

Professional Council Meeting

3/31/26— 4:45-6:15 p.m. — Ed Center BOE Room

In attendance: Clint Albers, Megan Bricks, Chris Pittman, Angie Powers, Eric Skoglund, Rick Sola, Julia Wenzel, Laura Wiltanger

Meeting begins at 4:45 pm

Agenda:

Annual Review Items

- See items from NA highlighted in [this document](#)
 - Leave Committee: Done
 - Bylaws & Association Activities: Done
 - District-Wide Program Assignments: Done
 - Assignment Area Review: Done
 - Retirement Insurance Benefit Plan & VERP: March
 - Presentation from John Hutchison
 - Voluntary Early Retirement Program (VERP) is found in Policy GBOB
 - Employee must have submitted a retirement application to KPERs and be formally retiring from OPS, completed 15 continuous years of license/certified services in OPS
 - 68% - 55% of employee's final annual base contract salary is paid over up to 5 years with more weighted payouts in the first years; it is paid into a 403b plan
 - Historical costs of the VERP going back to the 2011-2012 school year
 - 2022-2023: \$2,479,047; 2023-2024: \$2,341,725; 2024-2025: \$2,338,855
 - The current obligation is \$4,900,721, plus 2025-2026 retirements
 - Health Retirement Arrangement (HRA) is found in Policy GBOA
 - At the time of retirement, accumulated illness/bereavement leave is converted to a Health Retirement Account; this account may be used to make payment toward the district's group health benefits and/or reimburse the employee and eligible dependents for eligible medical expenses
 - Up to 425 unused days may be converted at a rate of 1/10th of the Board of Education's monthly financial participation for health insurance, current equating to about \$85 per day
 - This is administered by a 3rd party, Surrency
 - Historical costs of the HRA, going back to the 2011-2012 school year
 - 2022-2023: \$1,465,455; 2023-2024: 1,575,807; 2024-2025: \$1,344,821
 - The current obligation is \$533,340, plus 2025-2026 retirements

Q: When is the date by which the 1-year notice for the 27-28 school year would be given?

A: June 30th (based on the fiscal year calendar)

Q: What is the district's plan to prevent a large number of career educators from leaving to go to neighboring districts or leave education?

A: That is difficult to estimate. There are also no other neighboring districts that have this policy.

Q: How many people per year are using VERP?

A: Not sure on the specific number, an estimate would be approximately 100 per year.

Q: If both were to be discontinued, has there been a consideration to do a phase-out or to have some "grandfathered" in that may be within those 5 years before retirement?

A: This hasn't been considered one way or the other.

Q: Was there a specific cost or amount that brought this into the letter?

A: No, just keeping all options available.

Q: Is there a viable path to keeping it?

A: There has to be a trade-off. The cost of keeping it is going to inhibit the money being allocated to something else.

- District leaders would like to acknowledge they are not being vague for any reason other than there haven't been additional considerations and plans regarding these policies beyond adding the statement to the letter. This is to keep all options in consideration.
- There are administrative positions that are not being replaced, such as Dr. Reves. There are other business and HR positions that are not being replaced, and their responsibilities will be reassigned.

Committees

- Appraisal
 - 3/26, 4/30, 5/28
 - Appraisal committee did not meet on 3/26, the next meeting is on 4/30
 - The committee will continue to collect feedback.
 - One area they are working on is the requirement of the goal and how that goal needs to be added.
 - The committee is working to bring a recommendation to Professional Council in early May.
- EC/AS
 - Acknowledgment of the work of the committee to read through, consider, and rank all of the proposals; a higher number this year than in previous years.
 - Committee is also going to start the practice of considering a proposal for 3 years: if a proposal is deferred longer than that, it will be returned to the creator to check to see if the information is still relevant and accurate and can be resubmitted for consideration; noting that Matt Johnson pulled the Video Production proposal this year but will be reconsidered in the future.
 - Discussion about the process of ranking proposals using Likert Scale based on the thoroughness of the proposal; 2.5 and above considered for final ranking to present.
 - A copy of the committee report distributed shows the rankings of the proposals, noting that MS Cheer and Dance proposals for Head and Assistant coaches were considered together, as were those for the Lead Reading Interventionists for Middle and High School.

- Rankings: 1. Middle School Cheer & Dance; 2. Marching Band Support; 3. Student Naturalists/Animal Care; 4. EAS Facilitators; 5. Lead Reading Interventionists; 6. Staff Judges at KSHAA Events; 7. Golf, Tennis, and Bowling Coaches; 8. National Technical Honor Society; 9. FBLA Sponsors

- Calendar

- 4/8, 4/29
- Any changes to the 2027-2028 school year calendar would need to be made by January 2027 so it could be updated for the next school year.
- The committee heard from educators that it would be beneficial to have more Educator Prep time before the school year starts. Admin on the calendar committee were open to “switching ½ day of Principal-Directed time for ½ day Ed Prep.”
 - The changes to the Professional Learning calendar for next year reflect: 1 ½ day Principal-Directed and 2 half days Educator during pre-service as shown below. These changes don’t change the student contact time.

Select ONE (1/2) Day		Select TWO (1/2) Days	
08/07/2026 AM Elem/HMC: 8:15-11:45am HS/HLC: 7:40-11:10am HS/PLC: 7:15-10:45am Lunch 90 min	08/07/2026 PM Elem/HMC: 1:15-4:15pm HS/HLC: 12:40-3:40pm HS/PLC: 12:15-3:15pm	08/07/2026 AM Elem/HMC: 8:15-11:45am HS/HLC: 7:40-11:10am HS/PLC: 7:15-10:45am Lunch 90 min	08/07/2026 PM Elem/HMC: 1:15-4:15pm HS/HLC: 12:40-3:40pm HS/PLC: 12:15-3:15pm
08/11/2026 AM Elem/HMC: 8:15-11:45am HS/HLC: 7:40-11:10am HS/PLC: 7:15-10:45am Lunch 90 min	08/11/2026 PM Elem/HMC: 1:15-4:15pm HS/HLC: 12:40-3:40pm HS/PLC: 12:15-3:15pm	08/11/2026 AM Elem/HMC: 8:15-11:45am HS/HLC: 7:40-11:10am HS/PLC: 7:15-10:45am Lunch 90 min	08/11/2026 PM Elem/HMC: 1:15-4:15pm HS/HLC: 12:40-3:40pm HS/PLC: 12:15-3:15pm
08/12/2026 AM Elem/HMC: 8:15-11:45am HS/HLC: 7:40-11:10am HS/PLC: 7:15-10:45am Lunch 90 min	08/12/2026 PM Elem/HMC: 1:15-4:15pm HS/HLC: 12:40-3:40pm HS/PLC: 12:15-3:15pm	08/12/2026 AM Elem/HMC: 8:15-11:45am HS/HLC: 7:40-11:10am HS/PLC: 7:15-10:45am Lunch 90 min	08/12/2026 PM Elem/HMC: 1:15-4:15pm HS/HLC: 12:40-3:40pm HS/PLC: 12:15-3:15pm
08/13/2026 AM Students in Attendance Grades K-2: 8:55am-11:30am Grade 3: 8:20am-12:55pm Grade 4: 7:40am-12:15pm Lunch 90 min	08/13/2026 PM Elem/HMC: 1:15-4:15pm HS/HLC: 2:40-3:40pm HS/PLC: 1:45-3:15pm	08/13/2026 AM Students in Attendance Grades K-2: 8:55am-11:30am Grade 3: 8:20am-12:55pm Grade 4: 7:40am-12:15pm Lunch 90 min	08/13/2026 PM Elem/HMC: 1:15-4:15pm HS/HLC: 2:40-3:40pm HS/PLC: 1:45-3:15pm

- Formatting within the professional learning calendar is to make the difference between new learning and implementation time clearer; have received positive feedback about these changes.

District Focused Professional Learning	Application and Implementation Professional Learning	Building Focused Professional Learning	Principal Directed Activities	Educator Preparation
<ul style="list-style-type: none"> Professional Learning designed to support the Goals outlined in the District Strategic Plan including: <ul style="list-style-type: none"> High Academic Expectations for All Behavior and Social-Emotional Development Culture and Belonging Guided by Learning Services, Superintendent's Leadership Team, Board of Education, Kansas State Department of Education Counted toward state audited student contact time 	<ul style="list-style-type: none"> Professional Learning designed for application and implementation: <ul style="list-style-type: none"> Analysis of assessment data and develop student assessments Development of Learning Intentions and Success Criteria Instructional collaboration at the individual, team, PLC, and district levels Resource evaluation and alignment with Standards Develop and monitor Student Intervention Plans and IEPs Field trips connecting content to real world learning experiences- guided by coordinators Does not include: <ul style="list-style-type: none"> Building or District sessions focused on NEW content, strategies, or skills Classroom preparation such as bulletin boards or grading Guided by principals and BCLs, Learning Services, or KSDE approval requirements as noted Counted toward state audited student contact time 	<ul style="list-style-type: none"> Professional Learning designed to support the Goals outlined in the Building Growth Plan including: <ul style="list-style-type: none"> Review of Building Growth Plan goals and monitoring goals through assessment data New learning of content and strategies or development of skills to support the Building Growth Plan goals Does not include: <ul style="list-style-type: none"> Activities solely for team building such as attending movies, obstacle courses, painting parties, bowling, etc. Participating in service projects Guided by the principal and building leadership team Counted toward state audited student contact time 	<ul style="list-style-type: none"> Activities to support the needs of the school that may not be addressed in Professional Learning such as: <ul style="list-style-type: none"> Team building to support the climate and culture of the school- movies, obstacle courses, scavenger hunts, etc. Service projects or volunteer work to support or express gratitude for community resources and programs Staff meetings or providing additional educator preparation time NOT counted toward state audited student contact time 	<ul style="list-style-type: none"> Allocated time for preparing for: <ul style="list-style-type: none"> Classroom set up such as bulletin boards and engagement Grade book set up and grading of student work or assessments Planning for instruction For days highlighted in blue, educators may work at their individual work site on these designated days, or educators may face these designated days by working the allocated hours outside of their contract time. Professional employees are not required to submit documentation of work time or location when exercising this professional privilege. Educator preparation is paid work time NOT counted toward state audited student contact time

- Benefits

- Finalist presentations for health insurance (2027) were last week; best and final offers are coming in soon; once that information is available a meeting will be held with the committee to consider the options

- Conferences

- Conference committee had a survey that was sent to educators and families, waiting for that window to close to receive the results; once results are received, committee will meet and review.
- Variance Language to be eventually added to the Negotiated Agreement will be sent to ARs and administrators to review at Mill Creek and OATC; then language will be communicated to the conference committee for review and propose how it could be incorporated into the Negotiated Agreement.

