

MEMORANDUM OF UNDERSTANDING  
between the  
ISSAQUAH EDUCATION ASSOCIATION  
and the  
ISSAQUAH SCHOOL DISTRICT  
regarding  
SEVEN PERIOD SCHEDULE AT ISSAQUAH AND SKYLINE HIGH SCHOOL

The following *Memorandum of Understanding* is made and entered into between the Issaquah School District and the Issaquah Education Association regarding the implementation of a seven (7) period schedule at Issaquah and Skyline High Schools.

The seven (7) period schedule includes a combination of class period lengths to meet state graduation credit requirements mandated by "Core 24" and state statute as well as student learning needs and to provide for learning options not traditionally available during a six (6) period schedule. The seven (7) period schedule is designed in a manner such that regularly on three (3) days per week there are 7 periods of equal class lengths while during two (2) days per week there are extended learning periods as well as a "Flex" period.

While the Flex period is not intended to create additional preparation for certificated staff, it is equally not intended to be an additional "preparatory period" without students for full-time certificated staff. Having said that, by the virtue of student need, student self-selection placement, and certificated staff assignments some certificated staff may have no students placed during a particular Flex period. Further, it is intended to minimize the number of interruptions for the seven (7) academic periods. Using the FlexiSched tool certificated staff has the ability to designate seats during Flex period for particular topics or student support, while administrators may also place students with certificated staff for academic intervention reasons. During the Flex period certificated staff may have responsibilities in the following categories:

- Supervision during school-wide required activities such as drills, survey, assemblies
- Social emotional learning using curriculum developed predominantly by administrators
- Academic Support

Certificated staff retain students in the period immediately preceding the Flex period for attendance reporting purposes in order to be able to include the minutes toward records supporting state budget allocation based upon student contact time. Students disperse for the Flex period as recognized within the FlexiSched. The FlexiSched tool will be used for student placement during the period in order to ensure adequate supervision of students and to enable students in accessing one of the seven (7) periods in their regular schedule. Exceptions to student accessing one of their seven (7) periods would be to be in larger, common areas, including but not limited to, the Commons, the Library or the Theatre. Certificated staff are trained on the access and use of the tool. Certificated staff are to notify the Dean of Students or Graduation Specialists, as directed by administrative procedures in each school, to intervene if students fail to reach their assigned space during the Flex period after certificated staff has directed students to the appropriate seat assignment. If a student misses the Flex period, administration intends to intervene with other appropriate consequences for the student.

Although FlexiSched allows for a cap to student seats, certificated staff expressed both desire for flexibility to the cap as well as concern about control of the number of students provided seats during the Flex period; for example, large numbers could be welcomed during AP/IB assessment preparation or in PE makeups, while for academic support specific to ELLs may be delivered in smaller groupings. Administrators thought it would be rare for seat numbers to be overwhelming as the Flex period has the greatest number of certificated staff actively supervising students than any other period of the schedule. As a result, the Parties pledged to monitor seat numbers each semester rather than affix ratios.

Part-time certificated staff whose FTE assignment has them depart prior to a Flex period are not required to return to the school to supervise or work with student during the Flex period. Part-time certificated staff would work the Flex period that is associated with their regularly scheduled assignment, and as a result could end up doing it once per week. For example, a certificated staff member may regularly work first through third periods and would thus do Flex period associated with first period, but would not have to return the following block day for the Flex period associated with period 7.

A substitute day will be  $\frac{4}{7}$ <sup>th</sup> of daily rate for substitutes. They will be present for four (4) periods not the 3.5 hours of previous schedules. The ISD provides notice that the cost to an individual for "pay minus sub costs" such as in Article 9, section 1.5 or



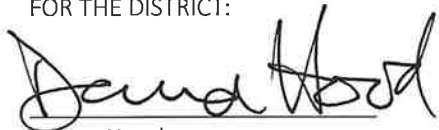
section 4.5 will increase over the costs associated with a six (6) period schedule. The cost of a substitute should also be kept in mind for Article 5, Section 1.2 (c) when recouping the cost of a substitute.

With the MOU the Parties memorialize Contract Waivers affecting Article 3, Section 2.1 that were passed by each high school staff and authorized by both Parties in accordance with Article 1, Section 9.\* The Parties agree to allow for staff to opt in or volunteer for having two (2) odd or two (2) even planning periods, rather than one (1) odd and one (1) even planning period, which would result in working an instructional day without a preparatory period for the purpose of planning and preparation.

This Memorandum of Understanding shall be in effect for the duration of the underlying 2018-2022 collective bargaining agreement.

Agreed to on the 13<sup>th</sup> day of May, 2019. Signed on the \_\_\_\_22\_\_ day of June 2021.

FOR THE DISTRICT:



Donna Hood  
Assistant Superintendent of Human Resources

FOR THE ASSOCIATION:



Derona Burkholder  
IEA President

