



OE-10 STRUCTURE OF SCHOOLS

Policy Type: Operational Expectation

Annual Monitoring Report for School Year 2024-25 - September 25, 2025

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.

The Superintendent certifies that the District is in compliance with OE-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 Results policies.

The Superintendent will:

10.1 Present to the Board for adoption a district calendar for the school year that best serves the learning needs of students and achieves the Board's Results policies, with the expectation of having the calendar established at least three years in advance of the beginning date of the school year.

Interpretation:

The district has an existing collective bargaining agreement requiring the annual calendar to be negotiated with Issaquah Education Association (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:

Issaquah School District (ISD) and Issaquah Education Association (IEA) agreed on school calendars for three school years through 2027-28, which were approved by the Board on October 24, 2024.

10.2 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 for the start and end of the day 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 ensures that building schedules can minimize interruptions to the academic program while balancing the students' 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 OE-10.

Evidence of Compliance:

The BEA Compliance Report and spreadsheet below shows that the bell times for ISD schools meet state requirements.

[ISD BEA Compliance Report 2024-25](#)

[ISD BEA Compliance Report Detail 2024-25](#)

Every building schedule allows time for students' needs to be met through welcome activities, Social Emotional Learning (SEL) lessons, co-curricular and extracurricular activities. Tier 1 SEL activities vary across levels and are in place to support overall student well-being. K-8 activities include 15 consistent Second Step lessons. Embedded SEL activities were delivered at the high schools. In 2024-25 the focus areas were Social Awareness and Social Management.

Clubs and activities at the schools are in place to support opportunities for connection and engagement and are offered in ways that do not interrupt the learning program. Typically, club and activity events occur after school. Generally, daily co-curricular activities, such as practice or club meetings, occur after school. Specific occasions such as regional music competitions and elementary field trips may impact class time, and these are carefully considered to evaluate the impact versus cost of the activity. Field trips scheduled during the school day are vetted by the principals and follow district Regulation [2320](#) and the corresponding Procedure [2320P](#). These provide guidance for the types of activities that warrant missing class time.

Extra-curricular athletics at the middle school level do not result in missed class time, as these activities occur after school and away game travel is limited to district schools. Typically, high school athletic practices are outside of the school day. Occasionally, student athletes may miss class time at the end of the day to travel to away meets. High school student athletes who play in playoff games and matches may miss school for these events.

Note for next year's monitoring: Next year, there will be an update to this section for evidence with the approval of bell time changes at elementary schools and five of six middle schools with the Board's recent approval of the collective bargaining agreement with the Issaquah Education Association that lengthened the student school day by 5 minutes for the aforementioned schools.

10.3 Consider school demographics as well as operational efficiencies before recommending any significant changes in school attendance boundaries or feeder patterns.

Interpretation:

I interpret this to mean that any recommendations for significant changes in school attendance boundaries or feeder patterns will consider school demographics in conjunction with operational efficiencies.

Evidence of Compliance:

There were no recommendations for any significant changes in school attendance or feeder patterns during the 2024-25 school year.

The Superintendent will not:

10.4 Allow instructional time for students to be interrupted by unnecessary intrusions, by unnecessary teacher time out of the classroom, or by activities that can be scheduled during other times.

Interpretation:

I interpret this to mean that district administrators and principals develop and communicate guidelines and protocols that minimize interruptions to classroom instruction and teacher absence. I further interpret this to mean that student activities are scheduled intentionally and professional learning for teachers is vetted and approved.

Evidence of Compliance:

To provide professional development opportunities for all staff, while setting a tone of maximizing instructional time, district leadership coordinated district-wide professional development, fully using non-student days in August, October, and January. Professional development delivered on non-student days for the 2024-25 school year included: technology training, elementary training on new literacy curriculum, training on Social Emotional Learning / Cultural Competency, Diversity, Equity and Inclusion (7-hours minimum required by OSPI), annual mandatory training to ensure safe and inclusive schools, structured training and cross-district collaboration on secondary grading practices, training on the new Danielson framework for teaching as part of the teacher evaluation system, and training on Universal Design for Learning where each teacher set an implementation goal.

Mandatory professional development for specific groups must be delivered within the workday to ensure the content is both aligned to district priorities and is research-informed, utilizes best practices, and can be delivered with fidelity across the district. District release days for mandatory professional development were closely monitored by the HR department, ensuring the days occur with adequate knowledge and coverage at the school level. Optional professional development in the form of after-school meetings, book studies, and virtual

training opportunities remained a component of the overall district professional development plan and are offered outside of the school day.

No more than 25 certificated classroom staff may use personal leave on a Friday, on a day before or after a major break, or on a workday before or after a district-recognized holiday. Staff members not requiring a sub are not counted in the limit of 25. Certificated staff may be refused a request for personal leave on the first five and last five student days of the school year. Messages to staff about procedures are routinely sent. As an example, [here is a message from HR on 9/9/24](#).

Certificated and classified staff are allowed access to their available sick leave and other state and federal leaves for which they may be eligible. (Note: Labor and Industries' rulings have prevented HR staff from addressing patterns of staff absence. If staff have the leave, short of provable, fraudulent use, they may use the leave.) In 2024-25, HR staff facilitated the coverage of 127 long-term leaves by 101 certificated subs.

10.5 Make significant changes (affecting more than 250 students) to school attendance boundaries or feeder patterns without Board approval.

Interpretation:

I interpret this to mean that the Board approves significant changes to school attendance or feeder patterns, and furthermore "significant change" is defined as any change affecting more than 250 students.

Evidence of Compliance:

There were no significant changes to attendance boundaries or feeder patterns in the 2024-25 school year. However, a small boundary change was made for nine students living in the Jacob's Creek neighborhood to be CT-PCMS-IHS from CT-PLMS-SHS.

10.6 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.

Interpretation:

I interpret this to mean that the Board approves the grade level configuration of schools supported by input, research and recommendations provided by the district.

Evidence of Compliance:

There were no changes to the grade level configuration of schools in the 2024-25 school year.

10.7 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 mean that the Board approves significant changes to secondary school building configurations supported by input, research and recommendations provided by the district.

Evidence of Compliance:

There were no changes made to any secondary school building schedule configurations in the 2024-25 school year. As a reminder, all comprehensive high schools are on a 7-period day schedule.

Board acceptance: