

Ratified by
the Board of Education
of Olathe Public Schools
USD 233
and
Olathe NEA

Personnel Policies & Professional Employee Agreement

**Licensed/Certified Staff
2010-2011**





August 2010

Dear Staff,

We want to say thanks for your support and patience with the district as we completed a new agreement to guide our cooperative work in educating students. In a very difficult economic climate, the new agreement is not what we would have hoped it to be but rather the best we could do under the conditions. We look forward to better days when we can continue to work toward our goal of attracting and retaining the best staff possible.

Through a collaborative and cooperative process, the Professional Council develops the policy recommendations found in this agreement. Legal counsel, representing the professional associations of Olathe NEA and the Board of Education, provide additional review of suggested language. All policies included in this agreement have been approved by the Olathe Board of Education and ratified by the Olathe licensed/certified, non-administrative employees.

The agreement is located at: a) O-ZONE (My Page, My Job, Employee Policies), b) www.olathenea.org (Bargaining) and c) www.olatheschools.com (Board of Education, Board Policies, G – Certified Staff Policies). The provisions contained in this agreement provide important information related to employment conditions and professional service. A thorough understanding of this agreement assists all staff in the performance of their duties and promotes good working relationships within the organization. We encourage use of the information as a valuable resource for various questions that arise in the course of employment. Both administrative personnel of the District and the leadership of Olathe NEA can assist with clarifications of agreed upon language.

All involved with the process of developing and adopting this document hope that you will find it helpful and useful. Most importantly, we hope it will assist you in providing excellent services to the students of our school district.

Sincerely,

Dr. Marlin Berry
Superintendent of Schools

Sincerely,

Calin Kendall
President, Olathe NEA

PARTNERS IN EDUCATIONAL EXCELLENCE
SATURN/NEA/UAW PARTNERSHIP AWARD

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***Revisions and additions to policies included in the agreement were approved by the Board of Education on June 29,2010 and ratified by the Olathe NEA Bargaining Unit on August 13, 2010.



Book POLICIES
Section G - Certified Staff Policies
Title Goals of Licensed/Certified Personnel
Number GAA
Status Active
Legal
Last Revised April 7, 2005

The goal of Section G–Licensed/Certified Staff is to create the best possible educational climate for all stakeholders. These licensed/certified personnel policies are designed for the personnel of the District to gain understanding about their duties and privileges. In order to further develop trust and understanding, the Board involves personnel, represented by the District Administration and Olathe NEA, in the development of policies and procedures affecting the operation of the District.

All personnel handbooks and agreements shall be approved by the Board and adopted, by reference, as a part of these policies and rules. (See Board of Education Policy BDC)

Guiding Principles

The Professional Council recognizes the underlying principles necessary to provide all students a quality education in Unified School District No. 233. The policies and procedures in this Agreement outline the cooperative efforts of the Board of Education, the Administration, and the Olathe National Educational Association. The Professional Council supports the vision, purpose, beliefs, core values, student goals, guiding principles, and decision-making model adopted by the Board of Education. All USD 233 staff members are expected to model these concepts in their words and actions.

Our Vision...

- Students prepared for *their* future

Our Purpose...

- Student learning

Our Beliefs...

- All children can learn
- Together we achieve more

Our Core Values...

- Continuous improvement
- Life-long learning

Our Goals for Students...

- Apply academic skills
- Communicate effectively
- Think critically and creatively to solve problems
- Use and apply technology
- Maintain and enhance physical and emotional health
- Respect and work cooperatively with others
- Demonstrate self-management and practical life skills
- Contribute as responsible and productive citizens

How We Do Business...

Staff/Board Guiding Principles

Staff/Board will demonstrate in actions and words:

- Children First
- Respect for All
- Teamwork
- Excellence and Quality
- Commitment to Individual Needs

Student Guiding Principles

Students will demonstrate in actions and words:

- Honesty – Truthfulness to oneself and others in both words and actions
- Respect – Treating others as you wish to be treated
- Responsibility – Doing what you're supposed to do when it needs to be done, even when no one is watching
- Trustworthiness – Exhibiting dependable behaviors

Parent/Patron Guiding Principles

Parents/Patrons will demonstrate in actions and words:

- Positive Role Models
- Effective Communicators
- Respect for All
- Advocates for Education
- Actively Involved



Book POLICIES
Section G - Certified Staff Policies
Title Equal Opportunity Employment and Nondiscrimination
Number GAAA
Status Active
Legal
Last Revised August 1, 2007

BOARD POLICY:

The Board shall hire its employees on the basis of ability and the District's needs.

The District is an equal opportunity employer and shall not discriminate in its employment practices and policies with respect to hiring, compensation, terms, conditions, or privileges of employment because of an individual's race, color, religion, sex, age, disability or national origin.

Inquiries regarding compliance may be directed to Staff Counsel at 14160 Black Bob Rd., Olathe, KS 66063-2000, 913-780-7000 or to:

Equal Employment Opportunity Commission
400 State Ave., 9th Floor
Kansas City, KS 66101
913-551-5655

or

Kansas Human Rights Commission
900 S.W. Jackson, Suite 568-S
Topeka, KS 66603
785-296-3206

or

United States Department of Education
Office for Civil Rights
8930 Ward Parkway, Suite 2037
Kansas City, MO 64114-3302
816-268-0550

Area of Responsibility: Human Resource Division



Book POLICIES
Section G - Certified Staff Policies
Title Sexual Harassment
Number GAAC
Status Active
Legal
Last Revised June 5, 2008

BOARD POLICY:

Purpose and Philosophy

Sexual harassment is abusive and illegal behavior that harms victims and negatively impacts the school and work environment by creating an atmosphere of distrust, fear and intolerance.

The Unified School District No. 233, Johnson County, Kansas is committed to providing and maintaining a safe, healthy environment for all students and employees that promotes respect, dignity and equality and is free from unlawful sexual harassment.

Scope

- A. The District strictly prohibits all forms of sexual harassment on school grounds, school buses and at all school-sponsored activities, programs and events including those which take place outside of the District.
- B. Because sexual harassment can occur adult to adult, adult to student, student to adult, student to student, male to female, female to male, male to male or female to female, it shall be a violation of this policy for any student, employee, or non-employee to sexually harass any student, employee or any other individual associated with the District.

Sexual Harassment Defined

- A. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - 1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
 - 2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - 3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment. Any sexual harassment as defined when perpetrated on any student or employee by any student or employee will be treated as sexual harassment under this policy.
- B. Sexual harassment may include but is not limited to:
 - 1. unwelcome leering, staring, gestures or propositions that are sexually suggestive, sexually degrading or imply sexual motives or intentions;
 - 2. unwelcome sexual slurs, epithets, jokes, threats, verbal abuse, derogatory comments, or sexually degrading descriptions;
 - 3. unwelcome written or pictorial display or distribution of pornographic or sexually explicit materials such as books, magazines, videos, films, Internet material, etc.;
 - 4. clothing with sexually obscene or sexually explicit slogans or messages;
 - 5. inappropriate patting, pinching or touching of a sexual nature;

6. demanding sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;
7. demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
8. any other gender-based behavior that is offensive, degrading, intimidating, demeaning, or that is based on sexual stereotypes and attitudes.

Reporting Procedures

Any person who believes he or she has been the victim of sexual harassment by a student or an employee of the school district, or any third person with knowledge or belief of conduct which may constitute sexual harassment should report the alleged acts immediately to an appropriate school district official as designated by this policy.

A. Victims of sexual harassment.

Victims of sexual harassment should document the harassment as soon as it occurs. In order to assist investigators, victims should try to document the harassment with as much detail as possible, including the nature of the harassment; dates, times, and places it has occurred; name of harasser(s); witnesses of the harassment; and the victim's response to the harassment. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from Staff Counsel at 913-780-7000.

B. In Each School Building

The building principal is the person responsible for receiving oral or written reports of sexual harassment at the building level. All building personnel are responsible for forwarding complaints or reports of sexual harassment to the building principal. Upon receipt of a report, the principal should contact Staff Counsel for assistance in responding to the complaint. If the report is in writing it shall be forwarded to Staff Counsel simultaneously. If the report was given verbally, the principal shall reduce it to written form within 24 hours or a reasonable extension of time thereafter and forward it to Staff Counsel. Failure to forward any sexual harassment report or complaint as provided herein may result in disciplinary action. If the complaint involves the building principal, the complaint shall be filed directly with Staff Counsel.

C. District-Wide

The school district hereby designates Staff Counsel to receive formal complaints of sexual harassment from any individual, employee or victim of sexual harassment and also from the building principals as outlined above. If the complaint involves Staff Counsel, the complaint shall be filed directly with the superintendent. The school district shall conspicuously post the name of Staff Counsel, including a mailing address and telephone number, in each school building and in all other district buildings.

D. Formal vs. Informal Complaints

All complaints of sexual harassment whether reported verbally or in writing must be taken seriously and acted on. Once a complaint is received by a building administrator, the administrator should ask the complainant whether he or she would like to make a formal complaint or would like to have the matter resolved informally at the building level. In many instances the individual may just want to have the behavior stopped without making a formal complaint. In these instances the administrator shall contact the alleged harasser(s) to allow an opportunity to respond to the allegation(s), remind them of the district's policy on sexual harassment, and instruct them to immediately cease any offending conduct. All actions taken to address the concern should be documented. If the complainant chooses to make a formal complaint, the complaint should be put in writing and forwarded to Staff Counsel for investigation and resolution in accordance with this policy.

E. Student to Student Sexual Harassment

Educators who are aware of student to student sexual harassment have the responsibility to report it to building administration and to handle the matter in accordance with the Student Code of Conduct.

Confidentiality

- A. It is the School District's policy to respect the confidentiality of the complainant and individuals against whom the complaint is filed as much as possible. However, because an individual's need for confidentiality must be

balanced with the District's obligation to cooperate with police investigations or legal proceedings, to provide due process to the accused, to conduct a thorough investigation or to take necessary action to resolve a complaint, the District retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances to individuals with a need to know.

- B. Where the complaint involves allegations of child abuse, the complaint shall be immediately reported to appropriate child protection and/or law enforcement authorities and the anonymity of both the complainant and school officials involved with be strictly protected as required by law.

Investigation and Recommendation

By authority of the School District, Staff Counsel, upon receipt of a formal complaint alleging sexual harassment, shall notify the superintendent who will immediately authorize an investigation. This investigation may be conducted by school district officials or by a third party designated by the school district. The investigating party shall provide an update on the status of the investigation *to the superintendent* within 10 days of the investigation.

In determining whether alleged conduct constitutes sexual harassment, the school district shall consider the surrounding circumstances. Some of the considerations which should be made are:

- A. Whether the conduct is sexual in nature;
- B. Whether the conduct is derogatory toward one gender;
- C. Whether the conduct was unwelcome;
- D. Whether the behavior would be offensive to a reasonable person of the same gender as the victim;
- E. Whether there is a pattern of behavior;
- F. Whether the conduct was verbal or physical;
- G. The relationship and relative ages of the parties;
- H. The nature, scope and severity of the incidents;
- I. The number of students or staff involved directly or indirectly;
- J. The frequency and duration of the behavior.

School District Action

- A. Upon receipt of a recommendation that the complaint is valid, the School District will take action as appropriate based on the results of the investigation.
- B. The results of the investigation of each complaint filed under these procedures will be reported in writing to the complainant and alleged harasser(s) upon the completion of the investigation.

Reprisal

The School District will discipline any individual who retaliates against any person who reports alleged sexual harassment or who retaliates against any person who testifies, assists or participates in an investigation, proceeding or hearing relating to a sexual harassment complaint. Retaliation includes but is not limited to, any form of intimidation, reprisal or harassment.

Non-Harassment

The School District recognizes that not every advance or contact of a sexual nature constitutes harassment. Whether a particular action or incident is a personal, social relationship without a discriminatory employment or education effect requires a determination based on all of the facts and surrounding circumstances. False accusations can have a serious detrimental effect on innocent parties. False or malicious complaints of sexual harassment may result in corrective or disciplinary actions taken against the complainant.

Right To Alternative Complaint Procedures

The victim and the alleged harasser have the right to be represented by a person of their choice, at their expense, during sexual harassment investigations and hearings. Students who file complaints may also elect to be accompanied by their parents, guardians or another student of their choice at each stage of the complaint process. These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the State of Kansas, initiating civil action or seeking redress under state criminal statutes and/or federal law.



Book POLICIES
Section G - Certified Staff Policies
Title Employment Eligibility Verification (Form I-9)
Number GACD
Status Active
Legal

BOARD POLICY:

All employees of the district, at the time of employment, shall provide verification of identity and employment status to the superintendent or designee.

ADMINISTRATIVE PROCEDURE:

The superintendent shall maintain a file on all of the district's employees hired after November 6, 1986, proving that each employee has verified their identity, employment status, U.S. citizenship, or legal alien status. Evidence to be used to verify identity, employment status, U.S. Citizenship, or legal alien status should include at least two of the following documents, one of which contains a current photo of the employee: birth certificate, social security card, or a current driver's license; or one of the following: U.S. passport, certificate of U.S. citizenship, certificate of naturalization, unexpired foreign passport, or resident alien card.



Book	POLICIES
Section	G - Certified Staff Policies
Title	Criminal Background Checks
Number	GACE
Status	Active
Legal	
Adopted	January 7, 1999
Last Revised	August 20, 2009

BOARD POLICY:

In order to protect the health and safety of all students and employees, the Olathe School District requires prospective employees to submit to a criminal background check as a condition for employment or appointment. Employment is conditional upon the candidate's successful completion of the District's background check.

All applicants shall be required to sign a release form enabling the District to perform a background check. If they decline to sign a release form, they will not be considered for employment.



Book	POLICIES
Section	G - Certified Staff Policies
Title	Employee Identification Cards
Number	GACF
Status	Active
Legal	
Adopted	December 6, 2001

BOARD POLICY:

The Board recognizes the importance of safe and secure learning environments, therefore all employees of USD 223 Olathe District Schools shall be provided with a picture identification card. Employees provided with a picture identification card are required to wear their identification card in a safe and visible location whenever on school district property in an employee capacity.

The superintendent shall require that appropriate procedures be implemented for distribution and implementation of this policy.



Book POLICIES
Section G - Certified Staff Policies
Title Complaints of Discrimination
Number GAEA
Status Active
Legal

BOARD POLICY:

Discrimination against any individual on the basis of race, color, national origin, sex, disability, age or religion in the admission or access to, or treatment or employment in the district's programs and activities is prohibited. Staff Counsel, 14160 Black Bob Road, Olathe, Kansas 66063-2000, 913-780-7000, has been designated to coordinate compliance with nondiscrimination requirements contained in Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and The Americans with Disabilities Act of 1990.

Complaints of discrimination should be addressed to an employee's supervisor or to the compliance coordinator. Complaints against the Superintendent should be addressed to the Board of Education.

Complaints of discrimination will be resolved using the district's discrimination complaint procedure. (See Board of Education Policy KN)



Book POLICIES
Section G - Certified Staff Policies
Title Staff-Community Relations
Number GAH
Status Active
Legal

BOARD POLICY:

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



Book POLICIES
Section G - Certified Staff Policies
Title Political Activities
Number GAHB
Status Active
Legal K.S.A. 25-4695
Last Revised August 20, 2009

BOARD POLICY:

It is in the best interest of the District and the community for staff members to participate in the political process.

Staff members shall not use or authorize the use of district funds or district vehicles, machinery, equipment or supplies or the time of any officer or employee of the district, for which the officer or employee is compensated, to expressly advocate the nomination, election or defeat of a clearly identified candidate to state or local office (K.S.A. 25-4169b) or to federal office. (See also Policies KG - Use of Facilities and Equipment and KI - Free Materials Distribution in Schools)

Staff members who intend to become candidates for political office may notify the superintendent of the declaration of candidacy.

A staff member who becomes a candidate for public office may apply to the Board for a leave of absence without pay for the purpose of conducting a campaign.

Staff members holding less than full time public office shall request leave from the Superintendent for necessary absences in advance of the absence.

An employee who must be absent from school, for full time public office, must take a short or long term leave of absence without pay for the duration of the political duties.



Book POLICIES
Section G - Certified Staff Policies
Title Solicitations
Number GAI
Status Active
Legal

BOARD POLICY:

Persons seeking to sell, solicit or display on school premises any item requiring the expenditure of district funds must first secure permission from the building principal or superintendent. Appointment with district staff during duty hours shall be held at a time approved by the appropriate supervisor. If a vendor violates this policy, the vendor may be suspended from making appointments with and soliciting school employees. Notices of the suspension shall be provided to District administrative personnel, the vendor's supervisor and the Board.



Book	POLICIES
Section	G - Certified Staff Policies
Title	District-Provided Access to Electronic Information, Services, and Networks
Number	GAJ
Status	Active
Legal	
Adopted	July 2, 1998
Last Revised	August 20, 2009

BOARD POLICY:

The Olathe School District provides access for students and staff to state of the art computer technology, electronic mail and the World Wide Web via the Internet – a worldwide network of networks. The Olathe District School's Intranet is a private Internet reserved for use by staff and students who have been given the authority and/or passwords necessary for access. All users share responsibility for using the District's computer facilities and network access in an effective, efficient, and ethical manner consistent with the objectives of K-12 education. Incidental personal use of District computers must not interfere with the employee's job performance. Access is a privilege, not a right, and it entails responsibility and accountability by users. All information maintained on the District's computer network shall be considered District property and shall be subject to unannounced review by District administrators.

District Internet and E-Mail Rules

Individual users of District computer networks are responsible for their behavior and communications over these networks. It is presumed that users will comply with District standards. In addition, the District has taken steps to restrict student access to controversial materials. These steps include the development of acceptable use guidelines, use of filtration software and educator supervision of students. However, even with these safeguards in place, there is no guarantee that students will not be able to access materials which may be objectionable. Beyond the clarification of such standards and implementation of reasonable safeguards, the District is not responsible for restricting, monitoring, or controlling the communications of individuals utilizing the network.

Communications over these networks should not be considered private or confidential. Network supervision and maintenance may require review and inspection of directories or messages to maintain system integrity. Messages may be diverted accidentally to a destination other than the one intended or may be intercepted by third parties. E-mail created or received by District employees in connection with their duties may be subject to disclosure under the Kansas Open Records Act. E-mails that relate to specific individuals may constitute "educational records" under the Family Educational Rights and Privacy Act which are subject to inspection and review by the student and/or parent or legal guardian. In addition, e-mails may be subpoenaed as part of a legal proceeding.

District or School Web Sites

The Board may establish a District web site and may allow creation of web sites for individual schools, classes, departments and District approved programs on the District's network. All web sites shall be under the control of the superintendent (or designees) and school web sites shall be supervised by the building principal (or designees). Only individuals with prior authorization are allowed to create, edit, modify or delete material contained on web sites maintained on the District's network. These individuals are responsible for adhering to District policies and web guidelines.

Web Site/Internet Use Rules

All web sites maintained on the District's network will comply with District policies. These include but are not limited to Advertising (KHAB-R), Print and Non-Print Policy (KI-KIR), Acceptable Use Guidelines, Media Selection Policy (IFBC)

and Student Internet Policy. All web sites shall also conform to the Guidelines for Web Page Creation for Olathe District Schools, a copy of which is available from the Community Relations or Technology department.

District and school web sites are maintained to support public relations, information and educational programs for USD 233, Olathe, Johnson County, Kansas. Material appropriate for placement on District and/or building web sites includes information about the District, department activities or services, schools, educators or classes, student projects, and student extracurricular activities. All web sites should reflect positively on the District, school or department. Any links to external web sites must contain appropriate educational materials and information and should be reviewed periodically. Web sites may be modified or terminated with or without notice at any time by the superintendent (or designees) or by the building principal (or designees).

Prohibited Conduct

The following uses of District-provided Internet, network, e-mail, District Web servers and AS/400 access are **not** permitted:

- A. to access, upload, download, or distribute pornographic, obscene or sexually explicit material;
- B. to transmit obscene, abusive, insulting, harassing, sexually explicit, or threatening language;
- C. to use another's sign on and/or password or allow someone else to use your sign on and/or password;
- D. to intentionally introduce malicious code or viruses into any computer resource;
- E. to use the network for Internet gambling or other commercial purposes; including but not limited to solicitation and/or advertising without prior authorization;
- F. to knowingly violate any local, state or federal statute;
- G. to disseminate personally identifiable student records or information when such records are protected by law, including K.S.A. 72-6214, the Family and Education Rights and Privacy Act and the Individuals with Disabilities Education Act;
- H. to vandalize, damage, or disable the property of another individual or organization;
- I. to install, copy or remove software (including shareware and freeware) on District-owned computers without prior authorization and completion of a software approval form available from the technology division or in the Virtual File. This applies to all software whether acquired by District or personal funds;
- J. to access another individual's or organization's materials, information or files without permission;
- K. to violate copyright or otherwise use the intellectual property of another without permission;
- L. to intentionally disclose, modify or destroy information contained on the AS/400 without prior authorization;
- M. to install unapproved hardware on District computers or make changes to software settings that support District hardware without prior authorization from the technology department; and
- N. to use the District-provided network including e-mail for the distribution of the following: chain letters; solicitations and/or messages of organizations, clubs, groups, or associations; communication expressly advocating the nomination, election or defeat of a clearly identified candidate to state, local or federal office; or communication which expressly engages in religious activities. The following exceptions shall apply:
 1. Individuals wanting to use the system for general distribution of information to District staff and/or students must gain prior approval through the distribution of information process for print or non-print material. (KI, KI-R)
 2. During the annual review of its operational bylaws, the Professional Council shall discuss and approve practices of the recognized bargaining representative of the licensed/certified staff on use of equipment, computers, facilities and other resources to include the distribution of information and materials.

Sanctions

Any violation of this policy may result in loss of District-provided access to the Internet and/or e-mail. Additional disciplinary action up to and including termination of employment may be determined at the building or District level in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

Disclaimer

The District makes no warranties of any kind, either express or implied, for the network access it is providing. The District will not be responsible for:

- A. any damages users suffer, including – but not limited to – loss of data resulting from delays, interruptions in service or computer viruses;
- B. the accuracy, nature, or quality of information stored on District diskettes, hard drives, or servers;
- C. the accuracy, nature or quality of information gathered through District-provided Internet access;
- D. property used to access District computers or networks for District-provided Internet access; or
- E. any unauthorized financial obligations resulting from District-provided access to the Internet.



Book POLICIES
Section G - Certified Staff Policies
Title Personnel Records
Number GAK
Status Active
Legal
Last Revised April 7, 2005

BOARD POLICY:

Personnel files required by the District shall be confidential and maintained in the Human Resources Division. These personnel files include various pertinent items listed in the Professional Files Content List in the Virtual File. Some evaluation files may be temporarily maintained at the building level site and then sent for permanent maintenance to the Human Resources Division. Employees have the right to inspect and copy their files under the supervision of an administrator.

The professional employee will be informed in writing of any document, not listed in the Professional File Contents List in the Virtual File, placed in the personnel file. The professional employee shall be given an opportunity to respond in writing to this document and that response will be placed with the document in the employee's personnel file.

A request by a third party for release of any personnel record shall be made in writing and submitted to the appropriate record custodian with signed permission to release the record from the employee. The record custodian shall administer the request as required by law.

All records and files maintained by the District may be screened and obsolete materials may be discarded.

All personnel files and evaluation documents, including those stored by electronic means, shall be secure.



Book	POLICIES
Section	G - Certified Staff Policies
Title	Complaints
Number	GAL
Status	Active
Legal	
Adopted	July 10, 1997
Last Revised	May 5, 2005

BOARD POLICY:

Complaints may be received by an administrator or supervisor related to a licensed/certified employee. The following guidelines, which support "How We Do Business" (GAA) with the focus on customer service, will be used for addressing complaints.

- A. After a complaint is received by an administrator, the administrator reviews the complaint to determine if the complaint requires action. A complaint might not require further action for a variety of reasons, including lack of merit, anonymous source, or inaccurate information. Anonymous communication, where the complainant is not known by the administrator, may be used as the basis for a review of a complaint, but an anonymous complaint results only in informal action and is not placed in an employee's Personnel File. (GAK) The anonymous communication cannot be used as part of the employee's appraisal.
- B. When a complaint requires further action, the administrator determines if informal or formal action is needed.
 - For complaints requiring informal action, the administrator shares the complaint with the staff member. The staff member attempts to resolve the complaint, communicating action with the administrator. No record of the complaint or action is placed in the staff member's Personnel File (GAK).
 - For complaints requiring formal action, the administrator shares the complaint with the staff member, both verbally and in writing within 15 work days of receiving the complaint. The staff member and administrator jointly develop a plan to address the complaint, with implementation of the plan monitored by the administrator. Written information regarding the complaint and the plan of resolution may be placed in the staff member's Personnel File (GAK). The staff member can provide a written response within 15 work days of receiving the written information about the complaint from the administrator and that response will accompany the written information. The staff member may request that this written information be removed from the staff member's Personnel File by contacting Human Resources Division. The Human Resources Division will review the request and determine appropriate action.



Book POLICIES
Section G - Certified Staff Policies
Title Travel Expenses
Number GAN
Status Active
Legal
Last Revised June 27, 2007

BOARD POLICY:

The Board shall provide reimbursement for expenses incurred in travel related to the performance and duties of the District's employees when approved in advance by the superintendent or designee. Approval of employee reimbursement of travel expenses shall be based upon procedures outlined by the Business & Finance Division. The mileage rate for employee use of personal vehicles will be reviewed by the Board on an annual basis. For travel related to Professional Leave /Out-Of-District Professional Activities, see policy GBZCD.

ADMINISTRATIVE PROCEDURE:

Authorization for reimbursement of travel expenses shall be considered in advance by the Superintendent or designee. Mode of travel will be based on, but not limited to, the availability of transportation, distance and number of persons traveling together.

Requests for reimbursement shall have the following attached: receipts for transportation, parking, hotels or motels, meals and other expenses for which receipts are ordinarily available. For the authorized use of a personal car, including approved travel between buildings, staff members shall be reimbursed at a mileage rate established by the Board. The rate should be reviewed annually and established for the following year.



Book POLICIES
Section G - Certified Staff Policies
Title Use of Tobacco Products in School Buildings
Number GAOC
Status Active
Legal

BOARD POLICY:

The use of tobacco products in any form is prohibited in any school building, and/or property, owned, leased or rented by the district.



Book POLICIES
Section G - Certified Staff Policies
Title Communicable Diseases
Number GAR
Status Active
Legal

BOARD POLICY:

Those at occupational risk of Hepatitis B viral (HBV) infection have been identified by the U.S. Centers for Disease Control. Persons at substantial risk of HBV infection who are demonstrated or judged likely to be susceptible should be vaccinated. Staff of nonresidential day-care programs (e.g., schools, sheltered workshops for the developmentally disabled) attended by known HBV carriers have a risk of HBV infection comparable to that among health-care workers and therefore should be vaccinated.

The risk in institutional environments is associated with blood exposure, bites, contact with skin lesions, and other infectious secretions. Persons in casual contact even with carriers in settings such as schools and offices are at minimal risk of HBV infections, and vaccine is not routinely recommended for them. Unless special circumstances exist, such as biting or scratching or medical conditions such as severe skin disease that might facilitate transmission, vaccination is not indicated.

Only medical personnel and those persons who are identified under the category of special circumstances or provide direct care to an identified carrier need to be given the Hepatitis B vaccine by the school district. This does not negate the recommendation that all concerned persons should seek their physician's advice and arrange with them for obtaining the Hepatitis B vaccine when needed as they do with the Diphtheria/Tetanus vaccine.

ADMINISTRATIVE PROCEDURE:

The Superintendent of Schools will appoint an Evaluation Advisory Committee (EAC). The EAC will meet as needed to evaluate and determine the appropriate work placement of employees infected with AIDS/HIV. The membership of the committee shall include but not be limited only to:

- A. Superintendent's designee who shall act as Chairperson of the EAC
- B. District Health Coordinator
- C. Physician or public health official
- D. Building principal or supervisor of infected employee.

Procedure

- A. The EAC will review all employees known to have the AIDS/HIV infection. The committee will observe all legal responsibilities relating to notification of other agencies.
- B. The employee must identify a physician who is responsible for the medical care of the employee and who will monitor the employee's medical and psychological condition.
- C. Prior to the review, the EAC chairperson will obtain appropriate data from the employee's designated physician. A written release to secure information will be secured from the employee.
- D. Other persons who may be included in the EAC meetings, at the discretion of the EAC, are: the employee, the employee's representative physician, employee's attorney, or professional representation. The number of persons aware of the individual's condition should be kept at a minimum in the effort to maintain the employee's right to privacy.

- E. If the EAC determines that the employee presents a risk of transmitting the AIDS/HIV infection, they will determine the appropriate restricted setting for the individual.
- F. The EAC will recommend a restricted setting for the employee if any one or more of the following criteria are present.
 - 1. Lacks control of body secretions
 - 2. Exhibits behavior problems which would increase the possibility of transmission of the virus.
 - 3. Has uncoverable, oozing skin lesions.
 - 4. Needs a restricted setting to protect the infected employee from infectious diseases of others.
 - 5. Needs a restricted setting to protect the employee from the risk of physical or psychological harm in an unrestricted setting.
 - 6. Exhibits physical and/or mental deficiencies which interfere with the regular performance of the job.
- G. If none of the above conditions exist, the EAC will recommend an unrestricted setting for the employee.
- H. Each member of the EAC will have one (1) vote. The EAC recommendation for each employee shall be decided by a majority vote. A motion carries if it has three (3) affirmative votes. An abstaining vote shall be recorded as a "no" vote.
- I. The EAC will keep a written record of all meetings and will retain records and reports for each person in a secure confidential file. The recommendation regarding the employee will be made in writing to the Superintendent of Schools. The Superintendent will review the recommendation of the EAC and inform all parties of the decision and will provide direction to the appropriate persons to see that the recommendations are carried out.
- J. During the review process, the infected employee may be excluded from work. Exclusion will be done at the Superintendent's discretion after consultation with appropriate medical and/or educational personnel.

Monitoring

- A. The employee's supervisor will be responsible for notifying the EAC chairperson of any changes observed in the employee which indicates a need for reassessment of the educational setting.
- B. The EAC chairperson will contact the employee's physician and supervisor on a monthly basis to determine if there have been changes in the health status which have not been reported. The EAC chairperson will also have monthly contact with the employee.
- C. If changes in the health status of an employee with AIDS/HIV infection are observed or reported which may appear to increase the risk of transmission, the EAC chairperson will immediately schedule an EAC meeting to review the situation. The employee may be excluded at this time.

Outbreaks of Communicable Diseases

If a communicable disease (e.g., measles or chicken pox) occurs in a school or classroom and which creates a situation which could be threatening to the infected AIDS/HIV employee, the infected AIDS/HIV employee and the employee's physician shall be notified. The AIDS/HIV infected employee may then be excluded from work during the infectious period.



Book POLICIES
Section G - Certified Staff Policies
Title Bloodborne Pathogen Exposure Control Plan
Number GARA
Status Active
Legal

BOARD POLICY:

The Board shall adopt an exposure control plan which conforms with current Occupational Safety and Health Administration (OSHA) standards and regulations of the Kansas Department of Human Resources (KDHR).

The plan shall be accessible to all employees and shall be reviewed and updated at least annually. All staff shall receive the training and equipment necessary to implement the plan.



Book POLICIES
Section G - Certified Staff Policies
Title Hiring
Number GBD
Status Active
Legal

BOARD POLICY:

The Board shall approve the employment of all employees. While this legal responsibility cannot be waived, the Board delegates to the Superintendent the authority to recruit staff members. In carrying out this responsibility, the Superintendent may involve administrators and educators. All employment contracts recommended by the Superintendent are subject to ratification by the Board.



Book POLICIES
Section G - Certified Staff Policies
Title Supervision
Number GBH
Status Active
Legal

BOARD POLICY:

The responsibility for the immediate supervision of faculty members rests with each supervisor.



Book POLICIES
Section G - Certified Staff Policies
Title Discipline
Number GBI
Status Active
Legal
Adopted August 20, 2009

BOARD POLICY:

Employees of the District may be subject to disciplinary action for violation of Board policy, rules or regulations, and other just cause.

Prior to disciplinary action, as appropriate, an informal conference with the principal/supervisor may occur. The employee is made aware of an issue or concern, with opportunity for response. A reminder of expectations and a written summary of the conference, which indicates it is not a reprimand, may be provided. An employee may be placed on administrative leave with pay pending a fact-finding process.

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:

- Verbal reprimand. The employee is made aware of an issue or concern. No written record of a verbal reprimand will be placed in an employee's personnel records (as defined in policy GAK).
- Written reprimand. The employee receives written documentation of a violation and a copy of the reprimand is placed in the employee's personnel records (as defined in policy GAK). 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 or reassignment (requires action by Human Resources Division). The employee is given a suspension with pay (per policy GBK) or reassigned to another position.
- Suspension without pay, non-renewal or termination (requires Board action). The employee's contract is non-renewed or terminated as per policy GBK and KSA 72-5436 et seq.

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

Evaluation 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 policy.



Book POLICIES
Section G - Certified Staff Policies
Title Suspension
Number GBK
Status Active
Legal

BOARD POLICY:

The superintendent shall have the authority to suspend licensed/certified employees with pay.

The superintendent may suspend licensed/certified employees with pay for alleged violations of Board policy, rules or regulations and other good cause.

If the suspension is continued and imposed on an employee pending dismissal, the employee is entitled to pay until the employee has had a due process hearing. The hearing shall determine whether further suspension shall be with or without pay.



Book POLICIES
Section G - Certified Staff Policies
Title Separation
Number GBN
Status Active
Legal
Last Revised July 1, 2010

BOARD POLICY:

All administrative recommendations for dismissal and non-renewal of certified personnel given to the Board shall be accompanied by a detailed documentation justifying any such recommendation. Non-renewal shall be outlined by Kansas statutes for notification of all licensed/certified personnel. See Appendix B for specific statutory deadlines dates each year.

Editing only changes to align dates for notice of nonrenewal/resignation with changes in state statute 7/1/2010



Book POLICIES
Section G - Certified Staff Policies
Title Continuing Contract, Resignation, Release From Contract
Number GBO
Status Active
Legal
Last Revised July 1, 2010

BOARD POLICY:

Continuing Contract

The Board and licensed/certified employees will adhere to all conditions of the continuing contract law of the general statutes of the State of Kansas including the deadline for non-renewal of contracts and the deadline for licensed/certified staff to resign from the District or their contract will be automatically renewed for the subsequent contract year. See Appendix B for specific statutory deadline dates each year.

Resignation (on or before the statutory deadline for the subsequent year)

The Board shall accept the resignation of any licensed/certified employee which is submitted to the Board in writing on or before the statutory deadline for the subsequent contract year.

Resignation/Release from Contract (after the statutory deadline for the subsequent year or during the contract year)

A licensed/certified employee who has signed a contract and accepted a position in the District for the coming year or who has not resigned by the continuing contract notice deadline shall not be released from that contract until a competent replacement has been contracted or when it is in the best interest of the District.

In the event any licensed/certified employee resigns or fails to honor the terms of the employment contract, the Board retains the right to enforce the contract according to Kansas statutes.

In the event the educator terminates employment in the District without compliance with Board policy, the Board may contact the Professional Practices Commission according to Kansas Statutes.

Editing only changes to align dates for notice of nonrenewal/resignation with changes in state statute 7/1/2010



Book POLICIES
Section G - Certified Staff Policies
Title Retirement
Number GBOA
Status Active
Legal
Last Revised July 1, 2010

BOARD POLICY

Retirement

Employees are requested to notify the Board of an intent to retire.

Retirement Benefits

Upon retirement from the Olathe District 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 included in the contract during the last year of employment. Retirement is defined as eligibility for Kansas Public Employees Retirement System retirement or disability benefits.

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 Voluntary Early Retirement Plan. The benefit is based on years served in the Olathe District Schools.

Any employee who retires and is KPERS eligible may use accumulated leave for health and dental insurance as described below.

RETIREMENT INSURANCE BENEFIT PLAN

Conversion of Accrued Illness/Bereavement Leave

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

1. Making payment toward selected District group health and/or dental plan(s) under Section 125.
2. Reimbursing the employee for legal eligible medical expenses (for the employee and eligible dependents) as defined by the IRS Section 213 (d)

B. To be eligible for this benefit, the following criteria must be met:

1. The employee must be retiring from a position provided with a health and dental benefit
2. The employee must be licensed/certified, administrative, or other staff on continuing contract
3. The employee must be eligible for retirement under KPERS, evidence of meeting the vesting requirements of the KPERS system (minimum 5 years with Olathe District Schools), and submitted written application to the clerk of the Board or designee within 30 days following the retirement. The employee does NOT need to be retiring under the Voluntary Early Retirement Plan (GBOB) to be eligible for this Retirement Insurance Benefit Plan/

- C. For purposes of calculating the dollar equivalent for the accrued Illness/Bereavement Leave, the conversion rate will be calculated annually at approximately 1/10th of the Board of Education's monthly financial participation for health and dental insurance (based on a full-time employee individual health benefit, assuming wellness participation) for each day of accrued Illness/Bereavement Leave. Those employees retiring who did not participate in the Wellness incentives their last full year of employment prior to retirement will have a lower conversion rate which does not reflect the wellness discount. (See Appendix A of Negotiated Agreement for exact annual rate.)
- D. 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 360 days.
- E. The Health Reimbursement Arrangement (HRA) account can remain active for a maximum of 5 years from the retiree's date of KPERS retirement, or until the converted balance reaches zero, whichever comes first. After 5 years, any remaining balance will be considered abandoned, zeroing out the District's liability to that account.
- F. The retiree's HRA account will be terminated upon the death of the employee, with any remaining balance returned to the District.
- G. The Board of Education may withdraw or terminate the Plan if notice is given, in writing to Professional Council, 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.

Continuation of Health and/or Dental Insurance Coverage after Retirement

- A. Olathe District Schools will make coverage available under the District group health and dental plan(s) for the employee and their dependents upon the employee electing a KPERS retirement, evidence of meeting the vesting requirements of the KPERS system (minimum 5 years with Olathe District Schools), and submitted written application to the clerk of the Board or designee within 30 days following the retirement. Under these conditions, the full cost is paid by the retiree. 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.
- B. Olathe District Schools, as grantee and fiscal agent for the Olathe Head Start, will make coverage available under the District group health plan for the Olathe Head Start employee and their dependents upon the employee electing a retirement under KPERS, evidence of not less than 5 years of service as an employee of Olathe Head Start, and submitted written application to the clerk of the Board or designee within 30 days following the retirement. Further, the coverage, if so granted, 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, or
 - the retired employee becoming covered or becoming eligible to be covered under a health plan of another employer. Adopted July 1, 1999

Procedural clarification: A circumstance could exist where a retired employee, who is currently enrolled in the District Group Health Care plan as noted above predeceases the spouse. The continuation for the surviving spouse for access to the District Group Health Care plan is extended if the surviving spouse was covered under the retired employee's Group Health Care Plan. The same circumstances for coverage ceasing for retired employee as noted above apply to the surviving spouse.

Editing only changes to align with changes in state statutes 7/1/2010



Book POLICIES
Section G - Certified Staff Policies
Title Voluntary Early Retirement Plan
Number GBOB
Status Active
Legal
Adopted April 18, 1994
Last Revised June 29, 2010

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 District 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 School District 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%

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 is 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 in bimonthly payments 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.

- I. On or before August 1, 1994, employees at or beyond age 65 and meeting all other eligibility requirements shall be eligible for a one time Voluntary Early Retirement Benefit according to the Rate Schedule of Benefits based upon the final annual base contract salary. This one-time benefit will be paid in a fashion similar to other benefits pursuant to this Plan.
- J. 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 salary.
- K. 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.
- L. 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. (Exception: the initial notification shall be on or before May 10, 1994.) 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.
- M. 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.
- N. 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. 72-5395 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.
- O. 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.
- P. A Voluntary Early Retirement Plan individual may participate in the district's group health insurance plan through the Retirement Insurance Benefit Plan (GBOA) at the expense of the individual.



Book POLICIES
Section G - Certified Staff Policies
Title Responsibilities When Vacating a Position
Number GBOC
Status Active
Legal
Adopted August 20, 2009

BOARD POLICY:

To provide for continuity of services and operations in Olathe District Schools, staff members vacating their position shall meet with their immediate supervisor as soon as possible, regarding transition matters as outlined in district procedures for implementation of this policy.

The supervisor of the departing employee is responsible for implementation and accountability of the implementation procedures. The departing employee is responsible for completion of all procedural expectations unless a waiver has been approved in writing by the supervisor. Procedural expectations must be able to be completed within the employee's contract time.

The Superintendent or administrative designee may waive, or add to, the implementation procedural expectations on a case by case basis, to meet individual or district needs, providing that the expectations can reasonably be completed within the employee's contract time.

Any cost to the district related to additional staff time or efforts required for recovery or replacement of materials and information missing upon the employee's departure may result in a reduction of the departing employee's final compensation for liquidated damages.



Book POLICIES
Section G - Certified Staff Policies
Title Staff/Faculty and Special Topics Meetings
Number GBRD
Status Active
Legal
Last Revised June 5, 2008

BOARD POLICY:

For the smooth operation of a school, it is important for faculty and administration to meet regularly to dialogue, to problem solve, to collaborate, to inform each other, and to learn together. Topics for both Staff/Faculty and Special Topics Meetings should be of high priority and fulfill the needs of advancing the school and student learning. Items not requiring face-to-face time are communicated in writing, with an expectation that staff/faculty and administration are responsible for the written information. Two formal times for staff/faculty and administration to meet together collaboratively include:

- A. Staff/Faculty Meetings: Staff Meetings are established by the Administration, providing as much advanced notice as possible except in emergency situations. Some Staff/Faculty meetings occur outside of the Professional day for typically up to forty-five (45) minutes per month beyond the Professional Day. Other meetings may be called by the administration during the Professional Day (Including Elementary: approximately 8:00-8:20 and 3:40-4:00; Middle School: approximately 7:30-7:50 and 3:10-3:30; High School: approximately 7:30-8:00 and 3:00-3:30). Individuals with concerns about attendance should contact their building administrator prior to the meeting to discuss their needs.
- B. Special Topics Meetings: Special Topics Meetings are established by the Administration and the lead Olathe NEA Association Representative after collaborative consultation aligned with the Collaborative Role provision GBZD (Olathe National Education Association Activities) between these two building leaders only. Both will provide as much advanced notice as possible except in emergency situations. Input from the Building Leadership Team (BLT) may also be appropriate in establishing Special Topics Meetings. Professional Council can designate Special Topics Meetings for District initiatives by communicating the topic and time frame/limitations for the meeting to the building principal and lead Association Representative. A maximum of two hundred forty (240) minutes total per year, usually divided into four (4) sixty (60) minute sessions, eight (8) thirty (30) minute sessions, or other variation of 60 and 30 minute sessions not to exceed two hundred forty (240) total minutes may be scheduled. Individuals with concerns about attendance should contact their building administrator prior to the meeting to discuss their needs.

For efficiency, both Staff/Faculty and Special Topics meetings should be agenda driven and agendas provided in advance, where possible.



Book POLICIES
Section G - Certified Staff Policies
Title Additional Duty
Number GBRE
Status Active
Legal
Last Revised June 27, 2007

BOARD POLICY:

In addition to extra-curricular and academic support and supplemental duties which are voluntary and compensated for as specified in the negotiated agreement, the Board or its designee may establish out-of-class educational assignments that may extend beyond the Professional Day. Typically, employees will participate in two (2) out-of-class educational assignments which are outside the Professional Day. Examples of these educational assignments may include "back to school night," "open house," and/or "commencement/graduation." These assignments are scheduled and communicated in advance to participating employees so they will arrange to participate as directed. Individual employee needs may be communicated to the employee's supervisor but will not automatically exclude the employee from attending.



Book POLICIES
Section G - Certified Staff Policies
Title Consulting
Number GBRGA
Status Active
Legal

BOARD POLICY:

Licensed/certified employees may be excused from regular duty by the Board to perform technical or instructional services as consultants to other districts, government agencies or private industry. Employees, who receive compensation, by outside agencies for such service, may be approved as an absence without pay.

Requests for approval to serve as a consultant shall be submitted in writing to the Superintendent or designee.



Book POLICIES
Section G - Certified Staff Policies
Title Tutoring for Pay
Number GBRGB
Status Active
Legal

BOARD POLICY:
Educators shall not receive pay for tutoring during the professional day.



Book POLICIES
Section G - Certified Staff Policies
Title Substitute Teaching
Number GBRJ
Status Active
Legal
Last Revised August 20, 2009

BOARD POLICY:

Whenever an educator is to be absent from duties, the educator or designee shall notify the principal (if required by the principal) as early as possible. If a substitute is required, the educator shall also report the absence through the approved substitute system (SubFinder). Substitute teachers shall be employed as needed and as available.



Book POLICIES
Section G - Certified Staff Policies
Title Qualifications of Educators
Number GBZAB
Status Active
Legal
Adopted April 1, 1994
Last Revised August 3, 2006

BOARD POLICY:

Educators must meet licensure/certification requirements for the area in which they practice. Educator candidates must also hold or show proof of eligibility for Kansas licensure/certification in the area or level at which they propose to practice. When the license/certificate necessary for the educator's position is issued by a state agency other than the Kansas Department of Education (KSDE), the District will reimburse educators the renewal cost of that license/certificate after one year of initial employment. Those educators must make application to Human Resources, providing proof of payment for reimbursement.

The responsibility of maintaining a current and valid license/certificate on file with the Olathe District Schools resides with each licensed/certified staff member.

Staff members, whose licenses/certificates have expired and who have all license/certificate renewal and application materials on file with the Kansas State Department of Education or other appropriate state licensing agency prior to the expiration date of their current license/certificate, will be considered licensed/certified until the application has been acted upon by the Kansas State Department of Education or other appropriate state licensing agency.

If a copy of a renewed license/certificate has not been filed in the Human Resources Division by the license/certificate expiration date, Human Resources staff will contact the Kansas State Department of Education or other appropriate state licensing agency. The purpose of this contact will be to determine if all license/certificate renewal and application materials are on file with the Kansas State Department of Education or other appropriate state licensing agency.

For a staff member who does not have all renewal and application materials on file with the Kansas State Department of Education or other appropriate state licensing agency, a district administrator will establish a conference with the staff member. Following the conference a recommendation may be made to the superintendent that the staff member be temporarily suspended. The duration of this recommended suspension will be until all license/certificate application renewal materials are on file with the Kansas State Department of Education or other appropriate state licensing agency. This suspension will be without compensation at the daily rate of pay. No approved leave of absence policies will apply to the temporary absence from duty.



Book POLICIES
Section G - Certified Staff Policies
Title Recruitment and Selection
Number GBZABB
Status Active
Legal

BOARD POLICY:

All appointments of applicants shall be based on academic preparation, professional reports and personal interviews. Human Resources personnel will work closely with the principals in filling vacancies with appointments made by the Board upon recommendation by the Superintendent. The Board encourages wide recruitment of a number of applicants so that qualified candidates may be selected for vacant positions.



Book POLICIES
Section G - Certified Staff Policies
Title Duties and Responsibilities
Number GBZB
Status Active
Legal

BOARD POLICY:

The first responsibility of the educator is the care and instruction of his/her students. This concept is the point of departure for all rules directing the educator's activities. Educators must maintain such classroom procedures and conditions as will contribute to a safe and appropriate learning environment.

It is the responsibility of each educator to know and follow all policies, rules and regulations.

Each educator has the responsibility of being professionally prepared. This may be accomplished by participating in professional development, taking part in approved professional meetings, being knowledgeable about curriculum and textbooks, becoming familiar with recent and current professional writings, being aware of other instructional resources, and actively participating in curriculum planning and development.



Book POLICIES
Section G - Certified Staff Policies
Title Managing Student Behavior
Number GBZBA
Status Active
Legal
Adopted July 10, 1997
Last Revised June 27, 2007

BOARD POLICY:

- A. Educators and other district employees have a responsibility to provide supervision to students. Professional employees of the District have a duty to exercise reasonable care not to injure students and to prevent students from being injured.
- B. The Board recognizes its responsibility to provide assistance to educators with respect to the maintenance of student discipline and an educational classroom environment. The Board will assist the educator with respect to the needs of students who may benefit from the services of counselors, social workers, school resource officers, administrators, and other specially trained persons.
- C. When in the judgment of the educator the student's behavior requires additional evaluation or intervention, the educator shall refer the student to the building Student Intervention Team, the principal or other appropriate professionals. The principal or other staff should arrange for a conference or Student Intervention Team review of the student's needs as soon as is reasonably possible.
- D. As a matter of procedure, the conference could include some or all of the following: the student's parents, the educator(s), the principal and other staff, as appropriate, to review the case and make appropriate recommendations for education and/or behavioral concerns.
- E. When a student's behavior becomes violent or unmanageable so as to completely disrupt the educational environment, the educator shall request immediate office intervention with the student.
- F. When confronted by violent or potentially violent behavior, employees shall take reasonable, appropriate, and lawful measures, as they deem necessary, to protect themselves and students from injury. (See Board of Education Policy JCB)



Book	POLICIES
Section	G - Certified Staff Policies
Title	Assignment and Transfer
Number	GBZCA
Status	Active
Legal	K.S.A. 1977 Supp. 72-5436
Last Revised	June 5, 2008
Last Reviewed	July 1, 2010

BOARD POLICY:

Assignment

Assignments shall be defined as subject area(s), grade level(s), or other position(s) within a school or schools or other district-defined site. Employees shall be assigned to positions for which they are licensed/certified and which best serve the interests and needs of the students and the school district. The assignment location is categorized as building-based or district-wide program-based. Home School or Building is not synonymous with assignment location.

A district-wide program based assignment location is one in which the assigned location is subject to change due to factors including:

- program enrollment
- state / federal regulation
- caseload size or composition
- curricular program change
- alignment of student school feeder patterns
- adequacy of the facility to serve student needs.

It is possible that an educator's assignment location could be split between building-based and district-wide program-based assignments. If a district-wide program is remaining at a location but the number of staff in that assignment at that location is being reduced, the agreement provision "District Initiated Transfer Due to Reduction of Staff at a Building: Factors for Consideration" will be applied, unless the reduction is the result of compliance with federal/state laws or regulations. Where locations are being changed not due to reduction of staff, the "Assignment, Employee Initiated Transfer and District Initiated Transfer Not Due to Reduction of Staff at a Building: Factors for Consideration" provision will be applied.

New personnel to the District shall be informed of assignment and location by the superintendent or designee, including whether the assignment is a District-wide program location. District-wide program locations may change to meet the program needs. A list of district-wide program assignments agreed to by Professional Council, available in the Virtual File, will be maintained by Human Resources Division and reviewed annually in conjunction with Teaching & Learning.

Returning personnel shall continue in the existing assignment unless notified of a change of assignment by the superintendent or designee. Should reassignment be necessary, the staff member shall be notified in person, by phone, or in writing. If requested, individuals will be provided a personal conference with the person who provided the notification.

Employee Initiated Reassignment

Employee initiated reassignment shall be defined as an action which affects a change in the category, or description,

of assignment. Principals may make recommendations to reassign staff within a particular building. An employee reassignment request shall be filed by submitting an online internal application to Human Resources Division and shall be valid for the following school year, only. Applicants for reassignment shall be notified in writing of administrative action of their request.

Transfer

Transfer shall be defined as an action which affects a change of location of assignment. Transfer requests may be initiated by an individual employee or by the superintendent or designee.

Employee Initiated Transfer

An employee initiated transfer request shall be filed by submitting an online internal application to Human Resources Division on or before January 15 of the current school year to be in an applicant pool for vacancies not yet determined. Staff members may submit internal applications after the January 15 deadline, whenever vacancies are posted. Staff members who are interested in a particular vacancy should submit an internal application within five (5) days of the posting date of a specific vacancy.

Internal applications shall be valid for openings for the following school year, only. If a staff member has filed an internal application for a specific vacancy, and has been interviewed for the vacancy, the employee will receive written notice of the filling of that vacancy as soon as action on that position has been completed. Any employee who has submitted an internal application and elected not to inform the supervisor will be contacted by the Human Resources Division on or before June 1 to indicate the need to inform the employee's supervisor of the internal application on file. At that time, the employee will have the option to inactivate the internal application on file. Any internal application received after June 1 will automatically be shared with the employee's supervisor. Internal applications expire July 31. If an employee has submitted an internal application that is not related to a specific vacancy (for an applicant pool), the staff member shall be notified of administrative action, in writing, by August 1. Beginning August 1 employees must submit an internal application for any vacancy or submit an internal application for an applicant pool as per the above policy.

The Human Resources Division shall post known vacancies on a weekly basis from February through May. These vacancy notices are placed on the District Human Resources Division web site. The vacancy notification information will be available in the Human Resources Division and on the District web site during the summer months when staff members are not assigned to their buildings. The notification of vacancies will indicate grade level, subject level and location. When applying for specific vacancies or locations, the Human Resources Division may include a qualified internal applicant on more than one interview list with principals or supervisors for interviews occurring at the same time. If an employee's internal application is not selected for the position, the staff member may direct any questions regarding the action taken to the Human Resources Division.

Assignment, Employee Initiated Transfer and District Initiated Transfer Not Due to Reduction of Staff at a Building: Factors for Consideration

A primary factor to be considered prior to action on a) assignments and b) transfers which are employee initiated or district initiated for purposes other than reduction of staff at a building is continuous years of service in Olathe USD #233. Additional factors to be considered are personnel qualifications, licensure/certification endorsement, subject area(s) or grade level(s), total years of experience, types of educational experience, professional academic training (major and minor areas), assessment of performance, State of Kansas highly qualified requirements and administrator recommendation. In all cases, assignment and transfer action will be based on the best interests and needs of the school district.

District Initiated Transfer due to Reduction of Staff at a Building: Factors for Consideration

It is the intent to provide the best education for the students of Olathe District Schools.

- The initial step will be for the District, through the Human Resources Division and/or the building administrator, to seek volunteers within the building, level and/or department, and/or program as appropriate, to submit an employee initiated transfer request.
- If this initial step does not resolve the need for reduction of staff at the building, the Human Resources Division and/or the building administrator will ask for volunteers to be reassigned within the same building to a vacancy for which the employee is certified/licensed and designated as highly qualified per the Federal regulations.
- If these two steps do not resolve the need for reduction of staff at the building, factors to be considered will be personnel qualifications, licensure/certification endorsement, subject area(s) or grade level(s), total years of experience, types of educational experience, professional academic training (major and minor areas), assessment of performance, State of Kansas Highly Qualified requirements, administrator recommendation, co-curricular sponsorship/coaching, attributes aligned with the position, continuous years of experience in the current position, and continuous years of experience in the current building.

- Absence of significant differences in these factors, years of continuous service in Olathe USD #233 or seniority will be the primary determining factor with the staff having the most seniority having the choice to stay in a building or program or transfer.

Reduction of Staff

Reduction of staff procedures are established as guidelines for circumstances when a reduction of personnel is necessary due to program elimination, insufficient enrollment in academic subject areas, grade levels, programs, or teaching fields, consolidation or modification of programs, decreased revenues, or any other reason which may require a reduction of personnel.

Factors for Consideration

Whenever possible, reduction of staff shall be accomplished by normal attrition. If further reductions are necessary, due process procedures and continuing contract laws shall apply. The primary factor to be considered prior to action is continuous years of service in Olathe USD #233. Other factors for consideration are licensure/certification and endorsements in areas of need, qualifications for academic areas or disciplines to be preserved in relation to available staff to fill such positions, reassignment and transfer options, assessment of performance, status of employment (probationary vs. non-probationary), State of Kansas Highly Qualified requirements, and application of federal and state equal employment laws.

Procedures of Notification

Personnel subject to reduction of staff procedures shall be provided written notification of termination on or before May 1 of the current school year. Such written notification shall be as provided by Kansas statutes regarding Due Process Procedures and the Continuing Contract Law (K.S.A. 1977 Supp. 72-5436 et seq.)

Administrative Responsibility: Human Resources Division

Editing only changes to align dates for notice of nonrenewal/resignation with changes in state statute 7/1/2010



Book	POLICIES
Section	G - Certified Staff Policies
Title	Professional Growth Process (Appraisal/Evaluation)
Number	GBZCB
Status	Active
Legal	
Last Revised	May 15, 2003

BOARD POLICY:

All licensed/certified employees participate in the Olathe District Professional Growth Process, as outlined in the Professional Growth Process document. The Professional Growth Process meets the statutory requirements of the Certificated Personnel Evaluation Act K.S.A 72-9001 to 72-9006. Educators and administrators jointly developed the process, approved by the Board of Education in June 2000. The process is based on the following philosophy and for the following purpose:

Professional growth and development is an ongoing, collaborative process, based on open communication and rooted in standards of excellence. It reflects a continuum beginning with the new educator and continuing throughout the individual's career. Its purpose is to improve educators' skills and student learning.

The Olathe Professional Growth Process is based on the Olathe District Core Expectations and the five Olathe District Educator Standards and their accompanying indicators and rubrics. The five standards are:

- Educators are committed to students and their learning.
- Educators know their subject matter and how to teach it.
- Educators create a climate for learning.
- Educators as life-long learners.
- Educators work with various stakeholders.

The process incorporates three levels:

New Educator – designed for both educators new to the profession and those new to the District who have previous experience. There are four phases. All new educators participate in Phases 1 and 2, with placement in Phases 3 and 4 dependent on previous experience and administrator placement. Other aspects of the process include mentor support, training, administrator observations/conferences, and written feedback. Specific dates and requirements are outlined in the Professional Growth Process document.

Career Educator – Educators placed in the Career Educator level participate in a process which includes Individual Professional Analysis and which results in the development, implementation, and evaluation of a Professional Growth Action Plan. The process occurs over a three-year cycle. A formal observation/conference is conducted during the three-year cycle. Specific dates and requirements are outlined in the Professional Growth Process document.

Assistance Program – The Assistance Program is designed to provide support to educators who need to improve their knowledge and skills. The Assistance Program uses a collaborative approach to assist educators. All non-administrative licensed/certified educators, except those in the New Educator process, are eligible to participate in the Assistance Program. Olathe Assistance Review Panel oversees the Assistance Program. Specific operational guidelines are outlined in the Professional Growth Process document, Assistance Program section.



Book	POLICIES
Section	G - Certified Staff Policies
Title	District Technology Standards Requirement
Number	GBZCBA
Status	Active
Legal	
Adopted	June 5, 2008
Last Revised	August 20, 2009

BOARD POLICY:

The Olathe School District, supported financially by our community, has made the use of technology as a work and learning tool a priority. In order to clearly articulate expectations, the Educator Personal Technology Use Standards were developed.

All educators are required to meet the District's Educator Personal Computer Use Standards at the required level according to the Educator Personal Computer Use Checklist within three years from the starting date of their first personnel calendar. Continuing employees will have 3 years from June 30, 2009, to meet the same standards. Those not meeting this requirement will submit a plan for approval of how and when this requirement will be met.



Book	POLICIES
Section	G - Certified Staff Policies
Title	Professional Day
Number	GBZCC
Status	Active
Legal	
Adopted	May 1, 1991
Last Revised	August 20, 2009

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 (Appendix B in the Negotiated Agreement: Personnel Calendar Employment Dates, Beginning of Year Flex Day, Preservice Calendar, Professional Development and Preparation Days, Required District Compliance Training, Variance Request Template, Grade & Reporting Dates, Parent Teacher Conference Memo, and High School, Middle School, and Elementary Scheduling Documents).

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.

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. The High School Scheduling document (see Appendix B in the Negotiated Agreement) includes the following: approved High School supervisory list, variance procedures, and semester assessment schedule.

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 Middle School Supervisory List and variance procedures are outlined in the Middle School Scheduling document. (See Appendix B in the 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 minimum of 270 minutes per A-E rotation designated 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. (See Appendix B in the Negotiated Agreement)

Itinerant Pool: For educators whose schedule in a single building does not align with the professional day requirements after consideration of the District's staffing standards and based on the employee's FTE contract, the following will apply:

- The position will be submitted to the Human Resources Division indicating the FTE portion of the position that is available for the District's itinerant pool.
- Policy GBZCA (District Initiated Transfer Due to Reduction of Staff at a Building: Factors for Consideration) will be implemented
- Educators assigned to the itinerant pool for part of their FTE will have the opportunity to return to their prior FTE position when and if that position aligns with the District's staffing standards and appropriate professional day definition.
- Educators transferred to another building for their full FTE contract will have that building considered the new assignment for any further reassignment/transfer/itinerant pool actions.

Part-Time Employee Definition

A part-time licensed/certified employee is defined as an employee who works less than 1.0 FTE. A .5 middle or high school employee who works four (4) clock hours. Any variation from 1.0 to .5 will be figured by the number of clock hours worked.

Plan time for part-time licensed/certified employees will be allocated on a percentage basis based on the number of clock hours worked. For example, a .5 secondary employee who works four (4) clock hours would have half a plan period within the four (4) clock hours.

Elementary plan time for part-time employees would be on a percentage basis of weekly allocated plan time for full-time employees. For example, a .5 kindergarten educator would have included in their scheduled work time, one half of the allotted plan time for a full-time elementary educator.

Part-Time Staff

All part-time staff will participate in Professional Development days commensurate with their contract amount. For example, .5 staff will be expected to attend .5 of the identified District and/or building Professional Development days. After discussion with their immediate supervisor, part-time staff will identify by August preservice the day(s) for participation for the school year. The selected dates will be submitted to the Teaching & Learning Department to assist with attendance information. All part-time staff are encouraged to attend all Professional Development days. Days beyond the contractual amount required will result in Professional Development Points (knowledge level). (See Compensation GBZEA)

Job Share

The Olathe School District supports 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 District Schools. The Job Share application and instructions can be found on the District web site.

Editing only changes from secondary and junior/high to middle/high school 7/1/2010



Book POLICIES
Section G - Certified Staff Policies
Title Flex Days
Number GBZCCA
Status Active
Legal
Adopted August 20, 2009

BOARD POLICY:

Flexing Working Days for Contracts Longer Than 187 Days

The District and the Association recognize that there may be a need to flex the contract dates outside the standard 187 day contract as published in the negotiated agreement, due to either a staff member's or administrator's needs.

- A. For staff member initiated requests to flex the work days outside (before and/or after) the typical 187 day contract, the employee must request to the administrator to flex the days. The written request will include the number of days, the reason, and when the days will be worked in lieu of the published schedule and should be accompanied by a face-to-face meeting. If mutually agreed upon, those days may be flexed, not requiring the use of a leave.
- B. For administrator initiated requests to flex the published contract days outside (before and/or after) the standard 187 day contract, the administrator shall work with the employee to determine dates that better meet the needs of the building. If mutually agreed upon, those days may be flexed, not requiring the use of a leave. The administrator's written request will include the number of days, the reason, and options as to when the days could be worked in lieu of the standard schedule and should be accompanied by a face-to-face meeting.

In both cases, flexing is defined as working a day or multiple days (as defined by the Personnel Calendar Employment Dates for Primary Contracts) during a future date or date outside the parameters listed for the position on the district employment calendar. A maximum of 7 days may be flexed in addition to other days available for flex. When possible, attempts should be made to flex work dates within the same contractual, fiscal year (July thru June).

A copy of the approved request will be maintained by both the administrator and the employee.



Book POLICIES
Section G - Certified Staff Policies
Title Variances to the Agreement
Number GBZCCB
Status Active
Legal
Adopted August 20, 2009

BOARD POLICY:

Professional Council may approve variances to specific provisions of this agreement. Variance requests in the categories listed below will be evaluated by the Professional Council Variance Subcommittee, through the Superintendent or designee.

- A. A variance request template is available in Appendix B (Negotiated Agreement) for the following provisions with consensus of the principal/supervisor, lead Olathe NEA association representative, and Building Leadership Team for the request: Preservice Calendar and Professional Development Days.
- B. Forms for individual variance requests are available in the Scheduling Documents in Appendix B (Negotiated Agreement) for these provisions: High School and Middle School Scheduling Variance (Professional Day), Elementary Self-Contained Special Education teacher (Professional Day).
- C. No form exists for requesting variances to the following provision of this agreement: Professional Activity Requests (Professional Leave) for Professional Development Days. These variance requests will be directed to the Superintendent's designee.



Book POLICIES
Section G - Certified Staff Policies
Title Leaves and Absences
Number GBZCD
Status Active
Legal
Last Revised August 20, 2009

BOARD POLICY:

Licensed/certified employees may apply for daily, short term, and long term leaves of absence in accordance with policies described below. Requests for leaves of absence should be put in writing on hard copy with signature to the USD 233 Human Resources Department on the earliest possible notice.

Leaves of absence may be considered with the two broad categories:

- A. Daily or short term leave
- B. Long term leave

Absence Without Pay

For each authorized absence without pay, the employee shall be deducted at the employee's current daily rate (annual salary/days of contracted work).



Book POLICIES
Section G - Certified Staff Policies
Title Leaves - Daily or Short Term
Number GBZCDA
Status Active
Legal
Last Revised August 20, 2009
Last Reviewed June 29, 2010

BOARD POLICY:

Daily or Short Term Leave

Leaves of absence for daily or short term absences (generally less than ten [10] consecutive days) may be granted for approved reasons as outlined below: (NOTE: All leave is earned and granted at the employee's FTE contract rate. i.e. a .5 contract employee earns .5 day and is deducted a .5 day for each leave day used.) Daily or short term leave may be taken in increments of .5 day (4 hours) or 1 day (8 hrs).

Illness/Bereavement Leave

Illness/Bereavement Leave is defined as days of absence from duty because of personal or family illness or injury for which no deduction is made in regular monthly or annual compensation of the employee.

- A. Illness/Bereavement leave may be utilized for:
 - 1. Illness or injury of the employee
 - 2. Illness or injury of household family members of the employee
 - a. Household family members shall 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 shall include the employee's parents, grandparents, brothers, sisters, grandchildren, as well as the parents, grandparents, brothers, sisters, grandchildren, and children of the employee's spouse.
 - 4. Death of household or immediate family members of the employee. Special Note: In cases of the terminal illness or the death of a member of the employee's immediate/household 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 or accumulated Illness/Bereavement Leave. The employee must make written request to Human Resources for this leave credit.
 - 5. One day per year of Illness/Bereavement Leave may be utilized for funeral purposes other than for household or family members of the employee.
 - 6. Two Illness/Bereavement Leave days may be converted to one additional Personal Business leave day per year for unforeseen circumstances or circumstances beyond the control of the employee when the employee has utilized all available Personal Business Leave.
- B. The term days as used herein is defined as days on which the employee drawing Illness/Bereavement Leave would normally have reported for duty.
- C. Employees whose work year does not exceed ten (10) months shall be allowed annual Illness/Bereavement Leave at the rate of thirteen (13) days per school year. Employees whose work year exceeds ten (10) months shall be allowed one (1) additional day per month per year. All leave days are earned and used at the same rate as the employee's current FTE contract rate.
- D. The annual amount of Illness/Bereavement Leave shall be credited to the employee each September 1. At the same time, all prior unused leave shall be credited to the employee. This provision shall be contingent upon the

employee's ability to fulfill the obligations of his/her position with expectation of return to full-time duty during the current school year.

- E. Days of accumulated sick leave credited to an employee under the previous sick leave policy shall remain to the credit of the employee and used as provided herein.
- F. Any employee absent for more than three (3) consecutive days due to personal illness may be required to present a statement from a physician indicating the nature of the illness associated with the absence. Further, the District may require a physician statement indicating the readiness of the employee to resume duties. Such statements from physicians shall be provided at the employee's expense.
- G. Final decisions on cases not directly covered by these regulations shall be left to the discretion of the superintendent or designee.
- H. Resignation or termination of employment shall automatically void all accumulated days of leave except those specified in the Retirement Insurance Benefit Plan.
- I. For Illness/Bereavement Leave purposes, in no instance can accumulated leave extend beyond the length of the contract days. Any additional days of accrued leave, beyond the contract length, may be used only for the Retirement Insurance Benefit Plan.
- J. 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.
- K. Employees with accumulated illness/bereavement leave may exchange the accumulated 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 (GBOA) policy.

Personal Business Leave

Personal Business Leave is defined as absence from duty because of reasons deemed of personal importance to the employee, for which approved leave will be allowed without deduction in pay.

- A. All leave which does not align with Illness/Bereavement Leave must be taken as Personal Business Leave.
- B. Licensed/certified employees with one to ten (1-10) years of employment in the Olathe District receive two (2) days Leave. After ten (10) years of employment, an employee receives three (3) days of Personal Business Leave. After 15 years of employment, an employee receives four (4) days of Personal Business Leave. All leave days are earned and used at employee's current FTE rate.
- C. Any days eligible to be used by the employee as Personal Business Leave day(s) and not taken in the current contract year may be accrued as Illness/Bereavement Leave or b) exchanged for contributions into one of the accounts listed below.
 - If option a is chosen by the employee, each unused Personal Business Leave day will accrue as two (2) Illness/Bereavement Leave days (one Personal Business Leave day = two Illness/Bereavement Leave days). On an annual basis, the Personal Business Leave day(s) not utilized under this policy will be added to the Illness/Bereavement Leave account of the employee at the end of each current school year.
 - If option b is chosen by the employee, each unused Personal Business Leave day will be doubled for purposes of contribution by the District into one of the following accounts: Medical Expense Reimbursement, Dependent Day Care, 403(b) or 457(b) plan. Once doubled, each Personal Business Leave day will be equal to the per day worth of illness/bereavement days exchanged under the Retirement Insurance Benefit Plan (GBOA) policy. This amount will be contributed into the Medical Expense Reimbursement, Dependent Day Care, 403b or 457(b) plan accounts in the subsequent fiscal year.
 - i.e., If the employee has 2 unused Personal Business Leave days not taken in the current contract year, by fiscal year end, those 2 unused days will be converted to 4 days X the annual calculated rate at approximately 1/10th of the current year's monthly Board of Education participation in the Health/Dental insurance premiums. See Appendix A in the Negotiated Agreement for exact annual rate.
- D. Discretionary Personal Business Leave must be requested and approved by the principal at least two work days in advance of the absence.
- E. Discretionary Personal Business Leave may not be utilized during the first two (2) weeks of the students' school term or during the last three (3) weeks of the students' school term [Blackout Days] unless a reason is given in writing to the Human Resources administrator responsible for Personal Business Leave. The employee agrees to either deduction of salary equal to the daily substitute rate in addition to use of a Personal Business Leave day or deduction of Personal Business Leave at a 2-for-1 deduction per day of absence. (NOTE: Change is in effect for 2010-11 only, pending monitoring of data on substitute usage.)
- F. Discretionary Personal Business Leave may not be used one day prior to or after an established holiday (Labor Day, Martin Luther King Jr Day, and Presidents' Day, or two days prior to or after Thanksgiving, Winter, and Spring Break. (Days are defined as student attendance or professional workdays.) [Blackout Days] For the one day day

prior to or after an established holiday (Labor Day, Martin Luther King Jr Day, and Presidents' Day, and the two days prior to or after Thanksgiving, Winter, and Spring Break., if a reason is given in writing to the Human Resources administrator responsible for Personal Business Leave and the employee agrees to either deduction of salary equal to the daily substitute rate in addition to use of a Personal Business Leave day or deduction of Personal Business Leave at a 2-for-1 deduction per day of absence, discretionary Personal Business Leave will be approved. (NOTE: Change is in effect for 2010-11 only, pending monitoring of data on substitute usage.)

- G. Discretionary Personal Business Leave may not be used during Parent-Teacher Conferences or on professional development days scheduled or approved by the District. [Blackout Days]. The provision listed in sections E and F above for approval if the employee agrees to either a deduction of salary equal to the daily substitute rate in addition to use of a Personal Business Leave day or a deduction of Personal Business Leave at a 2-for-1 deduction per day of absence does NOT apply.
- H. Discretionary Personal Business Leave is limited on any day to ten percent (10%) of the licensed/certified staff at any elementary or middle school and five percent (5%) of the licensed/certified staff of any high school. Beginning April 1, Personal Business Leave is limited on any day to seven percent (7%) of the licensed/certified staff at any elementary or middle school and three percent (3%) of the licensed/certified staff of any high school.
- I. The District will approve a total of 40 Personal Business Leave days per school day for licensed/certified staff. Of the total 40 Personal Business Leave days per school day, 30 will be granted for staff requiring a substitute teacher and 10 will be granted per school day for staff not requiring substitutes.
- J. Personal Business Leave may be used in full day or half day units.
- K. Personal Business Leave is typically subject to the two (2) day prior notice requirement, building percentage caps, District daily cap, and blackout days.
- L. Nondiscretionary Personal Business Leave: When circumstances are beyond the control of the employee, and/or unforeseen by the employee and/or prevent prior notice, an employee will be granted a maximum of two (2) Personal Business Leave days without the two (2) day prior notice, when building percentage caps and/or District daily cap are met, or during blackout days with the approval of the Human Resources administrator in charge of daily leaves or designee. All nondiscretionary Personal Business Leave must be requested in writing on the approved form (in the Virtual File) to the Human Resources administrator in charge of daily leaves or designee. This form provides specific examples of Nondiscretionary Personal Business Leave.
- M. The Human Resources administrator may convene a subcommittee of Professional Council as needed during the year for additional input on decisions concerning Personal Business Leave requests.
- N. Two Illness/Bereavement Leave days may be converted to one additional Personal Business Leave day per year for unforeseen circumstances or circumstances beyond the control of the employee (nondiscretionary) when the employee has utilized all available Personal Business Leave. No additional discretionary Personal Business Leave will be granted if all Personal Business Leave days have been used. This Personal Business Leave may be contiguous to other nondiscretionary Personal Business Leave days.

Civic Duty Leave

Civic Duty Leave is defined as days of absence from duty because of military service, summons for jury duty, or other legal proceedings.

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.

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 student requires continual updating and refining of skills. USD 233 is part of the Kansas Professional Development Program, which provides minimal funding for staff development activities for licensed/certified staff. Because the Olathe 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:

- A. Leave for completion of the requirements of the Highly Qualified provisions, or the National Board of Professional Teaching Standards (NBPTS) certification process.
- B. 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.

Criteria:

- A. The activity is congruent with District philosophy.
- B. 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
- C. Attendance at the Activity enhances the educational program provided to Olathe District students.
- D. 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.
- E. Individuals who are officers of organizations receive consideration, but approval is not automatic.
- F. Individuals who would like to be a presenter should seek approval prior to making a final commitment to present.

Other Approved Absences

Requests for absence for reasons not specifically defined under Illness/Bereavement Leave, Personal Business Leave, Professional Leave, Civic Duty Leave, or other leave policies must be submitted in writing and approved by the superintendent or designee. Approved absences will be deductions from Illness/Bereavement Leave, Personal Business Leave, or deduction in pay.

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;
- B. Up to 5 working days (40 hrs) of paid leave without charge per fiscal year (July thru June) for donation of adult bone marrow;
- C. 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
- D. 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 at least 6 months, are half-time FTE or greater, and does not include persons 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, 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 illness/bereavement, 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 nor reporting as donor leave.

Editing only change to clarify administrative procedure 7/01/2010



Book POLICIES
Section G - Certified Staff Policies
Title Leaves - Long Term
Number GBZCDB
Status Active
Legal
Last Revised August 20, 2009

BOARD POLICY

Long term leaves are defined as absences of generally more than 10 consecutive days, and may be requested under the following categories:

- A. Leaves for less than one semester
- B. Leave of absence with guarantee of employment
- C. Leave of absence without guarantee of employment
- D. Sabbatical Leave
- E. Military Leave

Long Term Leave for Less Than a Full Semester

Leave requests for ten (10) or more consecutive days but less than a full semester, or for scheduled absences of a partial day nature over a period of several weeks or months (such as for on-going medical treatments) shall be considered as long term leave requests.

- A. Long term requests for less than a full semester shall be requested in writing to the Human Resources Division at the earliest notice possible.
- B. Such requests will be approved by the Human Resources Division, and will be for the same reasons specified under policies identified as: Daily or Short Term Leave, Family Medical Leave, Long Term Leave With Guarantee of Employment, Long Term Leave Without Guarantee of Employment, or Sabbatical Leave.

Family Medical Leave Act

Leaves for childbirth by an employee, childbirth by the spouse of an employee, or adoption are included in the Family Medical Leave Act.

- A. Family and medical unpaid leave as required by federal law shall be granted for a period of not more than twelve (12) weeks during a twelve (12) month period. Spouses employed by the District may each take twelve (12) weeks of leave for birth or adoption of a child or to care for a child with a serious health condition.
- B. Leave is available because of:
 - 1. the birth of a son and/or daughter of the employee and to care for the son and/or daughter,
 - 2. the placement of a son and/or daughter with the employee for adoption or foster care,
 - 3. the need to care for a spouse, son, daughter, and/or parent of the employee because of a serious health condition,
 - 4. a serious health condition of the employee that prevents the employee from performing the job functions.
 - 5. a qualifying exigency arising because the spouse, son, daughter, or parent of the employee who is a covered military member of the National Guard or Reserves is called to active duty (or has been notified of an impending call or order to achieve active duty in the Armed Forces).

6. a spouse, son, daughter, parent, or next of kin of a covered service member if they need care from the eligible family member. Eligible employees are, in this case, entitled to a combined total of 26 workweeks of leave during a 12-month period.
(Leave for reason 1 or 2 above must be taken within 12 months of birth or placement.) The District shall make the determination as to whether the employee's reason for leave qualifies under the Family Medical Leave Act.
- C. Family leave for reasons 1 or 2 may not be used intermittently or on a part-time basis without the prior approval of the superintendent or designee.
- D. For the reasons set out in section B (1 and 2), the Family Medical Leave Act guarantees up to twelve (12) weeks of unpaid leave. However, of those 12 weeks the employee may use up to 40 consecutive days of his or her accumulated Illness/Bereavement Leave, Personal Business Leave, or vacation for any duty days occurring during the time period of eight (8) calendar weeks (up to 40 work days), beginning with the birth date or official adoption date of a child(ren) for family leave for reasons of birth or adoption of a child. If both parents are employees of Olathe School District, each employee must choose between concurrent or sequential leave:
 1. With concurrent leave (at the same time), each employee may use eight (8) calendar weeks (up to 40 work days each) of paid accumulated leave beginning as described above OR
 2. With sequential leave both may share a total of 12 calendar weeks (up to 60 work days total) of paid accumulated leave beginning as described above. A maximum of 8 calendar weeks (up to 40 work days) may be taken by either of the employees.
- E. The employee is eligible for family and medical leave upon completion of twelve (12) months of service in the District and employed at least twelve hundred fifty (1250) hours during the preceding year.
- F. During the period of any unpaid family and medical leave the Board shall continue to pay the employer's share of the cost of group health benefits in the same manner as paid immediately prior to the leave. Any employee portion of the cost shall be paid by the employee to the clerk of the Board on the payroll date or other time as the employee and superintendent may agree. The Board of Education may terminate group health coverage if the employee payment is not received within thirty (30) days of the due date.
- G. When leave is foreseeable, the employee shall give written notice thirty (30) days in advance. If leave is not foreseeable, notice will be given as soon as practicable to the Human Resources Department or designee.
- H. Upon the employee providing notice of need for leave, the employer will notify the employee of:
 1. the reasons that the leave will count as Family and Medical Leave,
 2. any requirements for medical certification or certifications required for taking Military Family Leave,
 3. employer requirement of substituting paid leave,
 4. requirements for premium payments for health benefits and employee responsibility for repayment if employer pays employee share,
 5. right to be restored to same or equivalent job,
 6. any employer required fitness-for-duty certifications.
- I. The superintendent may require an instructional employee to continue leave until the end of a semester if the leave begins more than five (5) weeks before the end of a semester, lasts more than three (3) weeks and the return would occur during the last three (3) weeks of the semester. If the leave is for a reason other than the employee's serious health condition, the superintendent may require an instructional employee to continue leave until the end of a semester, if:
 1. the leave begins in the last five (5) weeks of a semester, will last more than two (2) weeks and the return to work would occur in the last two (2) weeks of a semester, or
 2. the leave begins in the last three (3) weeks of a semester, and last more than five (5) days.
- J. If the employee teaches at least 90 days (or full semester) during the current school year the absence is granted, the individual will be eligible for a salary step increase for the next contract period.

Leave of Absence With Guarantee of Employment

- A. An employee may apply for a Board of Education approved 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. Previously approved travel plans,
 4. Extraordinarily serious health situation for immediate family (not maternity),
 5. Long term care of a parent, and
 6. 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. The employee may request one extension to a leave of absence with guarantee of employment.
- D. Reinstatement shall be to a comparable position in the District and without loss of accrued benefits. As employee returning from leave shall be subject to the same conditions of assignment as a regular employee currently on duty.
- E. While on a leave of absence with guarantee of employment, benefit of illness/bereavement leave 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.
- F. In case of leave with guarantee of employment for health reasons, a health certificate may be required.
- G. 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.
- H. Employees approved for a leave of absence with guarantee of employment may not use accrued leave benefits for the period of absence..
- I. 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.
- J. An employee on leave of absence with guarantee of employment must make written request for reinstatement, or request for leave extension, prior to February 1 of the school year in which the employee is on leave.

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.
- D. The employee may request one (1) extension to a leave of absence without guarantee of employment.
- E. In case of leave of absence for health reasons, a health certificate may be required.
- F. 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.
- G. An employee on leave of absence without guarantee of employment must make written application for reinstatement or request for leave extension prior to February 1 of the school year in which the employee is on leave.

Sabbatical Leave

- A. The provision of a sabbatical leave is made available to provide opportunities for professional improvement. Sabbatical leave is available to educators for formal, full-time study (minimum of nine {9} credit hours or equivalent) at a college or university. Priority will be given to those applications which align with either the strategic goals of the school district and/or with the employee's Individual Professional Growth Action Plan.
- B. An applicant must have performed seven (7) years of continuous service in the Olathe District Schools to be eligible for sabbatical leave. Applicants shall not have received sabbatical leave during the seven (7) years immediately preceding the application.
- C. Each applicant must agree to sign a statement of intent to return to service in the Olathe schools immediately upon termination of sabbatical leave.
- D. 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 schools.
- E. 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. 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.
- F. 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. An employee may only apply for one semester of sabbatical leave per year. Additional sabbatical requests may be recommended for approval by the Board of Education if they align with section A above and funds are available.

- G. Compensation shall be at the rate of fifty percent (50%) of the educator's contract salary for the semester of the sabbatical leave.
- H. The educator will retain all rights and credits due a staff member in the Olathe District Schools including the Board paid portion due a half time employee for health and dental insurance.
- I. 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.
- J. An educator on sabbatical leave may not deviate from his/her approved plan except with the written permission of the superintendent or designee.

Military Leave

- A. Any employee, upon written request to the superintendent, shall be granted leave to cover the length of his/her required service, as defined below, in the military forces of the United States. Each request for military leave shall be accompanied by a copy of the appropriate military orders. On the date of release from service, the employee shall notify the superintendent of his/her availability and possible date of return to employment.
- B. Service veterans returning to active duty have a four (4) year duty period which may be extended to five years at the option of the military service. Such employees have a ninety (90) day period following release to report for re-employment with the District. This type of military leave shall be without pay.
- C. Employees who are guardsmen or reservists taking initial active duty training will have thirty-one (31) days after release to report for re-employment with the District. This type of military leave shall be without pay.
- D. Guardsmen or reservists taking annual training, special school or special duty will report for re-employment with the District immediately following release plus any necessary travel time. This type of military leave may be with pay subject to Board of Education approval.
- E. An employee called up for mandatory military duty may request and be granted use of any Illness/Bereavement Leave and Personal Business Leave for his/her military duty period. When all or nearly all of the employee's Illness/Bereavement Leave was paid to the employee for his/her mandatory military duty, the employee will be automatically awarded one additional Illness/Bereavement Leave day for each remaining month (or major portion of a month) of the current contract, upon return to his/her school district duties, as needed.
- F. Failure to return within the time period allowed without notice to the superintendent shall result in cancellation of the military leave, and the employee shall receive no credited service in the District for the time served on military leave. Continued absence may result in termination of employment.
- G. Military leave shall be limited to the length of service required by the induction of the draftee or the orders to active duty of enlisted reserves or members of the National Guard plus the applicable time period following release. Military leave for guardsmen or reservists who are ordered to active duty shall be limited to the date when the officer can by his/her own actions terminate such active duty or the date of his/her orders to inactive status, whichever may occur first.
- H. An employee on military leave shall be returned to a position comparable to the position held (or the same position if possible) at the time the leave was granted, if he/she makes application to the superintendent or designee within the applicable time period after the effective date of his/her release from active duty. The employee's salary and benefit status upon return from military leave shall be the same as it would have been if leave had not been taken. The District shall have a ten (10) day grace period to make arrangements for re-employment of the employee, and the superintendent or designee shall make every effort consistent with law and the wishes of the employee to minimize any possible adverse effect of employment changes on the educational program.
- I. In the event the requested military leave causes an educational disservice to the education of the students of the District, the superintendent shall notify the commanding officer who signed the orders, requesting an adjustment in the orders. If the superintendent is not satisfied with the response, he/she shall seek further assistance by calling 1-800-336-4590 to request a consultation with an officer in the National Committee for Employer Support of the Guard and Reserve, Office of the Secretary of Defense, 1735 North Lynn Street, Arlington, VA 22209



Book POLICIES
Section G - Certified Staff Policies
Title Disability Leave
Number GBZCDC
Status Active
Legal
Last Revised August 20, 2009

BOARD POLICY

Disability Leave

The Board may grant a leave of absence for disability with or without pay. Disability is a temporary suspension of duties subject to the Board's policies/rules generally. (See Separation) Any educator who becomes disabled due to illness or injury or anticipates becoming disabled for reasons including, but not limited to, surgery, hospital confinement, medical treatment, confinement at home by order of the educator's physician or pregnancy may become eligible for a leave of absence based upon said disability upon compliance with the rules hereinafter set forth.

Anticipating Disability

Any educator who reasonably anticipates becoming disabled because of any of the reasons set forth above shall give written notice to the superintendent of the condition expected to result in disability as soon as the condition is known to the educator. In addition, such notice shall contain a statement from the educator specifying the date on which the educator wishes to commence disability leave and the expected date on which the educator wishes to resume duty following recovery from said disability along with a statement from the educator's physician concerning the educator's present general health and physical capacity to work.

When an educator desires to continue in the performance of duty during the period of time from the date of giving notice to the superintendent, as set forth above, to the date of disability, the educator shall be permitted to do so only when the educator's physician statement indicates that said educator is physically capable of continuing to perform assigned duties. Such statement shall establish the time period, in the opinion of said physician, during which the educator is expected to be capable of performing said duties.

After consultation with the educator, the educator's immediate supervisor, if any, and principal, the superintendent shall determine whether or not the educator is capable of performing assigned duties up to the date requested by the educator.

In no event shall the Board be obligated to permit a educator anticipating a state of disability to continue in the performance of duty where the performance of said educator has substantially declined from that performance shown by the educator prior to consultation with the superintendent provided in the paragraph immediately preceding.

The statement of the educator's physician concerning the educator's general health and physical capacity to work shall be submitted for Board consideration together with the recommendation of the superintendent concerning the educator's continued performance of assigned duties. The Board will consider both the recommendation of the superintendent and the physician's statement when acting to allow said educator's continued performance of assigned duties after notification of the anticipated disability. The Board reserves the right to have the educator examined by a physician of the Board's choice at District expense.

Failure or refusal of the educator to furnish a physician's report or to be examined by the Board's physician shall preclude the educator from receiving any Illness/Bereavement Leave benefits for any disability and effect a waiver of said eligibility to resume assigned duties.

If the educator does not agree to the findings of the superintendent, the educator may request a hearing before the Board to state reasons for continuance of assigned duties. The hearing must be requested by the educator in writing within a reasonable period of time prior to the regular Board meeting when said educator's future employment status will be determined. Said request will be delivered to the superintendent or the clerk of the Board.

The Board will make its decision within a reasonable period of time after hearing all of the evidence presented by the educator, the superintendent and the educator's physician. Said decision will be based on the evidence presented at the hearing.

Whenever, in the opinion of the Board, the dates for the commencement of an anticipated disability leave and/or the dates for the resumption of duties would substantially interfere with the administration of the school or with the education of students, the requested dates may be changed by the Board. The educator shall resume assigned duties no later than the first day of the school year following the date that the educator was declared eligible for resumption of duties. Failure to appear for resumption of duties shall be deemed a resignation by the educator.

When it is mutually agreed to between the educator and the Board that the educator will not resume contracted duties for the school year in which the educator would be eligible to resume duty, the educator shall be separated from employment as provided by law (See Separation). The Board will have discharged its responsibility after offering to allow the educator to resume duty in the first vacancy for which the educator is licensed/certified that occurs after the educator has been declared eligible for resumption of duty.

Returning to Duty

The educator who submits a written physician's report that the educator is physically fit for full-time employment may be declared eligible for resumption of duties.

If the superintendent or the educator's immediate supervisor has a good faith doubt that the educator is capable of resuming regular classroom duties, the superintendent shall conduct an inquiry to determine whether the educator is capable of resuming regular classroom duties. The findings and conclusions of the superintendent's inquiry will be given to the educator in writing at the conclusion of the investigation. If the findings and conclusions are contrary to the opinion of the educator and the educator's physician, the educator may request a hearing before the Board to resolve the matter. The request for said hearing shall be given to the clerk of the Board in writing within a reasonable period of time after receipt of the superintendent's report. The Board will hold the hearing at its next regularly scheduled Board meeting.

If the Board has a good faith doubt that an employee, not returning to duty after a disability, is able to resume contracted duties, the Board may request that the employee be examined by a physician of the Board's choice at District expense. If the physician's report is that the employee is able to resume work, the Board may require the employee to do so or to be placed on unpaid leave and possible suspension. The employee may request a hearing to resolve the matter before the Board as herein provided previously.

Extensions or Reductions of Leave

Where disability leaves have been approved, the beginning or ending dates thereof may be further extended or reduced for medical reasons upon application by the educator to the Board. Such extensions or reductions may be granted by the Board for additional reasonable periods of time provided, however, that the Board may alter the requested dates upon a finding that such extension or reduction would substantially interfere with the administration of the school and/or with the education of the students and provided further that such change by the Board is supported by reasonable evidence.

The provision of this regulation shall not be deemed to impose on the Board any obligations to grant or extend a leave of absence to any probationary educator beyond the end of the contract school year in which the leave is obtained.

Leave Benefits

All personnel benefits accrued by the educator at the date the disability leave begins will be retained during disability leave unless the person concerned shall have severed the employment relationship by resignation. No additional personnel benefits will accrue during the period of disability leave except as expressly provided by law.

The provisions of this policy and regulation shall not be applicable and shall be of no force nor effect during any period of time not covered by a contract of employment with the educator.

