc... (EL-10 #1)

- In regards to technology training and negotiated professional development pay (PDP), it is a district practice, with the expressed purpose of minimizing classroom disruptions, that access to these optional hours occur 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 the Issaquah Education Association. 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:

- The board calendar parameters have been used since 2007 in our on-going calendar negotiations with the Issaquah Education Association.
 - When our Personnel Department conducts a calendar survey it is introduced with the following philosophical statement: *First and foremost, the Issaquah School District is committed to a calendar that promotes the best learning opportunities for students and supports the District's mission.*
 - The District and Teacher Association have negotiated district school year calendars through the 2013-14 school year. This provides families and schools advanced 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 achieving a reasonable balance between the instructional (academic) needs and the co-curricular and extra-curricular activities of students 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 needs of co-curricular and extra-curricular activities at a reasonable cost to the system.

Evidence of Compliance:

- Required BEA minutes grades 1-12 1000 hours per year and 450 hours per year for kindergarten. The following links are to the districts BEA compliance documents.
- <http://www.issaquah.wednet.edu/documents/board/docs/BEACompliance2012-13.pdf>
- <http://www.issaquah.wednet.edu/documents/events/344/8-22-12%202012-13%20BEA%20Compliance%20Form.pdf>
- Beginning with the 2011-12 school year we modified the elementary Wednesday start times in order to keep all elementary start times consistent all five days of the week. This has helped reduce Wednesday morning tardiness to school decreasing the interruptions of instruction time.

Elementary Wednesday tardy rate 2009-2010 = **4.1%** (before common start times)

Elementary Wednesday tardy rate 2010-11 = **3.7%** (before common start times)

Elementary Wednesday tardy rate 2011-12 = **1.9%** (after common start times)

Elementary Wednesday tardy rate 2012-13 = **1.5%** (after common start times)

*Data based on the first Trimester of the school year

- This past year 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.
- The district convened a comprehensive Bell Time Committee to research potential start and stop times and their impact.

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 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: _____