OE-10 STRUCTURE OF SCHOOLS
Policy Type: Operational Expectation

Annual Monitoring Report for School Year 2025-26 – October 22, 2026

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:
Previously, the district and Issaquah Education Association (IEA) agreed on school calendars for three school years through 2027-28, which were approved by the Board on 10/24/24.

The district and IEA negotiated and ratified an updated Collective Bargaining Agreement that was approved by the Board in August 2025 to take effect starting with the 2025-26 school year. The implications of this agreement impacted the minutes and calendar. Specifically, there needed to be an update to that current year calendar and future years. Subsequently, at the 9/11/2025 Board meeting, a revised 2025-26, 2027-28 calendar and a 2028-29 calendar were approved. The revised 2026-27 calendar was approved on the consent agenda at the

12/11/2025 Board meeting. While there were updates to calendars, the district was in compliance with the previously approved 2026-27 calendar in 2024. Calendars are located on the website Calendars - Issaquah School District 411 under the "Download Printable Calendar" section.

Key considerations for developing calendars for the district's bargaining team include:

- The requirement to schedule and offer 180 school days and the Basic Education Act requirements in 10.2 of this report.
- Community input collected over the years:
    - Some openness to shortening or altering the second winter break
    - Many also wish to start after Labor Day and end before Juneteenth
- School Board input discussed over the years:
    - Maintain two full weeks of break with three weekends for the first winter break
    - Maintain a second winter break for a full week
    - Schedule inclement weather makeup time into the calendar
- Systemwide Considerations:
    - Preserve time over our summer break for forty additional school days at Echo Glen and time to offer credit recovery opportunities to high school students.

As a note, the calendars for future years for compliance with this operational expectation have been shared with the Issaquah Education Association and pending a response.

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:
In the 2025 IEA bargain, five minutes were added to the school day for all middle schools, except Issaquah Middle School because it already had the additional five minutes in its school day. This effectively increased the district's total basic education minutes allowing the district

to further pursue waivers for professional learning or as a result of inclement weather if necessary. Additionally, the last day of school was converted to a half-day for all schools.

The BEA Compliance Report and spreadsheet below show that the bell times for ISD schools meet state requirements. The district received approval for one calendar waiver day for staff professional development, in accordance with state guidance and BEA requirements.
ISD BEA Compliance Report 2025-26
ISD BEA Compliance Report Detail 2025-26

Every building schedule allows time for student 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 Second Step lessons. Embedded SEL activities were delivered at the high schools.

Clubs and activities at the schools are in place to support opportunities for connection and engagement and are offered in ways that minimize interruptions to 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 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.

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 2025-26 school year.

However, attendance areas are likely to be reviewed in the next two years. A review of attendance areas would include engagement with staff, families, and the community through the launch of a boundary committee.

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 and January. In the 2025 bargain, the district bargaining team successfully implemented a consolidation of the October and January half days into one full professional development day, thereby making it eligible for a waiver and approval from the state. The Assistant Superintendent applied for and attained that waiver. This one professional development day now counts as a school day in the district school calendar.

Professional development delivered on non-student days for the 2025-26 school year included: technology and AI 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, and training on Universal Design for Learning where each school 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. If HR does not have enough available substitute teachers to fill absences to cover professional development, that session is rescheduled, as daily quality instruction for students takes priority. 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 50 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 50. Certificated staff may be refused a request for personal leave on the first five and last five student days of the school year.

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 2025-26 the HR team have seen our highest fill rates for certificated absences since 2020. The HR team has facilitated 95—98% substitute fill rates each month and are thereby reducing the strain on teachers to cover their colleagues' absences. The district's sub pool is currently quite robust and the team is able to deploy highly qualified staff and are not relying on those with emergency certification.

In the past year, the district expended approximately $6.33 million on substitute coverage ($4.64 million certificated; $1.69 million classified), compared to approximately $500,000 in state funding. This represents a significant and increasing gap between state-funded and actual substitute usage driven by employee leave provisions under collective bargaining agreements, Washington state's Paid Family and Medical Leave (PFML), and the Family and Medical Leave Act (FMLA), requiring the district to supplement these costs with local Educational Programs and Operations (EP&O) levy funds to maintain continuity of instruction and operations.

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 changes to attendance boundaries or feeder patterns in the 2025-26 school year.

As stated earlier in 10.3, “attendance areas are likely to be reviewed in the next two years. A review of attendance areas would include engagement with staff, families, and the community through the launch of a boundary committee.”

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 2025-26 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:
As noted above, in 2025-26 five instructional minutes were added to five middle schools to align all six middle schools and increase the district’s total basic education minutes. As a reminder, all comprehensive high schools are on a 7-period day schedule.

Board acceptance: 10/22/2026