A leave of absence due to a disability may be chargeable to the leave of the educator. (See Disability Leave)



Book POLICIES
Section G - Certified Staff Policies
Title Leave Bank for Health-Related Circumstances
Number GBZCDD
Status Active
Legal
Last Revised August 20, 2009

BOARD POLICY:

Leave Bank for Health-Related Special Circumstances

- A. The primary purpose of the Leave Bank is to provide additional leave during the contract year to the employee who has used all of his/her accumulated Illness/Bereavement Leave and experiences extraordinary circumstances requiring additional leave. The Leave Bank may also approve days for non-extraordinary medical and health-related circumstances (See Item R).
- B. After one (1) year employment in the District, each employee wishing to join the Leave Bank will donate one (1) day of his/her Illness/Bereavement Leave days to the Bank during benefit enrollment or within the first thirty (30) days following the one year employment date. Once the Leave Bank has been established, the call for additional days will occur first to staff who have not previously participated, and then to continuing members as necessary to maintain the level of Leave Bank days required (one third (1/3) days in relation to the total number of staff). Subject to Section D, only those employees donating days are eligible to draw from the pool. No additional days will be requested once the ceiling is achieved until such time as the minimum number of days has been reached. The ceiling is the total number of days in the Bank equivalent to the total number of staff.
- C. 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.
- D. A participating employee is eligible to make application for additional leave days for an extraordinary personal or family circumstance from the Bank after his/her regular Illness/Bereavement Leave accumulation is depleted. This application must be for days during the employee's contract year. The application form must be completed and sent to the Leave Bank Committee.
- E. The Leave Bank Committee may not grant days to an employee in excess of the total illness/bereavement days allowed by policy for the employee nor beyond the current contract period. (No minimum days of consecutive absence are necessary.)
- F. The Leave Bank Committee will require documentation deemed necessary to substantiate a request to receive days from the Bank.
- G. The Leave Bank Committee will determine if the medical or health-related event is an extraordinary or non-extraordinary event/condition.
- H. All applications for use of the days shall be approved by the Leave Bank Committee. 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.
- I. The decision of the Leave Bank Committee shall be final and binding to the employee.
- J. All days contributed to the Leave Bank shall remain in the Leave Bank and will not be restored to the employee.
- K. Individuals agreeing to donate to the Leave Bank may cancel their participation at any time by giving written notice to the Leave Bank Committee.
- L. The open enrollment period shall be established annually to coincide with other payroll/insurance enrollment times to affect the January payroll.

- M. The Leave Bank Committee shall be reviewed annually by the Professional Council.
- N. The effective date of this policy shall be January 18, 1994.
- O. Leave Bank Committee:
 - 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) tenured/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.
 - 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. Subsequent meetings will be held as needed or within thirty (30) working days after receipt of an application.
- P. Leave Bank application forms are available in the Virtual File (Human Resources) or from the Human Resources Division at the Education Center.
- Q. Extraordinary Medical or Health-Related Circumstances

Days may be requested from the Leave Bank for the following extraordinary reasons:

 - 1. Personal illness, for more than 20 consecutive days or as determined by the Leave Bank Committee, that meets the following criteria:
 - a. 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.
 - b. 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.
 - c. Leave Bank members should feel free to submit an application to the Committee for any medical circumstance. All applications are reviewed with individual and unique circumstances/complications considered.
 - d. The Leave Bank is not designed to provide leave to employees receiving workers compensation benefits or KPERs disability. 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.
 - 2. Immediate family or household critical health care needs:
 - a. No minimum number of consecutive days of absence is necessary.
 - b. 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.
 - 3. 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.
- R. Days for a Non-Extraordinary Circumstance:
 - 1. Non-extraordinary circumstances shall be defined as a medical event/condition which may require hospitalization, or convalescence at home, and is usually not life endangering. Examples could include, but are not limited to, an appendectomy, gall bladder and illnesses.
 - 2. Days for a Non-Extraordinary Circumstance: The Leave Bank Committee may grant a maximum of 10 days of leave during the contract year to the participating employee who has used all of his/her Illness/Bereavement and Personal Business Leave and experiences a personal health-related non-extraordinary circumstance requiring leave or the employee must be absent to provide care for an immediate family or household member.
 - a. No minimum number of consecutive days of absence is necessary.

- b. 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.
- c. An employee who received these ten (10) days from the Bank must repay them in full before any additional days can be requested for non-extraordinary circumstances.



Book POLICIES
Section G - Certified Staff Policies
Title Temporary Employment
Number GBZCE
Status Active
Legal
Last Revised January 10, 2002

BOARD POLICY:

Substitute Teachers

Candidates for positions as substitute teachers should qualify for a Kansas Teaching License/Certificate. Substitutes shall be paid at the rate of compensation set by the District. If a substitute teaches continually in one assignment for more than 10 days consecutively, they will receive the long-term rate established by the District.

Cooperating Educators

The Olathe District Schools will contract with various colleges and universities to accept qualified student teachers in the school district.

Administration of the total program is the responsibility of the designated district administrator. Supervision and administration of the program in the individual buildings is the responsibility of the principals. Cooperating educators assigned a student teacher will be reimbursed the amount paid to the school district by the cooperating college or university. All applicable deductions will be made from compensation.

Student Teachers

USD 233 permits qualified Student Teachers to gain a reasonable amount of their professional preparation and practical experience in our district schools. Application for these experiences should be made to the Human Resources Department through the applicant's college or university. Limits on the number of Student Teachers placed per semester, per school, and per each USD 233 Cooperating Teacher shall be determined through the Human Resources Division.

In all cases, the education and well being of USD 233 students and staff shall remain the primary focus of the District. A Student Teaching placement must not interfere with the satisfactory progress of USD 233 students, nor be deemed detrimental or harmful to their educational experience in our schools.

The District administration reserves the right to remove or reassign Student Teachers as needed in cases where the placement is not achieving the above outcomes, in cooperation with the sponsoring college or university.

During an approved Student Teaching placement in USD 233, the Student Teacher is expected to exemplify professional standards, rules, and policies in place for existing faculty and staff. These include, but are not limited to:

- observing District rules and regulations regarding daily professional duty day schedules, and District calendar;
- demonstrating application of the Guiding Principles for Staff, District Core Expectations and Educator Standards, and accepted professional ethics;
- exhibiting behaviors in speech, dress, and general conduct that reflect positively on the public image of the teaching profession as models for children both in school and in the surrounding community;
- honoring the privacy and confidentiality of individual students and staff members, including all records, grades, and professional consultation about student progress;

- participating in building and district level professional development and building level faculty meetings or training, as provided for the placement and/or Cooperating Educator;
- recognizing that the classroom educator (Cooperating Educator) is the legally responsible party in terms of student progress, assessment, grades, safety, and security, and that any authority delegated to the Student Teacher must be from the direction of the Cooperating Educator and/or school administration.



Book POLICIES
Section G - Certified Staff Policies
Title Other Employment Related Terms
Number GBZCF
Status Active
Legal
Adopted May 15, 2001
Last Revised July 1, 2010

BOARD POLICY:

Vacations

Non-administrative licensed/certified personnel employed on a twelve-month basis may be granted a vacation of 15 working days for each fiscal year. Vacation time does not accumulate from year to year and must be used by the end of the fiscal year which follows the fiscal year in which it is earned. Vacation pay is allowed, upon resignation of an employee working on a 12-month basis to the extent of his/her entitlement. Vacation time may be taken in 1 hour increments.

The School Year

Non-administrative licensed/certified educators shall be on duty in accordance with the adopted school and personnel calendar. (See Appendix B in the Negotiated Agreement: Personnel Calendar Employment Dates)

Additional Income

It is recognized that the employee may supplement his/her income. In order that the profession, the school district and the community will not be adversely affected, the following guidelines must be followed:

District employees are prohibited from engaging in any activity which may be a conflict of interest and/or detracts from the effective performance of their duties. No employee will attempt, during the school day or on school property, to sell or endeavor to influence any student or school employee to buy any product, article, instrument, service or other items which would directly or indirectly benefit the school employee.

(See Board of Education Policy DL)

Physical Examination

Each person who comes in regular contact with pupils of the school district must present a certification of health signed by a person licensed to practice medicine and surgery under the law of any state. The health certificate shall be on a form prescribed by the Secretary of Health and Environment and may be supplemented by a District health examination form. The District may require at any time, a new certification of health based upon reasonable cause that such would be in the best interest of the health, safety, or welfare of the pupils. Additionally, all District faculty and staff are encouraged to maintain current health screenings as recommended by the U.S. Preventive Services Task Force, the American Heart Association, and the American Cancer Society.

Tax Sheltered Annuity and Deferred Compensation Plan Policy

Olathe District Schools provides for voluntary employee participation in retirement saving opportunities through 403 (b) Tax Sheltered Annuity Plans and a 457(b) Deferred Compensation Plans. These programs allow for pre-tax savings for retirement to supplement the retirement plan benefits provided under the Kansas Public Employees Retirement System (KPERs). All eligible employees may participate on a voluntary salary reduction basis. No employer contributions will be made by the Olathe District Schools without Board approval.

The programs adopted are formulated consistent with section 403(b) and section 457(b) of the Internal Revenue Code. In establishing these programs, the Olathe District Schools desires to attract, reward and retain highly qualified competent employees.

Under the 403(b) and 457(b) plans, the Olathe District Schools does not endorse or make any representation from the variety of investment carriers associated with these programs. However, the number of investment carriers available to participants under the 403(b) and 457(b) plans may be limited by the District for administrative and/or employee communication purposes.

Investment carriers shall establish and maintain all Olathe District Schools' 403(b) Tax Sheltered Annuity Plan accounts and 457(b) Deferred Compensation Plan accounts in conformity with sections 403(b) and 457(b) of the Internal Revenue Code and in compliance with any related rules or applicable rules and regulations issued by the Internal Revenue Service and other regulatory agencies.

Investment carriers shall abide by the 403(b) Tax Sheltered Annuity Plan and 457(b) Deferred Compensation Plan Guidelines and Procedures established and maintained by the Olathe District Schools.

Participants shall establish and maintain their Olathe District Schools' 403(b) Tax Sheltered Annuity Plan accounts and 457(b) Deferred Compensation Plan accounts in conformity with section 403(b) and 457(b) of the Internal Revenue Code and in compliance with any related rules or applicable rules and regulations issued by the Internal Revenue Service and other regulatory agencies. Participants shall abide by the Guidelines and Procedures established and maintained by the Olathe District Schools for the operation of the Olathe District Schools' 403(b) plan and 457(b) plan. The Guidelines and Procedures shall be consistent with the Board of Education policies established herein.

Section 125 of IRS Code

The Board of Education provides for eligible employees to elect the purchase of certain optional insurance products through maintaining a plan organized and in compliance with Section 125 of the Internal Revenue Code. The Section 125 code refers to these elections as employer contributions allowing the elected benefits by the employee to be reduced from salary thereby making those premiums nontaxable to the employee.

The Section 125 plan adopted by the Board of Education has Health/Dental insurance, Cancer insurance, Disability Income insurance, Voluntary Vision Insurance, Dependent Care Flexible Spending Account, Accident Only Insurance Plan and Medical Reimbursement Flexible Spending Account.

The Board of Education provides a defined benefit to eligible employees of a contribution toward an individual membership in the District designated health and dental insurance plans or an equivalent premium amount which can only be applied to an approved Health/Dental plan provided for under the Section 125 of the District. Eligible employees are those who are contracted for at least a .5 full-time equivalency (FTE). This benefit begins the first day of the month after the first day of employment and after completion of the health and dental plan enrollment. Additionally, the Board of Education provides a matching benefit for the employee electing Medical Reimbursement Flexible Spending Account. (See Appendix A of Negotiated Agreement for current matching benefit.)

Non-Resident Student Enrollment (for licensed/certified staff)

As a benefit for licensed/certified employees who reside in Kansas but outside the boundaries of the Olathe District Schools, children of those employees in grades K-12 may enroll in the school district under the following conditions and guidelines:

- A. The employee must be employed full- or half-time in a position requiring a certificate or license issued by the Kansas State Department of Education or other Professional Licensing Boards of the State of Kansas.
- B. The employee's child must reside full-time and be in custody of the employee.
- C. The child must be a child of the employee, an adopted child of the employee, or other legal minor dependent living in the household of the employee.
- D. The employee must provide transportation for the child to and from school. Transportation will not be provided by the school district nor shall the school district have any responsibility for transportation or the cost of transportation.
- E. The child must comply with attendance and student conduct policies at all times. Failure to comply with rules, regulations, and policies may lead to immediate revocation of enrollment privileges in the school district.
- F. Enrollment in any school, class, or program will be subject to available space in the school, class, or program and in accordance with the District's established transfer policy for student attendance. In all cases, the superintendent or designee shall make the final determination as to space available under this policy; however, no additional staff will be added to accommodate enrollment under provisions of this policy.

- G. The employee will be responsible for all fees of the child admitted for enrollment. The employee agrees to execute forms authorizing and directing the District to withhold such funds from the employee's paycheck. Failure to make payment on a timely basis may result in revocation of enrollment benefit or withholding from any contract funds due the employee failing to make payment following notice that fees have not been paid.
- H. A child admitted for enrollment under this policy shall be permitted to attend without payment of tuition.
- I. The child must be enrolled and attend classes before the official state of Kansas enrollment date currently established as September 20 of each year. The Board of Education may waive this requirement for individuals employed after the official enrollment date.
- J. Employee must be a Kansas resident and continuously reside in Kansas. Relocation to a residence outside Kansas will terminate the eligibility for the child's attendance in the Olathe District Schools.
- K. Enrollment conditions of this policy begin with initial employment and end with any separation or termination of employment.
- L. A child who has been suspended or expelled from school by any school district may be denied admission to the school district as provided in K.S.A. 72-8907.

Editing only change to clarify administrative procedure 7/01/2010



Non-Residency Student App.pdf



Book POLICIES
Section G - Certified Staff Policies
Title Drug Free Schools
Number GBZCG
Status Active
Legal
Last Revised August 20, 2009

BOARD POLICY:

The Olathe School District Board of Education adopts the following policy, recognizing its responsibility to promote the health, welfare and safety of the students and employees and to assist in protection from dangerous situations. The Board expects that students and employees have the right to learn and to work in an environment with persons unimpaired by alcohol, controlled substances, or the misuse of legally obtainable substances including prescription drugs.

The following definitions will be applicable to the policy:

Controlled substances — Substances specified in Schedule I or II of the Controlled Substances Act, 21 U.S.C. §801 et. seq. published at 21 CFR § 1308.11 and 21 CFR 1308.12, and K.S.A. 65-4101, and amendments thereto of the Uniform Controlled Substances Act, (e.g. cocaine, heroin, marijuana, methamphetamines, etc.)

On-duty —Working at one's assigned location(s) and/or in one's assigned responsibilities for the school district, or while in transit between work locations and/or responsibilities, or at all times whenever in supervision of or responsible for students individually or in groups including field trips and student trips either within or outside of the school district. Employees who are returning to work after the normal work day or called into work for an unforeseen circumstance (i.e. weather or emergencies) should not report to work if they are impaired by the use of drugs or alcohol. Disclosure of this condition must be done at the time the employee is requested to report to work if it is unscheduled.

Prescription drugs —Those medical substances typically prescribed for healthcare and treatment of health conditions, and which are unavailable to the general public without prescription or other medical authorization.

Reasonable suspicion — Some identifiable reason exists that gives a supervisor or administrative designee cause to suspect that an employee may be impaired, while in performance of their duties or reporting for duty. Examples of such reasons may include but are not limited to observation of drug or alcohol use or possession, abnormal appearance, slurred speech, observation of a pattern of erratic or uncharacteristic behavior, odor or smell of alcohol or other drugs, dilated pupils and/or blood-shot eyes, etc.

Impaired— An abnormal physical and/or mental state such that the employee's motor senses (i.e., sight, hearing, balance, reaction or reflexes), cognitive functioning, or ability to perform job responsibilities is affected because of the use or consumption of alcohol, controlled substances, or the misuse of legally obtainable substances including prescription drugs.

Employees are hereby prohibited from:

1. The use, consumption, manufacture, dispensing, possession, or distribution of controlled substances; the use, consumption, manufacture, dispensing, or distribution of alcohol; or misuse of legally obtainable substances when on duty (except when the above listed items are temporarily maintained in conjunction with the performance of the employee's duties).

2. Reporting to or remaining on duty while impaired by alcohol, controlled substances, and/or prescription drugs when the employee impaired by the prescription drug(s) has no valid prescription or medical authorization for their use.
3. Refusing to submit to drug and alcohol testing based on a reasonable suspicion of being impaired.

It is preferred two administrators or designees determine whether reasonable suspicion of possible substance abuse exists. If two administrators or designees are not available, a single opinion shall be sufficient. When a reasonable suspicion of being impaired is determined, at least two administrators or administrative designee(s) may search the employee's work area, including district provided personal storage areas, for possible evidence. If the result of the search warrants, law enforcement personnel will be notified. Employees who are found violating the terms of this policy will be reported to the Human Resources Division.

Employees determined to be impaired while on duty shall be relieved of their duties immediately by a supervising administrator. Transportation shall be arranged, if necessary, to a location for testing procedures. If the presence of alcohol or drugs is confirmed, safe transportation shall be arranged.

Employees who are taking prescription drugs with the potential to impact substance abuse testing are encouraged to report this to their supervisor prior to testing. The district may request confirmation by a physician, pharmacist, or other qualified medical professional.

Any employee who is convicted under a criminal drug or alcohol statute for a violation occurring while on duty must notify the superintendent or administrative designee of the conviction in writing within five (5) days after the conviction. After the notice of conviction is received, the school district will take appropriate action with the employee.

An employee who violates the terms of this policy will be subject to sanctions as determined by the District and outlined in policy GBI-Discipline, and may include required participation in a drug and alcohol education, treatment, counseling, or rehabilitation program

A copy of this policy and drug and alcohol counseling and rehabilitation programs shall be provided to all employees.

This policy is required by the 1989 amendments to the Drug Free Schools and Communities Act, P.L. 102-225 and to implement the requirements of the federal regulations promulgated under the Drug Free Workplace Act of 1988, 34 CFR Part 85, Subpart F.



Book POLICIES
Section G - Certified Staff Policies
Title Olathe National Education Association Activities
Number GBZD
Status Active
Legal
Last Revised May 5, 2005

Olathe NEA is the recognized bargaining agent of the licensed/certified staff of Olathe District Schools, USD 233. The joint working relationship between the Association and the school district benefits both parties and enhances the education of the children in Olathe Public Schools. The activities of the Olathe NEA shall include the following key concepts.

Collaborative Role

The Building Principal and the Olathe NEA Building Representative will meet at the beginning of the school year to discuss collaborative activities for the school year. Activities could include presentations on agenda items from the Professional Council, procedures to gain staff input on policies and procedures for consideration by the Professional Council, and proposals to the Professional Council for variances in procedures and policies. The collaborative role between the building principal and building representative furthers the concept and importance of teamwork throughout the District and supports the collaborative role of the Professional Council. The Professional Council encourages and supports collaborative efforts between principals and Association representatives beyond those identified in this section.

Building Principals and Olathe NEA Association Representatives are expected to collaborate on issues that arise. Professional Council offers assistance as needed in promoting and strengthening the collaborative working relationship between Building Principals/Supervisors and Olathe NEA Association Representatives. Any Building Principal/Supervisor and/or Olathe NEA Association Representative who desires assistance in strengthening their collaborative working process and/or relationship should contact the designated Professional Council representatives.

A. The Professional Council shall serve as that entity responsible for the collaborative discussion between the Olathe NEA and the Board of Education represented by District administration. It is the responsibility of the Building Principals/Supervisors and the Olathe NEA Association Representatives to promote collaboration on issues included in A, 1 through 6 below as modeled by the Professional Council. The Professional Council shall adopt and annually review its operational bylaws. The purpose of the Professional Council is:

1. to address issues and concerns that affect the working climate for delivery of the mission of the Olathe District Schools.
2. to collaboratively discuss work environment issues that enhance educational opportunities for students.
3. to represent others and to act as the bargaining agency.
4. to clarify processes and procedures related to the work environment.
5. to communicate and act as a clearinghouse.
6. to promote public education.

B. The Association President shall be released from direct classroom responsibilities under the following guidelines:

1. The salary of the Association President shall be paid according to a formula established by the Professional Council.
2. Each April the Association shall inform the District of the name of the President for the following year.
3. The Association and the District shall, following notification, re-establish the formula for compensation for the following year.
4. Should the District withdraw from participation in the release of the Association President, then the President will be eligible for full or half-time release from classroom responsibility at a cost established by the Professional Council.
5. The President shall accrue all benefits provided to licensed/certified staff including experiential advancement on the salary schedule.
6. The President shall be guaranteed a staff position upon completion of the term of office.
7. The duties of the President in the joint release agreement shall be reviewed annually to provide for the needs of the Association and the District. The agreement shall be reviewed and approved annually by the Professional Council.

C. The District shall assist with the collection of membership dues by payroll deduction. The Association shall annually review the dues collection with the business department in order to provide all necessary information for processing.

D. The District shall provide release time for Olathe NEA members in two categories:

1. Staff members may be released to participate in activities of the professional organization which provides professional improvement or enhances the mission of the District. Such leaves shall be provided under the category of professional leave and shall be approved by the superintendent or designee.
2. The Association may purchase a minimum of 20 release time days yearly for members for activities directly related to the work of the Association in the amount of the cost of non-long-term daily substitute rate. This leave shall be approved by the superintendent or designee.

E. During the annual review of operational bylaws, the Professional Council shall discuss and approve the following practices of the Association.

1. membership activities.
2. use of equipment, computer, facilities and other resources.
3. distribution of information and materials.
4. schedule of association activities and meetings.
5. other items as needed.



Book POLICIES
Section G - Certified Staff Policies
Title Compensation
Number GBZE
Status Active
Legal
Last Revised July 1, 2010

BOARD POLICY:

Individual Employment Contracts

Individual Employment Contracts will be in the format agreed upon by Professional Council. Primary Individual Employment Contracts and Supplemental Individual Employment Contracts will be issued by the District, in the form of a letter, to the Professional Employee at a time determined by Professional Council, usually after the Professional Agreement has been ratified by the Board of Education and the Olathe NEA Bargaining Unit. After receipt of the Individual Employment Contract, the Professional Employee should notify Human Resources of any potential error in his/her Individual Employment Contract for correction. The Professional Employee only signs the initial Primary Individual Employment Contract as he/she is bound by all provisions contained within the Professional Agreement and the Kansas continuing contract law (K.S.A. 72-5410, 72-5411, 72-5412). The Professional Employee does sign the Supplemental Individual Employment Contract annually.

Types of Contracts

Contained within this Agreement are two type of contracts from which compensation is paid:

A. Primary Individual Employment Contracts compensated at the employee's annual rate per the 187-day salary schedule, subject to the Kansas Statute on Continuing Contracts. (See Appendix B in the Negotiated Agreement: Personnel Calendar Employment Dates)

B. Supplemental Individual Employment Contracts:

1. Extended contracts compensated at the employees annual rate of pay per the 187-day salary schedule and not subject to the continuing contract statute.
2. Supplemental contracts for Extra-Curricular/Academic Support duties compensated per the Extra-Curricular/Academic Support Salary Schedule and not subject to the continuing contract statute.

Compensation in addition to the Primary and Supplemental Individual Employment Contracts:
BLT Approved Stipends:

1. Compensated at the approved stipend rates. (See Appendix A in the Negotiated Agreement)
2. Other District Stipends: Compensated at the approved stipend rates.
3. Alternative Compensation/Pay for Performance compensated per policy.

Salary Schedule

The salary schedule for the staff of the school system serves two important functions for the Board of Education and the administrative officers. It is an important instrument of budgetary control, and for the employees, it is a charter of financial privileges and limitations. For the Board of Education, the salary schedule is a financial plan to regulate and stabilize the cost of personnel services. It enables the Board to predict, rather accurately, future costs.

For the staff, a salary schedule is a guarantee of fair and equitable treatment and gives assurance that salaries are approximately equal among employees with equal responsibilities and qualifications.

Alternative Compensation / Pay for Performance

Contained within this negotiated Agreement are many policies which provide for compensation in addition to the 187 day Salary Schedule. The Professional Council is dedicated to investigating additional alternative compensation / pay for performance policies to supplement the negotiated 187 day Salary Schedule in the following three alternative compensation / pay for performance categories:

1. Knowledge and/or Skill: Additional compensation to individuals who demonstrate a specific knowledge base or set of skills that they can apply in the classroom and on their job. (Current policies found in Appendix A in the Negotiated Agreement)
2. Additional Pay for Additional Work: Compensation for a wide array of extra responsibilities beyond the professional and/or school day. (Current policies found in Appendix A in the Negotiated Agreement)
3. Group Results/Rewards: Based on the assumption that a larger group of staff members contribute to the performance of individual students other than their specific teacher for a particular subject in a particular year. Teams/groups may consist of a whole school/building, a particular grade level, a particular department within a school/building, or even a department across several schools/buildings.

Advanced Degree Increments

Recognition of an advanced degree shall be granted only upon presentation of satisfactory evidence in the form of original transcripts (print or electronic) or a document from the registrar bearing the official university seal indicating that all requirements have been met for the degree on or before August 1 or January 1. Official transcripts (print or electronic), or other official documents, must be presented to the superintendent or designee by October 15 to be effective for the full current contract year or by February 15 to be effective for the last half of the contract year. The only column movement approved to be effective for the last half of the contract year is into the MS Salary column or Doctorate Salary column.

Longevity Pay

15 years of service in Olathe, \$200 to be added to contract.
20 years of service in Olathe, \$300 to be added to contract.
25 years of service in Olathe, \$500 to be added to contract.

Editing only changes: New Alpha Section GBZE Compensation created 7-1-2010 (Split from GBZEA)



Book POLICIES
Section G - Certified Staff Policies
Title Professional Development
Number GBZEA
Status Active
Legal
Last Revised July 1, 2010

BOARD POLICY:

Professional Development

All licensed/certified personnel must pursue 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 pursue 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 School District, USD #233, and the Olathe NEA recognize the importance of Professional Growth/Staff Development as a component in strengthening educator quality. Our expectation for life-long learning and our beliefs about professional growth are woven throughout the Professional Growth Process (educator appraisal), and the School Improvement Process. The ultimate goal of professional learning is improved student learning and improved student achievement.

As recipients of the National Staff Development Model School Award, we recognize staff must engage in quality professional learning if we are to achieve the result of improved student learning and achievement. Quality professional learning embodies many characteristics, including:

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

In addition, job-embedded professional growth opportunities take a variety of forms including, but not limited to:

1. Professional Learning Communities (PLC's); 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 focuses 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.

We believe that quality professional development is essential to achieve our vision of “Students prepared for **their** future.”

Twelve (12) hours of Professional Development opportunities will be provided during District Professional Development days, for which all staff will receive 12 Professional Development Points for the purpose of movement on the salary schedule for participation in these learning opportunities. The outcome will be new learning, collaboration, implementation, refining, and implementing for enhancement in working with students and meeting their needs. Staff not participating in professional growth days without approved leave will have an absence without pay.

Part-Time Staff

All part-time staff will participate in Professional Development days commensurate with their contract amount. For example, .5 staff will be expected to attend .5 of the identified District and/or building Professional Development days. After discussion with their immediate supervisor, part-time staff will identify by August preservice the day(s) for participation for the school year. The selected dates will be submitted to the Teaching & Learning Department to assist with attendance information. All part-time staff are encouraged to attend all Professional Development days. Attendance beyond the contractual amount required will be eligible for Professional Development Points (knowledge level) for the purpose of movement on the salary schedule.

Professional Learning Communities (PLC's)

Professional Learning Communities (PLC's) 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 PLC's. Educators are assigned to required PLC's by their home building's principal/supervisor.

Professional Learning Community time is scheduled during the professional day.

- High schools typically have PLC time one day per week for 40 minutes and during building-focus professional development time, as appropriate.
- Middle schools may have PLC time during team duty period for 6th-8th grade core educators, academic extension time, building-level professional development time, as appropriate, and periodically during the professional day according to schedules approved by the Professional Council.
- Elementary educators have a 30-minute slot every A-E rotation as outlined in the Elementary Scheduling Document (Appendix B in the Negotiated Agreement).

These times will be used for Professional Learning Communities (PLC's) 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 that curricular area/grade level
- Examining student work
- Discussing strategies for differentiating instruction and student interventions
- Creating joint lesson plans
- Sharing expertise in specific areas
- Keeping time focused on student learning by being agenda driven with a timeline for team products included. (Agendas are collaboratively developed by the PLC with input from building administrators and BLT's, as appropriate. Any District input for agenda additions must come through building administrators and/or BLT's.)

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

Record Keeping

District and Building Professional Development Points should be submitted by the building administrator, the building leadership team, or the individual to the Staff Development Council through the District's integrated data tracking system upon completion of the approved activity. Points must be submitted within the school year in which they were earned.

Individual Professional Development Points earned August 1- July 31 must be submitted to the Staff Development

Council 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.

An official college transcript (print or electronic) for approved college hours (see Salary Schedule Conditions Sections G and H [GBZEB] must be submitted to Employee Services in addition to submission of the college courses through the District's integrated data tracking system for the college hours to be approved for the professional development transcript.

Individuals should examine their transcripts in the District integrated data tracking system carefully and clarify any discrepancies 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.

These and other formats of professional learning promote the refinement of knowledge and skills.

Alpha Designation change from Compensation 7/1/2010



Book POLICIES
Section G - Certified Staff Policies
Title Salary Schedule Conditions
Number GBZEB
Status Active
Legal
Last Revised August 20, 2009

BOARD POLICY:

- A. Salary schedule is a single salary schedule to be applicable to all licensed/certified staff.
- B. The District will count up to fourteen 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 District Schools. Any prior experience will be compared to the experience gained by educators working within the Olathe District 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 District Schools.
 1. 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.
 2. 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 per "B" (above) may submit written application (available in the Virtual File) to Human Resources Division 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 "high need" job categories as listed on the District intranet (Virtual File, Human Resources Division) as revised each December 1st.
 - The total number of steps credited on the salary schedule for prior experience will only reflect those allowed in "B" (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. The District reserves the right to consider applications after May 15.
 3. 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.

- C. The Board of Education will reserve the right at all times to pay beyond the schedule when it deems it justifiable because of high-need positions or an emergency such as a sudden vacancy.
- D. This salary schedule shall be based upon an educator contract which reflects current state law and the annually adopted school calendar.
- E. Training and experience will be the basis for determining the salary of educators.
- F. College credits earned through the summer term preceding the current contract year and Professional Development Points eligible for movement on the salary schedule earned through July 31 (prior to the current contract year) may be applied toward movement on the salary schedule in the current year. Credits/Professional Development Hours/Points must be allocated for column movement in the salary tracker section of the District's integrated data tracking system and submitted electronically for approval for column movement through the tracking system to Employee Services prior to October 15 of the school year.
- G. Employees will be placed on the MS column of the salary schedule only after the completion of a Masters Degree in Education or another job-related field has been verified per policy GBZE (Compensation/Advance Degree Increments). Lateral movement on the schedule for those above the Education and/or job-related MS Degree may be achieved by any of the following ways. All points from college credits or professional development points are subject to 5-year recency requirement (earned during the 5-year period prior to August 1 of the current year, including college credit transcribed as a summer term.
 - 1. after the Education and/or job-related MS degree is obtained, earning graduate credits which directly apply to current position, future licensure, or District educational program. Only those graduate credits obtained after the Education and/or job-related MS degree is obtained apply. Graduate credits completed prior to the Education and/or job-related MS degree being obtained will not be counted for salary schedule movement.
 - 2. after the Education and/or job-related MS degree is obtained, earning undergraduate credits that have been approved in writing by the Superintendent or designee, prior to enrollment under at least one of the following conditions:
 - credits will lead to licensure in an area of District need,
 - District encourages employee to take credits, or
 - credits will enhance an employee's skills to improve student learning, if supported by the building administrator/appropriate District staff or is included in a Professional Growth Action Plan approved by the Staff Development Council
 - 3. using Olathe Professional Development Points eligible for movement on the salary schedule only
 - 4. when the professional employee earns an educational specialist degree without previously earning the MS degree, the employee will be placed in the MS + 36 column.
- H. Lateral movement on the schedule for those above the BS Degree may be achieved by any of the following ways:
 - 1. earning graduate credits which directly apply to current position, future licensure, or District educational program.
 - 2. earning undergraduate credits, that have been approved in writing by the Superintendent, or designee, prior to enrollment under at least one of the following conditions:
 - a. credits will lead to licensure in an area of District need,
 - b. District encourages employee to take credits, or
 - c. credits will enhance an employee's skills to improve student learning, if supported by the building administrator/appropriate District staff or is in a Professional Growth Action Plan approved by the Staff Development Council
 - 3. using Olathe Professional Development Points eligible for movement on the salary schedule for up to half of the requirement for movement (see chart below). For educators not licensed by Kansas State Department of Education (KSDE), see section I, number 7.

Degree Movement	College Hours Only	Combination College Hours and Professional Development Points
BS to BS + 12	12	6 college hours and up to 120 Olathe Professional Development Points (equivalent to 6 college hours)

BS + 12 to BS + 24	12	6 college hours and up to 120 Olathe Professional Development Points (equivalent to 6 college hours)
BS + 24 to MS		Must obtain degree for movement

- I. Olathe Professional Development points can be used for movement on the salary schedule, a practice which began in the 1996-97 school year. Olathe Professional Development Points used for movement on the salary schedule can be obtained **ONLY** through participation in Olathe district, building, and/or individual Professional Growth Action Plan activities approved by the Staff Development Council (SDC).
 1. A maximum number of 120 professional development 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).
 2. Points must be submitted within the school year in which they were earned. Individual Professional Development 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 points are recorded on each individual's professional development transcript.
 3. Points earned for the categories listed below are recorded as Relicensure Professional Development 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.
 - a. All points in excess of 120 earned in a single year (August 1-July 31).
 - b. In-district professional development occurring during the professional day in excess of the points designated in policy GBZEA Compensation/ Professional Development Days (12 Olathe Professional Development points per year may be earned and applied toward movement on the salary schedule for participation in designated Professional Development days occurring during the professional day).
 - c. Out-of-district professional development opportunities supported by District funding (such as professional leave, substitute, stipend, registration, travel expense, etc.).
 - d. Other out-of district professional development opportunities (unless submitted through an individual Professional Growth Action Plan approved by the SDC).
 4. 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.
 5. 5-Year recency requirement (effective August 1, 2010):
 - a. District Professional Development Points eligible for movement on the salary schedule earned only during the five year period prior to August 1 of the current year are available for salary schedule movement.
 - b. Credits earned from college courses are subject to the 5-year recency requirement for salary schedule movement during employment, but not for initial placement on the salary schedule.
 6. An earned degree is required for movement into degree columns on the District salary schedule. When utilizing Professional Development Points, individuals are restricted to movement from one column to the next in any one year. When moving on the salary schedule with college hours only, there is no limit to the number of columns the educator may move in a year.
 7. Only for educators not licensed by KSDE (Kansas State Department of Education), all of the Salary Schedule Conditions apply except:
 - a. Effective August 1, 2010, 20 approved CEUs (Continuing Education Credits) will be calculated to equal 1 graduate credit. No recency requirement applies for initial placement on the salary schedule. A 5-year recency requirement applies to movement on the salary schedule during employment. b. When prior approval for professional leave has been obtained and is not financially supported by District funding (such as stipend, registration, substitutes, travel expense, etc.), out-of-district professional development CEU opportunities during the professional day may be counted for movement on the salary schedule.

- J. The salary schedule will serve as the base salary for computation of administrative contracts except for the superintendent. Computation factors for administrators shall include: length of extended contract, position, size of staff, and allowance factors related to experience, service and assignment.
- K. The 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.
- L. 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.
- M. Special condition where professional employees have college tuition paid for by the District or a grant 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.



Book	POLICIES
Section	G - Certified Staff Policies
Title	Supplemental Pay
Number	GBZEC
Status	Active
Legal	
Adopted	April 5, 1973
Last Revised	August 4, 2005

BOARD POLICY:

An allowance for supplemental pay to educators having duties which continue beyond the Professional Day will be made under the following conditions: the current contractual amount per event with a minimum duty of one event. Certain supplemental pay activities may be designated as more than one event. An event will be compensated by a rate annually established by Professional Council. Each year Professional Council will designate the number of events for each supplemental pay activity (See Appendix A in the Negotiated Agreement). Supplemental pay activities that are not designated will have their number of events assigned as they occur by the building administrator responsible for supplemental activities. Any employee may make application for supplemental pay positions with the building administrator making the selection of those to be assigned to such duties.



Book POLICIES
Section G - Certified Staff Policies
Title District-Initiated Tuition Reimbursement
Number GBZED
Status Active
Legal
Adopted April 7, 2005
Last Revised August 20, 2009

BOARD POLICY:

Employees may be eligible for university/college tuition reimbursement if the District, through the Human Resources Division, requests the employee to take the designated university/college hours for additional license/certification endorsement or to meet the state requirements for the "highly qualified" designation.

- A. Human Resources Division may request an employee take additional university/college hours for an additional license/certification endorsement under the following conditions:
- Human Resources Division has determined there are no other qualified District employees with the necessary endorsement.
 - Human Resources Division has determined there are no qualified prospective employee candidates.
1. The building principal will recommend to Human Resources Division that a current employee be considered for a position requiring adding and additional license/certification using the tuition reimbursement provision.
 2. Once Human Resources Division has determined that no other options are viable, Human Resources Division will contact the employee to offer tuition reimbursement for the courses necessary to obtain the additional license/certification endorsement.
 3. If the employee accepts the offer from the Human Resources Division, the Human Resources Division will execute an agreement to be signed by the District and the employee designating:
 - Amount of the tuition to be reimbursed: Currently up to the highest per credit hour amount for a graduate level course at any Kansas Regents University
 - Courses to be taken for the additional endorsement
 - Timeline including transcript submission to Human Resources Division
 - If the employee is not eligible for lateral movement on the salary scale due to the college/university hours for which the employee receives tuition reimbursement, the agreement may contain a stipulation for reimbursement of required class textbooks and mileage for travel to and from class sessions.
 4. Reimbursement, through normal District procedures, will be provided to the employee upon presentation to Human Resources Division of a receipt from an accredited university/college for tuition paid for the designated university/college courses.
 5. If the employee does not pass the course(s), the reimbursement amount will be withheld from the employee's current contract salary.
 6. If the employee does not renew his employment contract for the subsequent year, the reimbursed amount of the tuition for the contract year will be deducted from the employee's final salary check.

- B. Employees may be requested, through the Human Resources Division, to take additional university/college hours to meet the state requirements for the "highly qualified" designation.
1. Human Resources Division will contact the employee to offer tuition reimbursement for the courses necessary for the "highly qualified" designation under state requirements.
 2. If the employee accepts the offer from the Human Resources Division, Human Resources Division will execute an agreement to be signed by the District and the employee designating:
 - Amount of the tuition to be reimbursed: Currently up to the highest per credit hour amount for a graduate level course at any Kansas Regents University.
 - Courses to be taken for the additional endorsement.
 - Timeline including transcript submission to the Human Resources Division.
 - If the employee is not eligible for lateral movement on the salary scale due to the college/university hours for which the employee receives tuition reimbursement, the agreement may contain a stipulation for reimbursement of required class textbooks and mileage for travel to and from class sessions.
 3. Reimbursement will be provided to the employee upon presentation to Human Resources Division of a receipt from an accredited university/college for the tuition for the designated university/college courses.
 4. If the employee does not pass the course, the reimbursement amount will be withheld from the employee's current contract salary.
 5. Educators reimbursed under this opportunity will be required to maintain employment with the District for a period of two school years following the school year in which the reimbursement was granted, except when released from that obligation in writing by Human Resources Division. The two-year employment obligation will be waived if the employee's position is non-renewed for District financial reasons. A form approved by Professional Council to request release from the employment obligation for other unique circumstances will be available to employees through the Human Resources Division. Requests will be reviewed on an individual basis. If not released from this obligation and the employee leaves the District prior to the two year period, the total amount reimbursed will be deducted from the final payroll of the employee and forfeited back to the District.
- C. Additionally, movement on the salary schedule is allowed for all hours successfully completed under conditions A and B above per policy GBZEB (Salary Schedule Conditions)



Book POLICIES
Section G - Certified Staff Policies
Title Paid Educator Coverage of Absences
Number GBZEF
Status Active
Legal
Adopted January 4, 2000
Last Revised June 27, 2007

BOARD POLICY:

Sequence for Coverage

A. For two (2) hours or less Coverage Needs:

Needs Related to District Activity:

(The following sequence will be applied when educators need coverage for two (2) hours or less for a District activity.)

1. Use Building Substitute (Middle and High School only; Supervisory assignment).
2. Use Educator Paid Coverage.
3. Secure substitute from Human Resources Division.

Personal Educator Needs:

1. Educators who require coverage for two (2) hours or less for personal needs may make arrangements with a colleague to cover their class (a barter system). Colleagues have the prerogative to say no to this request. The requesting educator is not deducted any leave. To facilitate the process, buildings need to develop procedures including administrative awareness and approval, office awareness, record keeping, rotation, and how to deal with concerns. This option should only be implemented if instructional integrity can be maintained.
2. If a colleague is not available for coverage, then the following sequence is applied:
 - a. Use Building Substitute (Middle and High School only; Supervisory assignment).
 - b. Use Educator Paid Coverage
 - c. Secure substitute from Human Resources Division.

(For all of these alternatives in #2 the educator uses an appropriate leave (Illness/Bereavement or Personal Business Leave).

B. For half (1/2) day Coverage Needs:

1. Building Substitutes provide coverage (Middle and High School Only; Supervisory assignment)
2. The Human Resources Division is contacted and a substitute requested.
3. Educators are asked to provide coverage (\$20 per hour at the elementary level, and \$20 per class period of \$40 per block period at the high school level) on their individual plan time.

C. For Full Day Coverage Needs at All Levels:

1. Contact Human Resources Division for substitute coverage.
2. Use Building Substitute (Middle and High School only; Supervisory assignment).
3. Use Paid Educator Coverage.

When a qualified substitute is unable to be provided through Human Resources Division, then the principal works with members of the team to reach a viable solution to provide coverage. Solutions can include paid educator coverage, administrative coverage, cooperating educator coverage and other viable solutions.

Educators Eligible to Cover

- A. Those on individual plan time.
- B. Educators authorized to provide coverage by combining their class with students from classes needing coverage.

Minimum Time Units for Payment

- A. Elementary level – 1/2 hour minimum paid in 1/2 hour increments rounding up to the next 1/2 hour.
- B. Middle and High School level Regular schedule – One class period minimum;
Block schedule – A block class is considered two class periods

Rate of Pay

- A. \$20/hour/\$10 for each 30 minute period (periods less than 30 minutes are rounded up to the next 30 minutes) for each occurrence. A high school block period is considered as two class periods and compensated at \$40 per block period. These assignments will typically involve following a prescribed lesson plan. It is not expected that these assignments would usually require extensive lesson planning or grading of student work outside of the class period covered. Note for nurses: At the beginning of each semester partnering nurses who consult will be paid \$20.00 once each semester to compensate for the loss of the visiting nurse's planning time.
- B. Combined Classes – A maximum of \$120 per day will be allocated for situations where classes are combined for coverage. This amount may be paid to one individual or distributed among several individuals. In no case, however, will the total amount exceed \$120 per day for any one full-day absence. Note for nurses: If a visit to the partnered school is necessary due to the absence of the partnered school nurse and on-site attention to health issues is necessary, the covering nurse will be paid \$20.00 to compensate for the loss of the visiting nurse's planning time which typically occurs throughout the Professional Day.

Process for Monitoring & Payment

- A. The first priority for all half-day elementary and all full day absence requests will still be to provide a qualified substitute through Human Resources Division.
- B. Principals shall maintain a listing of educators voluntarily willing to accept coverage assignment pay.
- C. Principals are to notify Human Resources Division Substitute Services when a sub request has already been submitted that will now be covered "in-house" with existing staff.
- D. Educators providing coverage shall record their coverage on a Building Stipend Form, for principal signature. Payment for such stipend activity will follow normal stipend procedures for payroll. A copy of teacher educator stipend forms including class coverage is to be maintained at each school, with a copy also sent to Human Resources Division.
- E. To the greatest extent possible, principals shall use a rotating system for requesting educators to cover so as not to unduly burden any particular individual, and to provide equitable opportunities for assignments.
- F. Given the extra time and responsibility that cooperating educators assume for a student teacher/practicum student, the cooperating educator should not be asked to cover a class until the above steps have been followed.



Book POLICIES
Section G - Certified Staff Policies
Title Grievance Policy
Number GBZH
Status Active
Legal

BOARD POLICY:

Purpose

It is the policy of the Board that all grievances be resolved informally or at the earliest possible stage of this grievance procedure. However, both parties recognize that the procedure must be available without any fear of discrimination because of its use. Informal settlements of any stage shall bind the immediate parties to the settlement, but shall not be precedents in a later grievance proceeding.

Definitions

A "grievance" is any alleged violation, misinterpretation, or misapplication of Board Personnel Policies concerning the salaries, hours, or working conditions of a unit member with respect to their meaning or application.

Submission of Grievance

- A. Before submission of a written grievance, the aggrieved party must attempt to resolve it informally. Either party may request, at the informal stage, representation for the purpose of early resolution of the issue.
- B. Each grievance shall be submitted in writing on a form approved by the Board and shall identify the aggrieved party, the provision of Board Policy involved in the grievance, the time when, and the place where, the alleged events or conditions constituting the grievance existed and, if known, the identity of the person responsible for causing such events or conditions and a general statement of the grievance and redress sought by the aggrieved party.
- C. A grievance shall be deemed waived unless it is submitted within fifteen (15) calendar days after the aggrieved party knew or should have known of the events or conditions on which it is based.
- D. An educator may submit grievances which affect them personally and shall submit such grievance to the building principal.

Grievance Procedure

- A. The building principal shall respond in writing to each grievance received. If an aggrieved party is not satisfied with the response of the building principal or if no response is received within one calendar week after the submission of a grievance, such aggrieved party may submit a copy of the grievance to the Superintendent of Schools.
- B. The Superintendent of Schools or designee shall, upon request, confer with the aggrieved parties with respect to grievance and shall deliver to the aggrieved parties a written position statement with respect to it no later than two (2) weeks after it is received.
- C. The complainant may appeal to the Board of Education the decision of the Superintendent of Schools. Copies of the grievance, appeal, and any decisions rendered shall be forwarded to the Board with a written request for review.

At all stages each of the parties involved in the grievance may be accompanied at the hearing by a representative of choice. It shall be understood that grievances must be based on alleged violation, misinterpretation, or misapplication of Board Personnel Policies concerning salaries, hours, or working conditions of the employee with respect to their meaning or application. State and Federal equal opportunity laws regarding alleged discrimination on the basis of race, color, religion, sex, national origin, age, marital status, or the presence of non-job-related medical condition or

disability shall be considered to be a part of the Personnel Policies of the Olathe District Schools.



Grievance Form.pdf



Book POLICIES
Section G - Certified Staff Policies
Title Notification Statement of Nondiscrimination
Number GBZI
Status Active
Legal
Last Revised June 1, 1996

BOARD POLICY:

It is the policy of Olathe USD #233 not to discriminate on the basis of race, color, age, national origin, sex, handicap, or disability in its programs and activities as required by Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. Inquiries regarding compliance with Title IX may be directed to Staff Counsel, 14160 Black Bob Road, Olathe, Kansas 66063-2000, phone (913) 780-7000.

Inquiries regarding compliance with Section 504 may be directed to the Executive Director of Special Services at 780-7000. Interested persons, including those with impaired vision or hearing, can also obtain information as to the existence and location of services, activities, and facilities that are accessible to and usable by disabled persons by calling Special Services.



Book	POLICIES
Section	G - Certified Staff Policies
Title	Savings Clause
Number	GBZJ
Status	Active
Legal	
Adopted	June 5, 2008

If any provision of this Agreement or any application of this Agreement to any employee or group of employees is held to be contrary to law, then such provision or application shall be deemed invalid but all other provisions or application shall continue in full force and effect. Furthermore, the District and Olathe NEA shall enter into negotiation to replace any provision found to be contrary to law.



Book	POLICIES
Section	G - Certified Staff Policies
Title	Glossary
Number	GBZK
Status	Active
Legal	
Adopted	August 20, 2009

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).

Board of Education (or Board): Board of Education of the Olathe Unified School District No. 233 of Johnson County, Kansas

Building and/or School: Shall mean 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.

District: Olathe 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".

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

Professional Council: Comprised of superintendent and Olathe NEA president 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 monthly 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 School District, USD 233. Act as a communications clearing house. Support the Board of Education's strategic goal of recruiting and retaining quality staff by studying and addressing topics related to:

- - compensation, including salary and benefits climate, such as working conditions student learning

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.

Personnel Policies & Professional Employee Agreement Licensed/Certified Staff 2010-2011

APPENDIX A: COMPENSATION AND BENEFITS

- 2010-11 Professional Pay Salary Schedule and Placement Chart
- Alternative Compensation / Pay for Performance:
 - Extra-Curricular/Academic Support Salary Schedule 2010-2011
 - Extra-Curricular/Academic Support Salary Schedule - Longevity Component
 - Requests for Additional Coaches/Sponsors
 - Traveling Educators by Assignment
 - Stipend Payment for Supervising Students On Field Trips
 - BLT Approved Stipends
 - Events Schedule for Supplemental Pay Activities
 - Alternative Compensation / Pay for Performance Categories
- Health and Dental Insurance Plan Rates
- Health/Dental Benefit Plan Web Sites
- Medical Reimbursement
- What Happens to Leaves When Separating from the District

OLATHE DISTRICT SCHOOLS
PROFESSIONAL PAY SALARY SCHEDULE
and PLACEMENT CHART
2010 - 11

NOTE: For 2010-11 implementation of level movement is suspended.

Numbers in Parenthesis Represent Years of PRIOR EXPERIENCE CREDIT per
Salary Schedule Conditions/CBZEB of Agreement

**NOTE: Due to Salary Schedule compaction in 2007-08, some levels contain NA
due to no employees originally placed on those levels.**

Bachelor Columns				Master Columns							
* LEVEL	BS Salary	BS+12 Salary	BS+24 Salary	* LEVEL	MS Salary	MS+12 Salary	MS+24 Salary	MS+36 Salary	MS+48 Salary	MS+60 Salary	Doctorate Salary
1	(0-2) 38,279	(0-2) 38,853	(0-2) 39,436	MAX -18	(0-2) 44,168	(0-2) 48,143	(0-2) 51,321	(0-2) 53,784	(0-2) 55,505	(0-2) 57,948	(0-2) 58,898
2	(3-6) 38,662	(3-5) 39,242	(3-5) 39,830	MAX -17	(3-8) 44,610	(3-15) 48,625	(3-15) 51,834	(3-17) 54,322	(3-17) 56,060	(3-19) 58,527	(3-19) 59,477
3	(7-8) 39,126	(6) 39,713	(NA) 40,308	MAX -16	(9-11) 45,190	(NA) 49,257	(16-17) 52,508	(NA) 55,028	(NA) 56,789	(NA) 59,288	(NA) 60,238
4	(NA) 39,673	(7-8) 40,269	(6-7) 40,873	MAX -15	(NA) 45,868	(NA) 49,996	(NA) 53,296	(NA) 55,854	(18-19) 57,641	(NA) 60,177	(NA) 61,127
5	(9-11) 40,150	(NA) 40,752	(8) 41,363	MAX -14	(12-13) 46,693	(NA) 50,896	(NA) 54,255	(18-19) 56,859	(NA) 58,679	(20-21) 61,260	(20-21) 62,210
6	(12-13) 40,631	(9-11) 41,241	(NA) 41,859	MAX -13	(14-15) 47,300	(16-17) 51,557	(NA) 54,960	(NA) 57,598	(NA) 59,441	(NA) 62,057	(NA) 63,007
7		(NA) 41,736	(9-11) 42,362	MAX -12	(NA) 47,915	(NA) 52,228	(18-19) 55,675	(NA) 58,347	(20-21) 60,214	(NA) 62,864	(NA) 63,814
8		(12-13) 42,237	(NA) 42,870	MAX -11	(NA) 48,538	(NA) 52,907	(NA) 56,398	(20-21) 59,106	(NA) 60,997	(22-23) 63,681	(22-23) 64,631
9		(14-15) 42,828	(12-14) 43,470	MAX -10	(NA) 49,412	(NA) 53,859	(NA) 57,414	(NA) 60,170	(NA) 62,095	(NA) 64,827	(NA) 65,777
10		(16) 43,342	(NA) 43,992	MAX -9	(16-17) 50,054	(18-19) 54,559	(20-21) 58,160	(NA) 60,952	(22-23) 62,902	(24-25) 65,670	(24-25) 66,620
11		(17) 43,862	(15-17) 44,520	MAX -8	(NA) 50,705	(NA) 55,268	(NA) 58,916	(22-23) 61,744	(NA) 63,720	(NA) 66,524	(NA) 67,474
12			(NA) 45,054	MAX -7	(NA) 51,364	(NA) 55,987	(NA) 59,682	(NA) 62,547	(24-25) 64,548	(26-27) 67,388	(26-27) 68,338
13			(18) 45,595	MAX -6	(NA) 52,032	(20-21) 56,715	(22-23) 60,458	(24-25) 63,360	(NA) 65,387	(NA) 68,264	(NA) 69,214
14			(19) 46,233	MAX -5	(18) 52,968	(NA) 57,736	(NA) 61,546	(NA) 64,500	(26-27) 66,564	(28) 69,493	(28) 70,443
				MAX -4	(19) 53,657	(NA) 58,486	(24-25) 62,346	(26-27) 65,339	(NA) 67,430	(29-30) 70,397	(29-30) 71,347
				MAX -3	(NA) 54,355	(22-23) 59,246	(NA) 63,157	(NA) 66,188	(28) 68,306	(31) 71,312	(31) 72,262
				MAX -2	(NA) 55,061	(NA) 60,017	(26-27) 63,978	(28) 67,049	(29-30) 69,194	(32-35) 72,239	(32-35) 73,189
				MAX -1	(20-21) 55,887	(24-25) 60,917	(NA) 64,937	(29-30) 68,054	(31) 70,232	(36) 73,322	(36) 74,272
				MAX	(22-23) 56,893	(26-27) 62,013	(28-31) 66,106	(31-35) 69,279	(32-39) 71,496	(37-43) 76,558	(37-43) 77,508

NOTE: Contracts longer than 187 days are calculated based on this schedule's daily rate

* Levels [as defined by Agreement: Salary Schedule Conditions (GBZEB)], reflect placement on the salary schedule and do not necessarily equate to years of experience.]

Additional Benefits / Compensation	1. Up to an additional \$821 per month (depending on Plan selected) is provided per year for Health/Dental Plans. 2. Up to an additional \$240 match per year is provided for staff selecting Medical Expense Reimbursement 3. Longevity Pay per Agreement (GBZEA)
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OLATHE DISTRICT SCHOOLS
Alternative Compensation / Pay For Performance
Extra-Curricular/Academic Support Salary Schedule 2010-11

The Schedule is determined by a percent of the base salary or a flat dollar amount. The base salary for the 2009-2010 school year is \$28,925.

HIGH SCHOOL

Title/Type:	% of Base:	Amount:	Positions:
Extra-Curricular	0.18	\$5206.74	Head: Football, Wrestling, Basketball, Track
Extra-Curricular	0.17	\$4917.44	Head: Baseball, Gymnastics, Soccer, Softball, Swimming, Volleyball
Academic Support	0.16	\$4628.36	Head: Drill Team, Instrumental Music (Band), Cheerleading
Academic Support	0.14	\$4049.54	Drama, Vocal Music, Instrumental Music (Orchestra), Debate, Forensics
Academic Support	0.12	\$3471.16	Musical Theater, Yearbook, Newspaper
Academic Support	0.11	\$3182.08	21 st CHS Transfer Program Facilitator (without supervisory hour)
Extra-Curricular	0.11	\$3182.08	Head: Cross Country ; Assts.: Football, Wrestling, Basketball, Track
Extra-Curricular	0.102	\$2950.64	Assts.: Baseball, Gymnastics, Soccer, Softball, Swimming, Volleyball
Extra-Curricular	0.10	\$2892.78	Head: Bowling, Golf, Tennis
Academic Support	0.10	\$2892.78	Asst.: Instrumental Music (Band); Cheerleading, Drill Team, STUCO; 21 st CHS Onsite Program Facilitator (without supervisory hour)
Academic Support	0.084	\$2429.90	Assts.: Debate, Drama, Forensics, Vocal Music, Orchestra
Academic Support	0.08	\$2,314.18	BLT Chair (without supervisory hour); 21 st CHS Transfer Program Facilitator (with supervisory hour)
Academic Support	0.072	\$2082.74	Technical Assistant, Assistant Musical Theater
Academic Support	0.07	\$2024.88	Mentor Program Sponsor
Extra-Curricular	0.066	\$1909.38	Asst. Cross Country
Academic Support	0.06	\$1735.80	Science Club/Olympiad, National Honor Society, Dept. Chair (FTE of 10 or more); 21 st CHS Onsite Program Facilitator (with supervisory hour)
Extra-Curricular	0.06	\$1735.80	Assts.: Bowling, Golf, Tennis
Academic Support	0.05	\$1446.50	KAY
Extra-Curricular	0.05	\$1446.50	Sr. & Jr. Class Sponsor
Academic Support	0.04	\$1157.20	BLT Chair (with supervisory hour); Freshman Drama, Freshman Drama Tech
Academic Support	0.036	\$1041.48	Asst: Science Olympiad
Academic Support	0.03	\$867.90	SASH, Future Teachers, TSA, Math Club, Scholars Bowl
Extra-Curricular	0.03	\$867.90	Soph. & Freshman Class Sponsor

MIDDLE SCHOOL

Title/Type:	% of Base:	Amount:	Positions:
Extra-Curricular	0.11	\$3182.08	Head: Football, Basketball, Track, Volleyball
Extra-Curricular	0.09	\$2603.48	Pep Club
Academic Support	0.09	\$2603.48	Head: Music (Band, Orch., Vocal), Drama, Cheerleading, Drill Team
Extra-Curricular	0.07	\$2024.88	Assts.: Football, Basketball, Track, Volleyball
Academic Support	0.06	\$1735.80	BLT Chair (without supervisory hour), Science Club/Olympiad, Lead Teacher, Mentor Program Sponsor
Academic Support	0.05	\$1446.50	Assts.: Cheerleading, Publications, STUCO, KAY
Academic Support	0.036	\$1041.48	Asst: Science Olympiad
Academic Support	0.03	\$867.90	Math Club, BLT Chair (with supervisory hour)
Extra-Curricular	0.02	\$578.82	Cross Country

ELEMENTARY SCHOOL

Title/Type:	% of Base:	Amount:	Positions:
Academic Support	0.03	\$867.90	Science Club, Math Club

DISTRICT (No Longevity Component)

Title/Type:	% of Base:	Amount:	Positions:
Academic Support	0.04	\$1157.20	1 st year Collegial Mentor
Academic Support	0.035	\$1012.66	Children's Choir (per choir)
Academic Support	0.02	\$578.82	Orientation Partner (year 1 new to District), Second-Year Collegial Mentor
Academic Support	\$1000/semester – 1 student \$50/sem-each add'l student		eAcademy Instructor work beyond professional day (NOT eLearning)

**EXTRA-CURRICULAR/ACADEMIC SUPPORT SALARY SCHEDULE
LONGEVITY COMPONENT**

NOTE: For 2010-2011 implementation of longevity component is suspended.

Rationale for the longevity component is to recognize experience in specific assignments and to retain people in those same assignments.

The Extra-Curricular/Academic Support Salary Schedule shall be computed utilizing the following:

1. The adopted Extra-Curricular/Academic Support Salary Schedule as approved by the Board of Education.
Extra-Curricular/Academic Support Salary Amount = Extra-Curricular/Academic Support assignment percent times (x) the Extra-Curricular/Academic Support Base Salary.
2. Longevity Amount = Extra-Curricular/Academic Support Salary times (x) Longevity Step Percent Factor.

EXAMPLE FOR 2009-10

An employee assigned as a Senior High Assistant Basketball Coach for the first time: Compensation determined by the Extra-Curricular/Academic Support area percent 11% (.11) X the Extra-Curricular/Academic Support Base Salary \$28,925 = \$3,181.92 (this number is rounded up to next amount evenly divisible by 24 pay periods).

LONGEVITY SALARY SCHEDULE

Year 1	Extra-Curricular/Academic Support Salary
Year 2	Extra-Curricular/Academic Support Salary + (7%) x Extra-Curricular/Academic Support Salary
Year 3	Extra-Curricular/Academic Support Salary + (14%) x Extra-Curricular/Academic Support Salary
Year 4	Extra-Curricular/Academic Support Salary + (21%) x Extra-Curricular/Academic Support Salary
Year 5	Extra-Curricular/Academic Support Salary + (28%) x Extra-Curricular/Academic Support Salary

Example for 2009-10

An employee assigned as a Senior High Assistant Basketball Coach for Year 4 (fourth consecutive year): Compensation determined by the Extra-Curricular/Academic Support area percent (.11) X Extra-Curricular/Academic Support Base Salary \$28,925 = \$3,181.92. Longevity Salary Schedule application = Step 4 (.21 X \$3,181.92) + \$3,181.92 or 1.21 X \$3,181.92 = \$3,850.32 (this number is rounded up to next amount evenly divisible by 24 pay periods).

ACCUMULATED EXPERIENCE: To be eligible for the longevity salary, an employee must perform a duty in the exact same assignment (*or in the same sport or activity at the same organizational level*) on a consecutive basis, from year to year. A change in assignment will result in an employee returning to the Extra-Curricular/Academic Support Salary only.

EXCEPTIONS:

An employee will be placed on year three level (14% of Extra-Curricular/Academic Support Salary), when changing from an assistant to a head sponsorship or coaching position in the same sport or activity, at any organizational level, after reaching year five level (28% of Extra-Curricular/Academic Support Salary) in the previous position.

An employee will be placed on year two level (7% of Extra-Curricular/Academic Support Salary), when changing to the exact same assignment at a different organizational level, after reaching year five level (28% of Extra-Curricular/Academic Support Salary) in the previous position.

An employee will remain on year five level (28% of Extra-Curricular/Academic Support Salary), when changing from head to assistant sponsorship or coaching position in the same sport or activity, at any organizational level, after reaching year five level (28% of Extra-Curricular/Academic Support Salary) in the previous position.

An employee will be placed on the next level of longevity when requested by the District to change positions in the same sport or activity at the same organizational level, unless one of the previously listed exceptions is in effect.

An employee will be placed on the appropriate level of longevity based on previous continuous experience in the similar sport or activity when adding or switching to a position in a similar sport or activity at the same organizational level, unless one of the previously listed exceptions is in effect.

BASE YEAR IMPLEMENTATION: Service on the Extra-Curricular/Academic Support Salary Schedule, during the 1993-94 school year, served as the **Base Year** for determining longevity status.

Adopted: October, 2003; Revised May 15, 2003; May 17, 2004; August 2005; August 2006; August 2007

Requests for Additional Coaches/Sponsors

Allocations of numbers of coaches/sponsors for the positions on the Extra-Curricular / Academic Support Salary Schedule are determined by Human Resources (HR) and communicated to individual building administrators. Building administrators may request, through HR, additional coaches/sponsors based on one or more of the following needs:

- **Number of participants** – students participating in the activity necessitate additional coaches/sponsors.
- **Safety** – the number of participants or nature of the activity necessitates additional coaches/sponsors for the safety of the students participating.
- **Supervision** – additional support is needed and could be provided through additional coaches/sponsors or through occasional supervisor assistance per the District stipend rates.
- **Other extenuating circumstance** – handled on a case-by-case basis through HR.

Once HR has reviewed and studied the building's request, a determination will be made on how best to address the building's needs and communicated to the building's administration. All approved additional positions are for one year only, paid as a District stipend without longevity component.

TRAVELING EDUCATORS BY ASSIGNMENT

The District provides financial assistance for educators assigned to travel between multiple locations as part of their required responsibilities. For approved travel between district facilities, the procedure for requesting approved travel reimbursement shall be the use of the reimbursement log method, and the basis for determination of distance for reimbursement shall be by use of the district's standard mileage chart at a mileage rate established by the Board. When approved as an exception by Human Resources or senior leadership administration only, an annual fixed-rate may be determined and paid in lieu of the reimbursement process as part of the employee's total compensation.

If the educator's personal mileage calculations do not align with the district's standard mileage chart, the educator may appeal to his/her supervisor. The supervisor may approve a mileage variance prior to submission of the request to payroll. Requests for reimbursement must be received by the employee's supervisor within 30 calendar days of the earliest travel event, when multiple events are listed in the same request.

Stipend Payment for Supervising Students On Field Trips

(i.e. Debate, Forensics, Technology Student Association/TSA)

The following guidelines are for stipend payments to staff supervising students at competitions/events outside the personnel calendar employment dates.

- The competition must be a qualifying/qualified state or national event.
- The employee must be requested by the District/building to sponsor/coach the students during the event.
- The stipend will be at the project rate.
- A stipend for prior preparation time will be paid as needed at the District/building discretion according to length and type of competition/event.
- Travel days will be paid at the project stipend rate.
- One additional day will be paid at the project rate for each three (3) nights when the staff person must stay over. The project rate will be prorated for overnight stays of less than three nights (*2/3 for two nights, 1/3 for one night*).

Alternative Compensation/Pay For Performance: BLT APPROVED STIPENDS

Title/Type	Level(s)	Amount	Guidelines
▪ BLT Service Fund	All Levels	\$ 2500 per building	<ul style="list-style-type: none"> • For serving on a building's BLT
▪ ACADEMIC SUPPORT STIPENDS <ul style="list-style-type: none"> • Supervision of Activities other than Supplemental Pay; Non-Instructional Task Assistance • Supervision with Some Instruction • School Improvement Support Tasks • Instructional Tutors • Projects 	All Levels	\$7850 per Elementary \$6000 per Middle School \$7000 per High School	<ul style="list-style-type: none"> • See Stipend Guidelines (Virtual File and below) • Includes sponsoring academic support activities not on current Extra-Curricular/Academic Support Schedule

Stipend Rates	
DESCRIPTION	RATE
Supervision of Activities other than Supplemental Pay; Non-Instructional Task Assistance (i.e. Activity Nights, Open Gym, Weight Room/Weight Training and Conditioning, Student Leadership Club)	\$12.00/hr
Supervision with Some Instruction (i.e. Media Night, Friday School, After School Programs, Language Honor Societies, Mentoring Contact, Service Learning Contact, Student Ambassador Sponsor)	\$15.00/hr
School Improvement Support Tasks (i.e. curriculum nights, curriculum and assessment tasks)	\$15.00/hr
Instructional Tutor (i.e. National Test Preparation, Tutoring, Summer School)	\$24.00/hr
Project Rate (i.e. T & L projects, eAcademy course development, qualified/qualifying state/national competition supervision beyond employee's employment dates per guidelines)	\$120/day

Other District Stipends	
DESCRIPTION	RATE
Cafeteria Supervision – Certified – Elementary Only	\$10/hr
Cafeteria Supervision – Certified – Middle and High School Only	\$500/yr or prorated
Weight Training and Conditioning Facilitator /Head Football Coach--High School	\$3,000/year
Field Show Preparation: Head Drill Team, Assistant Band, Assistant Drill Team – High School	2.5 % of base salary/5 days
NBPTS Certification <ul style="list-style-type: none"> • State Incentive Bonus (during valid NBPTS certification) • District stipend (paid for each semester when certification is valid for the majority of the semester) NOTE: Because the state is not providing the flow-through funding in 2010-11 for the mandated state \$1000 annual incentive bonus for teachers with NBPTS certification and the district is required to pay the state incentive from local funds, this District stipend is suspended for 2010-11. 	<ul style="list-style-type: none"> • \$1,000 annual • \$500/semester
Speech Language Pathologist advanced national certification	\$250/year
Administrative Designee (Max. 2 Assignments/day)	\$72/activity

EVENTS SCHEDULE FOR SUPPLEMENTAL PAY ACTIVITIES

<u>High School</u>	<u>Format</u>	<u>Number of Events</u>	<u>Track</u>	<u>Invitational Meet</u>	<u>3</u>
Baseball	Single Game	1	Volleyball	Dual Meet	1
Baseball	Double Header	3	Volleyball	Triangular Meet	2
Basketball	Single Game	1	Volleyball	Quadrangular Meet	2
Basketball	Double Header	2	Volleyball	Tournament	2/3 matches
Basketball	Triple Header	3	Wrestling	Dual Meet	1
Basketball	Tournament	1/game	Wrestling	Double Dual Meet	2
Cross Country	Meet	1	Wrestling	Tournament	1/session
Football: varsity	Single Game	2	Dances	Each dance	2
Football: sub-varsity	Single Game	1	Mixers	Each mixer	1
			Plays	Each performance	1
			Concerts	Each performance	1
			Musicals	Each performance	2
Gymnastics	Dual Meet	1	Middle School	Format	Number of Events
Gymnastics	Triangular Meet	1	Basketball	One game	1
Gymnastics	Quadrangular Meet	2	Basketball	Two Games	2
Gymnastics	Invitational	3	Basketball	Tournament	2
Soccer	Single Game	1	Football	One Game	1
Soccer	Double Header	2	Football	Two Games	2
Soccer	Tournament	1/game	Track	Regular Meet	2
Softball	Single Game	1	Track	City Championship	3
Softball	Double Header	2	Volleyball	Dual Meet	1
Swimming	Dual Meet	1	Volleyball	Triangular or Quad	2
Swimming	Triangular Meet	2	Volleyball	Tournament	2/3matches
Swimming	Quadrangular Meet	2	Mixers/ Activity Night	Each mixer/ Activity Night	1
Swimming	Invitational Meet	2/session	Plays	Each performance	1
Track	Dual Meet	1.5	Concerts	Each performance	1
Track	Triangular Meet	2			
Track	Quadrangular Meet	2			

One event is compensated at **\$24.00**

NOTE: Positions that require certain qualifications such as starters, clerks, swim stroke judges, etc. are not listed.

If the typical length of an activity is extended due to circumstances such as weather delay or extended playing time such as overtime or extra innings, additional pay may be requested through the Director of Athletics and Activities.

Supplemental Pay activities that are not designated above will have their number of events assigned as they occur by the building administrator responsible for supplemental activities.

Updated: 7/17/06; 6/29/10

Alternative Compensation / Pay for Performance Categories

Contained within this negotiated Agreement are many policies which provide for compensation in addition to the 187 day Salary Schedule. The Professional Council is dedicated to investigating additional alternative compensation / pay for performance policies to supplement the negotiated 187 day Salary Schedule in the following three alternative compensation / pay for performance categories:

Knowledge and/or Skill: Additional compensation to individuals who demonstrate a specific knowledge base or set of skills that they can apply in the classroom and on their job.

- Salary schedule movement using professional development points (GBZEB)
- Reimbursement of tuition for obtaining additional license/certification/ endorsements. (GBZED)
- District reimburses \$500.00 to those applying to complete the NBPTS process upon submission of portfolio.
- In addition to the state-mandated \$1000 annual incentive bonus for NBPTS certification, District pays stipend of \$500 per semester (when certification is valid during the majority of the semester) to employees with valid NBPTS certification. **NOTE: Because the state is not providing the flow-through funding in 2010-11 for the mandated state \$1000 annual incentive bonus for teachers with NBPTS certification and the district is required to pay the state incentive from local funds, this District stipend is suspended for 2010-11.**
- District reimburses Speech Language Pathologist advanced national certification in the amount of \$250 per year.
- District provides professional leave to complete NBPTS certification/ Highly Qualified process (GBZCD)

Additional Pay for Additional Work: Compensation for a wide array of extra responsibilities beyond the professional and/or school day.

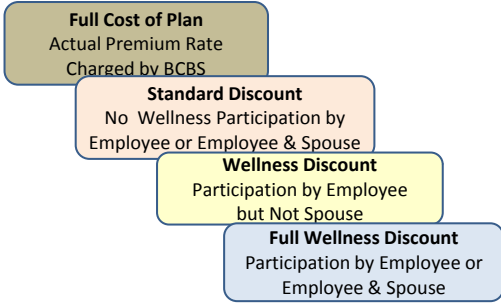
- Extra-Curricular/Academic Support Salary Schedule
- BLT Approved Stipends (BLT Service and Academic Support Stipends)
- Teaching and Learning Stipends
- Other District stipends
- Responsibility factor: Responsibility factor is additional pay for required additional duties beyond the employee's professional day. including, but not limited to: supervisory responsibilities for staff or students, budget management responsibilities, facility management responsibilities, students and/or staff program facilitation outside the typical professional day (evenings, weekends), professional development responsibilities (providing, facilitating).

Categorization of Responsibility Factors

- Coordinators:
 - 242 day contract: \$7200.00
 - 220 day contract: \$6600.00
 - 207 day contract: \$6000.00
- Facilitators: 60% of coordinator compensation per contract length
- IRT's: \$1500.00

Group Results/Rewards (Under study): Based on the assumption that a larger group of staff members contribute to the performance of individual students other than their specific teacher for a particular subject in a particular year. Teams/groups may consist of a whole school/building, a particular grade level, a particular department within a school/building, or even a department across several schools/buildings.

OLATHE DISTRICT SCHOOLS
Health and Dental Rates for Full-Time Employees
 June 1, 2010 - December 31, 2010



For ALL premiums, Full Wellness Discount means meeting ALL Wellness Targets as designated:

Employee Targets: a) Prevention b) Health Management, and c) Healthy Lifestyle.
Spouse on health plan: a) Prevention and b) Health Management.

If Wellness Targets are met, Employee and/or Spouse will be eligible for the full Wellness Participation Premium Discount

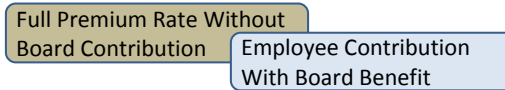
BASE HEALTH PLANS (Monthly Employee Contribution)

	Individual	Employee/Child	Employee/Spouse	Family	Two Employee Family
QHDP (Qualified High Deductible Plan)	\$381 \$38 NA \$0	\$705 \$320 NA \$285	\$799 \$458 \$418 \$378	\$1,066 \$556 \$502 \$449	\$213 \$159 \$68
HSA For QHDP Participants only: Monthly Board Contribution Deposited into Employee Health Savings Account	<p>If all Wellness Targets met: For Individual, Employee/Child and Employee/Spouse plans, the HSA monthly Board Contribution is \$88 For Family plans, the HSA monthly Board Contribution is \$176</p> <p>If all Wellness Targets NOT met: For Individual, Employee/Child and Employee/Spouse plans, the HSA monthly Board Contribution is \$79 For Family plans, the HSA monthly Board Contribution is \$136 or \$167</p>				
Core HMO Blue Care	\$467 \$47 NA \$0	\$862 \$412 NA \$369	\$979 \$584 \$535 \$486	\$1,305 \$705 \$639 \$574	\$284 \$219 \$107

OPTIONAL HEALTH PLANS (Monthly Employee Contribution)

Core PPO PC Blue	\$506 \$93 NA \$42	\$937 \$468 NA \$421	\$1,062 \$651 \$598 \$545	\$1,417 \$780 \$709 \$638	\$366 \$295 \$174
Premier HMO Blue Care	\$520 \$109 NA \$57	\$962 \$494 NA \$446	\$1,091 \$683 \$629 \$574	\$1,456 \$817 \$744 \$671	\$406 \$333 \$208

DENTAL PLANS (Monthly Employee Contribution)



	Individual	Employee/Child	Employee/Spouse	Family	Two Employee Family
Dental Rates Without Orthodontia	\$36 \$0	\$66 \$30	\$66 \$30	\$90 \$54	\$90 \$18
Dental Rates With Orthodontia	NA NA	\$155 \$119	NA NA	\$198 \$162	\$198 \$126



**For information on Olathe District Schools
Blue Cross Blue Shield Health Benefit Plans
and Delta Dental Benefit Plans, visit
<http://hr.olatheschools.com/benefits/>**

For further information on Blue Cross Blue Shield Provider Directories, claims status and much more, visit www.bluekc.com

For further information on Delta Dental plans, visit www.deltadentalks.com

MEDICAL REMBURSEMENT TOTALS

MINIMUM MATCHING = \$300.00

\$150.00 Employee Per Year/ \$150.00 Employer Per Year
\$6.25 Per Check/ \$12.50 Per Month

MAXIMUM MATCHING = \$480.00

\$240.00 Employee Per Year/ \$240.00 Employer Per Year
\$10.00 Per Check/ \$20.00 Per Month

What Happens to Leaves When Separating from the District

<i>What happens to my accumulated leave if I retire, resign, or am granted a Board Approved Leave of Absence ?</i>	Resignation (BOE Policy/Negotiated Agreement provision GBO)	Retirement (BOE Policy/Negotiated Agreement provision GBOA)	Board Approved Leave of Absence for full year (BOE Policy/Negotiated Agreement provision GBZCDB)
Illness /Bereavement Leave (BOE Policy/Negotiated Agreement provision GBZCDA)	Unused accumulated leave is forfeited (except for use with Retirement Insurance Benefit Plan [GBOA])	Can exchange accumulated leave for contribution to HRA in the year of KPERS retirement	Accumulated leave balance is frozen while on Board Approved L.O.A.
Personal Business Leave (BOE Policy/Negotiated Agreement provision GBZCDA)	Same as above	Same as above if unused leave is converted to illness/bereavement	No Personal Business Leave allocated or charged while on Board Approved L.O.A.
Vacation (BOE Policy/Negotiated Agreement provision GBZCF)	Unused days paid out upon resignation at daily rate with which they were earned	Unused days paid out upon retirement at daily rate with which they were earned	No Vacation allocated or charged while on Board Approved L.O.A. Any days carried over from prior contract will still expire after current contract year even if on Board Approved L.O.A.
VERP-Voluntary Early Retirement Plan (BOE Policy/Negotiated Agreement provision GBOB)	Not applicable to resignation**	Eligible to participate until age of earliest full Social Security benefit, if retiring with KPERS and at least 15 continuous yrs in Olathe	No experience is credited during a year of leave; past Olathe experience is frozen and could still apply toward total Olathe experience

** If meeting all other VERP requirements when retiring under KPERS as an active Olathe District employee, years of Olathe service prior to a previous resignation from the District can still apply toward total Olathe experience.

Personnel Policies & Professional Employee Agreement Licensed/Certified Staff 2010-2011

APPENDIX B: Calendar & Supporting Materials

- ☒ 2010-2011 Calendar
- ☒ 2010-11 Personnel Calendar Employment Dates
- ☒ Beginning of Year Flex Days
 - Staff On 187 Day Contract
 - Staff On Contract Longer Than 187 Days
- ☒ Preservice Calendar
- ☒ Professional Development and Preparation Days
- ☒ Variance Request Template
- ☒ Required District Compliance Training
- ☒ Grade & Reporting Dates
- ☒ Parent-Guardian/Teacher Conference Memo
- ☒ High School, Middle School, and Elementary Scheduling Documents
- ☒ Agreement to Supervise the Lunchroom
- ☒ 2011-2012 Calendar





2010 - 2011

School Year Calendar Dates

Registration Day July 27
 New Educators Report Aug. 4
 Full Day Professional Day (Educator Flex Day) Aug. 9
 Professional Day Aug. 10,11,12, & 13
 ½ Day of Classes (AM) Grades 6 & 9 Aug. 16
 (No Kdg,1-5,7,8,10,11,12)
 ½ Day of Classes (AM) Grades 1-5, 7 & 10 Aug. 17
 (No Kdg,6,8,9,11,12)
 ½ Day Professional Day (PM) Aug. 16, 17
 Full Day of Classes All Students (K-12) Aug. 18
 Labor Day (No School) Sept. 6
 Professional Day (No Students) Oct. 15
 Thanksgiving Break (No School) Nov. 24-26
 Semester Break (No School) Dec. 20-Dec. 31
 Professional Day (No Students) Jan. 3, 4
 Martin Luther King Jr. Holiday (No School) Jan. 17
 Professional Day (No Students) Feb. 4
 President's Day (No School) Feb. 21
 Spring Break (No School) Mar. 14-18
 Professional Day (No Students) Mar. 21
 Professional Day (No Students) Apr. 15
 Seniors Last Day May 19
 Senior Commencement May 22
 Kindergarten Last Day May 23
 Last ½ Day for Students (AM) Grades 1-11 May 24
 ½ Day Professional Day (PM) May 24
 Professional Day—last day for staff May 25

Reporting Periods

1st Quarter Aug. 17 – Oct. 14 42 Days
 2nd Quarter Oct. 18 – Dec. 17 40 Days
 3rd Quarter Jan. 5 – Mar. 11 43 Days
 4th Quarter Mar. 22 – May 24 45 Days

Regular School Hours

Kindergarten (AM) . . . 8:20 - 11:30
 Kindergarten (PM) . . . 12:30 - 3:40
 Grades 1-5 8:20 - 3:40
 Grades 6-8 7:50 - 3:10
 Grades 9-12 8:00 - 3:00

Hours for Aug. 16

Grade 6 7:50 - 12:00
 Grade 9 8:00 - 12:15

Hours for Aug. 17

Grades 1-5 8:20 - 11:40
 Grade 7 7:50 - 12:00
 Grade 10 8:00 - 12:15

Hours for May 24

Grades 1-5 8:20 - 11:40
 Grades 6-8 7:50 - 11:15
 Grades 9-11 8:00 - 11:15

Parent/Teacher Conference Dates Oct. 20-21, Feb. 9-10

Specific information on conference times will be provided by buildings.

No Early Childhood or Kindergarten Classes Oct. 20, 21, 22
 No Classes - all students Oct. 21, 22
 No Early Childhood or Kindergarten Classes Feb. 9, 10, 11
 No Classes - all students Feb. 10, 11

If Parent/Teacher Conferences are cancelled due to inclement weather, they will be rescheduled the following week on the same day at the same time if circumstances permit.

Notice of Non-discrimination: The Olathe District Schools prohibit discrimination on the basis of race, color, national origin, sex, age, or disability in admissions, access, treatment or employment, in its programs and activities as required by: Title IX of the Education Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. Inquiries regarding compliance with applicable civil rights statutes related to ethnicity, gender, the ADA or age discrimination may be directed to Staff Counsel, 14160 Black Bob Road, Olathe, Kansas 66063 - 2000, phone 913-780-7000. All inquiries regarding compliance with applicable statutes regarding Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act and the Americans with Disabilities Act may be directed to the Executive Director of Special Services, 14090 Black Bob Rd. Olathe, KS 66062, phone 913-780-8221. Interested persons including those with impaired vision or hearing, can also obtain information as to the existence and location of services, activities and facilities that are accessible to and usable by disabled persons by calling the Executive Director of Special Services. (10/09)

July 2010

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
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January 2011

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August 2010

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February 2011

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September 2010

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26	27	28	29	30		

March 2011

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October 2010

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April 2011

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24	25	26	27	28	29	30

November 2010

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2011

S	M	T	W	T	F	S	
	1	2	3	4	5	6	7
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

December 2010

S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2011

S	M	T	W	T	F	S
		1	2	3	4	
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Professional Day
 Professional Day - New Educators Pre-service
 Registration Day
 Conference Day EC, K-12
 Half Day-Students
 Holiday
 Senior Commencement

**2010-2011 SCHOOL YEAR
OLATHE DISTRICT SCHOOLS
Personnel Calendar Employment Dates
For Primary Contracts**

<u>Position</u>	<u>Contract days</u>	<u>Employment Dates</u>
Educator (licensed/certified, non-administrative)	187	August 9-May 25
Educator new to the district	190	August 4-May 25
<u>Special Education</u>		
Psychologist	197	August 2-June 2
Autism Specialist 1	187	August 9-May 25
Autism Specialist 2 (w/extended school yr)	207	July 26-June 9
<u>Counselor</u>		
Secondary	210	July 19-June 7
HS Lead/Master Schedule Counselor (1 per building)	220	July 19-June 21
Elementary	197	July 27-May 26
<u>Library Media Specialist</u>		
Secondary	197	August 2-June 2
Elementary	192	August 3-May 26
Coordinator/Facilitator 1	207	July 26-June 9
Coordinator/Facilitator 2	220	July 26-June 28
Coordinator/Facilitator 3	242	July 1-June 30
Instructional Resource Teacher	207	July 26-June 9
Tech/LMS Support	197	August 2-June 2
Instructional Technology Support	242	July 1-June 30

Summer Work Schedule: During June and July 2010 buildings are closed on Fridays as an energy-saving, budget-reduction measure. Monday through Thursday during June and July 2010 are 10-hour work days. If your first contract employment date is scheduled for a Friday, that Friday is a mandatory flex day (see Flex Days: Guidelines for Staff on Contracts Longer than 187 Days).

High Schools will work a four-day work week but have the option to work on Friday through a flex option for staff in preparation for the opening of the additions and the 9-12 school.

NOTE: Questions regarding any contract over 187 days in effect prior to 2010-11 not listed above should be directed to Human Resources.

Continuing Contract, Resignation, Release From Contract Notification Dates for 2010-2011

Kansas Statute 72-5437: *Written notice to terminate a contract may be served by a board upon any teacher prior to the time the contract has been completed, and written notice of intention to nonrenew a contract shall be served by a board upon any teacher on or before the third Friday in May. A teacher shall give written notice to a board that the teacher does not desire continuation of a contract on or before the 14th calendar day following the third Friday in set the following deadline dates for the 2010-11 school year.*

- Deadline for notice by the district for non-renewal of contracts: May 20, 2011
- Deadline for licensed/certified staff resignation from continuing contracts for the subsequent contract year: June 3, 2011

Beginning of Year Flex Day

Guidelines for Staff On 187 Day Contract

Preservice classroom and work-site preparation time provides certified staff members time within their contract to be prepared for students' arrival for the beginning of a new school year.

The Beginning of Year (BOY) Flex Day allows staff two options:

- ◆ Work on Aug. 9 at the individual's work location (no form needed).
- ◆ Work 8 hours from July 26 to Aug. 6 during the hours the school building or work site is open during the day (not weekends). As in the past, not all areas of buildings are air conditioned during this entire period. For safety reasons, staff should leave the building before dark.

These options were created to achieve the following goal:

To allow staff an opportunity to prepare for the beginning of a new school year with some professional flexibility.

The following guidelines have been established:

- All certified staff who are working on a day other than Aug. 9 will indicate to their administrator their plans, both as a measure of accountability and safety.
- A total of 8 hours are worked.
- A plan is only submitted if the individual is working on a day other than Aug. 9. The plan is submitted to the administrator on the first day the staff member works from July 26 to Aug. 6.
- Reminder: This is a paid work day. If the BOY Flex Day 8 hours is not worked, then one day of pay will be deducted.
- Note: Staff on contracts longer than 187 days refer to the "Guidelines for Staff on Contracts Longer Than 187 Days."

Individual Plan for Beginning of Year Flex Day 2009-10

Complete Only if **Not** Working On Site August 9

Name _____	
Date(s) Work Completed Prior to August 9	# Hours
Dates	
Monday, July 26	
Tuesday, July 27	
Wednesday, July 28	
Thursday, July 29	
Monday, Aug. 2	
Tuesday, Aug. 3	
Wednesday, Aug 4	
Thursday, Aug 5	
Friday, Aug 6	
Total Hours = (8 hours required)	

Location: Work is accomplished at your school building or work site.

Return this form to your administrator on the 1st day you work on site from July 26 - Aug. 6.

Flex Days

Guidelines for Staff On Contracts Longer Than 187 Days


Flex Days allow licensed/certified staff members on contracts longer than 187 days to complete important work, while allowing for some professional flexibility. All licensed/certified staff have flex days available to them for the 2010-11 school year.

For individuals **on longer than 187 day contracts**, various flex day options are available depending on their position and the needs of that position. Outlined below are the flex day options for various categories of licensed/certified staff members. **Also see Policy GBZCCA Flex Days for additional options.**

For individuals on 187 day contracts the Beginning of the Year flex day form is completed.

Position	Beginning of Year Flex
School Psychs, Library Media Specialists, C/TE, Teachers, Counselors, IRTs, Coordinators (not 242 days) (1 Day) (Beginning of Year)	<p>1st Day of Contract – Work one flex day (8 hrs) any time two weeks prior to the initial date of the new contract. Form is provided to administrator prior to work occurring. Work occurs at the school or work location at times the building is accessible. As in the past, not all areas of buildings are air conditioned during this entire period. For safety reasons, staff should leave the building before dark. Weekend time is excluded.</p> <p>Procedure: <i>Use the Beginning of Year Flex Form.</i></p>
Building Administrators (2 Days) (1 st 2 Days of Contract)	<p>1st Two Days of Contract – Earn two flex days (16 hrs) by working anytime from the end of the previous year contract to the beginning of the new contract. Work occurs primarily at the work site.</p> <p>Procedure: <i>Administrator submits date(s) they work to HR Executive Director <u>prior</u> to work occurring indicating which of the two beginning contract days will not be worked.</i></p>
242-day Certified/Licensed Staff (2 Days)	<p>242-day certified/licensed staff may earn 2 flex days (16 hours) by working outside the normal working day on a project or activity approved by the supervisor ahead of time. Work occurs primarily at the work site.</p> <p>Procedure: <i>The staff member submits dates to their immediate supervisor <u>prior</u> to work occurring and <u>prior</u> to determining which days will be taken as the flex day. Days taken will be recorded as “NW – Non-Work” on the official attendance sheet. Flex days must be taken within the year earned.</i></p>

Preservice Outline - 2010-2011

		WEDNESDAY Aug 4	THURSDAY Aug 5	FRIDAY Aug 6
	<ul style="list-style-type: none"> Registration Day: Prior Week Tuesday, July 27 8:00 A.M. – 7:00 P.M. 	<p style="text-align: center;">New Educator Induction (ONWHS)</p> <ul style="list-style-type: none"> 7:30 Breakfast, HR 8:00 HR Welcome 8:45-11:30 Induction, T&L 11:45-12:45 Olathe NEA luncheon 1:00-4:00 Induction Continues, T&L 	<p style="text-align: center;">New Educator Induction</p> <ul style="list-style-type: none"> 8:00 Induction Continues (ONWHS), T&L 12:00 Box Lunch 1:00-4:00 Admin Directed Activities (Home School or Work Site) 	<p style="text-align: center;">New Educator Induction</p> <ul style="list-style-type: none"> 8:00-12:00 Induction Continues, T&L (Various Sites) 12:00 Box Lunches delivered to sites 1:00-4:00 Admin-Directed Activities (Home School or Work Site)
MONDAY Aug 9	TUESDAY Aug 10	WEDNESDAY Aug 11	THURSDAY Aug 12	FRIDAY Aug 13
<p style="text-align: center;">All Staff</p> <ul style="list-style-type: none"> New Educators at Home School or Work Site (8:00-4:00) Returning Staff Flex Day. See Guidelines Below No planned meetings occur on this day. Classroom work prep time. 	<p style="text-align: center;">All Staff</p> <ul style="list-style-type: none"> Admin-Directed Activities (Home School or Work Site) Elem: 8:00-11:15 6-12: 7:30-10:45 Lunch: 90 min Bldg School Improvement Prof Dev: Elem: 12:45-4:00 6-12: 12:15-3:30 	<ul style="list-style-type: none"> 8:00 – 11:15 All Certified Staff, District Focus Prof Development (T&L) Various Sites 11:15–12:45 Lunch 12:45-4:00 Bldg Principal-Directed Prof Development 	<ul style="list-style-type: none"> Bldg Principal-Directed Prof Development Elem: 8:00-11:15 6-12: 7:30-10:45 Lunch: 90 min Bldg School Improvement Prof Dev: Elem: 12:45-4:00 6-12: 12:15-3:30 	<ul style="list-style-type: none"> Bldg Principal-Directed Prof Development Elem: 8:00-11:15 6-12: 7:30-10:45 Lunch: 90 min Classroom/Work Prep Elem: 12:45-4:00 6-12: 12:15-3:30
MONDAY Aug 16	TUESDAY Aug 17	WEDNESDAY Aug 18	THURSDAY Aug 19	FRIDAY Aug 20
<p>AM Schedule:</p> <ul style="list-style-type: none"> 6-12: Students Gr 6 & 9 only Elem: Bldg School Improvement Prof Development 8-11:15 <p>PM Schedule:</p> <ul style="list-style-type: none"> Individual Focus Prof Development Elem: 12:45-4:00 6-12: 12:15-3:30 	<ul style="list-style-type: none"> AM – Students Gr 1-5, 7 & 10 No Kindergarten PM – Principal-Directed Prof Development Elem: 12:45-4:00 6-12: 12:15-3:30 	<ul style="list-style-type: none"> All students Full Day 		

The Professional Council has established the 2010-2011 Preservice Calendar. Guidelines include:

- **New Educators, Aug 4-6**
- **Returning Educators, Aug. 9:** For all returning educators, Aug. 9 is a flex day. Work associated with this day may occur beginning the first day building administrators report and during the hours the building is open (i.e. not weekends). Staff work on-site for a total of 8 hours. Each staff member submits an accountability plan to the administrator/supervisor on the first day in the building. If no plan is submitted to the administrator/supervisor, it is anticipated the staff member will work on-site Aug. 9. This plan allows for staff flexibility, but still ensures staff members are ready for the 1st day with students. For complete guidelines, obtain **Beginning of Year Flex Day** form from your administrator/supervisor.
- **Extra-curricular activities DO NOT** occur during the professional day August 4-17. These activities may occur prior to the beginning of or after the professional day.
- **Modifying Preservice Calendar:** If a school wishes to modify this preservice calendar, a variance is submitted to the Professional Council to alter the preservice calendar within these guidelines. The Olathe NEA Association Rep. and Principal/supervisor jointly submit their requested variance to the Professional Council. In developing a plan, each school should consider their **itinerant** staff members.
- **Kindergarten: Full Day and Half Day Kindergarten begins on Wednesday, Aug 18.**

Professional Development (PD) and Preparation Days 2010-2011

Date	District Focus PD Aligns with District Goals	Building Focus PD		Individual Focus PD Requires Individual Accountability Form	Preparation Time <small>NOT Professional Development Time</small>	
		SIP-Aligned Learning	Principal-Directed Learning		Educator Prep	Principal-Directed
Preservice						
8/9/10 MON					Full day (flex)	
8/10/10 TUES		½ day PM Elem: 12:45-4:00 6-12: 12:15-3:30				½ day AM Elem: 8-11:15 6-12: 7:30-10:45
8/11/10 WED	½ day AM 8-11:15		½ Day PM 12:45-4:00			
8/12/10 THUR		½ day PM Elem: 12:45-4:00 6-12: 12:15-3:30	½ day AM Elem: 8-11:15 6-12: 7:30-10:45	District-developed <u>required</u> learning opportunities may be provided during Individual Focus times for New Educators (Phase 1) on 8-16.		
8/13/10 FRI			½ day AM Elem: 8-11:15 6-12: 7:30-10:45		½ day PM Elem: 12:45-4:00 6-12: 12:15-3:30	
8/16/10 MON AM Students Gr. 6 & 9		½ day AM ELEM (EC – 5) ONLY Elem: 8-11:15		½ day PM Elem: 12:45-4:00 6-12: 12:15-3:30		
8/17/10 TUES AM Students Gr. 1-5, 7 & 10			½ DAY PM Elem: 12:45-4:00 6-12: 12:15-3:30			
During the Year						
10/15/10 FRI	½ day AM 8-11:15				***½ day PM 12:45-4:00	
1/3/11 MON		½ day PM Elem: 12:45-4:00 6-12: 12:15-3:30			***½ day AM Elem: 8-11:15 6-12: 7:30-10:45	
1/4/11 TUES	Full day (6 MSS pts) 8:00-4:00 Includes Process/Implementation Lunch: 90 min					
2/4/11 FRI	½ day AM Elem: 8-11:30 6-12: 7:30-11 Implementation through PLCs; Can include district direction				***½ day PM Elem: 12:30-4:00 6-12: 12-3:30	
3/21/11 MON	6-12: ½ day PM (3 MSS pts) 12:15-3:30		Elem: ½ day PM 12:45-4:00		***½ day AM Elem: 8-11:15 6-12: 7:30-10:45	
4/15/11 FRI	Elem: full day (6 MSS pts) 8:00-4:00 Lunch: 90 min 6-12: ½ day AM (3 MSS pts) 7:30-10:45		6-12: ½ day PM 12:15-3:30			
5/24/11 TUES					***½ DAY PM Elem: 12:45-4:00 6-12: 12:15-3:30	
5/25/11 WED					Full Day Check out	

Professional Flex Time One Year Variance for 2010-11

***All bargaining unit members will be allowed to exercise professional judgment in flexing work time during these 5 half-days designated as grade and/or conference prep time.

The professional employee may complete the required prep work during a time and at a location of the employee's choosing. Presence at the work site during this time is not required.

The professional employee must meet the exporting or grade entry deadline as listed in the Grade & Reporting Dates document in Appendix B.

Those typically not preparing grades or for parent conferences who wish to utilize the flex-time on these professional days should discuss with their principal/supervisor what their off-site work will entail.

Professional employees are not required to submit documentation of work time or location when exercising this professional privilege.

- **Variations** are to be submitted to Professional Council via Dr. Banikowski. ONLY variations which maintain the same amounts of time for District, Building, and Individual focus times should be submitted.
- **Attendance** is taken for all Professional Development days. Only illness/bereavement leave can be used, as appropriate. **No Discretionary Personal Business Leave may be used on Professional Development days.**
- **Out-of-District professional activities** are not approved during Professional Development days or Parent Teacher Conference days except in unique circumstances. Requests for variations are reviewed by Professional Council. Student field trips are **not** Professional Activities. ** Summer Conference 2011: June 1-2-3 at ONWHs ***See Professional Flex Time box for details

**How to Request a Variance for Preservice Calendar or Professional Development Days
2010-2011**

Variations to the Agreement (GBZCCB)

Professional Council may approve variances to specific provisions of this agreement. Variance requests in the categories listed below will be evaluated by the Professional Council Variance Subcommittee, through the Superintendent or designee.

- A. A variance request template is available in Appendix B for the following provisions with consensus of the principal/supervisor, lead Olathe NEA association representative, and Building Leadership Team for the request: Preservice Calendar and Professional Development Days.

Guidelines for submitting the variance request to the Professional Council Variance Subcommittee:

- **Copy the email template below into the text of your email and insert pertinent details.**
- Send the email to Jenna Kuder. The building principal/supervisor, lead Olathe NEA Association Representative, and BLT chair should all be copied on the email to indicate consensus approval.
- The amount of time dedicated for District focus, Building focus, Individual focus, and/or Preparation Time should remain the same as stipulated in the agreement.

Email template:

The principal, lead Olathe NEA Association Rep, and BLT from _____ Building are requesting the following variance.

Date and Time of the variance:

Brief Reasons/Rationale for the requested change:

Upon approval from Professional Council, the building administrator will notify all staff of the change, including all itinerant and part-time staff.

District Level Required Compliance Training (for Building Delivery) 2010-2011

Training Topic	Timeline for Implementation	Delivery Method (training options)	Confirmation of Training
Review of policy changes	August	Staff meeting, memo, email	Collaboration between administrator and Olathe NEA lead association rep
Blood Borne Pathogens (licensed/certified and classified)	<u>New Classified Staff</u> – Formal training provided through induction/on-going as staff are hired <u>New Licensed/Certified Staff</u> Formal training provided through August induction All Staff: Annual review via email	Provided by Cindy Galemore for certified staff. Facilitated by Molly Lester for classified staff. Email delivery for returning staff	Data Base w/attendance from sign in sheets for new employees. Verification that email was sent; hard copy in English and Spanish for each employee lounge, encouragement to nurses & administrators to mention review at faculty meeting.
My Learning Plan (Professional Development tracking system) for licensed/certified and classified	August pre-service (10-15 minutes) On-going 10-15 minute updates as needed throughout the school year	Staff presentation by SDC reps and administrators; staff meetings or during professional development sessions	Confirmation that educator has checked current year professional development points included in end-of-year checkout
Bully Prevention Plan (licensed/certified and classified)	August pre-service (20-30 minutes)	Staff Presentation – power point (staff or special topics meeting)	Submit email to Heather Schoonover by Sept 1
Code of Student Conduct	August pre-service	Staff meeting, Handbook	None
Best practices for Supporting Classified Staff	By September 12	Review best practices; presentation not required	Submit Classified Checklist to Peggy Rohleder by Sept 15.
Crisis Management	End of September	Review Building Crisis Plan in staff meeting, Handbook	Submit Building Crisis Management Checklist to Larry Katzif by Aug 31
VISA purchasing cards - avoiding mismanaging funds	End of September	Provided by Business & Finance; online	Verification through online survey
Employee Climate Survey (licensed/certified and classified) <ul style="list-style-type: none"> • Review climate survey • Establish action plan to work on data (BLT) 	Action Plan in place by October 15	Staff meeting, results posted	Submit Action Plan to Peggy Rohleder by Oct 15
District Wellness Policy	End of 1 st Quarter	Staff meeting/ Handbook	None
Assessment & Grading Handbook (licensed/certified)	End of 1 st Quarter	Staff meeting; PLC; Provide sections of the handbook in weekly teacher newsletter	Email to Mary Matthew by end of 1 st Quarter
Code of Professional Ethics (licensed/certified and classified), including Political Advocacy, Mandatory Child Abuse Reporting, Harassment Policy, and Confidentiality Awareness	Before November 1	Staff Presentation – ppt Written information in staff handbooks Confidentiality video available from Sped office	Submit verification and evaluation forms to Peggy Rohleder by Nov 1.
Diversity Awareness (licensed/certified and classified)	Minimum 1 session by February	Training options provided from Dr. George	Submit training log and evaluation to Peggy Rohleder by Feb 15
Ethical Assessment Practices (all staff involved in administration of state/district testing)	January – March	Staff meeting/Special Topics meeting PLC	Email to Mary Matthew by March 1 st
Technology Training – Unified Communications	2010-11 Phase 1: Preservice/August Phase 2: 1 st -2nd quarter Phase 3: 2 nd -3rd quarter Phase 4: 3 rd -4th quarter	30 minutes (all staff) – Face-to-face at Special Topics meeting; PPT Follow-up 90 min – office staff	TBD

1st Quarter: August 16 - October 14 (42 days)

- August 16, Monday **1st Quarter begins**
First ½ day (AM) of school for **Grades 6 and 9 only**
AM Professional Development for Grades EC-5
½ day Professional Development PM for all
- August 17, Tuesday First ½ day (AM) of school for **Grades 1-5, 7 and 10**
½ day Professional Development PM
- August 18, Wednesday Full day: All **Early Childhood, K-12** students
- September 15, Wednesday Mid-Quarter Progress Reports. (21 days into quarter; 21 days remaining)
6-12 grade exporting deadline: Tuesday, 9/14, 8:00 AM
Elementary Mid-Quarter Progress Reports sent home Sept. 15, 16, or 17
- October 14, Thursday End of 1st Quarter
- October 15, Friday ½ day Professional Development AM, ½ day *Report & Grade/Conference Prep PM (flex*)*
No Early Childhood, K-12 classes entire day

2nd Quarter: October 18 - December 17 (40 days)

- October 18, Monday **2nd Quarter begins**
6-12 Grades exported no later than 8:00 AM
Elementary Grades entered by 8:15 AM

Elementary, Middle & High School: Report Cards provided to parents at conferences
Special Education Monitoring Forms provided to parents as appropriate

- October 20, Wednesday **No Early Childhood or Kindergarten classes entire day**
Early Childhood and ½ Day **Kindergarten** Parent Teacher Conferences,
8:00 AM-3:30 PM and 4:30-8:30 PM
Full Day Kindergarten and Grade 1-12 Parent Teacher Conferences 4:30-8:30 PM
- October 21, Thursday **No Early Childhood, K-12 classes**
Conferences 11:00 AM-8:00 PM
- October 22, Friday No school for students or staff
- October 25, Monday Students whose parents do not attend conferences receive Report Cards
- November 17, Wednesday Mid-Quarter Progress Reports (20 days into quarter; 20 days remaining)
6-12 grade exporting deadline: Tuesday, 11/16, 8:00 AM
Elementary Mid-Quarter Progress Reports sent home Nov. 17, 18, or 19
- December 17, Friday End of 2nd Quarter

**2010-11 Variance for professional flex time for grade and/or conference prep explained on Professional Development & Prep Days 2010-2011*

3rd Quarter: January 5 - March 11 (43 days)

- January 3, Monday *½ day Report & Grade Prep AM (flex*); ½ day Professional Development PM*
6-12 Grades exported no later than 11:00 AM
Elementary Grades entered by 11:30 AM
No Early Childhood, K-12 classes entire day
- January 5, Wednesday **3rd Quarter begins**
- January 7, Friday **Elementary and 6-12** Report Cards distributed to students to take home
Special Education Monitoring Forms provided to parents as appropriate
- February 4, Friday *½ day Professional Development AM, ½ day Conference Prep PM (flex*)*
No Early Childhood, K-12 classes entire day
- February 8, Tuesday Mid-Quarter Progress Reports (22 days into quarter; 21 days remaining)
6-12 grade exporting deadline: Monday, Feb. 7, 8:00 AM

Elementary, Middle & High School: Mid-Quarter Progress Reports provided to parents at conferences
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- February 9, Wednesday **No Early Childhood or Kindergarten classes entire day**
Early Childhood and **½ Day Kindergarten** Parent Teacher Conferences, 8:00 AM-3:30 PM and 4:30-8:30 PM
Full Day Kindergarten and Grades 1-12 Parent Teacher Conferences 4:30-8:30 PM
- February 10, Thursday **No Early Childhood, K-12 classes**
Conferences 11:00 AM-8:00 PM
- February 11, Friday No school for students or staff
- March 11, Friday End of 3rd Quarter

4th Quarter: March 22 - May 24 (45 days)

- March 21, Monday *½ day Report & Grade Prep AM (flex*), ½ day Professional Development PM*
No Early Childhood, K-12 classes entire day
6-12: Grades exported no later than 11 AM
Elementary: **All grades** entered by 11:30 AM
- March 22, Tuesday **4th Quarter begins**
- March 25, Friday **K -12** Report Cards distributed to students to take home
Special Education Monitoring Forms provided to parents as appropriate
- April 20, Wednesday Mid-Quarter Progress Reports (21 days into quarter; 24 days remaining, seniors 21 days remaining)
6-12 grade exporting deadline: Monday, Apr. 18, 8:00 AM
Elementary Mid-Quarter Progress Reports sent home Apr. 20, 21, or 22
- May 16, Monday **Elementary** grades entered by noon
- May 19, Thursday **Last day for seniors**
- May 23, Monday **Last day for Kindergarten** Kindergarten Report Cards sent home
- May 24, Tuesday End of 4th Quarter
½ day student attendance grades 1-11; ½ day Report & Grade Prep PM (flex)*
Elementary Report Cards distributed to students to take home
Special Education Monitoring Forms provided to parents as appropriate
NOTE: PM Flex time available for Elementary staff
- May 25, Wednesday Checkout Day for staff
6-12 Grades exported by 3:00 PM
- June 1, Wednesday **6-12** Report cards mailed home
Special Education Monitoring Forms provided to parents as appropriate

*2010-11 Variance for professional flex time for grade and/or conference prep explained on Professional Development & Prep Days 2010-2011



To: Building Administrators and Olathe NEA Association Representatives
From: Professional Council team
Re: Parent-Guardian/Teacher Conference Scheduling
Date: October 2010

Background on Parent-Guardian/Teacher Conference Times

The Olathe District Schools Parent-Guardian/Teacher Conference schedule was collaboratively designed in 1992-1993 to meet the needs of parents and educators. In Spring 2008, the Calendar Subcommittee on Parent-Guardian/Teacher Conferences, after reviewing surveys of District Site Council members and Certified/Licensed Staff, drafted a revised conference schedule. Professional Council approved the following schedule as a pilot for Fall 2008. Follow-up evaluation of this schedule in meeting needs of parents, staff, and students and in attendance rates guided the decision to continue this schedule for Spring 2009. Further evaluation led to the recommendation to continue this schedule for 2009-2010 and beyond. The following are features of the schedule.

- A schedule was designed to meet a variety of parent/guardian schedules, including noon, afternoon, and evening times. Data shows all times are used by our parents, with evening time the most popular.

Recognizing the designated Parent-Guardian/Teacher Conference times would not meet every parent’s schedule needs, the total conference schedule was developed as 13 hours (4 hours Wednesday, 9 hours Thursday), with 7 additional hours on Wednesday for ½ day kindergarten and ECD. This schedule recognizes parent contacts may occur outside the designated times. A conference held outside the designated conference times may, based on student need and teacher’s discretion, be a phone conference, e-mail dialogue, face-to-face conference, etc. To assist parents in recognizing the potential formats, building administrators will be encouraged to inform parents/guardians prior to the fall and spring conferences.

Monday	Tuesday	Wednesday	Thursday	Friday
Students in Class	Students in Class	Students in Class regular hours NOTE: No kindergarten/ECD students on Wednesday. Dinner break from 3:40 pm to 4:25 pm Conferences 4:30 pm-8:30 pm ½ day KDG and ECD Conferences are also held 8:20 am-3:40 pm	No Classes Conferences 11:00 am-8:00 pm Dinner break from 4:00-4:45 pm	No School for Students or Staff

Other modifications to the 2007-08 schedule:

- **Additional Elementary Comp Time:** With the additional evening time, no additional elementary comp time would be available.
- **6-12:** Arena conferences (in the gym or commons) would be available for the entire conference schedule. Private conferences for special individual circumstances would be scheduled at another time by appointment with individual teachers.

IEP Meetings: Regular Parent/Guardian-Teacher conferences should be held with parents of students with IEP's to report progress. If an IEP meeting needs to be scheduled on a Parent-Guardian/Teacher conference day, it should be approved by the building administrator and Special Services Coordinator **and should happen only on rare occasions.**

Leave Credit for Making Up Parent Conferences: Any individual absent due to illness/bereavement leave during parent/-teacher conferences who subsequently spends a minimum of four hours outside of contract time making up face-to-face parent conferences will be credited back one-half day of illness/bereavement leave.

Conflicts with Building Required Events, such as PT Conferences and Back to School Nights: PT Conferences and designated Back To School Nights are part of an educator's primary contract. Staff members with a conflict, such as a graduate class, should address the conflict with those outside the district, indicating their primary contract responsibility. If a conflict continues, the staff member should work with the primary supervisor to determine if an alternate decision can be reached; however, in most cases the staff member must meet the primary contract responsibilities.

Building Newsletter Blurb (sample for middle and high school)

Parent-Guardian/Teacher Conferences are scheduled for Wednesday, October 21, 4:30-8:30 PM and Thursday, October 22, 11:00-8:00 P.M. This is an important time for home and school to communicate about student progress. **6-12 staff will be available for arena conferences (in the gym or commons) during these hours.**

Conferences will be held for parents-guardians unable to attend during these designated times by a phone conference, e-mail dialogue, face-to-face conference, etc. Teachers will determine which format will be best for these conferences held outside the designated conference days/times.

Building Newsletter Blurb (sample for elementary)

Parent-Guardian/Teacher Conferences are scheduled for Wednesday, October 21, 4:30-8:30 PM and Thursday, October 22, 11:00-8:00 P.M. This is an important time for home and school to communicate about student progress.

Conferences will be held for parents-guardians unable to attend during these designated times by a phone conference, e-mail dialogue, face-to-face conference, etc. Teachers will determine which format will be best for these conferences held outside the designated conference days/times.

Olathe District Schools

High School Scheduling Document Guidelines

Updated Spring 2010 ~ Approved by Professional Council

PROFESSIONAL DAY: The high school professional day 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.

DESCRIPTION OF SUPERVISORY:

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

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

No staff member will be assigned more than one supervisory period unless a variance is granted by Professional Council. 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 Professional Council.

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 no two supervisories are equal, but 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.

Department Chairperson (10 periods per HS)

Facilities/Event Facilitation

Travel Time for Itinerant Staff

Hall Duty

Attendance/Tardy Support

Computer Lab Supervision

Instructional Support

Transition/Mentoring Coordinator

Special Education Support

Tutorials/Guided Study (NOT primary instruction in BOE-approved curriculum)

21st CHS transfer program facilitation (1 per program area at each HS)

Curriculum Lab Supervision (International Language Lab, e-learning)

Lunchroom Supervision (Assignment to this duty is by mutual agreement of staff member and administrator.)

Lunchroom Supervision Form attached. Submit with variance requests. Employee will be compensated with a \$500.00 per year stipend for 1 supervisory period per day. For lunchroom supervisory duty less than this, the yearly amount will be prorated.

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

Approved by Professional Council, May 2010

instructional leadership under the supervision of the building administrator. The department chair promotes continuous improvement of the instructional program.

The ten (10) areas which have department chairs 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. 21st CHS transfer program facilitation is not considered a department chair. 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 BL T 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.

Substitutes: In securing building substitutes, follow the procedures outlined in BOE Policy Paid Educator Coverage of Absences (GBZF).

Lunchroom Supervision: Staff who agree to provide lunchroom supervision should submit the "Agreement to Supervision the Lunchroom" form to Human Resources. This form is submitted annually. Employee will be compensated with a \$500.00 per year stipend for 1 supervisory period per day. For lunchroom supervisory duty less than this, the yearly amount will be prorated.

VARIANCE PROCEDURES:

Variance for teaching a 6th class: There are several reasons for requesting this variance.

- **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.
- **Master Schedule Need:** 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 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

ONE YEAR VARIANCE for 2010-2011:

When approved by Human Resources based on master schedule needs as described below, administrative requests for teaching a 6th period will be compensated at \$500 per semester for 2010-11.

- Administrative requests to HR are for the purposes of: 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.
- The current variance procedures for PROFESSIONAL DAY listed above remain in place for voluntary requests initiated by the educator to their administrator, or when administrative recommendations are not approved by HR on the above criteria, thus not receiving the \$500 per semester stipend.
- The Association and the District both encourage any educator requested to teach a 6th period to accept this opportunity for 2010-11, to assist our district with providing student opportunities and maintaining services in challenging budget times.

This action is not taken until other avenues are enacted to fill the need, such as itinerant pool, staff teaching in licensure areas for which they are certified, etc.

Supervisory Variance: Variances are requested for two reasons.

1. Creation of a supervisory duty that is different from the approved High School Supervisory List.
2. Staff member is assigned 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 Professional Council.

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.

Procedure for Requesting Variance

1. To request a variance, the staff member and administrator jointly complete the High School Scheduling Variance Request form (attached). The majority of requests should be submitted by June 15. It is recognized that additional requests may be submitted in mid-July due to a variety of circumstances.
2. Both the staff member and administrator must sign the request.
3. The request is submitted to Professional Council via the Associate Superintendent for T & L.
4. Professional Council acts on the request.
5. All variance approvals are for **one school year only**. Variance Requests must be resubmitted annually.

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.

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.

High School Scheduling Variance Request

Educator : _____ Position: _____

School: _____ School Year: _____

Please list this educator's proposed schedule for all 7 hrs. of the school day.

Periods	Semester 1	Semester 2
1		
2		
3		
4		
5		
6		
7		

VARIANCE REQUEST FOR TEACHING A 6th CLASS:

Please describe the reason for the requested variance to teach a 6th class. Check (✓) one.

Faculty Request (no compensation)

Master Schedule Need

Compensation per 2010-2011 Variance

_____ \$500 for one semester _____ \$1000 for 2 semesters

HR Approval: _____ Date: _____

Indicate if this request meets established criteria:

- *All necessary supervisory needs are met* Yes _____ No _____
- *Staff member has one plan period & a 25 minute duty-free lunch* Yes _____ No _____
- *Staff member and administrator mutually agree on the variance* Yes _____ No _____

SUPERVISORY VARIANCE REQUEST:

Please briefly describe the requested supervisory variance. Check (✓) one.

Supervisory duty is different from approved list. Please describe:

Request for 2 supervisory periods instead of 1. Please describe both supervisory assignments. Remember, 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 Professional Council.

Was the staff person placed in the itinerant pool for at least this portion of the professional day?
 _____ yes _____ no. If not, please explain:

Indicate if this request meets established criteria:

- *All necessary supervisory needs are met* Yes _____ No _____
- *Staff member has one plan period & a 25 minute duty-free lunch* Yes _____ No _____
- *Does not require additional staffing* Yes _____ No _____
- *Staff member and administrator mutually agree on the variance* Yes _____ No _____
- *This supervisory CANNOT be assigned to another staff member.* Yes _____ No _____

Educator Signature

Principal Signature

Date

Date

Send to Professional Council via Dr. Alison Banikowski, Education Center by June 15th or as soon as possible after.

High School Semester Assessment Schedule 2010-2011

End of Semester 1

Day 1	Day 2	Day 3
Block Day (90 min. periods) (Full Day)	Block Day (90 min. periods) (Shortened Student Day)	Block Day (90 min. periods) (Shortened Student Day)
3 exams (2,4,6)	2 exams (1,5)	2 exams (3,7)
Class HR 2	Class HR 1 (8:00-9:30)	Seminar/Passing (8:00-9:30)
Seminar	Seminar/Passing (9:40-11:10)	Class HR 3 (9:40-11:10)
Class HR 4	Class HR 5/Lunch (11:20-1:20)	Class HR 7/Lunch (11:20-1:20)
Class HR 6	1:20 student dismissal	1:20 student dismissal
	Staff Day: 7:30-3:30	Staff Day: 7:30-3:30

End of Semester 2

Day 1	Day 2	Day 3
Block Day (90 min. periods) (Full Day)	Block Day (90 min. periods) Shortened Student Day for 1-12	Block Day (90 min. periods) Shortened Student Day for 1-12
3 exams (2,4,6)	2 exams (1,5)	2 exams (3,7)
Class HR 2	Class HR 1 (8:00-9:30)	Class HR 3 (8:00-9:30)
Seminar	Seminar (9:30-9:45 15-minute passing/break)	Seminar (9:30-9:45 15-minute passing/break)
Class HR 4	Class HR 5 (9:45-11:15)	Class HR 7 (9:45-11:15)
Class HR 6	11:15 student dismissal	11:15 student dismissal
	Staff Day: 7:30-3:30	Staff Day: 7:30-3:30

Note: Standard passing=6 min.

Other:

A. End of Semester 2

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

B. Benefits of Schedule

- Spread out assessment exams for students
- Allows for assessment make-up (both during seminar and early release time)
- Increased on-going/grading time for staff

C. Teacher Responsibilities

- Prepare/administer appropriate culminating assessment activities related to the district-adopted curriculum
- Allow for make-up/assistance during seminar and early dismissal (Semester 1 Days 2 & 3, 1:20 to 3:30)
- Grading during early release time and after school flex time
- Preparation for upcoming assessments and instruction
- All staff remain in building during 1:20 to 3:30 early release time Semester 1
- Time for instructional use; not for student athletics/activities prior to 3:00 p.m. all days

D. Bus Transportation

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

High School Semester Assessment: Agreed Upon Contingency—2010-2011

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

☒ 1st Day Snow Day

Day 1	Day 2	Day 3
SNOW DAY	Regular Thursday Block (90 min. periods)	Regular Friday Block (90 min. periods)
	Full Day	Full Day
	2 nd Hour 8AM-9:30 AM	1 st Hour 8AM-9:30 AM
	Seminar 9:36 AM-11:08 AM	3 rd Hour 9:36-11:06 AM
	4 th Hour 11:12 AM-1:24 PM	5 th Hour 11:12 AM-1:24 PM
	6 th Hour 1:30-3:00 PM	7 th Hour 1:30 PM-3:00 PM
	NO EARLY RELEASE	NO EARLY RELEASE

☒ 2nd Day Snow Day

Day 1	Day 2	Day 3
Block Day (90 min. periods)	SNOW DAY	Regular Friday Block (90 min periods)
Full Day		Full Day
2 nd House 8 AM-9:30 AM		1 st Hour 8 AM-9:30 AM
Seminar 9:36 AM-11:08 AM		3 rd Hour 9:36-11:06 AM
4 th Hour 11:12 AM-1:24 PM		5 th Hour 11:12 AM-1:24 PM
6 th Hour 1:30-3:00 PM		7 th Hour 1:30 PM-3:00 PM
NO EARLY RELEASE		NO EARLY RELEASE

For the above two scenarios with no Early Release, high school staff will be afforded a full day Preparation day on January 3 (scheduled as half day preparation time). Staff will not have the designated Building Focus Professional Development time January 3

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

☒ 1st Day and 2nd Day Snow Days

Day 1 –	Day 2 –	Day 3 –
SNOW DAY	SNOW DAY	Regular 7 period day Culminating Activity (No Finals)
		1 st Hour 8-8:50 AM
		2 nd Hour 8:56-9:46 AM
		3 rd Hour 9:52-10:42AM
		4 th Hour 10:48-11:38 AM
		5 th Hour 11:44-1:08 PM
		6 th Hour 1:14-2:04 PM
		7 th Hour 2:10-3:00 PM
		NO EARLY RELEASE

☒ 3rd Day Snow Day/2 or more Snow Days/All 3 Snow Days

In these scenarios, high school staff will follow the regular calendar with the ½ day classroom preparation on January 3.

Olathe District Schools
Middle School Scheduling Document Guidelines
Updated Spring 2010 ~ Approved by Professional Council

PROFESSIONAL DAY: The middle school professional day 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.

MIDDLE SCHOOL 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 granted by Professional Council. 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 Professional Council.

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

SCHOOLS MAY INCLUDE ANY OF THE FOLLOWING SUPERVISORY ASSIGNMENTS

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).

- | | |
|--|---|
| ▪ Team Collaboration Period | ▪ Building Level Team Chair |
| ▪ Lead Teacher (4 per Middle School) | ▪ Travel Time for Itinerant Staff |
| ▪ Attendance/Tardy Support | ▪ Special Education Support |
| ▪ Building Level Substitute | ▪ AVID Coordinator |
| ▪ Flex Lab Supervision | ▪ Game Day Management |
| ▪ Instructional Support of other staff | ▪ Alternative Placement Supervision (i.e., In-School Suspension) |
| ▪ Instructional Tech Support | ▪ Cafeteria Supervision. Assignment to this duty is by mutual agreement of staff member and administrator |
| ▪ ELL Program Support | |
| ▪ Tutorial/Guided Study (NOT primary instruction in BOE-approved curriculum) | |
| ▪ Transition/Mentoring Coordinator | |

Further Stipulations:

1. Approval may be sought through the Variance Procedure for assignments not falling under these guidelines.
2. When not needed in primary supervisory assignment, staff members will:
 - Monitor hallways and other areas near the staff member's primary duty site, or
 - Serve as Building Substitute if requested by administrator. **Substitutes:** In securing building substitutes, follow the procedures outlined in BOE Policy **Paid Educator Coverage of Absences (GBZF)**.

