

Issaquah School District
Executive Limitations Monitoring Report
February 10, 2022

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:

- Please note: staff absence and substitute data for the 20-21 school year was impacted by the mode in which we worked in the 20-21 school year. From the beginning of the year to about February, our schools were operating fully and then mostly remotely with teachers teaching from home. Special Services staff and students came back onto campuses first in September, followed by K-5 staff in February and then MS/HS staff in March and April. Some K-5 staff remained fully remote to serve students who chose a remote option offered by the ISD. That said, staff teaching and working from home did not rely on a substitute as they may have for mild illness in a typical year. Additionally, MOU language agreed on by both parties allowed for staff to push asynchronous materials to students for a brief absence—2 days at the elementary and middle levels and 3 at the high school level

- 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	2020-21 ^a
Professional Development	23 %	19%	22%	21%	9%
Authorized Leave	77 %	81%	78%	79%	91%

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 2020-21 school year there were approximately 1370 certificated staff in the ISD.

Average Daily Certificated Substitute Usage										
	2016-17		2017-18		2018-19		2019-20		2020-21 ^a	
September	90	7.4%	108	8.6%	115	9.1%	129	10.1%	41	3.0%
February	136	11.1%	128	10.1%	161	12.7%	212	16.7%	60	4.4%
May	148	12%	138	10.9%	174	13.8%	38	3.0%	147	10.7%

- 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. Less than full-time staff members will be allotted the proportionate number of days. 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		2020-21 ^b	
Total Certificated (head count)	1213		1261		1293		1383		1370	
Certificated absences	Number	% of staff	Number	% of staff	Number	% of staff	Number	% of staff	Number	% of staff
> or = 12 days	260	21.4	280	22.2	388	30.7	179	12.9	100	7.3
> or = 12 days; access FMLA	55	4.7	49	3.9	120	9.5	80	5.8	47	3.4
FMLA Unpaid status	29	2.4	24	1.9	44	3.5	34	2.5	6	.44
FMLA Maternity/Paternity	33	2.7	27	2.1	61	4.8	52	3.8	72	5.3
> or = 4 days in year	933	76.9	959	76.1	1058	83.7	864	62.5	500	36.5
> or = 4 consecutive days	124	10.2	124	9.8	130	10.3	71	5.1	63	4.6

- 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
2020/21 ^c	88	6.4

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	1.2
2018-19	27	2.1
2019-20	50	3.6
2020-21 ^d	100	7.3

- *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:

The state requires each district to complete the Minimum Basic Education Requirement Compliance Report (Form SPI 1497) yearly. The District has validated the following: Total program hours; Kindergarten = at least 1000 hours per year, 1st -8th must be greater than or equal to 1000 hours per year, 9th -12th must be at least 1080 hours per year. The District is also in compliance with an average of 1027 hours 1st-12th grades. The District maintains Grades 1 to 12 on a 180-Day school year requirement (District is in compliance given waiver approved the State Board of Education for your elementary conferences.), The District complies with the High School Graduation Minimum Requirements. The District has completed the 2020 Reopening Plan for the 2020-21 School Year. The following links are to the District's BEA compliance documents.

[ISD BEA Compliance Report 2020-21](#)
[ISD BEA Compliance Detail 2020-21](#)

- 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.

^a School year 2020-21 was the second school year affected by the COVID-19 Pandemic. This school year began with remote classes and many certificated staff working from home. As such, substitute teachers were not needed until classes returned to the on-site learning. This reduced need in substitute teachers can be seen in the EL-10 data for 2020-21.

^b While certificated staff worked from home, fewer absences overall were recorded. Some staff chose to work on days that they normally would not be able to (minor illness, new baby, no childcare, etc.).

^c Use of personal leave on "Black-Out" days is more common at the end of the school year, than the beginning. In 2019-20 the number of total days recorded is considerably below the previous years, because we were not in school in June 2020. In 2020-21, the number jumps back up because we were back to in-person instruction by June 2021.

^d Use of personal leave in 2019-20 and 2020-21 was decreased due to certificated staff working from home and not needing to use it. As a result, we see the number of certificated staff cashing out personal leave at the end of the year, much increased from previous years.

Board Acceptance: