

Olathe Public Schools Elementary Scheduling Document Guidelines

PROFESSIONAL LEARNING COMMUNITIES (PLCs):

Policy GBZEA Professional Development includes a section on Professional Learning Communities (PLCs). 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, agenda-driven, and focused on student learning. Early Childhood teachers shall be assigned a PLC on Fridays. Specialists and licensed/certified support staff will be provided with a minimum of 1 hour on district professional development days and days designated for PLC job-embedded professional learning for face-to-face PLC meetings. These PLCs will be with specialists in the same field. Please refer to Policy GBZEA for further information on PLC requirements.

PROFESSIONAL DAY:

The elementary professional day including At-Risk preschool and Early Childhood educators is 8:00-4:00. Each day is assigned a letter A-E. During an A-E rotation the educator should normally have a minimum of 270 minutes for individual planning and 30 minutes for PLCs in addition to 25 minutes of daily duty free lunch. In addition, 1/2 day schedules should include a minimum of 30 minutes plan time for all elementary certified/licensed staff. Additional duties can be assigned if there is time available in the educator's day. See Policy GBZCC Professional Day

A-E ROTATION SCHEDULE:

Elementary schedules utilize a 5-day rotation schedule (ABCDE days). A year-long district calendar is published for the 5-day rotation to provide consistency from building to building. Inclement weather days do not change the rotation calendar. Specials will not be scheduled on the first or last student contact day of the school year. In order to provide scheduling equity for all programs and classroom teachers, the following applies:

- Classes included on the rotation schedule and master schedule are: PE, Music, Library, Art, and Computer Lab.
- SITs (Student Intervention Teams)/MTSS (Multi-Tiered Systems of Support) meetings are scheduled using the A-E rotation schedule.
- Special education classes may operate on a different schedule and are coordinated between classroom teachers, specialists, and administered by the principal. These classes are not reflected in the master schedule.
- Part-time or itinerant staff schedules may need to be scheduled on a case-by-case basis if not compatible with the A-E rotation schedule.
- The A-E Rotation schedule is not used for Early Childhood Special Education Classrooms.

PLAN TIME:

Individual plan time is important for educators to prepare for professional responsibilities which include planning, preparation, evaluation of instructional activities and maintaining parent/family communication. It is recognized that on occasion administrative meetings may occur during individual plan time which is the exception and not the rule. Unless a variance is approved by Professional Council, all elementary educators assigned to teach full-time in an elementary program will normally have 270 minutes of plan time per A-E rotation or Monday through Friday for early childhood educators. In general, elementary plan time will be scheduled in blocks of at least 30 minutes. The time between 8:00-8:20 and 3:40-4:00 is not counted as plan time. All bargaining unit members whose primary responsibility is not instructing students will have time commensurate with this policy in varied time increments for purposes of documenting, evaluating and completing work related activities. (Policy GBZCC)

When programs/assemblies and parties occur during regularly scheduled plan time, Art, Music, PE, Computer and Library classes are not required to be rescheduled. If a program/assembly or party occurs during a classroom teacher's plan time, two things may occur:
Request the specials' teacher supervise students during plan time, or
If a teacher must relinquish their plan time, compensation will be provided at coverage rate.

Class
Physical Education
General Music
Library
Computer Lab (CLA)
Art

Kindergarten, Grades 1-5
30 min. twice/A-E rotation
30 min. twice/A-E rotation
30 min. twice/A-E rotation
30 min. twice/A-E rotation
60 min. per A-E rotation

Classroom guidance instruction is not included in individual plan time and the classroom teacher is not required to stay in the classroom during counselor time.

Plan Blocks: While it is recognized that variations from school to school may not always make it possible, it is recommended that scheduling be designed to make a minimum of 1 hour of common plan time available per week for grade level collaborative planning.

Last Class Days

- Last Class Day on Last Lettered Day = Art/P.E./General Music, Library, Computer Lab
- Counseling: Not provided on last three full days of student attendance
- Band/Strings: Last day next to the last full day of student attendance

Special Education Plan Time:

It is the belief of the district that appropriate instructional planning is necessary for educators to deliver quality instruction to students. While the district is committed to providing equitable plan time for special educators, it is more challenging to identify across-the-board solutions that work for every special educator.

It is recommended that special educators work with their principal related to plan time, using the following guidelines:

1. Schedule the time necessary to address the needs of student caseload as determined by IEPs.
2. Plan for 25 minutes for duty free lunch daily.
3. Plan for 270 minutes per A-E rotation for individual plan time. Plan time activities include lesson planning, grading assessments, collaborative planning, IEP planning, etc.
4. In consultation with the educator's building administrator, determine how the educator will most appropriately schedule plan time and teaching and other activities and responsibilities. Activities and responsibilities include, in addition to instruction, evaluation, IEP meetings, SIT/MTSS, and building supervisory responsibilities.

If numbers 1-3 cannot be accomplished, the special educator, building administrator, Special Services Coordinator and Olathe NEA Representative, if requested, should collaborate to seek a solution congruent with the Negotiated Agreement.

Self-contained special educators present a challenge for identifying plan time, but it is the intent that plan time as stipulated in the Negotiated Agreement be provided. If challenges arise, the special educator, building administrator, Special Services Coordinator and Olathe NEA Representative, if requested, should collaborate to seek a solution congruent with the Negotiated Agreement.

ELEMENTARY 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 recess supervision, before/after school, etc. Due to responsibilities at multiple buildings, itinerant staff serving a building less than .5 should not be assigned building supervision duties unless all other options have been exhausted. It should be recognized that no two supervision duties are equal, though attempts are made to provide equity.

Recess Supervision

Elementary student in grades K-5 will participate in a minimum of two (2) recesses per day. Planned breaks are important to the well-being of all students. Recess provides an opportunity for students to have a break from learning, get fresh air and exercise. Recess does not count as teacher plan time. Individual teachers may take their class out for a non-routine recess on a limited basis, for various reasons, with permission of the building administrator.

- Class size and number of grade level sections vary from school to school, making rigid guidelines for supervision ratios difficult. It is recommended a minimum of 1 adult supervisor should be scheduled for one or two grade level sections; 2 adult supervisors should be scheduled for three or four grade level sections; and 3 adult supervisors should be scheduled for five or more grade level sections.
- Classified staff may not assume primary responsibility for recess supervision, but may assist other certified/licensed staff.
- Parents may not provide recess supervision.
- Recess should not be withheld from students as a punishment, unless justifiable for safety reasons.

Safety recommendations:

- Recess supervisors should carry walkie-talkies with them for emergency communication. It is advisable to check radio operation at each recess.
- Doors should not be propped open during recess.
- Playground configuration will dictate placement of supervisors, but it is recommended supervisors have specific observation responsibilities for different areas of the playground.
- Supervisors shall provide diligent watchfulness during recess in order to reduce behavior referrals and accidents.

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.

- **Elementary:** \$10.00 per hour.

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.

TRAVELING ELEMENTARY STAFF:

Elementary schools have different art, music, PE and library media specialist (LMS) needs. While the district has a goal to employ full-time (1.0 FTE) specialists, decisions for determining traveling elementary staff shall be based on what is best for the continuity of services for students, available staff, and funding. Staff members with more than 270 minutes of plan time, 30 minutes of PLC time, and a daily 25-minute duty-free lunch will be asked to provide support. Outlined below is the process for determining traveling elementary staff in these areas, should such travel be required.

1. Art, Music, PE and LMS staff in schools with over 270 minutes of plan time, 30 minutes of PLC time, and a daily 25-minute duty-free lunch may be assigned to assist those schools with the largest enrollment as identified by the superintendent or designee.
Options for staff in this situation include:
 - The teacher may be required to travel
 - The teacher will be required to assist with other building responsibilities (see below).
2. Employees will have the opportunity to apply and interview for vacancies in buildings with a greater number of class sections.
3. Proximity of schools will be a factor used to determine which teachers will travel. An estimation of 30 minutes will be the travel time between schools during a contracted day. There is no proximity requirement for staff spending the entire day at different schools on alternate days.
4. When possible, an effort will be made for one school to provide assistance for art, music, PE, and LMS.

SPECIALISTS IN SCHOOLS WITH TIME OUTSIDE OF PLAN/PLC TIME/DUTY FREE LUNCH

The following are provided as ways specialists with a 1.0 FTE contract who have additional time outside of 270 minutes for plan time, 30 minutes of PLC time, and a daily 25-minute duty-free lunch (per A-E schedule) will support the building, staff and students. The principal and pertinent staff will **collaboratively** determine, based on student needs, how staff time (beyond plan time, PLC time, and daily 25-minute duty-free lunch, travel time, prep and clean up time when traveling) will be utilized. Changes in student, building, and programmatic needs require flexibility in scheduling.

- Academic Support to include interventions, small-group instruction, individual student support, re-teaching, and general activities that support student success.
- Additional duties to include before/after student day, recess, breaks for students, and other duties during the school day.
- Social Emotional support for students.
- Responsibility with school-wide PBIS, positive classroom, and/or building focused behavior management program.
- Participate as support within general education classrooms.
- Collaborate with general education teachers (grade level PLCs) to provide supplementary resources and experiences to enhance grade-level curriculum and learning standards.
- Support building-wide research, literacy, and subject integration.
- Create/enhance building-wide reading programs, book fairs, literacy nights, art fairs, field days, music performances, etc.
- Work with staff to fully integrate technology usage.