Lunchroom Supervision: Staff who agree to provide lunchroom supervision should submit the "Agreement to Supervise the Lunchroom" form (attached) to Human Resources. This form is submitted annually. The employee will be compensated with a \$500.00 per year stipend for 1 supervisory period per day. For lunchroom supervisory duty less than this, the yearly amount will be prorated.

VARIANCE PROCEDURES:

Variance for teaching a 6th class: There are several reasons for requesting this variance.

- **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.
- **Master Schedule Need:** 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 (within building) Itinerant Number of Preps Length of Experience as a Teacher

ONE YEAR VARIANCE for 2010-2011:

When approved by Human Resources based on master schedule needs as described below, administrative requests for teaching a 6th period will be compensated at \$500 per semester for 2010-11.

- **Administrative requests to HR are for the purposes of: 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.**
- **The current variance procedures for PROFESSIONAL DAY listed above remain in place for voluntary requests initiated by the educator to their administrator, or when administrative recommendations are not approved by HR on the above criteria, thus not receiving the \$500 per semester stipend.**
- **The Association and the District both encourage any educator requested to teach a 6th period to accept this opportunity for 2010-11, to assist our district with providing student opportunities and maintaining services in challenging budget times.**

This action is not taken until other avenues are enacted to fill the need, such as itinerant pool, staff teaching in licensure areas for which they are certified, etc.

Supervisory Variance: Variances may be requested for two reasons.

1. Creation of a supervisory duty that is different from the approved Middle School Supervisory List.
2. Staff member is assigned 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 Professional Council.

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.

Procedure for Requesting Variance

1. To request a variance, the staff member and administrator jointly complete the Middle School Scheduling Variance Request form (attached). Requests should be submitted **by June 15**. However, it is recognized that, due to a variety of circumstances, additional requests may be submitted at a later date.
2. Both the staff member and administrator must sign the request.
3. The request is submitted to Professional Council via the Associate Superintendent for T & L.
4. Professional Council acts on the request.
5. All variance approvals are for **one school year only**. Variance Requests must be resubmitted annually.

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.

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.

Middle School Scheduling Variance Request

Educator : _____ Position: _____

School: _____ School Year: _____

Please list this educator's proposed schedule for all 7 hrs. of the school day.

Periods	Semester 1	Semester 2
1		
2		
3		
4		
5		
6		
7		

VARIANCE REQUEST FOR TEACHING A 6th CLASS:

Please describe the reason for the requested variance to teach a 6th class. Check (✓) one.

Faculty Request (no compensation)

Master Schedule Need

Compensation per 2010-2011 Variance

_____ \$500 for one semester _____ \$1000 for 2 semesters

HR Approval: _____ Date: _____

Indicate if this request meets established criteria:

- | | | |
|--|-----------|----------|
| <input type="checkbox"/> <i>All necessary supervisory needs are met</i> | Yes _____ | No _____ |
| <input type="checkbox"/> <i>Staff member has one plan period & a 25 minute duty-free lunch</i> | Yes _____ | No _____ |
| <input type="checkbox"/> <i>Staff member and administrator mutually agree on the variance</i> | Yes _____ | No _____ |

SUPERVISORY VARIANCE REQUEST:

Please briefly describe the requested supervisory variance. Check (✓) one.

Supervisory duty is different from approved list. Please describe:

Request for 2 supervisory periods instead of 1. Please describe both supervisory assignments. Remember, 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 Professional Council.

Was the staff person placed in the itinerant pool for at least this portion of the professional day?
 _____ yes _____ no. If not, please explain:

Indicate if this request meets established criteria:

- | | | |
|--|-----------|----------|
| <input type="checkbox"/> <i>All necessary supervisory needs are met</i> | Yes _____ | No _____ |
| <input type="checkbox"/> <i>Staff member has one plan period & a 25 minute duty-free lunch</i> | Yes _____ | No _____ |
| <input type="checkbox"/> <i>Does not require additional staffing</i> | Yes _____ | No _____ |
| <input type="checkbox"/> <i>Staff member and administrator mutually agree on the variance</i> | Yes _____ | No _____ |

Educator Signature

Principal Signature

Date

Date

Send to Professional Council via Dr. Alison Banikowski, Education Center by June 15th or as soon as possible after.

Approved by Professional Council, May 2010

K/2010-11/BOE & Ratification/Calendar Support/Middle School Sched Doc 10-11

- 127 - Pending BOE Approval and Ratification by Olathe NEA Bargaining Unit

Olathe District Schools
Elementary Scheduling Document Guideline
Updated June 2010 ~ Approved by Professional Council

Rotation Schedule

Elementary schedules utilize a 5-day rotation schedule (ABCDE days), in order to provide scheduling equity for all programs and classroom teachers.

- Classes included on the rotation schedule include: PE, music, library, computer, International Language, art, counselor, Quest, and Resource.
- Speech classes will be included on the rotation schedule to the extent possible.
- SIT schedules will be included on the rotation schedule.
- The rotation schedule may be incompatible with the scheduling needs of part-time or itinerant staff. These situations are problem-solved on a case-by-case basis.
- A year-long district calendar will be published for the 5-day rotation to provide consistency from building to building.
- Inclement weather days do **not** change the rotation calendar.

Guidance for Master Schedule

When building an elementary schedule there are many factors to consider. All stakeholders have an interest in the schedule and requirements that make that schedule workable and effective for students and staff. The major goals of any schedule are to maintain blocks of time that promote good instruction in addition to providing time for teachers to adequately prepare and collaborate. The following concepts provide some guidance for achieving these goals:

- PLC time must be provided in the schedule during the professional day. PLC's will meet every A-E rotation for thirty minutes or in blocks of time which equal this provision and meet educators' learning needs.
- Teachers (including support staff) should have at least 30 minutes of individual plan per day. Whenever feasible, two 30-minute classes should be placed together to form a 60-minute block. In your planning be sure to consider the supervision of students as they transition from one class to the next. The time between 8:00-8:20 and 3:40-4:00 may not be counted as plan time.
- Make an effort to schedule grade levels at about the same time every day to make it more efficient for support staff (e.g. Title 1, special education, counselor, band, strings, and ELL) to schedule their students. This also facilitates rehearsals for performance groups.
- Consider the needs of your support staff (e.g. music, P.E.) by not scheduling too many sections of students back to back. Try to schedule a break for the specialist after every three to four 30-minute sections.
- Prioritize content instructional assignments with students (e.g., class time, Special Chorus instruction) over duty assignments. If your support staff has large class loads, consider other staff members for duty assignments first.
- Work to create a balanced schedule with no more than 9-11 classes per day for library, P.E. and music (12 is the maximum class load a teacher should have in one day) and 5 classes for art (6 is the maximum class load an art teacher should have in one day).
- As you create schedules, remember the same guidelines for the CLA and ILA.
- Consider whether or not you can provide open blocks of time in your library media center for flexible scheduling of classes doing research projects.

Plan Time

Individual plan time is important for educators to prepare for professional responsibilities which include planning, preparation, evaluation of instructional activities and maintaining parent/family communication. It is recognized that on occasion administrative meetings may occur during individual plan time which is the exception and not the rule. Unless a variance is approved by Professional Council, all elementary educators assigned to teach full-time in an elementary program will normally have 270 minutes per A-E rotation. In general, elementary plan time will be scheduled in blocks of at least 30 minutes. Non-classroom educators will have plan time commensurate with this policy in varied time increments for the purposes of planning, preparation, and evaluation of instructional activities. (Olathe School Board Policy GBZCC) When possible Four Year Old Early Childhood and Half Day Kindergarten 15-minute classes should be scheduled back-to-back to allow for a 30-minute plan block, or scheduled as 30-minute classes once per week (PE, music, or International Language for K only) or a 30-minute class (computer or library) every other week. Three-Year-Old Early Childhood will participate only in Library for 15 minutes per week. Classroom teacher plan time is achieved as students participate in these classes.

Class	Four-Year-Old Early Childhood	Kindergarten	Full-Day Kindergarten, Grades 1-5
Physical Education	15 min. twice/A-E rotation	15 min. twice/A-E rotation	30 min. twice/A-E rotation
General Music	15 min. twice/A-E rotation	15 min. twice/A-E rotation	30 min. twice/A-E rotation
Library	15 min. per A-E rotation	15 min. per A-E rotation	30 min. per A-E rotation
Computer Lab (CLA)	15 min. per A-E rotation	15 min. per A-E rotation	30 min. per A-E rotation
International Language (ILA)	NA	15 min. twice/A-E rotation	30 min. twice/A-E rotation
Art	30 min. per A-E rotation	30 min. per A-E rotation	60 min. per A-E rotation

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.

Professional Learning Communities: A 30-minute slot every week (or the equivalent number of 30-minute slots at intervals addressing learning needs) will be used for Professional Learning Communities (PLC's) 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 that curricular area/grade level
- Examining student work
- Discussing strategies for differentiating instruction and student interventions
- Creating joint lesson plans
- Sharing expertise in specific areas
- Keeping time focused on student learning by being agenda driven with a timeline for team products included. (Agendas are collaboratively developed by the PLC with input from building administrators and BLT's, as appropriate)

NOTE: Classroom guidance instruction, typically provided for 30 minutes every other week by the Elementary Counselor, is not included in individual plan time, and the classroom teacher is not required to stay in the classroom during counselor time.

- The educator's professional day is 8:00-4:00. During an A-E rotation the educator should normally have a minimum of 270 minutes for individual planning, 25 minutes of duty free lunch daily, and 30 minutes for PLC's. Additional duties can be assigned if there is time available in the educator's day.

Special Education Scheduling and Plan Time

It is the belief of the district that appropriate instructional planning is necessary for educators to deliver quality instruction to students. While the district is committed to providing equitable plan time for special educators, it is more challenging to identify across-the-board solutions that work for every special educator. It is also acknowledged that the role of the special educator has changed to include process and building level responsibilities that directly and indirectly impact the identification of students in need of special services.

In order to provide for appropriate plan time, it is recommended that special educators establish their schedules according to the following guidelines:

1. **First priority:** Schedule the time necessary to address the needs of student caseload as determined by IEPs.
2. Plan for 25 minutes for duty free lunch daily.
3. Plan for the equivalent of a minimum of 270 minutes per A-E rotation for individual plan time in whatever time increments work best for the educator and the students. Plan time activities include lesson planning, grading assessments, collaborative planning, IEP planning, etc.
4. In consultation with the educator's building administrator, determine how the educator will most appropriately schedule other activities and responsibilities (recommended not to exceed 270 minutes per week). These responsibilities fall into two categories: special education **process** responsibilities and **building** level responsibilities. **Process responsibilities must take precedence over building level responsibilities.**
 - ☐ **Process responsibilities** include:
 - Evaluation (observing, testing, etc.)
 - IEP meetings
 - Student Intervention Team (SIT) Level 3 and 4 participation and front-end intervention time. Most resource teachers are involved in SIT meetings on a weekly basis. However it is suggested that the resource teacher and the building principal collaborate about how to schedule SIT involvement in the most efficient way. Determine which SIT meetings require the participation of the resource teacher and try to schedule these meetings in such a way as to maximize the resource teacher's schedule.
 - ☐ **Building responsibilities** might include:
 - Early Reading Intervention (ERI)
 - Supervisory building responsibilities

NOTE: Other building responsibilities may be assigned by the administrator or taken on by the educator if there is time remaining during the instructional day. It is recommended that building-level responsibilities be assigned before or after school, in order to best utilize the skills of the special educator during the instructional day.

A **variance** must be submitted to the superintendent's designee and approved by Professional Council subcommittee if the special educator voluntarily agrees to plan time that is not congruent with the Collective Bargaining Agreement (270 minutes of individual plan time per A-E rotation in 30-minute minimum blocks of time). Building responsibilities that are not part of the SPED process should be eliminated before a teacher would consider signing a plan time variance and submitting it.

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

Self-contained special educators present a challenge for identifying plan time, but it is the intent that plan time as stipulated in the Collective Bargaining Agreement be provided. The attached PLAN TIME IDENTIFICATION FORM provides a "menu" of options that may provide an opportunity for the self-contained special educator and building administrator to collaboratively identify a minimum of 270 minutes of plan time per A-E rotation. This form is to be completed and submitted to the Executive Director of Special Education by September 15th each year.

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, but attempts should be made to provide equity.

Recess Supervision:

Elementary students in grades K-5 will participate in 2 recesses per day of 15 minutes each. One recess is attached to lunch and the other is scheduled in the morning or afternoon. The 40-minute lunch plus recess block does not count in audited student contact time. (per KSDE Guidance on common activities that can and cannot be counted toward the 1,116 student contact hours: Lunch periods and passing periods/recesses connected to lunch periods are not considered part of the school day.) There is no variance to this policy.

Recess does not count as teacher plan time. Individual teachers may take their class out for a non-routine recess on a limited basis, for various reasons, with permission of the building administrator.

- Class size and number of grade level sections vary from school to school, making it difficult to provide rigid guidelines for supervision ratios. 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.
- Special education para-educators who have primary responsibility for working with an individual student or students may not be assigned to overall recess or overall lunchroom supervision.
- Library media aides should not be assigned recess or lunchroom duty during their designated library media aide hours.
- Parents may not provide recess supervision.

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.
- The majority of elementary behavior referrals and accident reports take place during recess. Therefore, supervisors are encouraged to provide diligent watchfulness during recess.
- Recess should not be withheld from students as a punishment, unless justifiable for safety reasons.

5th Grade Instructional Organization Best Practices and Decisions to Meet Student Needs

2009-10 District – Recommended 5th Grade Organizational Structure

RECOMMENDATION: After a thorough investigation and survey of all 5th and 6th grade staff and principals, the study committee recommends each building carefully consider the option of a self-contained **or** departmentalized structure to best meet student learning needs. Please note that if departmentalization is selected, all teachers will teach **reading or reading/language arts** to their designated homeroom students. The building principal facilitates the building decision-making process and approves the recommendation.

GUIDING YOUR BUILDING DECISIONS

All decisions in the Olathe District Schools start with the district vision of “children first”, build from our guiding principles, and lead to the ultimate goal of high expectations for student learning for ALL students. A few belief statements are worthy of highlighting to reinforce the importance of the decision regarding how students will be organized for instruction in 5th grade.

Regardless of the instructional organization selected in each building . . .

- **TEAMWORK** - All staff members contribute to a team approach to maximize student learning (examples: flexible grouping, sharing of students, instructional focus, curriculum integration, teaching for learning for priority student indicators).
- **STUDENT RELATIONSHIPS** – Building relationships with supportive adults supports student success.
- **LITERACY AS THE FOUNDATION** - Literacy is the foundation of learning for all students. The elementary program establishes the literacy foundation. It is essential for all elementary teachers to continue to build student success in reading and writing by teaching skills and strategies throughout the curriculum.
- **INTEGRATION OF CORE CONTENT** – Likewise, students benefit from curriculum integration when reading and writing about key content/skills important for science, math, social studies, and health learning.
- **TIME/DAILY SCHEDULES** – In order to provide equity throughout the district, daily schedules need to closely align with the published district allocated instructional time for each subject. This goal requires a commitment to integrated learning throughout the curriculum (example: shared responsibility to meet the time allocation for reading and writing, use of strategic instructional focus in reading and math if this time is a part of the daily schedule in your building).
- **PROFESSIONAL LEARNING COMMUNITIES** – PLC time continues to be very strategic and efficient with opportunities to share and plan for student learning needs and to communicate about curriculum priorities/integration support.
- **PARENT COMMUNICATION/CONFERRING** – Parents’ communication, support, and involvement are essential. Each building team develops a plan to meet the goals for 1) consistent communication about the classroom, curriculum, student learning; 2) a process for meeting the specific needs of individual students when that need surfaces; 3) plans for grade level parent meetings (back to school events/curriculum focus meetings); and 4) the format and plan for how to best share information during district parent conferences.
- **PROFESSIONAL LEARNING** - Continuous learning is a priority for all staff. District professional learning for 5th grade teachers may be differentiated by subjects on some occasions and required for all staff regardless of the individual teaching assignment.
- **TRANSITIONING STUDENTS** – Transition experiences are essential to student success at the Middle Level for all students. Teachers continue to explore the variety of transition information/activities and provide support for students in gaining skills and confidence to be prepared for success. Self-contained classrooms may need to collaborate to plan for experiences in changing classes.

WHAT ARE THE ADVANTAGES FOR STUDENT LEARNING WITH SELF-CONTAINED AND DEPARTMENTALIZATION STRUCTURES?

SELF-CONTAINED CLASSROOM	DEPARTMENTALIZED STRUCTURE
<p>Students:</p> <ul style="list-style-type: none"> • Consistency of instruction with one teacher • Classroom community, relationships, emotional support, . . . • Consistency of organization and routines • Know student needs, strengths/weaknesses • Students are use to it/more time to develop organizational skills before Middle Level <p>Teachers:</p> <ul style="list-style-type: none"> • Know class, know students and needs, relationships, community • Schedule and flexibility with instruction • Easier to communicate with parents 	<p>Students:</p> <ul style="list-style-type: none"> • Variety of teaching styles • Instructional benefits with focused lesson/depth of instruction/connections with teacher expertise • Increased opportunity to develop organization/responsibility skills • Movement • Familiarity of changing classes and preparation for Middle Level <p>Teachers:</p> <ul style="list-style-type: none"> • A chance to focus on an area/develop and utilize expertise • Increased planning and prep time with fewer subjects/lessons • Student benefits to address specific needs; know more students • Lessons: increased depth and creativity • Sharing and working as a team in knowing students/needs

WHAT ARE THE CHALLENGES FOR STUDENT LEARNING WITH SELF-CONTAINED AND DEPARTMENTALIZATION STRUCTURES?

SELF-CONTAINED CLASSROOM	DEPARTMENTALIZATION
<p>Students</p> <p>Less exposure to variety of teaching styles Preparation and routines to prepare for Middle Level Not as much movement during the day Interaction with same students for the day in homeroom setting Possible “sameness” with instruction Possible conflicts within class</p> <p>Teachers</p> <p>Additional preps Limited time to teach expertise or subject of interest May not teach to instructional depth with so many subjects Possible challenge/conflict with individual student Need to more strategically plan transition activities to prepare for Middle Level</p>	<p>Students</p> <p>Organization, prep with materials, schedule, accountability Adapting to different teachers/styles (takes time to adjust) Transitions Homework Time to seek help</p> <p>Teachers</p> <p>Schedule and lack of flexibility Takes time to know students and needs Communication and collaboration More coordination to communicate with parents Catching students needing support Different teaching styles Assessed subjects Grading</p>

Staffing Standards for Support Staff Who Provide Plan Time in Elementary Classroom Teachers

Elementary PE, art, general music, library, international language and computer classes provide time for individual plan time. See Staffing Standards and Temporary Variances (Virtual File/Human Resources/Information Documents) for allocated sections for these staff and classes. As you schedule, be sure to also provide appropriate and usable plan time for support staff.

- If you are faced with difficult decisions within the scheduling process, please work to communicate and get input (when possible) from impacted staff members.
- Please feel free to seek input from your principal colleagues or contact the Elementary Support Staff Committee if you have difficulty creating a workable schedule in your building.

Guidelines for Elementary Itinerant Support (Traveling Teacher) For Art, Music, PE, Library

When FTE determines the need for itinerant support at larger elementary buildings, the following guidelines would apply:

- Building principals sharing itinerant staff and the itinerant staff involved will collaborate to develop a schedule that works for all buildings to determine dedicated time blocks at the support building to provide needed assistance (e.g., two afternoons or one full day). This will require collaborative negotiation and problem solving to develop efficient scheduling that meets needs at all buildings. In case of lack of agreement, the content coordinator or superintendent's designee will assist in problem solving.
- Divide responsibilities collaboratively, especially when a building does not have one person assigned there as a home building for that position (e.g., two library media specialists coming 2 days each from other buildings).
- Consider available and appropriate space and equipment/materials. Involve content area coordinator in space decisions.
- Scheduling must provide for continuity in assignment of grade levels/sections (assign only one grade level if possible; do not assign Special Chorus to traveling teacher). Collaboration regarding instructional decisions is essential when sharing a grade level.
- **Do not split a class** between the home school teacher and the itinerant teacher. For example Mr. Smith's 2nd grade should be assigned to the same PE/Music teacher each time they come to class, not to the home school PE/Music teacher for a 30 minute class period on A day and then the itinerant PE/Music teacher for the other 30 minute class period on C day. This assures consistency in instruction for our students.
- Include adequate plan time for all teachers involved; allowance for 30 minutes travel time between buildings in addition to 25 minutes for lunch for the traveling teacher. Plan time should be provided at both buildings to allow the traveling teacher time to prepare and collaborate with teachers at each building.
- The traveling teacher should not be assigned performances (excluding band and orchestra) if less than 0.5 at a building
- Total number of sections for the traveling teacher should not exceed the total number of sections for the building teacher (guidelines per Staffing Standards)
- **As soon as schedule is finalized (no later than first day of 187 day contract start date), submit to the Executive Director of Elementary Personnel in Human Resources for review by the Elementary Support Staff Committee.**

Instructional Time Allotment Elementary

The purpose of these guidelines is to communicate district priorities in instruction and to assist elementary staff members in planning and preparing for instruction. Suggested minimum time allotments for elementary schools (in minutes) are based on suggested practices, prioritizing, and the length of the school day. Many subjects at the elementary level are integrated; thus time allotments will vary.

WEEKLY ALLOTMENTS											
Subject	K	1	2	3	4	5	Subject	4 Year Old ECD	Kinderg arten	All Day Kindergarten-4th Grade	5
<i>Language Arts</i>	90	205	205	205	170	170	<i>Physical Education</i>	30	30	60	60
Daily Read Aloud	10	15	15	15	15	15	<i>General Music</i>	30	30	60	60
Shared Reading	20	40	40	40	30	30	<i>Art</i>	30	30	60	60
Small grip (G.R./SOAR/inst. Focus)	30-35	90	90	90	60	60	<i>Library</i>	15	15	30	30
Indep. Rdg. (during G.R./SOAR)	<i>Centers</i>	(15)	(15)	(15)	(20)	(20)	<i>Computer Lab</i>	15/15	15	30	30
Word Work/Spelling	10	20	20	20	20	20	<i>Elementary International Language</i>	-	30	60	60
Writing	15	40	40	40	45	45	<i>Band / Strings</i>	-	-	-	75
<i>Mathematics</i>	30	60	60	60	60	60					
<i>Science / Health (Inc. Counseling)</i>	15	30	30	30	45	45					
<i>Social Studies</i>	<i>In Rdg</i>	25	25	25	45	45					

Recess / Lunch:	1 AM <u>or</u> PM recess = 15 min; 1 Noon recess = 15 min.; Lunch = 25 min.
Writing:	Allocated writing time involves direct instruction of writing process/6 traits. In addition, writing is integrated across the curriculum
Library:	Scheduled class per week for checkout. Flexible scheduling throughout week as designed by LMS & teacher.
*Kindergarten:	Kindergarten weekly allotments indicate a.m. + p.m. time allotments. Full day kindergarten would be the combined total. PE and Music weekly kdg. allotments may be accomplished with two 15 min. sessions per week -or- one 30 min. session per week. Library and computer classes may be one short class weekly OR one longer class every other week.
International Language:	Last day of class: Last full day of student attendance
Guidance & Counseling:	Last day of class: Last full day of student attendance
Art/P.E./General Music:	Last day of class: Last day of student attendance
Library:	Last day of class: Last full day of student attendance
Computer Lab	Last day of class: Last full day of student attendance
Band/Strings	Last day of class: Next to the last full day of student attendance
NOTE: Educators should be provided plan time per policy during ALL student attendance days. Flexible arrangements can be made during half days.	

PLAN TIME IDENTIFICATION and VARIANCE FORM

SCHOOL: _____

SPED Self Contained CLASS: _____

Principals:

Please use the following grid to report how plan time (270 minutes per week) is being secured for your special education self-contained class.

Return this form to Director of Elementary Education by September 15.

Example:

	<i>A-Day</i>	<i>B-Day</i>	<i>C-Day</i>	<i>D-Day</i>	<i>E-Day</i>
P.E.	30 min.				
Music					30 min.

Please mark the appropriate box with number of minutes.

	<i>A-Day</i>	<i>B-Day</i>	<i>C-Day</i>	<i>D-Day</i>	<i>E-Day</i>
Separate P.E.					
Separate Music					
Separate Art					
Separate Computer Lab					
Separate Library					
Counselor					
Social Worker					
Speech Class					
OT					
PT					
Collaboration with specialists					
Homeroom in regular ed. class					
Para-led class activity					
<u>Other</u>					

TOTAL PLAN TIME PER WEEK: _____ (must equal a minimum of 270 minutes weekly in 30-minute+ blocks OR a variance must be submitted to and approved by Professional Council)

Variance: If self-contained sped teacher voluntarily chooses to receive less than 270 minutes per week, a variance should be requested below, signed by teacher and principal. Send to Professional Council via Executive Director of Special Education

Teacher

Principal

Date

Date



**2010-11 5th Grade Instructional Organization
Required District Information**

Building principals are asked to submit this information to LuAnn Hermreck **as soon as it is confirmed in May/June** and no later than August 1. During the first year of district implementation, a focus will be placed on best practices for selected instructional structures. Additionally, 5th grade district staff professional learning will have a new look.

Building:

5th Grade Staff:

2010-11 Instructional Organization: _____ self-contained _____ departmentalization

Rationale for your choice: (Please list 2 or 3 key points leading to your decision)

If departmentalization is selected, please list staff names and subject teaching responsibilities:

Teachers	Teaching Responsibilities by Subject

When available, please send copies of teaching schedules for ALL teachers, regardless of the organizational structure selected. The schedules will provide opportunities to learn more about best practices in scheduling to meet student needs.

THANK YOU FOR YOUR DECISIONS, PLANNING, AND PREPARATION FOR THE UPCOMING SCHOOL YEAR!

Approved by Professional Council, June 2010
K/2010-11/BOE & Ratification/Calendar Support/Elementary Sched Doc 10-11
Pending BOE Approval and Ratification by Olathe NEA Bargaining Unit



AGREEMENT TO SUPERVISE THE LUNCHROOM

I, _____, voluntarily
(PLEASE PRINT NAME)
agree to assist in lunchroom supervision at (school) _____
for the 2010-11 school year.

Please check all that apply to your agreement: (Additional information needed by HR)

Full year _____ Fall semester only _____ Spring semester only _____

Days per week: 5 _____ 4 _____ 3 _____ 2 _____ 1 _____

Employees will be compensated per the District Stipend form.
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.
Elementary: \$10.00 per hour.

Teacher signature: _____ Date: _____

Building Administrator Signature: _____ Date: _____

**Return to Human Resources
10-26-09 Revised**



2011 - 2012

School Year Calendar Dates

Registration Day	July 26
New Educators Report	Aug. 3
Full Day Professional Day (Educator Flex Day)	Aug. 8
Professional Day	Aug. 9,10,11,&12
½ Day of Classes (AM) Grades 1-5, 6 & 9	Aug. 15
(No Kdg,7,8,10,11,12)	
½ Day Professional Day (PM)	Aug. 15
Full Day of Classes All Students (K-12)	Aug. 16
Labor Day (No School)	Sept. 5
Professional Day (No Students)	Oct. 14
Professional Day (No Students)	Oct. 31
Thanksgiving Break (No School)	Nov. 23-25
Semester Break (No School)	Dec. 19-Jan. 2
Professional Day (No Students)	Jan. 3, 4
Martin Luther King Jr. Holiday (No School)	Jan. 16
Professional Day (No Students)	Feb. 3
President's Day (No School)	Feb. 20
Spring Break (No School)	Mar. 12-16
Professional Day (No Students)	Mar. 19
Professional Day (No Students)	Apr. 20
Seniors Last Day	May 17
Senior Commencement	May 20
Kindergarten Last Day	May 22
Last ½ Day for Students (AM) Grades 1-11	May 23
½ Day Professional Day (PM)	May 23
Professional Day—last day for staff	May 24

Reporting Periods

1st Quarter	Aug. 15 – Oct. 13	43 Days
2nd Quarter	Oct. 17 – Dec. 16	39 Days
3rd Quarter	Jan. 5 – Mar. 9	42 Days
4th Quarter	Mar. 20 – May 23	46 Days

Regular School Hours

Kindergarten (AM)	8:20 - 11:30
Kindergarten (PM)	12:30 - 3:40
Grades 1-5	8:20 - 3:40
Grades 6-8	7:50 - 3:10
Grades 9-12	8:00 - 3:00

Hours for Aug. 15

Grade 1-5	8:20 - 11:40
Grade 6	7:50 - 12:00
Grade 9	8:00 - 12:15

Hours for May 23

Grades 1-5	8:20 - 11:40
Grades 6-8	7:50 - 11:15
Grades 9-11	8:00 - 11:15

Parent/Teacher Conference Dates Oct. 19-20, Feb. 8-9

Specific information on conference times will be provided by buildings.

No Early Childhood or Kindergarten Classes	Oct. 19, 20, 21
No Classes - all students	Oct. 20, 21
No Early Childhood or Kindergarten Classes	Feb. 8, 9, 10
No Classes - all students	Feb. 9, 10

If Parent/Teacher Conferences are cancelled due to inclement weather, they will be rescheduled the following week on the same day at the same time if circumstances permit.

Notice of Non-discrimination: The Olathe Public Schools prohibit discrimination on the basis of race, color, national origin, sex, age, or disability in admissions, access, treatment or employment, in its programs and activities as required by: Title IX of the Education Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. Inquiries regarding compliance with applicable civil rights statutes related to ethnicity, gender, the ADA or age discrimination may be directed to Staff Counsel, 14160 Black Bob Road, Olathe, KS 66063-2000, phone 913-780-7000. All inquiries regarding compliance with applicable statutes regarding Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act and the Americans with Disabilities Act may be directed to the Assistant Superintendent General Administration, 14160 Black Bob Rd. Olathe, KS 66063-2000, phone 913-780-7000. Interested persons including those with impaired vision or hearing, can also obtain information as to the existence and location of services, activities and facilities that are accessible to and usable by disabled persons by calling the Assistant Superintendent General Administration. (06/10)

July 2011

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

January 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2011

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2012

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

September 2011

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

March 2012

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October 2011

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

April 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November 2011

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2012

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December 2011

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2012

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Professional Day	Conference Day EC, K-12
Professional Day - New Educators Pre-service	Half Day-Students
Registration Day	Holiday
	Senior Commencement

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