

**Issaquah School District
EL-10 Structure of Schools**

The Board believes that all students should have the benefit of an effective and efficient learning environment that offers a balance between academic and co-curricular activities while safeguarding student health.

**Executive Limitations Monitoring Report
February 9, 2023**

**The Superintendent certifies that the District is in compliance
with EL-10 without 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 partnership and collaboration with principals set the tone for maximizing instructional time, develop guidelines and protocols that minimize interruptions to classroom instruction and teacher absence while ensuring activities and teacher professional learning are intentional and align with learning standards and lesson objectives.

Evidence of Compliance:

- 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 which is mandated by Washington State Public Education Relations Commission (PERC). I interpret this policy to require the administration to identify calendar elements that impact student learning in partnership with the Board, and in consideration of staff and family input, and work through the negotiations process toward a series of calendars.

Deleted: 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. ¶

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Evidence of Compliance:

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 District'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.

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Evidence of Compliance:

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 a Board decision, supported by input, research and recommendations provided by the District,

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Evidence of Compliance:

Board Acceptance: