

**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**  
**March 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: In order to minimize professional development that takes teachers from their positions, District leadership coordinates District-wide professional development, fully using non-student days in August, October, and January. For example, during the January non-student day, district leaders delivered intervention matching and success block training to all elementary certificated staff and secondary teachers worked together on grading practices that support EL-12. Professional development for specific groups that is mandatory must be delivered within the workday to ensure content is aligned to District priorities, meets the expectation of research informed and best practices, and can be delivered with fidelity across the District. District release days for this purpose is generally limited to 35 substitutes per school day, to avoid the student experience of many substitute teachers in a particular day. Optional professional development in the form of after-school

meetings, book studies, and virtual training opportunities remain a component of the overall District professional development plan.

- 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 in the board meeting 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 that meet state requirements for instructional minutes as required under the Basic Education Act (BEA). The bell times allow for dedicated time for announcements and additional student support in the form of morning circle, homeroom and flex time. This assures that building schedules can 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](#)

At the Elementary level, classroom teachers deliver a minimum of 15 lessons from the Second Step K-5 curriculum each school year, and morning circles are a support tool used to set each student up for a successful day.

Middle school advisory allows for the delivery of 15 lessons each year from the Second Step MS Program, as well as informational activities for students without interrupting content class time.

Weekly minutes dedicated to advisory period ranges between 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. 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 healthy relationships). Two 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:*