

Olathe Public Schools

High School Scheduling Document Guidelines

PROFESSIONAL LEARNING COMMUNITIES (PLCS):

Policy GBZEA Professional Development includes a section on Professional Learning Communities (PLCs). Professional Learning Communities (PLCs) play an important role in the District's school and learning improvement as well as professional development activities throughout the school year. All certified/licensed personnel will participate in PLCs. Educators are assigned to required PLCs by the principal/supervisor at their home building. PLC agendas should be collaboratively developed, and PLCs should be agenda-driven, and focused on student learning. Please refer to Policy GBZEA for further information on PLC requirements.

PROFESSIONAL DAY:

The high school professional day (7:30-3:30) may be adjusted with consensus of the principal, the BLT, and the lead Olathe NEA association representative and prior notification of staff for such purposes as state or standardized assessments. The High School Semester Assessment Schedule (attached) designates adjustments for semester assessments. A typical week will have three 7-period days and two block schedule days, with one block schedule day containing a seminar period. *See Policy GBZCC Professional Day*

HIGH SCHOOL BELL SCHEDULE:

All High Schools will use the following schedule. Individual building changes may be approved by consensus of Administration, BLT, AR and communicated to staff in advance. (Ex: Homecoming week and other special events)

Hour	Monday, Tuesday, Friday
1	8:00-8:48
2	8:53-9:41
3	9:46-10:34
4	10:39-11:29
Power50/ Lunch	A = 11:32-11:57 B = 11:57-12:22
5	12:26-1:14
6	1:19-2:07
7	2:12-3:00

Hour	Wednesday
1	8:00-9:28
3	9:33-11:01
Power50/ Lunch	A = 11:05-11:30 B = 11:30-11:55
5	11:59-1:27
7	1:32-3:00

Hour	Thursday
2	8:15-9:43
Advisory	9:48-10:13
4	10:18-11:46
Power50/ Lunch	A = 11:49-12:14 B = 12:14-12:39
6	12:42-2:10
Seminar	2:15-3:00

The schedule will also include the following:

- 4 day weeks: two 7 period days (typically M, T); two block days (typically W, Th)
- 3 day weeks: three 7 period days

DEPARTMENT CHAIR GUIDELINES:

All high schools in the Olathe District Schools have individuals designated as department chairs. These individuals, selected by the building administrator on an annual basis, provide instructional leadership under the supervision of the building administrator. The department chair promotes continuous improvement of the instructional program.

The ten (10) district paid department chair position include: Fine Arts, Science, International Language, Practical Arts (Industrial Tech/FACS), Language Arts, Business & Computers, Math, Social Science, Physical Education, Special Education. Schools may select to have additional chairs, but the maximum number of periods devoted to this supervisory is 10 periods per day. The department chair, in lieu of another assigned supervision, is provided 1 period per day for carrying out the duties of department chair. Individuals teach 5 classes, have 1 plan, and their supervisory is department chair duties.

Role: The department chairs assist the building administration in providing leadership for curriculum and instruction matters in a variety of ways, which could include:

- Staff Assistance: assisting with new staff induction, promoting professional development of department members
- Communication: providing a communication link between the administration and the department, promoting communication among department members through regular meetings, and public relations
- Promoting Instructional Quality: aligning department goals with general building goals, building school improvement goals, and district goals
- Assisting with Instructional Management Tasks: coordinating resources/supplies, providing input on master schedule, coordinating field trips
- Assisting in interviewing department candidates

The building department chair provides leadership and serves as a liaison with the district for curriculum and instruction matters, which could include assisting with new curriculum, new instructional resources, staff training, and assessment.

Characteristics: A department chair demonstrates the following attributes:

- Is recognized as a curricular expert, current in the content area.
- Has served in a variety of leadership capacities, such as a BLT member, school improvement goal team leader, and/or district committee member.
- Demonstrates through action a commitment to life-long learning, such as participating in advanced university coursework, building and district staff development opportunities, membership in content area organizations, and/or consumer of research related to teaching and learning.
- Is viewed by all stakeholders as an effective communicator by seeking and welcoming input, sharing accurate information and perspectives in a timely and proactive manner, and providing collaborative leadership to accomplish student, department, school, and district goals.

SUPERVISORY ASSIGNMENTS:

The Supervisory Period is designed to provide assistance for student services and student support as part of each staff member's assigned weekly duties. Supervisory assignments are made which align with this purpose. Supervisory assignments achieve the following objectives:

- Provide opportunities for special tasks to be accomplished which contribute to student learning and the positive learning climate of the High School.
- Provide necessary supervision in the High School.
- Provide for the teaching of five (5) periods.

No staff member will be assigned more than one supervisory period unless a variance is granted. In general, the request for staff members to assume a 2nd supervisory is discouraged. However, under exceptional circumstances a variance request may be submitted and will be considered.

Typical supervisory assignments require minimal or no curriculum lesson preparation. A supervisory assignment may require a staff member to record a grade and may require a staff member to serve the same students on an on-going basis.

Supervisory Assignments:

Administrators and staff will work together to determine supervisory assignments. While attempts will be made to match staff preference with the supervisory assignment, the responsibility for making assignments rests with the building administrator. Building administrators are encouraged to obtain input from staff yearly.

It should be recognized that although there are differences in supervisory assignments, attempts should be made to provide equity. Supervisory assignments are subject to change throughout the school year based on need and/or equity.

In order to provide a daily plan, on block days, half of supervisory is a plan period.

Approved High School Supervisory List:

Not all supervisory assignments from the following list will be necessary at all schools. Some may be combined (such as building level substitute and attendance support, with building substitute used first to reduce substitute costs).

When not needed in the primary supervisory assignment, staff members will assist with other duties. Approval may be sought through the Supervisory Variance Procedure for assignments not falling under these guidelines.

- Attendance/Tardy Support
- AVID Coordinator
- Building Substitute
- Building Web Master
- Computer Lab Supervision
- Curriculum Lab Supervision (International Language Lab, e-learning)
- Department Chairperson (10 periods per HS)
- ELL Program Support
- Facilities/Event Facilitation
- Hall Duty
- In School Suspension Supervision (ISS)
- Instructional Support
- Instructional/Program Support of other staff
- Lunchroom Supervision (Assignment to this duty is by mutual agreement of staff member and administrator.)
- Monitoring Work Experience
- School Improvement Leadership
- Special Education Support
- Student Development Program/Facilitation
- Transition/Mentoring Coordinator
- Travel Time for Itinerant Staff
- Tutorials/Guided Study (NOT primary instruction in BOE-approved curriculum)
- 21st CHS Academy facilitation (Typically 1 per academy)

Supervisory Variance: Supervisory variances are requested for two reasons:

1. Creation of a supervisory duty that is different from the approved High School Supervisory List previously outlined.
2. The principal requests to assign the staff member two supervisory periods (in addition to four teaching periods and one individual plan). In general, the request for staff members to assume a 2nd supervisory is **discouraged**. However, under exceptional circumstances a variance request may be submitted and will be considered by Human Resources.

Criteria: Variances must meet these criteria.

- Variance for 2nd supervisory does not require additional staffing.
- All necessary supervisory needs of the school have been met.
- Staff member and administrator mutually agree on the variance
- Staff member has one individual plan and a 25-minute duty-free lunch.
- A variance for a 2nd supervisory is requested annually.

Supervisory Variance Exemption for Special Education Staff: Special Education staff assignments are based on student caseload. The schedule of Special Educators must include one period for the purpose of planning, preparation, and evaluation of instructional activities and will typically also include five classes and one supervisory period.

However, teaching and supervisory periods must match the services mandated on student IEP's. Therefore, Special Education staff does not need to submit variances.

Supervisory Variance Exemption for ELL teachers: ELL teachers are assigned classes to teach and support based on needs of ELL students as district-wide program staff. The schedule of ELL teachers must include one period for the purpose of planning, preparation, and evaluation of instructional activities and will typically also include five classes and one supervisory period. Supervisory assignments will be for ELL support and may vary based on program needs. Therefore, ELL staff does not need to submit variances.

VARIANCE PROCEDURE FOR TEACHING A 6TH CLASS:

Per the Negotiated Agreement, secondary teachers teach five (5) periods, have one (1) supervisory, and one (1) plan period. The Professional Council has identified a process for a teacher to request or a principal to request a staff member to teach a 6th class. There are two reasons for requesting variance to teach a 6th class.

1. **Faculty Request:** A faculty member may request to teach a 6th class based on a variety of reasons, which could include: distributing their student caseload across additional teaching periods, not wanting to nest low enrollment classes, avoiding a supervisory assignment, conducting an action research project. If a faculty member wishes to apply for a 6th teaching period under this scenario, the faculty member submits a variance form to the building administrator. After determining all necessary supervisory needs are met, the administrator may or may not support the request. There is no additional compensation if this request is granted.
2. **Master Schedule Need:** Master schedule needs that might prompt a request to have a staff member teach a 6th class include: a) offering a course(s) that would require additional FTE allotment, b) reducing class section sizes to stay within staffing guidelines by adding an additional section; or, c) offering a Board of Education and district approved course as a single section that would otherwise not been offered in the master schedule due to limited staffing.

If in building the master schedule an additional class section is needed, the building administrator will initially contact the Human Resources department to determine if another staff member is available. If an additional staff is not available, the administrator requests a staff member to teach a 6th period, the following factors should be considered: Total Caseload, Traveling Teacher Positions, Itinerant Positions, Number of Preps, Length of Experience as a Teacher. A staff member will be compensated \$1000 per semester for teaching an approved 6th class. The variance is for one year only. The Association and the District both encourage any educator requested to teach a 6th period to accept this opportunity, to assist our district with providing student opportunities and maintaining services in challenging budget times.

Procedure for Paying a Staff Member for Teaching a 6th Class Variance

Once a staff member agrees to accept the 6th class variance, they go through the WageBack system for payment. The sequence of processing includes the following:

1. The individual teacher who has agreed to the variance to teach a 6th class period, the principal directs the bookkeeper to submit the payment through the WageBack system.
2. The principal approves the request.
3. The Human Resources Department completes the request.
4. All variance approvals are for **one school year only**.

ADDITIONAL HIGH SCHOOL SUPERVISION:

Supervision responsibilities are assigned by the building administrator to ensure a safe and orderly learning environment. All certified/licensed staff assigned to a building may be requested to assist with supervision duties such as before/after school, Power 50, hallways, etc.

Power 50 Time:

High School students will participate in a 50-minute period during the middle of each day in order to seek teacher

assistance, practice skills, eat lunch, participate in clubs, complete work or have a brain break. Power 50 does not count as teacher plan time. Teachers will be provided a 25-minute duty free lunch each day. Teachers will be available for 25 minutes of “office hours” during Power 50. Office Hours are defined as time to be available for students to seek assistance.

- Implementation of Power 50 will begin after the first full week of each semester during which time the stakeholders will review the vision, norms and potential consequences.
- Flexibility related to special events (homecoming, assessments, need for restart, etc) may allow individual sites to adjust as needed.
- Consequences will be set and enforced by administration and staff.
- Each building will provide quiet zones and off-limit areas.

Power 50 Supervision:

Class size and building layouts vary from school to school, making rigid guidelines for supervision and other Power 50 issues challenging. As a result, at each High School, a Power 50 committee will work collaboratively to make recommendations about Power 50. This committee shall meet at least once a quarter. It should not be the same as any existing committee (such as “BLT”, department chairs, etc).

- Each teacher, while conducting office hours, may be asked at times to aid in supervision of some area of the building.
- Teachers who voluntarily agree to supervise the entire 50-minutes will be compensated in one of two ways:
 - 1) By mutual agreement of the teacher and administrator through the previously negotiated “lunchroom supervisor” procedure, or
 - 2) By mutual agreement of the teacher and administrator to provide commensurate time for lunch at another time in the day.
- Classified staff may assist other certified/licensed staff in supervisory roles.
- Parents may not provide Power 50 supervision.
- Supervisors shall provide diligent watchfulness during Power 50 in order to lessen behavior referrals that occur during lunch times.

AGREEMENT TO SUPERVISE THE LUNCHROOM

Per KS Statute, certified/licensed staff members cannot be assigned to lunchroom supervision but must agree to lunchroom supervision. Staff members are compensated for this duty, once they have agreed to supervise the lunchroom.

- **High School:** \$500.00 per year stipend for 1 supervisory period per day. For lunchroom supervisory duty less than this, the yearly amount will be prorated.

Once a staff member agrees with the principal to supervise the lunchroom, they go through the WageBack system for payment. The sequence of processing includes the following:

1. The individual teacher who has agreed to the lunchroom supervision duty submits the payment request through WageBack.
2. The principal approves the request.
3. The Human Resources Department completes the request.

HIGH SCHOOL COLLEGE/CAREER PREP TESTING DAY: IDENTIFIED BY COLLEGE BOARD AS NATIONAL TESTING DATE

On this day, the high schools will administer a variety of tests including: the PSAT, Practice ACT, ASVAB, etc. to freshman, sophomore, and junior students. Seniors will participate in specially designed seminars and activities that may vary by building. This date was selected to coincide with the date approved for October PSAT testing.

Structure of the day:

8:00 to 12:15 noon	Testing Block
12:15 to 1:00 p.m.	Staff Lunch
1:00 to 3:30 p.m.	Building directed professional development *

* Half of this time will be counted as student contact time.

HIGH SCHOOL STATE TESTING DAY: IDENTIFIED AND PAID FOR BY THE STATE

All high schools will administer the ACT/WorkKeys tests to registered juniors and any seniors who have not previously taken either test. All students will attend a full day of school. The dates are selected by the state.

Teachers who volunteer to proctor the exams when exams fall on a block day are compensated at rate of pay specified in Policy GBZEF in the following cases:

- Loss of plan time (x2)
- Loss of supervisory plan time (x1)

END OF SEMESTER ASSESSMENT SCHEDULES

Day 1	Day 2	Day 3
Block Day (90 min. periods) 3 exams (2,4,6) Full Student Day	Block Day (90 min. periods) 2 exams (1,5) Shortened Student Day	Block Day (90 min. periods) 2 exams (3,7) Shortened Student Day
Class HR 2	Class HR 1	Class HR 3
Seminar/Advisory	Seminar/Advisory	Seminar/Advisory
Class HR 4	Class HR 5	Class HR 7
Power 50/Lunch	No Lunch	No Lunch
Class HR 6	11:15 student dismissal	11:15 student dismissal
Advisory/Seminar		
	Staff Day: 7:30-3:30	Staff Day: 7:30-3:30

Other:

A. End of Semester 2

- Schedule for Grades 9, 10 and 11. Seniors exam schedule different based on earlier dismissal date.

B. Teacher Responsibilities

- Prepare/administer appropriate culminating assessment activities related to the district-adopted curriculum
- Allow for make-up/assistance following student dismissal
- Grading during early release time
- Preparation for upcoming assessments and instruction
- All staff remain in building through the end of the professional contract day.
- Time for instructional use; not for student athletics/activities prior to 3:00 p.m. all days

C. Bus Transportation

- Except for some special education buses, buses will run at designated dismissal times.
- Special Education bussing will run at both the early dismissal time and at the end of the normal school day to accommodate special needs. Supervision of special services students will be available for students who cannot be safely released on the early dismissal schedule.

Snow Day Contingency

In the event of snow (inclement weather) days, the following schedule will be followed:

☒ 1st Day Snow Day

Day 1	Day 2	Day 3
SNOW DAY	Block Day (90 min. periods) Exams 2,4,6 Full Student Day	Block Day (90 min. periods) Exams 1,3,5,7 Full Student Day
	2 nd Hour	1 st Hour
	Seminar/Advisory	3 rd
	4 th Hour	Power 50/Lunch
	Power 50/Lunch	5 th Hour
	6 th Hour	7 th Hour
	NO EARLY RELEASE	NO EARLY RELEASE

☒ 2nd Day Snow Day

Day 1	Day 2	Day 3
Block Day (90 min. periods) Exams 2,4,6 Full Student Day	SNOW DAY	Block Day (90 min periods) Exams 1, 3, 5, 7 Full Day
2 nd Hour		1 st Hour
Seminar/Advisory		3 rd Hour
4 th Hour		Power 50/Lunch
Power 50/Lunch		5 th Hour
6 th Hour 1:30-3:00		7 th Hour
NO EARLY RELEASE		NO EARLY RELEASE

☒ 1st Day and 2nd Day Snow Days

Day 1 – SNOW DAY	Day 2 – SNOW DAY	Day 3 – Regular 7 period day Culminating Activity (No Finals)
		1 st Hour
		2 nd Hour
		3 rd Hour
		4 th Hour
		Power 50/Lunch
		5 th Hour
		6 th Hour
		7 th Hour
		NO EARLY RELEASE

All Other Scenarios: All teachers and students should be prepared to freeze grades. Those students who NEED a final exam grade to earn a passing grade will work with teachers and the administrators and be dealt with on a case by case basis.

Teacher Grading Time: Grading time will be provided if more than two snow days occurs. This may require a change in professional development time, being cognizant of student contact time.