

**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:**

Coordination of District-wide professional development: District leadership coordinates District-wide professional development, first using non-student days in August, October, and January in order to ensure content is aligned to district priorities and research-informed professional practices and to avoid unnecessary use of release day substitutes to deliver professional development. Additionally, use of professional development that requires teacher release is coordinated between district departments to avoid excessive use of substitutes on any given day.

- 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 and this practice is supported 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.

**Evidence of Compliance:**

ISD and IEA agreement for the school calendar for 2021-2022 school year was adopted on 3/2/2021.

- 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.

**Evidence of Compliance:**

[ISD BEA Compliance Report 2021-22](#)

[ISD BEA Compliance Report Detail 2021-22](#)

ISD uses the Washington State SEL Standards as our guide for social emotional learning at each level. Each elementary classroom teacher conducts a minimum of 15 lessons from the Second Step K-5 curriculum each school year. Each middle school homeroom teacher also conducts 15 lessons each year from the Second Step MS Program. High schools conduct common social-emotional learning lessons during flex and advisory time across all high schools. In addition to SEL lessons during flex and advisory, there are SEL lessons embedded in some course curricula as well as some stand-alone SEL events (for example: consent speaker on health relationships).

Middle school advisory allows for the delivery of SEL lessons as well as informational activities for students without interrupting content class time. Weekly minutes dedicated to advisory period ranges from 90-125 minutes per week. Three middle schools have advisory five days a week and three middle schools have advisory 4 days a week.

High school flex time allows for a variety of activities to occur without impacting individual class time. The three comprehensive high schools have flex time on Tuesdays and Wednesdays, with weekly minutes dedicated to this work between 85 and 95 minutes per week. Gibson Ek offers these activities along with advising through advisory, which reflects 190 minutes per week of the student day.

**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.

**Evidence of Compliance:**

No changes were made in the 2021-22 school year.

*Board Acceptance:*