
POLICIES

Book Section Title	POLICIES G - Certified Staff Policies Discipline	Number Status Last Revised:	GBI Active 8.2.2022; Policy will sunset at the beginning of the 2024-25 school year and revert to previous policy from 2021-22 school year
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BOARD POLICY:

Licensed employees of the District may be subject to disciplinary action for violation of Board policy, rules or regulations, and other just cause. The employee may be placed on administrative leave with pay pending an investigation.

Prior to disciplinary action, as appropriate, an informal conference with the principal/supervisor will occur to inform the employee of the issue or concern and to provide an opportunity to respond.

The severity of any violation will determine which disciplinary action is taken. In most cases, disciplinary action for repeated violations shall be progressively more severe. When warranted, disciplinary actions, from least to most severe, follow:

- Disciplinary conference. The employee is made aware of an issue or concern and is provided a written summary of the conference and a reminder of expectations. The summary will not be placed in an employee's personnel records (Policy GBB, Negotiated Agreement) but can be retained in the administrator's working portfolio. The employee has the right to respond to the summary of the conference in writing and that written response will be attached to the summary in the working portfolio.
- Formal reprimand. The employee receives written documentation of a violation and a copy of the reprimand is placed in the employee's personnel records (Policy GBB, Negotiated Agreement). The employee has the right to respond to the reprimand in writing and that written response will be attached to the reprimand in the personnel record.
- Suspension with pay (requires action by Human Resources Department). The employee is given a suspension with pay (Policy GBK, Negotiated Agreement).
- Move to alternative assignment and/or location (requires action by Human Resources Department). Employee is given a temporary or permanent alternative assignment and/or location.
- Suspension without pay (requires action by Human Resources Department). The employee is given a suspension without pay (Policy GBK, Negotiated Agreement). Suspension without pay is limited to a maximum of 5 days per disciplinary incident.
- Non-renewal or termination (requires Board action). The employee's contract is non-renewed or terminated as per Policy GBL, Negotiated Agreement.

Any disciplinary action taken, with the exception of non-renewal or termination, shall be subject to Grievance Policy (Policy GBZH, Negotiated Agreement) if the employee believes the disciplinary action taken was in violation, misinterpretation, or misapplication of this policy.

Appraisal will not be used as a disciplinary tool. Conferences between an employee or employees and the supervisor may take place related to administrative issues or concerns outside of violations of Board of Education policy.

Book Section Title	POLICIES G - Certified Staff Policies Suspension	Number Status Last Revised:	GBK Active 8.2.2022; Policy will sunset at the beginning of the 2024-25 school year and revert to previous policy from 2021-22 school year
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BOARD POLICY:

The superintendent or designee shall have the authority to suspend licensed employees with or without pay.

The superintendent or designee may suspend licensed employees with or without pay for good cause including, but not limited to, one or more of the following: violations of board policy, rule or regulation, refusal to follow a reasonable directive of an administrator, or the filing of a complaint against the employee with any criminal authority.

The employee is entitled to pay until the employee has been advised of the basis for suspension, has been given an opportunity to respond, and through completion of the grievance process for any grievance submitted by the employee as provided under Board Policy GBZH.

GBOA Retirement Benefits

BOARD POLICY:

Retirement is defined as eligible for Kansas Public Employees Retirement System (KPERs) retirement or disability benefits. Employees are requested to notify the Board of Education of an intent to retire. Specific deadlines for notifying the Board are outlined in Policy GBOB Voluntary Early Retirement Plan for licensed/certified staff members wishing to participate in the Voluntary Early Retirement Plan (VERP). Policies in Section A and Section B below apply to all retiring licensed/certified personnel. The policy in Section C only applies to those not qualifying for VERP.

A . Conversion of ~~Accrued~~ Accumulated Illness/Bereavement Leave

Any employee who retires and is KPERs eligible may use accumulated leave as described below.

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1. At the time of retirement, ~~accrued~~ accumulated Illness/Bereavement Leave may be converted into a Health Reimbursement Arrangement (HRA) account which can be used for the purposes of:

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- ~~1.~~a. Making payment toward selected District Group Health benefits under Section 125.
 - ~~2.~~b. Reimbursing the employee for legal eligible medical expenses (for the employee and eligible dependents) as defined by the IRS Section 213 (d).

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2. To be eligible for this benefit, all of the following criteria must be met:
 1. The employee must be retiring from a benefits eligible position.
 2. The employee must be licensed/certified, administrative, or other staff on a continuing contract.
 3. The employee must be eligible for retirement under KPERs.
 4. The employee must have been employed with the Olathe Public Schools for a minimum of five years.

If these criteria are met, the employee must submit a written application to the clerk of the Board or designee within 30 days following the retirement.

- ~~3.~~3. For purposes of calculating the dollar equivalent for the ~~accrued~~ accumulated illness/bereavement leave, the conversion rate will be calculated annually at 1/10th of the Board of Education's monthly financial participation for health insurance (based on a full-time employee individual health benefit, assuming wellness participation) for each

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day of accrued illness/bereavement leave. When wellness incentives are required, retiring employees must have completed all requirements during their last full year of employment prior to retirement to be eligible for any wellness discounts.

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- ~~4.~~3. 4. For purposes of this Retirement Insurance Benefit Plan only, employees may accrue illness/bereavement leave beyond the length of the contract year for up to a maximum of 425 days.

- ~~5.~~5. The retiree's HRA account will be terminated upon the death of the employee, with any remaining balance returned to the District.

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- ~~6.~~4. The Board of Education may withdraw or terminate the Plan if notice is given, in writing to Professional Council, one (1) year in advance of the fiscal year in which the

termination of the policy will take place. Such action will not affect insurance payments to participants approved prior to the withdrawal, discontinuation, or termination. The policy will be reviewed annually and a report made to the Professional Council.

B . Continuation of Health Benefits Coverage after Retirement

Olathe Public Schools will make coverage available for certain retirees under the District Group Health plan for the employee and their dependents.

1. To be eligible for this benefit, all of the following criteria must be met:

- The employee must be retiring from a benefits eligible position.
- The employee must be licensed/certified, administrative, or other staff on a continuing contract.
- The employee must be eligible for retirement under KPERS.
- The employee must have been employed with the Olathe Public Schools for a minimum of five years.

If all of these criteria are not met, the full cost of the insurance is paid by the retiree. If these criteria are met, the employee must submit a written application to the clerk of the Board or designee within 30 days following the retirement.

2. Once granted, the coverage may cease upon any of the following:

- the retired employee attaining age 65
- the retired employee failing to make required payments on a timely basis
- the retired employee becoming covered or becoming eligible to be covered under a health plan of another employer.

3. A circumstance could exist where a retired employee, who is currently enrolled in the District Group Health plan as noted above predeceases the spouse. The continuation for the surviving spouse with access to the District Group Health plan is extended if the surviving spouse was covered under the retired employee's District Group Health plan. The same criteria noted above for cessation of coverage for the retired employee also applies to the surviving spouse.

C . Monetary Retirement Benefits

This benefit applies to all retiring licensed/certified personnel except those who qualify for Voluntary Early Retirement Plan (VERP). The retirement benefit applies only to those licensed/certified employees who are retiring or are disabled.

It does not apply to employees leaving the District for any other reason or to employees who choose to participate in the VERP. The benefit is based on years served in the Olathe Public Schools.

Upon retirement from the Olathe Public Schools, employees will receive a retirement benefit equal to 50% of the longevity entitlement earned during the period of employment up to a maximum of \$5,000. The amount will be paid into an employer 403(b) account within 30 days of the employee's establishment of the account.

POLICIES

Book Section Title	POLICIES G - Certified Staff Policies Voluntary Early Retirement Plan	Number Status	GBOB Active
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BOARD POLICY:

Plan Eligibility Requirements:

- A. The Voluntary Early Retirement Plan applies only to licensed/certified and administrative staff members on continuing contract and paid from a USD 233 district budget funding source at the time of retirement. Licensed/certified staff is defined as those staff members who require a valid Kansas teaching license/certificate on file with the district and/or are compensated on the "Olathe Public Schools Salary Schedule." Administrative staff is defined as those staff members who require a valid Kansas teaching license/certificate and/or are compensated according to the Administrative Salary Guidelines.
- B. The employee must be formally retiring from the Olathe Public Schools after having held a valid employment contract with the District at the time of the election to participate in the Voluntary Early Retirement Plan. Further, the employee must have submitted an application to the Kansas Public Employees Retirement System (KPERs) in order to begin drawing benefits before the end of the calendar year.
- C. The employee must have completed a minimum of 15 continuous years of licensed/certified service in USD #233 to receive early retirement benefits. Employees with more than 15 years of service in USD #233 shall receive benefits as outlined in the schedule below. A Year of Service is defined as continuous employment for which the employee receives twice monthly payroll checks from USD #233. The term of employment shall be for an established school year as set forth by an adopted annual calendar. Further, such employment during the year must be in a covered retirement position and not seasonal or temporary. Administrative staff shall be eligible for schedule benefits with a reduction of three percent from the established rate schedule.

Note for retiring employees who are 3 or 4 years from the age of eligibility for full Social Security benefits at the end of their adopted personnel calendar: Individuals meeting all other policy requirements who are 3 or 4 years from the age of eligibility for full Social Security benefits at the end of their adopted personnel calendar may elect to receive the following:

For those 3 years from eligibility for full Social Security benefits:

In the first year following retirement, one-third of the combined total percent for Year 4 and Year 5 of the Years of Service Schedule in addition to the appropriate percent for Year 1. In Year 2, the employee will receive the appropriate percent for Year 2 according to the Years of Service Schedule and one-third of the combined total percent for Year 4 and Year 5 of the Years of Service Schedule in addition to the appropriate percent for Year 2. In Year 3, the employee will receive the appropriate percent for Year 3 according to the Years of Service Schedule and one-third of the combined total percent for Year 4 and Year 5 of the Years of Service Schedule in addition to the appropriate percent for Year 3. In no case shall the employee receive more than the total percent according to the Rate Schedule for Years of Service for five years.

For those 4 years from eligibility for full Social Security benefits:

One-fourth of the total percent for Year 5 of the Years of Service Schedule shall be added to the appropriate percent for Year 1, Year 2, Year 3, and Year 4. In no case shall the employee receive more than the total percent according to the Rate Schedule for Years of Service for five years.

Rate Schedule for Years of Service in the District

(Percentages relate to the employee's final annual ~~base~~ contract salary.)

Retiring Employees who are 5 or more years from the age of eligibility for full Social Security benefits:

	25+ Years	20-24 Years	15-19 Years
Year 1	19%	18%	17%
Year 2	15%	14%	13%
Year 3	12%	11%	10%
Year 4	10%	9%	8%
Year 5	9%	8%	7%

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Retiring Employees who are 4 years from the age of eligibility for full Social Security benefits:

	25+ Years	20-24 Years	15-19 Years
Year 1	21.25%	20%	18.75%
Year 2	17.25%	16%	14.75%
Year 3	14.25%	13%	11.75%
Year 4	12.25%	11%	9.75%

Retiring Employees who are 3 years from the age of eligibility for full Social Security benefits:

	25+ Years	20-24 Years	15-19 Years
Year 1	25.33%	23.67%	22%
Year 2	21.33%	19.67%	18%
Year 3	18.33%	16.67%	15%

- D. Benefits apply for a maximum of five (5) years or until the employee reaches the age of eligibility for full Social Security benefits whichever first occurs.
- E. There are no survivor or death benefits associated with this Plan. Benefits terminate on the date of death of the employee.
- F. The Board of Education may withdraw or terminate the Plan if notice given, in writing to the Professional Council, one (1) year in advance of the year in which the termination of the policy will take place. Such action will not affect early retirement payments to participants approved prior to the withdrawal, discontinuation, or termination.
- G. Benefits applicable under this policy shall be reduced in the first year by any retirement longevity payment due under other policies of the Board of Education. There will be no reductions in years two through five. The retirement longevity payment is defined as a retirement benefit equal to 50% of the longevity entitlement during the period of employment up to a maximum of a total of \$5,000. This retirement longevity payment may be included in the final year's contract amount and deducted from Year 1 of the Voluntary Early Retirement Plan; or the employee may elect not to receive the longevity payment and begin receiving the full and appropriate amount on the Years of Service Schedule for Year 1.
- H. Benefits shall be paid directly into an employer 403(b) plan account, from which the employee may choose to withdraw their funds or move them into other personal investment options. If you are under age 55 at the time of retirement, a 10% IRS penalty may be applied to some distributions from your employer 403(b) account until you reach age 59-1/2.
- I. The district shall bear no responsibility for any cost associated with the Voluntary Early Retirement Plan other than the bimonthly payments stipulated as a percent of the participant's final ~~base~~ **contract** salary.
- J. As the approved Section 125 Plan requires current employment for eligible participation, participants in the Voluntary Early Retirement Plan shall not be eligible for participation in any Section 125 Benefits or non-employer directed Tax Sheltered Annuity Programs.
- K. Employees wishing to participate in the Voluntary Early Retirement Plan must notify the Board of an intent to retire prior to February 1 of each year. The district may approve at its sole discretion participation in the Plan for notifications received after February 1 of each year but the district shall not be obligated in any way to make early retirement benefit payments for such notifications received after February 1.
- L. Employees over the age of 60 or eligible for Kansas Public Employees Retirement System retirement are eligible for voluntary participation each year from age 60 to the age of eligibility for full Social Security benefits with the understanding that payments will be made only through the month in which the employee reaches the age of eligibility for full Social Security benefits.
- M. Bimonthly payments associated with the Plan shall align with the normal district payrolls and begin with the first normal licensed/certified educator payroll of the new contract year or within 30 days of submitting proof of drawing benefits from Kansas Public Employees Retirement System (KPERs). K.S.A. 72-2291 requires: No payment pursuant to an early retirement incentive program as provided in this section shall be made prior to the retirement under the provisions of the Kansas Public Employees Retirement System (KPERs) for any employee of the district.
- N. The district shall report all payments as income as required by law for employer 403(b) plans and said income may be subject to applicable tax withholding at the time of employee withdrawal of funds.
- O. A Voluntary Early Retirement Plan individual may participate in the district's group health insurance plan through the Retirement Insurance Benefit Plan (Policy GBOA) at the expense of the individual.

GBZCC Redlined

BOARD POLICY:

All non-administrative licensed/certified educators are expected to work their contractual day. The contractual day is eight (8) hours, with specific times agreed to on a yearly basis as published in the adopted school calendar and supporting materials in Appendix B in the Negotiated Agreement.

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. Non- classroom educators will have individual plan time commensurate with this policy in varied increments for the purpose of planning, preparation, evaluation of instructional activities and maintaining parent/family communication.

All non-administrative licensed/certified educators will be granted at least a twenty-five minute (25) duty free lunch period each day except when a variance would be needed in the best interests of students and the school. On the rare occasion that is not already addressed in the agreement an educator is requested by an administrator or designee and agrees to reduce the amount of their negotiated plan time based on extraordinary and unscheduled student or building needs, the educator will be compensated using the rate and process specified under policy GBZEF.

High School – Unless a variance is approved by the Professional Council, educators assigned to teach full-time in a high school program will have a schedule of five (5) classes from District approved courses, one (1) supervisory, one (1) period designated as individual plan time, and one (1) seminar period. (Appendix B, Negotiated Agreement) The approved variance procedures and scheduling guidelines are outlined in the High School Scheduling document (Appendix B, Negotiated Agreement).

Middle School – Unless a variance is approved by the Professional Council, educators assigned to teach full-time in a middle school program will have a schedule of five (5) classes from the District approved courses, one (1) supervisory or team duty period, one (1) period designated as individual plan time and one (1) academic extension period. The approved variance procedures and scheduling guidelines are outlined in the Middle School Scheduling document (Appendix B, Negotiated Agreement).

Elementary – (Pre-K to 5th Grade) – Unless a variance is approved by Professional Council, all elementary educators assigned to teach full-time in an elementary program will normally have a

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minimum of ~~240~~ 270 minutes of plan time over an A-D rotation (300 minutes over a typical 5 day student contact week) per A-E rotation designated

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as individual plan time. In general, elementary plan time will be scheduled in blocks of at least 30 minutes. The approved variance procedures and scheduling guidelines are outlined in the Elementary Scheduling document (Appendix B, Negotiated Agreement).

Part-Time Staff - Information related to part-time staff members is outlined in the Part-Time Staff policy (Policy GBZCC-A). Job Share

The Olathe Public Schools support job-sharing opportunities as a way to meet some personal or professional needs of licensed/certified staff members. Criteria have been established so that no job-sharing agreement hinders educational services to Olathe Public Schools. The Job Share application and instructions can be found on the District web site.

Book POLICIES
Section G - Certified Staff Policies
Title Leaves
Number GBZCDA
Status Active
Legal

BOARD POLICY:

The following leaves are addressed in this policy, with form/information related to certain areas included in Appendix B:

I. Paid Time Off (PTO)

~~II.~~ ~~Prolonged Absences, End of the Year, and End of Employment~~

II. [Accumulated Illness/Bereavement Leave](#)

III. Family Medical Leave Act (FMLA)

IV. Childbirth and Adoption Leave

V. Non-FMLA Medical Leave

VI. Prolonged Absences Requiring Board of Education Action

VII. Professional Leave Out-of-District Professional Activities

VIII. Donor Leave for Organ, Tissue, Bone Marrow, and Blood Donation

IX. Jury Duty or Other Legal Proceedings

X. Non-School Community Activities

XI. Military Leave

XII. Political Activity Leave

~~XIII.~~ [Sabbatical Leave](#)

~~XIII-XIV.~~ [Worker's Compensation Leave](#)

~~XIV-XV.~~ [Other Approved Absence](#)

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I. ***Paid Time Off (PTO)***

Paid Time Off is defined as days of absence from duty. The annual amount of Paid Time Off shall be credited to an employee on their first contract day after the district's new fiscal year. All prior unused [PTO](#) leave carries over for the employee [as Accumulated Illness/Bereavement Leave](#). If an employee leaves employment prior to the end of their contract, the annual amount will be prorated for only the time worked.

Annual Paid Time Off is earned at the employee's FTE (full-time equivalency) contract rate. An employee who is less than 1.0 FTE will earn leave proportional to their FTE during the year the leave is earned, i.e., a .5 contract employee earns .5 the number of leave days a 1.0 FTE employee earns during the same contract period.) Annual Paid Time Off must be used before any [Accumulated ~~used~~](#) Leave can be accessed.

The term 'days' as used herein is defined as days on which the employee using Paid Time Off would normally have reported for duty. Daily leave may be taken in increments of .5 day (4 hrs.) or 1 day (8 hrs.). Absences that are not allowed per the Leave policy will result in a dock of daily contractual pay and/or other disciplinary action.

Employees whose work year does not exceed ten (10) months shall be allowed annual Paid Time Off at the rate of fifteen (15) days per school year. After five (5) [consecutive](#) years of employment, an employee receives 16 total days of Paid Time Off per school year. After ten (10) [consecutive](#) years of employment, an employee receives 17 total days of Paid Time off per school year. Employees whose work year exceeds ten (10) months shall be allowed one (1) additional day per month per year.

A. Death of household or immediate family members of the employee.

- In cases of terminal illness or - death of a member of the employee's household/immediate family, up to 5 days of leave in a contract year will be provided to the employee at no deduction from the employee's yearly **Paid Time Off** or **Accumulated Illness/Bereavement Leave** ~~Paid Time Off~~. The employee must make a written request to Human Resources for this leave credit. The form is located on the HR website.

B. Black out day provisions.

1. Paid Time Off used during times outlined below will be used at a 2 days for 1 day deduction.
 - During the first ten (10) days of the students' school term or during the last fifteen (15) days of the students' school term.
 - One day prior to or after an established holiday (Labor Day, Martin Luther King Jr. Day, and President's Day) or two days prior to or after Thanksgiving, Winter, and Spring Break.
 - For the purpose of this policy, only contract or workdays are impacted.
 - Conferences or scheduled Professional Development Days.
 - Employees may request an exception from the above blackout day situations by providing a reason in writing to the Human Resources administrator responsible for Paid Time Off as outlined within Appendix B. The HR Administrator may request documentation for exceptions requested.

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III.C. Prolonged Absences, End of the Year, and End of Employment

1. Any employee absent for more than three (3) consecutive days due to personal illness may be required to present a statement from a health care provider indicating the nature of the illness associated with the absence. Further, the District may require a health care provider statement indicating the readiness of the employee to resume duties. Such statements from health care providers will be provided at the employee's expense. The district may, at district expense, require a district-selected health care provider to provide an authorization to return to work.
2. Paid Time Off may be utilized one time per year in a sequence of 4 or 5 days of use if the employee notifies their immediate supervisor/building principal two weeks in advance. A supervisor may deny this request if/when the absence creates a concern for student safety or grave educable impact.
3. ~~Resignation or termination of employment will automatically void all accumulated Paid Time Off except those specified. Resignation, retirement Insurance Benefit Plan.~~

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4. ~~Returning~~ Employees with ~~accumulated~~ Paid Time Off remaining at the end of each contract year, may:

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- a. Roll remaining PTO to Accumulated Illness/Bereavement Leave at a 1/1 day ratio.
- b. Exchange up to three (3) days of current Paid Time Off for 75% of the daily substitute rate at the end of each contract year.

a.c. Exchange the Accumulated Illness/Bereavement leave days for a contribution by the District to the employee's Health Reimbursement Arrangement Account (HRA) the year the employee will be retiring under KPERS under the Retirement Insurance Benefit Plan (Policy GBOA, Negotiated Agreement).

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b. ~~Exchange up to three (3) days of current Paid Time Off for 75% of the daily substitute rate at the end of each contract year.~~

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4. Resignation or termination of employment will automatically void Accumulated Illness/Bereavement except those specified in the Retirement Insurance Benefit Plan.

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III. Accumulated Illness/Bereavement Leave

A. Accumulated Illness/Bereavement Leave may be utilized for:

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1. Illness or injury of the employee.
2. Illness or injury of household members of the employee.
 - a. Household members include those individuals living at the residence of the employee or employee's children living outside the household.
3. Illness or injury of immediate family members of the employee.
 - a. Immediate family members include the employee's parents, grandparents, ~~brothers, sisters~~siblings

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b. ~~grandchildren, as well as the parents, grandparents, siblings, grandchildren, and children of the employee's spouse.~~

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4. ~~Birth/adoption of a grandchild:~~

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a. ~~Employees are entitled to a yearly total of 5 working days within three (3) weeks of the birth/adoption.~~

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b. ~~Illness/Bereavement Leave is applicable for absences due to pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery there from during the period of actual incapacitation of the employee from performance of their duties.~~

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III. Family Medical Leave Act (FMLA)

- A. FMLA is available to employees who work for the school district for at least twelve months and have worked 1250 hours.
- B. All leave policies will be consistent with the requirements of the Family and Medical Leave Act (federal FMLA language included in Appendix B). If an employee qualifies under the Family and Medical Leave Act, FMLA leave shall be extended for birth or placement of a child, care for an employee's serious health condition, care for serious health condition of an employee's family member. FMLA covered family members are limited to spouse, parent, dependent under the age of 18 or with a disability. As provided in federal law, FMLA leave guarantees unpaid leave. The District may require that employees take available Paid Time Off and vacation leave during FMLA leave.
- C. For the purpose of calculating leave available under FMLA, a year will be 365 days prior to the date of calculation. (Rolling calendar)
- D. Extending Leave: In the event an employee needs to extend a leave beyond the 12 weeks of FMLA guaranteed leave, a written request must be submitted to Human Resources. This extension is no longer FMLA leave. Refer to Section V of this policy, Non-FMLA Medical Leave.

IV. Childbirth and Adoption Leave

Whether covered by FMLA (Family Medical Leave Act) or not, an employee may use up to 60 days of leave per year for childbirth or adoption.

- A. **Paid Leave:** An Employee using childbirth or adoption leave may use their own ~~accumulated Paid Time Off~~ Accumulated Illness/Bereavement Leave as designated below:
 - 1. An employee may use no more than 60 days of their accumulated leave balance for this childbirth or adoption. If both parents are employed by the district, a combined total (for both employees) of 100 days of accumulated leave may be taken for pay. One parent may use no more than 60 days of their own accumulated leave for pay and the other parent may use their accumulated leave up to a combined total (for both employees) of 100 days for pay for this childbirth or adoption. This leave may be concurrent, sequential, or overlapping. Days taken beyond the combined days will not be paid. During this leave, employer-paid benefits are continued for both employees for up to 60 days.
- B. **Continuity:** Leave for reasons of birth of a child or placement of a child may not be used intermittently or on a part-time basis without the prior approval of the superintendent or designee.

V. Non-FMLA Medical Leave

- A. **Who is eligible:**
 - 1. Employees who have not worked for the school district for at least twelve months or have not worked at least 1,250 hours in the twelve months preceding a leave, are not eligible for FMLA (Family Medical Leave Act) leave but are eligible to apply for Non-FMLA Medical Leave.
 - 2. Employees who qualify for FMLA but have exhausted FMLA leave.
 - 3. Employees may be required to provide doctor's information regarding their medical situation.
- B. **Process:**
 - 1. An employee not eligible for FMLA leave or an employee who has exhausted their FMLA leave will apply any accumulated leaves to include Paid Time Off, and vacation leave.

2. If these leaves have been used, the employee may apply to the Leave Bank (Policy GBZCDD) if the employee is a member or meets criteria for first-year employee.
3. At the time a professional employee has exhausted all accumulated leave, the employee must submit a written request to Human Resources for additional leave. Human Resources will review the request for potential approval. The options listed below may be considered as they apply to the employee:
 - Return to work
 - Leave without pay
 - Board-approved prolonged absence (with or without guarantee of employment upon request to return)
 - Resignation
 - Disability accommodation under the Americans with Disability Act
 - KPERS disability, if applicable

VI. Prolonged Absences Requiring Board of Education Action

Prolonged absences of a semester or more in length will be requested in writing to the Human Resources Division at the earliest notice possible and are sent to the Board of Education for final approval. Prolonged absences will result in the Board of Education granting a Leave of Absence With Guarantee of Employment or a Leave of Absence Without Guarantee of Employment.

Leave of Absence Without Guarantee of Employment

- A. An employee may be granted a leave of absence without guarantee of employment. In such cases, the leave will be granted only for the protection of accrued benefits.
- B. While on a leave of absence without guarantee of employment, benefit of leave allowances shall not accrue during leave nor will accumulated leave be lost.
- C. Salary step increases will not be granted while on leave unless the experience during the leave is comparable to a year's teaching experience within the District. The employee may request one (1) extension to a leave of absence without guarantee of employment.
- D. In case of leave of absence for health reasons, the district may require a statement from a health care provider.
- E. Employees on leave of absence without guarantee of employment are not eligible for Board paid participation in insurance programs or payment of salary during the period of absence. Employees may continue to participate in insurance programs; however, the cost of participation shall be paid by the employee.
- F. An employee on leave of absence without guarantee of employment must do one of the following by February 1:
 1. Make written application for reinstatement: This written request is sent to Human Resources.
 - The district may require a statement from a health care provider authorizing return to work.
 - The district may, at district expense, require a district-selected health care provider to provide an authorization to return to work.
 - Individuals requesting to return to the district after being on a leave of absence without guarantee of employment will be given consideration for posted vacancies which align with the individual's license/certification.
 2. Or request a leave extension by February 1 of the school year in which the employee is on leave.
 - As indicated in Letter C above, the employee may request only one (1) extension to a leave of absence without guarantee of employment.
 - Failure to notify Human Resources by February 1 will result in educator's/teacher's name being taken to the Board of Education for non-renewal action.

Leave of Absence With Guarantee of Employment

- A. An employee may apply and may be approved for a Board of Education leave of absence with guarantee of employment for the following reasons:
 1. Full time work on an advanced degree.

2. Previously approved professionally related employment of a temporary nature as developed as a professional experience.
 3. Extraordinarily serious health situation for self or immediate family.
 4. Long term care of a parent.
 5. Other meritorious experiences which would directly enhance the employee professionally.
- B. Leave of absence with guarantee of employment shall not be approved for employees who have served less than two (2) full years with the District except for health reasons or maternity. Such leaves will be reviewed on an annual basis.
- C. Reinstatement shall be to a comparable position in the District and without loss of accrued benefits. An employee returning from leave shall be subject to the same conditions of assignment as a regular employee currently on duty.
- D. While on a leave of absence with guarantee of employment, benefit Paid Time Off allowances shall not accrue during leave nor will accumulated leave be lost. Salary schedule increments will not be granted while on leave unless the experience during the leave is approved prior to the leave and is equivalent to work experience in the District.
- E. In case of leave with guarantee of employment for health reasons, the district may require a statement from a health care provider.
- F. Leave must be requested in written form and may be granted to begin and to end at a time agreed upon by the employee and the superintendent.
- G. Employees approved for a leave of absence with guarantee of employment may not use accrued leave benefits for the period of absence.
- H. Employees on leave with guarantee of employment are not eligible for Board paid participation in insurance programs or payment of salary during the period of absence. Employees may continue to participate in insurance programs; however, the cost of participation shall be paid by the employee.
- I. An employee on leave of absence with a guarantee of employment must make a written request for reinstatement, or request for leave extension, prior to February 1 of the school year in which the employee is on leave.
1. The employee may request only one (1) extension to a leave of absence with a guarantee of employment.
 2. Failure to notify Human Resources by February 1 will result in educator's/teacher's name being taken to the Board of Education for non-renewal action.

VII. Professional Leave – Out-of-District Professional Activities

Staff members participating in professional development opportunities can ultimately benefit our students' learning. Meeting the educational needs of today's students requires continual updating and refining of skills. USD 233 is part of the Kansas Professional Development Program. Because the Board of Education believes in continuous professional learning, as does the administration and Professional Council, funds and time are allocated to professional development. Both in-district and out-of-district professional development opportunities are provided. Professional Leave may be granted for activities related to the employee's professional service under the following conditions: Leave for completion of the requirements of the Highly Qualified provisions, or the National Board of Professional Teaching Standards (NBPTS) certification process.

- A. Professional Activity Approval: In order to evaluate the merits of each request of Out-of-District Professional Activities and assign funds on a priority basis, the following criteria and procedures have been developed.
- B. Criteria:
1. The activity is congruent with District philosophy.
 2. The activity must match goals based on the Educator Standards outlined in an approved District Staff Development Plan or Building Staff Development Plan. All plans are approved yearly by the Staff Development Council.
 3. Attendance at the Activity enhances the educational program provided to Olathe District students.

4. Attendance at the Activity is supported by your administrator/supervisor who indicates how attendance will improve instruction, be shared with colleagues, assist in meeting goals, and ultimately benefit students.
5. Individuals who are officers of organizations receive consideration, but approval is not automatic.
6. Individuals who would like to be a presenter should seek approval prior to making a final commitment to present. Being selected as a presenter does not result in automatic approval.

VIII. Donor Leave for Organ, Tissue, Bone Marrow, and Blood Donation

Eligible employees may be granted paid leave without charge to other accrued leave, for the purpose of becoming a donor to another individual of organs, tissue, bone marrow, blood or blood products and recovery from the procedures involved. This may include medical testing or other procedures to determine donor compatibility. Leave for this purpose will not be considered Family and Medical Leave, is only available when the eligible employee is the donor and does not apply to caring for other family members who are donors.

Available paid leave for this purpose includes

- A. Up to 15 working days (120 hrs.) of paid leave without charge per fiscal year (July thru June) for donation of a kidney or any portion of a liver.
 1. Up to 5 working days (40 hrs.) of paid leave without charge per fiscal year (July thru June) for donation of adult bone marrow.
 2. One-half day (up to 4 working hours) of paid leave without charge every 6 months for the donation of blood, blood platelets, or other medically approved blood products.
 3. The combined total of paid leave for purposes A to C above for any individual employee shall not exceed 15 working days (120 hrs.) of paid leave without charge per fiscal year (July through June).

Eligibility

- A. Eligible employees for this policy include regular full-time and regular part-time employees who have been employed for at least 6 months, are half-time FTE or greater, and does not include people employed on temporary agreements or as substitutes.
- B. Employees already on approved sabbatical, other leave of absence, or temporary suspension of employment are not eligible during the duration of their current leave or suspension.
- C. For part-time employees, the term "days" of leave used herein is defined in terms of the employee's actual FTE, and all leave is converted to hours for attendance records

Requests and Approval

- A. Eligible employees must request leave for this purpose in advance through the Human Resources Division, except when deemed a medical emergency and with supporting documentation to that effect by a licensed medical professional.
- B. Requests shall be in writing on the district form approved for that purpose (form available from HR) and accompanied by medical verification including support of the request and expected duration of the leave.
- C. The employee seeking to become a donor does not have to exhaust other Paid Time Off, vacation, or personal business leave prior to requesting donor leave.

Additional information

- A. Employees granted leave under this policy will continue their regular payroll dates without interruption due to donor leave. While on donor leave, employees continue to receive the same benefits as when actively working.
- B. For the purposes of determining seniority, continuing contract status, pay advancement, other benefits, or other attendance related determinations the employee on donor leave shall be considered as having uninterrupted service.
- C. Donation of blood to a district sponsored blood drive will be considered as work time subject to supervisor approval and does not necessitate donor leave or reporting as donor leave.

IX. Jury Duty or Other Legal Proceedings

Leave without deduction in pay may be allowed to answer a jury summons, subpoena, court summons or participation in

professional employment related litigation.

X. Non-School Community Activities:

Prior approval must be obtained from the superintendent or designee for participation in non-school community activities which take place during school time.

XI. Military Leave

Leave related to military duty is covered under federal law (Uniformed Services Employment and Reemployment Rights Act (USERRA) (Appendix B, Negotiated Agreement). USERRA protects the job rights of individuals who voluntarily or involuntarily leave employment to undertake military service or certain types of service in the National Disaster Medical System.

- A. An employee performing duty as defined under USERRA will be granted, at his or her request, use of any accrued vacation, Paid Time Off for their military duty period.
- B. If an employee returns from approved military leave without sufficient Paid Time Off leave to allow them to take such leave with pay, the district will automatically award to the employee one additional Paid Time Off day for each remaining month (or major portion of a month) of the current contract as needed.

Provisions A and B of this policy as well as any legal requirements under Kansas statute shall be provided to employees required by the employee's state for services in the National Guard.

XII. Political Activity Leave

General information on political activities may be found in Policy GABH. Leaves shall be granted by the Board of Education for the following situations, using the following procedures:

- A. **Conducting a Campaign:** A staff member who becomes a candidate for public office may use their currently available Paid Time Off as outlined in policy or may request through Human Resources a leave of absence without pay for the purpose of conducting a campaign.
- B. **Political Office Duties - Less Than Full Time Office:** A staff member holding a political office that is less than full time may use currently available Paid Time Off as outlined in policy and/or may request a Board approved leave of absence with guarantee of employment for the political duties. A request may be submitted to Human Resources and approved by the Superintendent or designee. Less than full time is defined as an office that is limited in the number of hours, days and/or weeks required for holding the office.
- C. **Political Office Duties - Full Time Office:** A staff member holding a full-time political office may use their currently available Paid Time Off as outlined in policy and/or may request through Human Resources a Long-Term Leave of Absence with Guarantee of Employment as outlined in section VI of this policy. Full time is defined as an office that identifies full days and the entire school year as a requirement for holding the office. A staff member will not receive service credit and salary schedule increments will not be granted while on leave serving a Full Time Political Office.
- D. **Additional information for Both Less Than Full-Time and Full-Time Office:**
 - 1. Reinstatement shall be to a comparable position in the District and without loss of accrued benefits. An employee returning from leave shall be subject to the same conditions of assignment as a regular employee currently on duty.
 - 2. While on a leave of absence for political office duties, the benefit of Paid Time Off allowances shall not accrue during leave nor will accumulated leave be lost.
 - 3. Leave must be requested in written form and may be granted to begin and end at a time agreed upon by the employee and the superintendent.
 - 4. Employees on leave for political office may not use accrued Paid Time Off for the period of absence.
 - 5. In cases of intermittent leave, federal requirements will be adhered to when addressing health insurance benefits and district contribution.
 - 6. Employees on leave for political office are not eligible for Board paid participation in insurance programs or payment of salary during the period of absence. Employees may continue to participate in insurance programs however, the cost of participation shall be paid by the employee.

7. Employees may request an extension to a leave of absence for the Political Office for each term of office they may serve.

XIII. Sabbatical Leave

- A. Sabbatical leave shall be available to one educator for the fall semester and one leave shall be available for one educator for the spring semester. Sabbatical leave is available to educators for formal, full-time study (minimum of nine (9) credit hours or equivalent) at a college or university. An employee may only apply for one semester of sabbatical leave per year and only one time during their tenure with the district. Compensation shall be at the rate of fifty percent (50%) of the educator's contract salary for the semester of the sabbatical leave.
- B. Selection Criteria: The following criteria will be used for selecting an applicant for a sabbatical.
 1. An applicant must have performed seven (7) years of current continuous service in the Olathe Public Schools to be eligible for sabbatical leave.
 2. An applicant's previous appraisal must indicate an Overall Summary Rating of effective or accomplished.
 3. The sabbatical request must align with either the strategic directions/goals of the district/building and/or an employee's approved Individual Professional Growth Action Plan.
 4. The applicants' intended area of study must align with their current or future position with the district.
 5. If multiple applicants submit a request, the applicant's involvement in and contribution to district/building programs and initiatives will be considered.
- C. Sabbatical Leave Payback: Each applicant must agree to sign a statement of intent to return to service in the Olathe Public Schools immediately upon completion of sabbatical leave and for a minimum of one (1) additional contract year. Each applicant must agree to sign a commitment to repay the amount paid during the sabbatical leave in the event the educator fails to return to the Olathe Public Schools for a minimum of one (1) additional contract year.
- D. Application Process: Applications shall be made to a committee for sabbatical leave consisting of the superintendent, superintendent's designee, and the President of Olathe NEA. The superintendent's designee shall chair the committee. The committee shall recommend applicants for approval by the Board of Education. The application deadline for the fall shall be the previous January 1 for priority consideration and for the spring semester shall be the previous September 1 for priority consideration.
- E. Approved Applicants: The educator will retain all rights and credits due to a staff member in the Olathe Public Schools, including the Board paid portion due a half time employee for health insurance. Upon return from a sabbatical, the educator is to be assigned in a position which is comparable to the one held when assuming sabbatical leave status. An educator on sabbatical leave may not deviate from their approved plan except with the written permission of the superintendent or designee.

XIV Worker's Compensation Leave

[Please refer to BOE Policy GAOE-Worker's Compensation](#)

XIV. Other Approved Absences

Requests for absence for reasons not specifically cited under this policy must be submitted in writing and approved by the superintendent or designee. Approved absences will be deductions from the employee's Paid Time Off, vacation leave, or will be leave without pay.

The Human Resources administrator may convene a subcommittee of Professional Council -as needed during the year for additional input on decisions concerning Paid Time Off requests.

Final decision on cases not directly covered by this policy shall be left to the discretion of the superintendent or designee.

Olathe NEA and Olathe District Schools agree that the Leave Policy will be reviewed with Professional Council- and does not count against the number of items each side may notice in their bargaining letters.

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Pages 73, 74 and 77 need to be rewritten

REDLINE PROPOSAL

POLICIES

Book	POLICIES	Number	GBZEB
Section	G - Certified Staff Policies	Status	Active
Title	Salary Schedule Conditions		

BOARD POLICY:

A. General Salary Schedule Conditions:

1. Salary schedule is a single salary schedule to be applicable to all licensed/certified staff. This salary schedule shall be based upon an educator contract which reflects current state law and the annually adopted school calendar. Training and experience will be the basis for determining the salary of educators.
2. The Board of Education will reserve the right at all times to pay beyond the schedule when it deems it justifiable because of limited supply positions or an emergency such as a sudden vacancy.
3. Recommendations concerning compensation issues such as salary schedule, Extra-Curricular/Academic Support salary schedule, and health insurance shall be made to the Board of Education, from the Professional Council, on an annual basis.

B. Level/Step Placement and Movement:

1. The District will count up to fifteen years of prior comparable experience in an accredited school and/or agency experience in the field of expertise gained outside the District for placement on the salary schedule of newly employed staff. Career and Technical educators' prior experience will be compared to industry standards and how the prior experience enhances their ability to meet job expectations and responsibilities within the Olathe Public Schools. Any prior experience will be compared to the experience gained by educators working within the Olathe Public Schools, and how that prior experience enhances the educator's ability to meet job expectations and responsibilities within the District. Former District employees returning to the District will receive credit for all years of prior experience in the Olathe Public Schools.
 - a. With emphasis on the primary teaching assignment and without exclusive regard to an extra-curricular/ academic support assignment, the Board of Education retains the option to fill licensed/certified positions by placement on the salary schedule based on all or part of the applicant's total experience. Such employment and placement on the salary schedule shall require the approval of the superintendent and the Board of Education.
 - b. New hires will typically be placed on a step corresponding to their credited experience based on the average years of experience of employees in each cell, as calculated in January of each year.
 - c. Market-based compensation provision: Employees who had prior comparable accredited experience when initially employed and whose original placement on the salary schedule did not align with the prior years of comparable accredited experience allowance (see above) may submit written application to Human Resources to be advanced on the salary schedule the number of years not credited at original employment under the following conditions:
 - The employee has a verifiable employment offer from another district/employer.
 - The employee is employed in one of the categories listed on the Limited Supply Job Categories (revised annually) and available on the Human Resources website.

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- The total number of steps credited on the salary schedule for prior experience will only reflect those allowed in "1" (above).
- Only one request during the employee's employment with Olathe may be submitted.
- The advancement would be effective the following contract year.
- No additional step movement past the maximum step of the following contract year's salary schedule column.
- Applications will be considered by May 15 of the first year of employment. The district reserves the right to consider applications after May 15.

~~2. The 2008-2009 Professional Pay Salary Schedule is the result of compacting the 2007-2008 salary schedule. Thus, beginning with the 2008-2009 Salary Schedule, current employees changing columns and all new employees will be placed on levels and columns based on where other District employees with equal prior years of service credit are placed. A chart (See Appendix A in the Negotiated Agreement) reflecting appropriate placement will be developed by the District and Olathe NEA representatives each year.~~

2. Except for movement to the MS column, employees moving columns will retain the same step from their prior column, and will then be entitled to any negotiated step(s) movement.
3. When an employee moves to the MS column, their credited years of experience will be considered in the same way as a new hire to determine the appropriate step for their placement.
4. In order to facilitate accurate placement of new employees, the District, in collaboration with Olathe NEA, will maintain accurate records of staff years of experience corresponding to salary schedule placement.
- 4.5. An employee who is under contract for at least one semester during the current school year shall be eligible for a salary step increase for the next contract period.

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C. Column Placement/Movement:

1. Employees may move one column only each contract year, with the exception of attainment of a qualifying degree.
 - a. Attainment of a qualifying master's degree or doctorate degree will result in placement in the appropriate degree column regardless of the number of columns the employee changes in that year.
 - b. When the professional employee earns an educational specialist degree without previously earning the Master's degree, the employee will be placed in the MS + 36 column. This will be treated as a degree movement.
 - c. Anyone earning an Ed Specialist degree after earning a master's degree that was not credited by the district for salary schedule placement will be placed based on the following criteria:
 - Hours must be graduate education hours earned after receiving a valid license or applicable certification.
 - Placement will occur only upon completion of the degree.
 - The minimum placement will be the MS column.
 - The MS column will be counted as 30 graduate hours and graduate hours beyond 30 will count toward additional column moves.
 - Hours that are between those needed for specific columns will be reserved and count toward future column movement based on the five year recency requirement for professional development points and graduate education hours.
2. Employees will be placed on the MS column of the salary schedule only after the completion of a Master's Degree in Education or another job-related field has been verified per Policy GBZE (Negotiated Agreement). Placement in the Doctorate column requires completion of the doctorate degree.
3. Movement to columns beyond the MS column may be requested using any combination of college credits, professional development hours/points, and/or CEUs that qualify for salary movement (see guidelines below). Requests for movement to BS+12 and BS+24 columns require at least half (6) college credits, plus any combination of additional college credits, professional development hours/points and/or CEUs that qualify for salary movement to total the number required for movement.
4. Recency: All college credits, professional development hours/points and CEUs are subject to 5- year recency (earned during the 5-year period prior to August 1 of the current year, including college credit transcribed for the preceding academic year through the summer term), for the purpose of salary movement during employment. For the purpose of initial salary schedule placement, there is no recency requirement.

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5. Deadline to Submit for Column Movement:

- College credits, Professional Development Hours/Points and CEUs used to request column movement must have course work completed by July 31st to align with the end of the professional learning year. College credit must be entered into the online tracking system and official transcripts must be received by Human Resources by August 31st of the year in which a column movement request is made.
- College credits, Professional Development Hours/Points, and CEUs must be allocated for column movement in the salary tracker section of the District's integrated data tracking system no later than October 15 of the school year. Mid-year requests for column movement are only processed for movement into a degree column and must be submitted by February 15th.

6. College Credits meeting the following guidelines may be applied toward column salary movement:

- a. Graduate credits from a college or university accredited by a regional agency which directly apply to current position, future licensure, or District educational program. Graduate hours earned on a non-semester basis will be converted to semester hours according to the awarding institution's conversion scale.
- b. Undergraduate credits that have been approved prior to enrolling in the class and approved in writing by the Superintendent or designee which meet at least one of the following conditions:
 - Credits will lead to licensure in an area of District need
 - District encourages employee to take the credits
 - Credits will enhance an employee's skills to improve student learning, if supported by the building administrator/appropriate District staff or is in an Action Plan approved by the Leaders for Learning
- c. Only credits obtained after the education and/or job-related MS degree is obtained apply to movement to subsequent columns. Credits completed prior to the education and/or job-related MS degree being obtained will not be counted for salary schedule movement to MS+ columns.
- d. Special condition where professional employees have college tuition paid for by the District or agrant with the explicit understanding that the employee will secure additional licensure and/or endorsements. Employee must have the licensure or endorsement added through the appropriate state licensing agency and verification forwarded to Human Resources Division within one calendar year beyond the date of completion of the last course paid by the District or grant. After this one calendar year time period, if the employee does not secure the appropriate license or endorsement intended by the course(s) whose tuition was paid for by the District or grant, the employee will be returned to the appropriate placement on the salary schedule for the subsequent contract year minus those college hours.

e. College credits used to request column movement must meet the following dates:

- College credits used to request column movement must have course work completed and transcribed by July 31st to align with the end of the professional learning year. College credit must be entered into the online tracking system and official transcripts must be received by Human Resources by August 31st of the year in which a column movement request is made.
- College credits used to request mid-year movement to Masters or Doctorate columns must be entered into the online tracking system and official transcripts indicated the awarding of a degree must be received by Human Resources by February 10th of the year in which a request is made.

7. Olathe Professional Development hours/points can be used for movement on the salary schedule, a practice which began in the 1996-97 school year. Olathe Professional Development Hours/Points used for movement on the salary schedule can be obtained ONLY through participation in Olathe district, building, and/or individual Action Plan activities approved by the Leaders for Learning (formerly SDC).

- a. A maximum number of 120 professional development hours/points earned per year may be used for the purpose of movement on the salary schedule. (1 clock hour = 1 knowledge-level professional development point; 1 graduate credit = 20 professional development points).
- b. Hours/Points must be submitted within the school year in which they were earned. Individual Professional Development Hours/Points earned August 1- July 31 must be submitted to the Staff Development Council for approval and recording no later than August 31 of that year. Approved hours/points are recorded on each individual's professional development transcript.
- c. Hours/Points earned for the categories listed below are recorded as Relicensure Professional Development Hours/Points on the Professional Development transcript. They may be used for the purpose of relicensure/recertification. They may also be used as the knowledge base for future application and impact professional development activities. They may NOT be applied for movement on the salary schedule.
 - All hours/points in excess of 120 earned in a single year (August 1-July 31).
 - In district professional development occurring during the professional day.
 - Beginning with the 2019-2020 school year, new hires with 190-day contract will receive the daily project rate stipend for attendance at three (3) contracted preservice days and will earn professional development points purposed for salary movement.
 - Out-of-district professional development opportunities supported by District funding (such as professional leave, substitute, stipend, registration, travel expense, etc.).
 - Other out-of-district professional development opportunities (unless submitted through an individual Action Plan approved by the Leaders for Learning).
 - Educators may not attend, or participate in, District or building sponsored professional development sessions while on formal extended leave. However, educators with an Individual Action Plan submitted to the Leaders for

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Learning prior to leave being granted, may participate in professional learning such as professional reading, webinars, or sessions not sponsored by the District and may submit these activities for Knowledge level points in the District's integrated data tracking system. Educators on formal extended leave may not submit for Application or Impact requests during the time of their leave.

- d. Although Professional Development Points earned from other districts may be used for relicensure/ recertification, they may not be used for movement on the salary schedule. These points are not added to the Olathe District transcript.

CEUs (Continuing Education Units): Only for educators not licensed by KSDE (Kansas State Department of Education), CEUs acceptable to the applicable licensing agency for license renewal requirements may also be used for salary movement, in addition to college credits and professional development points, under the following guidelines:

- a. CEUs must be aligned to an Individual Action Plan approved by the Staff Development Council (SDC).
- b. Twenty (20) approved CEUs will be calculated to equal 1 graduate credit.
- c. A maximum number of 120 CEUs earned per year (August 1 – July 31) may be used for the purpose of movement on the salary schedule. A combined total of CEUs and professional development points will be limited to 120 for the purpose of movement on the salary schedule. There is no limit on the number of CEUs available for relicensure.
- d. CEUs must be submitted within the school year in which they are earned and must be submitted through the integrated tracking system for approval and recorded no later than August 31.
- e. All of the Salary Schedule Conditions apply (Refer to letter C of this policy).
- f. CEUs earned for the categories listed below are recorded for Relicensure purpose only on the Professional Development Transcript.
 - i. All CEUs in excess of 120 earned in a single year (August 1-July 31)
 - ii. Any CEUs earned during the professional day

Out-of-district professional development opportunities awarding CEUs that are supported by District funding (such as professional leave, substitute, stipend, registration, travel expense, etc.)

[GBZCDD Leave Bank](#)

BOARD POLICY:

A. Purpose and operational guidelines:

1. The purpose of the Leave Bank is to provide additional leave during the contract year to the employee who experiences extraordinary and non-extraordinary circumstances as outlined further in this policy.
2. The Leave Bank is only available to staff who have donated day(s) and are members of the Leave Bank.
3. The operational guideline of the Leave Bank will be to maintain a balance of leave days equal to a minimum of one-third of the total number of staff employed by the district and a maximum equal to the total number of staff employed by the district.
4. The Leave Bank shall be administered by the Leave Bank Committee.

B. Committee Membership:

1. The Leave Bank Committee will be comprised of twelve (12) members. The Superintendent will appoint four (4) administrators and two (2) classified staff members. The Olathe NEA will appoint six (6) licensed/ certified/non-administrative members. The term of office will be two (2) years rotation with the exception of the first year. After the first year, two (2) Association appointments and one (1) administrative appointment will be made. Members may be reappointed to the Leave Bank Committee. The Leave Bank Committee shall be reviewed annually by the Professional Council.
2. The Committee will elect the chair and recorder at an organizational meeting which will be held by August 31 of each year.
3. The chairperson will send all minutes and agendas to the Olathe NEA President and the Superintendent of Schools when requested. Subsequent meetings will be held as needed or within thirty (30) working days after receipt of an application.

C. Employees Joining the Leave Bank:

1. Only those employees donating days are eligible to draw from the bank.
2. After one (1) year of employment in the District, each employee wishing to join the Leave Bank will donate one (1) day of ~~his/her their~~ Illness/Bereavement Leave Paid Time Off days to the Bank. Employees are eligible to donate a day within the first thirty (30) days following ~~his/her-their~~ one year employment anniversary. Enrollment information will be sent each year to employees who are not members of the Leave Bank and have more than one (1) year of employment in the District.
3. To ensure the ongoing operation of the Leave Bank members may be periodically required to donate an additional day. The call for additional days will occur first to staff members who have not previously participated. If this step does not satisfactorily replenish the Leave Bank continuing members will be required to donate one or more days so as to maintain the level of Leave Bank days required in section A-3.
4. No additional days will be requested as long as the balance remains between the minimum and maximum defined in section A-3.
5. The open enrollment period shall be held annually in the fall to be effective January 1 of the following year.

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6. All days contributed to the Leave Bank shall remain in the Leave Bank and will not be restored to the employee.
7. Individuals agreeing to donate to the Leave Bank may cancel their participation at any time by giving written notice to the Leave Bank Committee.

D. Requesting Leave Days from the Bank: General Information

1. First year employees may request up to ten (10) days from the Leave Bank without donating days. The Leave Bank Committee may approve additional days based upon extraordinary conditions.
2. The application form must be completed and sent to the Leave Bank Committee. Leave Bank application forms are available on the Human Resources website. The Leave Bank Committee will require documentation deemed necessary to substantiate a request to receive days from the Bank.
3. All applications for use of days shall be reviewed and approved/denied by the Leave Bank Committee.
4. The Leave Bank Committee will determine if the medical or health-related event is an extraordinary or

non-extraordinary event/condition.

5. If the request is denied, an applicant may appeal to the Leave Bank Committee for reconsideration of his/ her leave request by submitting additional information to support the leave request. The decision of the Leave Bank Committee shall be final and binding on the employee.
6. The Leave Bank is not designed to provide leave to employees receiving workers compensation benefits or KPERS disability.
7. Employees who purchase disability insurance or salary protection benefits and meet the conditions of the policy may receive limited days from the Bank as determined by the Committee.
8. All applications are reviewed with individual and unique circumstances/complications considered.

E. Extraordinary Medical or Health Related Circumstances:

1. Reasons for Applying to the Leave Bank: Extraordinary Medical Leave and Health-Related Circumstances include the following situations:
 - a. Personal illness, for more than 20 consecutive days or as determined by the Leave Bank Committee, that meets the following criteria:
 1. Extraordinary circumstances shall be defined as a critical extended illness or severe life-endangering circumstance, which requires hospitalization and/or convalescence or recuperation in an extended care facility or at home. Examples of eligible medical circumstances would include, but are not limited to, cancer treatment, critical chronic illness, major non-elective surgery, cardiac illness, limb amputation, organ transplants, etc.

2. The employee must be hospitalized and/or under the care of a medical doctor, doctor of osteopathy, chiropractor, or dentist. As a part of this application, a statement from the primary medical doctor, doctor of osteopathy, chiropractor, or dentist is required recommending the employee continue to be absent from work due to his/her health. The Leave Bank Committee may require an independent second opinion at employee expense.

b. Immediate family or household critical health care needs:

1. No minimum number of consecutive days of absence is necessary.
2. As determined by the Leave Bank committee, evidence must be submitted to verify the critical health care need in the immediate family or household which requires the employee's presence for care. Critical health care situations will be considered by the Leave Bank Committee on an individual basis.

2. Individual Eligible for Applying to the Leave Bank: Prior to applying for additional days from the Leave Bank, individuals will have used or project to use all of their Paid Time Off Leave (PTO) and Illness/Bereavement Leave. This application must be for days during the employee's contract year.

3. Amount of Time Granted: The Leave Bank Committee may not grant days to an employee in excess of their total number of contracted days per year. ~~total illness/bereavement Paid Time Off days allowed by policy for the employee~~
The Leave Bank Committee may not grant days to an employee ~~nor~~ beyond the current contract period. No minimum days of consecutive absence are necessary.

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4. Repaying of Leave: Repayment: Upon return to full-time service, the employee who has received days from the Bank due to an extraordinary circumstance will repay the Bank for the borrowed days. The normal repayment rate will be two (2) days per year. If the nature of the illness or injury is such that the employee is unable to return to work, no repayment will be required. The Committee may, however, authorize withholding final payment to any employee in the amount due the District.

F. Non-Extraordinary Medical and Health-Related Circumstances:

1. Reasons for Applying to the Leave Bank:

a. Personal Health-Related Non-extraordinary Circumstances is defined as a medical event/condition which may require hospitalization, or convalescence at home, and is usually not life threatening. Examples could include, but are not limited to, an appendectomy, gall bladder and other illnesses.

b. Care of Another is defined as the employee needing to be absent to provide care for an immediate family or household member.

2. Individuals Eligible for the Leave Bank: Prior to applying to the Leave Bank individuals must have used all of ~~his/her~~ their Paid Time Off Leave (PTO) and Illness/Bereavement Leave ~~and Personal Business Leave~~.

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3. Amount of Time Granted: The Leave Bank Committee may grant a maximum of 10 days of leave during the contract year to the employee. No minimum number of consecutive days of absence is necessary.
4. Repaying of Leave: An employee who receives days from the Bank for any non-extraordinary circumstance

will repay the Leave Bank at a rate of five (5) days or 50% of the days received the first year and

the remaining days the second year. Any days not repaid to the Leave Bank for a non-extraordinary circumstance will be withheld from the employee's final payment. Financial reimbursement of illness/ bereavement days used from the Bank shall not be binding upon heirs of the employee. An employee who received the ten (10) days from the Bank must repay them in full before any additional days can be requested for non-extraordinary circumstances.

[GBZEA redlined](#)

BOARD POLICY:

Professional Development

All licensed/certified personnel must participate in a professional development program to maintain a valid license/certificate as required by regulations of the Kansas State Department of Education or other regulatory state licensing agencies for their position. Furthermore, staff members are encouraged to be involved in a variety of educational experiences which will enhance their professional competencies.

The District encourages staff members to participate in professional development. The pursuit of an advanced degree, enrollment in classes for licensure/certification, or participation in educational experiences for career development should not adversely affect the ability of the individual to perform his/her duties.

Professional Development Days

The Olathe Public Schools, USD #233, and the Olathe NEA recognize the importance of Professional Development as a component in strengthening educator quality. The expectation for life-long learning and our beliefs about professional growth are woven throughout the Professional Appraisal Process, and the School Improvement Process. The ultimate goal of professional learning is to improve student learning and student achievement.

As recipients of the National Staff Development Model School Award, the District recognizes staff must engage in quality professional learning to achieve the result of improved student learning and achievement. Quality professional learning:

1. Promotes professional growth as an essential element to moving the organization forward.
2. Centers on the District Strategic Plan, building school improvement plans, and individual Action plans.
3. Directs a clear and coherent plan for professional growth.
4. Focuses on student needs and learning outcomes.
5. Includes learning both professional education skills and content-specific skills.
6. Recognizes that opportunities for professional development must be provided during the Professional Day.
7. Promotes professional learning as an expectation and responsibility of all members in the district.

In addition, job-embedded professional opportunities take a variety of forms including:

1. Professional Learning Communities (PLCs); Grade level/department dialogue regarding implementation of strategies.

2. Colleagues working together to analyze student work and reflect on the teaching/learning process.
3. Action research.
4. Study groups.
5. Collaborative instructional planning focused on identified strategies and curricular standards.
6. Presentations and workshops facilitated by others who function as consultants, planners, facilitators, and trainers.

These and other formats of professional learning promote the refinement of knowledge and skills. Quality professional development is essential to achieve the vision of “Students prepared for their future.”

Professional Development opportunities will be provided for Professional Development days. Participating staff will receive Professional Development Points for the purpose of relicensure as noted on the Professional Development and Preparation Days Calendar. Staff not participating in professional growth days without approved leave will be charged an absence without pay.

Part-Time Staff

Information related to part-time staff members and their requirements for attendance at Professional Development activities are listed in the Part-Time Staff policy (Policy GBZCC-A). Part-time staff members are encouraged to attend all Professional Development days. Part-time staff members who attend in-district Professional Development beyond their contractually required amount may request that these additional Professional Development points (knowledge level) be designated for the purpose of salary schedule movement. Contact the District Professional Development Office for specific instructions.

POLICIES

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. PLCs should be agenda-driven.

PLC time is scheduled during the professional day.

- High schools typically have PLC time one day per week for 35-40 minutes and during building professional development time, as appropriate.
- Middle schools have PLC time during team duty period for 6th-8th grade core educators, academic extension time, building professional development time, as appropriate, and during the professional day.
- Elementary educators have a 30-minute slot assigned per day of the week every A-E rotation, building professional development time, as appropriate, and periodically

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during the professional day. These times will be used for Professional Learning Communities (PLCs) for the following purposes:

- Establishing specific, results-oriented goals for learning
- Collaborating and developing common strategies to improve student learning
- Analyzing and monitoring student data
- Developing lists of common essential learning components and common assessments for the specific curricular area/grade level
- Examining student work
- Discussing strategies for differentiating instruction and student interventions
- Creating common lesson plans
- Sharing expertise in specific areas
- Keeping time focused on student learning

Approved time spent beyond the employee's professional day may be compensated with the BLT Approved Stipends funds/ process (Appendix A, Negotiated Agreement).

Record Keeping

Upon completion of the approved activity District and Building Professional Development Points should be submitted by the building administrator, the building leadership team, a Leaders for Learning representative, or the individual to Leaders for Learning through the District's integrated data tracking system. Points must be submitted within the school year in which they are earned.

Individual Professional Development Points earned August 1- July 31 must be submitted to Leaders for Learning through the District's integrated data tracking system for approval and recording no later than August 31 of that year. Approved points are recorded on each individual's Professional Development transcript.

For college hours to be approved for the professional development transcript, an official college transcript (print or electronic) (Policy GBZEB, Negotiated Agreement) must be submitted to Human Resources, in addition to submission of the college courses through the District's integrated data tracking system.

Individuals should examine their transcripts in the District integrated data tracking system carefully and clarify any discrepancies to the Professional Development office as soon as possible, but no later than August 31 each year.

A maximum number of 120 Professional Development points earned per year may be used for the purpose of movement on the salary schedule. For the purpose of relicensure/recertification, there is no limit on the number of Professional Development points that may be earned in a year.

POLICIES

Book POLICIES Number GBZK

Section G - Certified Staff Policies Status Active

Title Glossary Last Reviewed 5.18.2022

Agreement: All terms and conditions of professional service and employment, agreed to in Professional Council, approved by the Board and ratified by the Olathe NEA Bargaining Unit.

Association: Olathe National Education Association, the local affiliate of the National Education Association and the Kansas National Education Association

Bargaining Unit: All professional non-administrative employees (see definition below).

Base Salary: The "base salary" of the salary schedule shall be the salary in the top row of the BS column, representing the typical placement of a new hire with a BS and no credited experience.

Board of Education (or Board): Board of Education of the Olathe Unified School District No. 233 of Johnson County, Kansas **Building and/or School:** Any attendance facility or other facility operated by the district.

Day(s): Except where otherwise noted, will mean working school days, except legal and school holidays.

CFR: Code of Federal Regulations

District: Olathe Public Schools. Official name/number is Unified School District No. 233

FTE: Full-time Equivalency (*i.e. 1.0 FTE means the professional employee works a complete professional day 8 hours*).

Home School or Building: Human Resources Division will assign professional employees to a "home school or building". **K.S.A. :** Kansas Statutes Annotated

MS: Any master's degree which aligns with the salary schedule conditions provision of this agreement.

Professional Council: Comprised of superintendent or designee and Olathe NEA president or designee plus 5 members appointed by superintendent and 5 members appointed by Olathe NEA president. The Professional Council partners with the Board of Education to

work for educational excellence for all students. The council meets at least once per quarter to:

- Fulfill the statutory requirements of the Professional Negotiations Act with the exclusive representative group, Olathe NEA, as designated by the Board of Education on November 5, 1970.
- Discuss, study, advise and recommend on subjects the district and Olathe NEA mutually agree upon related to Olathe Public Schools.
- Act as a communication's clearinghouse.
- Support the Board of Education's strategic goal of recruiting and retaining quality staff by studying and addressing topics related to student learning, compensation, including salary and benefits, and climate, such as working conditions.

Professional Negotiations Act: State law delineating definitions and requirements of negotiations between the district and Olathe NEA. "Professional negotiation" means meeting, conferring, consulting and discussing in a good faith effort by both parties to reach agreement with respect to the terms and conditions of professional service.

Professional Non-Administrative Employee(s) (term used in Kansas statute): Full or part-time licensed/certified, non-administrative employees. Professional Non-Administrative Employee for the purposes of this agreement shall include classroom teachers (early childhood disabilities-ECD, elementary, middle, high school); teachers of art, music, physical education, and reading & math at Title I schools; counselors; library media specialists; nurses; special education/resource teachers; school psychologists; school social workers; occupational and physical therapists; instructional resource teachers; facilitators; and coordinators. Professional Non-Administrative

Employee shall not include administrative personnel (director and above), Parents As Teachers Educators, Head Start, KPERS' retirants and substitute teachers.

Ratification: Approval of a tentative agreement reached by Professional Council and voted on by the bargaining unit members. Approval is determined when over 50% of the bargaining unit has voted and the majority have voted in favor of the tentative agreement. The Board of Education must also approve each tentative agreement.

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 educators 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 PLC meetings. These PLCs will be with specialists in the same field. Please refer to Policy GBZEA for further information on PLC requirements.

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PROFESSIONAL DAY:

The elementary professional day including At-Risk preschool and Early Childhood educators located in a traditional elementary building is ~~8:00-15 a.m.-4:00~~ 15 p.m.. Each day is assigned a letter A-~~ED~~. During an A-~~ED~~ rotation the educator should normally have a minimum of ~~270~~ 240 minutes for individual planning (300 minutes per 5 student contact day week) 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~~ an equitable amount of plan time for all elementary certified/ licensed staff in each building. Additional duties can be assigned if there is time available in the educator's day. *See Policy GBZCC Professional Day*

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1. Early Childhood Educators

Professional Day:

Harmony Early Childhood Center 8:15 a.m. - 4:15 p.m.

Heartland Early Childhood Center 7:40 a.m. - 4:15 p.m.

Early Childhood teachers educators shall be assigned a PLC on Fridays

The A-ED Rotation schedule is not used for Early Childhood Special Education Classrooms.

300 minutes of plan time is scheduled over a typical 5 day student contact week Monday through Friday for early childhood educators.

2. A-D Rotation Schedule

A-E ROTATION SCHEDULE:

Elementary Specials schedules utilize a ~~5~~ 4 day rotation schedule (ABCDE days). A year-long district calendar is published for the ~~4~~ 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, ~~and Art, and Computer Lab.~~

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- ~~SITs (Student Intervention Teams)/MTSS (Multi-Tiered Systems of Support) meetings are scheduled using the A-E rotation schedule.~~

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- 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-C-D~~ rotation schedule.

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- ~~The A-E-D Rotation schedule is not used for Early Childhood Special Education Classrooms.~~

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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~~ 240 minutes of plan time per A-E D rotation or 300 minutes per 5 day student contact week Monday through Friday for early childhood educators. In general, elementary plan time will be scheduled in blocks of at least 30 minutes. ~~For educators housed in a traditional elementary building and Harmony Early Childhood Center, the time between 8:00-8:20-8:15 a.m. and 8:45 a.m. may be scheduled one time per 5 day student contact week as plan or PLC and 3:40-4:00 3:55 p.m. - 4:15 p.m. At Heartland Early Childhood Center, 7:40 a.m. -8:10 a.m. may be scheduled one time per 5 day student contact week as plan or PLC. 3:20 p.m. - 3:40 p.m.~~ 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)

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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:

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- 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	Kindergarten through Grade 5
Physical Education	30 min. twice/A-E rotation
General Music	30 min. twice/A-E rotation
Library	30 min. twice/A-E rotation

Computer Lab (CLA)	30 min. twice/A-E rotation
Art	60 min. per A-E rotation

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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

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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~~ educator plan time. Individual ~~teachers~~ educators may take their class out for a non-routine recess on a limited basis, for various reasons, with permission of the building administrator.

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- ~~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.

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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~~ online payroll 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~~ the online payroll system.
2. The principal approves the request.
3. The Human Resources Department completes the request.

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TRAVELING ELEMENTARY STAFF:

Elementary schools have different ~~A~~art, ~~M~~music, PE and ~~L~~ibrary ~~M~~media ~~S~~pecialist (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~~ 300 minutes of plan time, 30 minutes of PLC time (over a typical 5 day student contact week), 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.

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1. Art, Music, PE and LMS staff in schools with over ~~270~~ 300 minutes of plan time, 30 minutes of PLC time, and a daily 25-minute duty-free lunch (over a typical 5 day student contact week) 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:

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- The ~~teacher~~ educator may be required to travel
- The ~~teacher~~ educator will be required to assist with other building responsibilities (see below).

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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~~ educators 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.

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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~~ 300 minutes for plan time, 30 minutes of PLC time, (over a typical 5 day student contact week) and a daily 25-minute duty-free lunch (per ~~A-E~~ Dschedule) will support the building,

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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.

- Create/enhance building-wide reading programs, book fairs, literacy nights, art fairs, field days, music performances, etc.

- Academic Support to include interventions, small-group instruction, individual student support, reteaching, 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.~~

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- ~~Work with staff to fully integrate technology usage.~~

Olathe Public Schools Middle 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, PLCs agenda-driven, and focused on student learning. Please refer to Policy GBZEA for further information on PLC requirements.

PROFESSIONAL DAY:

The middle school professional day (7:40 a.m. - 3:40 p.m.) (7:30-3:30) may be adjusted with consensus of the principal, the BLT, and the lead Olathe NEA association representative, and with prior notification of staff, for such purposes as state or standardized assessments. See *Policy GBZCC Professional Day*

ACADEMIC EXTENSION/INTERVENTION:

Academic Extension/Intervention is a time within the bell schedule for students to access academic interventions, visit educators for academic support, engage in curriculum extension activities, complete assessments and diagnostic exams, engage in social-emotional learning, and participate in school events or initiatives. This time allows the district to meet Kansas requirements for reading and math intervention

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SUPERVISORY ASSIGNMENTS:

Core teachers on 6th, 7th & 8th grade interdisciplinary teams are assigned a team collaboration period as their supervisory assignment. For those who do not teach on an interdisciplinary team, assisting with student services and providing student support is the primary purpose of the supervisory period. 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 middle school.
- Provide necessary supervision in the middle school.
- Provide for the teaching of five periods.

No staff member will be assigned more than one supervisory period unless a variance is in place. 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 annually.

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.

Approved Middle School Supervisory List

Not all of the following will be necessary at all schools. Some may be combined/dual supervisory assignments (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.

- Alternative Placement Supervision (i.e., In-School Suspension)
- Attendance/Tardy Support
- AVID Coordinator
- Building Level Substitute
- Building Web Master
- ELL Program Support
- Flex Lab Supervision
- Game Day Management
- Instructional Support of other staff
- Instructional Tech Support
- Lunchroom Supervision. (Assignment to this duty is by mutual agreement of staff member and administrator)
- Program Support
- Special Education Support
- Team Collaboration Period
- Tutorial/Guided Study (NOT primary instruction in BOE-approved curriculum)
- Transition/Mentoring Coordinator
- Travel Time for Itinerant Staff

Supervisory Variance: Variances may be requested for two reasons.

1. 1. Creation of a supervisory duty that is different from the approved Middle School Supervisory List.
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. For team teachers their supervisory is a team plan. 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 several reasons for requesting a variance for a staff member 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 an additional staff member could be added. If that option is not available and 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 6% of salary schedule base -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 [payroll system](#) ~~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 [payroll system](#) ~~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**.

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.

- **Middle 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 [payroll system](#) ~~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 [payroll system](#) ~~WageBack~~.
2. The principal approves the request.
3. The Human Resources Department completes the request.

Appendix B

**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 (7:15-3:15-3:30-3:30) 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	8:00-8:45 7:40-8:25
2	8:50-9:35 8:30-9:15
3	9:40-10:25 9:20-10:05
Al/Adv	10:10-10:50 10:15-10:50
4	10:55-12:10 (25 min)
5	12:15-1:00 12:00-1:00
6	1:05-1:50 1:10-2:00
7	1:55-2:40 2:00-2:40

Hour	Wednesday
1	8:00-9:35 7:40-9:15
3	9:24-10:55 11:15-11:45
5	11:00-1:00 (25 min lunch)
7	1:05-2:40 2:00-2:40

Hour	Thursday
2	7:58-15-9:30 48
Al/Adv/Sem	9:53-10:55 11:18
4	11:00-1:00 (25 min lunch)
6	1:28-05-2:40 3:00

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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

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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.

ACADEMIC INTERVENTION:

Academic Intervention (A.I.) is a time within the bell schedule for students to access academic interventions; visit educators/tutors for academic support and/or extension; engage in college and career readiness activities; complete assessments and diagnostic exams; engage in social-emotional learning, including but not limited to meeting with student clubs/organizations; and participate in school events or initiatives. This time allows the district to meet KSDE requirements.

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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.

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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.

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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.

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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 be 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 6% of salary schedule base 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 payroll](#) 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 payroll](#) 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.

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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, hallways, commons areas, etc.

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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.

- **Middle and 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 payroll](#) 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 payroll system](#).
 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:

[7:40-10:55 a.m.](#) ~~8:00 to 12:15 noon~~ Testing Block
[10:55am-12:15 p.m.](#) ~~12:15 to 1:00 p.m.~~ Staff Lunch
[12:15-3:15 p.m.](#) ~~1:00 to 3:30 p.m.~~ Time allotted to hold conferences Building directed professional development*

* Half of this Conference time will be counted as 1:1 student contact time.

HIGH SCHOOL STATE TESTING DAY: IDENTIFIED 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)

Conference Guidelines

Elementary Conference Information

The designated hours of conference time will be met through all educators scheduling 12 hours outside the contract day to be in their buildings and available to families for communicating student progress.

- Conferences are to be conducted between Monday and Thursday of conference week.
- Elementary conferences will continue to be scheduled in 20-minute blocks.
- Wednesday conference schedule will reflect the following:
 - **October Schedule (students dismissed at 12:10 p.m.):**
 - Elementary conferences can be scheduled anytime from 1:30 p.m. to 8:30 p.m. with a 40-minute dinner break.
 - Conferences from 4:15 p.m. – 8:30 p.m. count toward the 12 hours outside the contract day designated for conferences.
 - **February Schedule (students dismissed at 12:10 p.m.):**
 - Elementary conferences can be scheduled anytime from 1:30 p.m. to 8:30 p.m. with a 40-minute dinner break.
 - Conferences from 4:15 p.m. – 8:30 p.m. count toward the 12 hours outside the contract day designated for conferences.
- Educators will communicate with their administrator when their remaining 8 hours of conferences outside the contract day will occur.
- Educators should meet any request for an in-person conference, but can conduct virtual conferences if the family prefers.
- A scheduling document should be sent to families indicating the times each elementary educator is available to meet throughout the week. The method for distributing individual educator schedules to families is determined by each individual building.
- Monday and Tuesday conferences can be scheduled any time before or after the contract day up until 8:30 p.m.
- If any conferences are scheduled on the Thursday of conference week, elementary educators are encouraged to conduct them virtually as there is a high likelihood no building administrator will be on-site.

Special Educators

- Elementary Special Educators—The case manager should work with the IEP team (including the classroom teacher) to schedule any **priority** conferences first, **before the rest of the school schedules**, at a mutually agreeable time. Priority families are families the case manager deems as **critical** that there is an opportunity to meet, **as an IEP team**, with a family about a particular student. Special Educators and related service providers should arrange conferences with other families on their caseload through Zoom or phone conferences, as appropriate.
- IEP or team meetings that fall within 1-2 weeks of the conference window can count as the conference. This should be communicated at the IEP/Team meeting.
- Attend as many conferences (in-person or virtually) as possible during the conference hours you set for yourself. This could be accomplished by attending the team/educator's conferences or setting up your own.

Elementary Specialists

- Conferences can be scheduled as an individual, or as a specialist team based on student situational needs.
- Attend as many conferences (in-person or virtually) as possible during the conference hours you set for yourself. This could be accomplished by attending the educator's conferences or setting up your own.

Conference Guidelines

High School and Middle School Conference Information

Conferences are a time for educators to be available to families for communicating student progress. These conferences are to be conducted on-site between Monday and Thursday of conference week, with a total of 12 hours occurring outside the contract day.

- Educators will be on-site and may opt to conduct virtual and/or in-person conferences. Educators should try their best to meet any parent/guardian request for an in-person conference.
- Monday and Tuesday conferences can be scheduled any time before or after the contract day up until 8:30 p.m.
- Thursday conferences can be scheduled between 7:00 a.m. and 8:00 p.m. Any conferences held on Thursday must be onsite and count as part of the 12 hours outside of the contract day.
- Each educator will send out a scheduling document to families indicating the times they are available to meet throughout the week.
- It is recommended to schedule high-needs conferences first, then offer the remaining slots for other interested families.

Wednesday conference schedule will reflect the following:

October Schedule (student dismissal at 10:55 a.m. for high school and 11:35 a.m. for middle school):

- As part of the high school contract day, the time from 12:15 p.m. – 3:15 p.m. is designated for conferences to be held in-person or virtually.
- As part of the middle school contract day, the time from 12:55 p.m. – 3:40 p.m. is designated for conferences to be held in-person or virtually.
- Arena style in person conferences will be from 4:30 p.m. to 8:30 p.m. This time counts towards the 12 hours outside the contract day designated for conferences.
- Dinner breaks must occur prior to 4:30 p.m.

February Schedule (student dismissal at 10:55 a.m. for high school and 11:35 a.m. for middle school):

- As part of the high school contract day, the time from 12:15 p.m. – 3:15 p.m. is designated for conferences to be held in-person or virtually.
- As part of the middle school contract day, the time from 12:55 p.m. – 3:40 p.m. is designated for conferences to be held in-person or virtually.
- Arena style in person conferences will be from 4:30 p.m. to 8:30 p.m. This time counts towards the 12 hours outside the contract day designated for conferences.
- Dinner breaks must occur prior to 4:30 p.m.
- Educators will communicate with their administrator when their remaining 8 hours of conferences outside of the contract day will occur.
- Secondary conferences (core or elective classes) can be scheduled as individuals or as teams.
- If these recommendations do not fit with your specific position, work with your principal to determine how to best meet the 8 hours outside of Wednesday.

Special Educators

- Secondary Special Educators—The case manager should work with the IEP team to schedule the conference first, at a mutually agreeable time. Special Educators and related service providers should arrange conferences with other families on their caseload through Zoom or phone conferences, as appropriate.
- IEP or team meetings that fall within 1-2 weeks of the conference window can count as the conference. This should be communicated at the IEP/Team meeting.
- Attend as many conferences (in-person or virtually) as possible during the conference hours you set for yourself. This could be accomplished by attending the team/educator's conferences or setting up your own.