

Issaquah School District
Executive Limitations Monitoring Report
January 24, 2018
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 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.

2014-15 15% Prof. Development – 85% Authorized leave

2015-16 13% Prof. Development – 87% Authorized leave

2016-17 23% Prof. Development – 77% Authorized leave

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 specialist such as; occupational therapists, librarians, as well as classroom teachers. During the 2016-17 school year there was approximately 1222 certificated staff in the ISD.

Average Daily Certificated Substitute Usage						
	2014-15		2015-16		2016-17	
September	82.4	7.1 %	52	4.4 %	90	7.4%
February	104.4	9.0 %	80	6.8 %	136	11.1%
May	139.6	12.0 %	94	8.0 %	148	12%

- All certificated employee leave requests are reviewed with the expressed purpose of minimizing classroom disruptions as a result of staff absences and meeting the statutory requirements regarding labor law.
- In accordance with the Issaquah Education Association (IEA)-ISD *Collective Bargaining Agreement 2014-17 Article 9, Section 1 Illness, Injury, and Emergency Leave* [commonly known as sick leave] *full-time certificated teachers are provided annually with 12 days of leave with full pay to be used for absences caused by illness or injury or emergency of the employee or employee’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.* In 2016-17 145 teachers, or 12% of teaching staff, were absent from duty for 12 or more days. 51 teachers (4%) who used more than 12 days of sick leave had absences covered under the Family Medical Leave Act (FMLA), 32 (3%) such that they were unpaid, but their positions were protected for their return. 575 certificated staff (47%) were absent from work 4 or more days on authorized leave with the predominant reasons being illness, bereavement, and FMLA with 14% of certificated staff absent from work for 4 or more consecutive days.
- The IEA-ISD *Collective Bargaining Agreement 2014-17 Article 9, Section 3.1* begins with the statement: *The Association and ISD both recognize the importance of having building staff in their assignments on a regular basis and encourage staff, when possible, to minimize the use of personal leave* (p 116).

- Article 9, Section 3 *Limitations* 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 10 days that make up the “Black Out” periods in each school year.

2014-15 had 72 total “Black Out” day occurrences

2015-16 had 76 total “Black Out” day occurrences

2016-17 had 80 total “Black Out” day occurrences

- Article 9, Section 3.3 (a & b) places restrictions 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 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:

2014-15: 17

2015-16: 10

2016-17: 6

- *IEA Collective Bargaining Agreement 2014-17 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.
- Building administrators annually complete a survey regarding intrusions into instructional time. All building level administrators have verified that: (from 2016-17 Annual Building Survey) with one exception (see below*).

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)

*The principal at Maple Hills Elementary shared that due to students and teachers missing class time because of assemblies during the 2016-17 school year, the schedule for the 2017-18 school year has been adjusted.

- 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 2.10 and negotiated professional development pay (PDP) in Article 4 Section 2.9, 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:

- The District has been using calendar parameters developed in conjunction with the school board, administrative staff, and community since 2007 in our on-going calendar negotiations with IEA.
- The District and IEA have negotiated district school year calendars through the 2019-20 school year, pending negotiations that will begin in March 2018. 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:

Required BEA minutes grades 1-8 1000 hours per year, 9-12 1080 hours per year and 450 hours per year for kindergarten. The following links are to the District's BEA compliance documents.

[ISD BEA Compliance Report 2017-18](#)

[ISD BEA Compliance Detail 2017-18](#)

- 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 \(link\)](#)
- Partnership with University of Washington researcher on a school schedule sleep survey that was first administered in the spring of 2017 for baseline data. The survey will also be administered in the spring of 2018 so we can begin to collect data on the impact of this start and end time change.
- 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. Since the change, the Wednesday truancy rates have averages between 1.4 and 1.9% which is in line with the other days of the week.
- In 2014-15 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.

Board Acceptance: January 24, 2018