Proposals

- ONEA: GBZCDA (Leaves)
 - Presentation of proposed language: Acknowledgment of current realities – Olathe is facing major financial challenges from declining enrollment, state-level funding shortfalls, and unfunded mandates to conclude that we need to find creative ways to improve educator quality of life which have lower fiscal impacts.
 - When looking at our current school year, there are 187 total contract days for most bargaining unit members; 55 total Black Out Days (29.4% of all the days on the calendar).
 - Of the 55 Black Out Days: 16 of them are Professional Development days; 15 are on Fridays; 17 of 19 days in August and 15 of 16 days of May are Black Out Days
 - Are Black Out Days achieving their goal? A look at the average number of PTO usage per day and the average number of staff taking Black Out Days as the 2:1 per day (Data based on district provided data from January 2026)
 - August 2024: Average Usage- 205, 2:1- 18; Although most of August is a Black Out Day, most of the leave used is not for the 2:1 penalty
 - December 2024- Average Usage – 218, 2:1- 33; December has fewer blackout days, but still has a much smaller 2:1 usage
 - May 2025: Average Usage-116, 2:1-23; As in August, nearly every day is a Black Out Day, but most leave is not with the 2:1 penalty
 - Year Totals: Average Usage – 181, 2:1-26
 - To summarize: the impact of black out days on educator behavior (taking a day vs not taking a day, using the 2-for-1, completing paperwork, etc.) appears to be low; Black out days are frequently referenced in bargaining surveys; Black Out days create additional process load and time tradeoffs for HR department; reducing or eliminating Black Out Days would likely have a negligible cost impact.
 - List of references to Black Out days in the Negotiated Agreement provided

Q: To clarify, is the proposal to eliminate or reduce?

A: The proposal is to eliminate.

Q: How does the system handle when there is a large percentage of staff not in the building? Would there be an additional safeguard like a cap?

A: We would be open to conversations and potential solutions. People are currently waiting to put in days if they want to use it as a sickness reason; they are more likely to put it in last minute versus early. If they are put in early, the system could prepare. Current sub fill rates are high; lowest percentage is in November where it is in the lower 90%, but this could help lessen that burden for Sub Services.

- ONEA: GBZCC (Professional Day)
 - Professional Day - Elementary Plan Time
 - Prior to the 24-25 year, 270 minutes in the A-E rotation
 - Since the 24-25 Year, 300 minutes per 5-day school week

- Survey given to educators, that time is the #1 pressure point for elementary - there is not enough time, feeling rushed, loss of time to meetings, coverage, or added duties
- Survey data also reflects that PLC and plan time shouldn't compete - both are important and valuable
- Discussion of the month of January 2026 and a sample educator as an example
 - They have 60 minutes of plan, 30 minutes for PLC time - 1 day per week during their typical plan. 30 minutes of plan during the morning before the school day makes up for the 30 minutes that are used for PLC time during their typical plan.
 - This sample educator receives this plan time on Monday mornings and sample calendar shows this doesn't happen for various reasons.
 - Snow days become outliers; they are not "made-up" in the A-D rotation.
 - Total number of plan time minutes per week provided: 210 minutes for 3 weeks (four-day week); 300 minutes for 1 week (five-day week)
- Administrators try to work with educators to find solutions, this creates additional challenges due to the nature of the scheduling of an elementary building.
- Proposed language: "Unless a variance is approved by Professional Council, all elementary educators assigned to teach full-time in an elementary program will have a minimum of 240 of plan time in a 4-day student contact week (300 minutes over a 5-day student contact week) 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 (Appendix B, Negotiated Agreement).
- Note: This language does repeat in the Elementary Scheduling document on page 76.

Q: If this language were adopted, how would it change the January 2026 example?

A: Each school is so different; there are different examples. Many of the buildings use specific days of the week for the use of the 30 minutes before the day starts rather than the A-D rotation. It gets complicated when considering the order of the A-D rotation versus days of the week. The solution is to have elementary administrators and educators look over this and have the language to establish the definitions of the parameters and then work from there.

Q: Will there be any district-led proposals?

A: Yes, district team did not notice many specific items. The appraisal proposal will have to wait until after the committee is able to present their information. Olathe NEA can continue to bring other proposals to get that conversation going.

Meeting ends at 5:50 pm

Upcoming Meetings:

- 4th Quarter Negotiations' Meetings: 4/7/26, 4/13/26, 4/22/26, 4/28/26, 5/6/26

How We Will Work:

- Quick communication between Council members
 - Listen to understand
 - We all have and should use our voice
 - Consider the scope of our impact as a Council
 - Not shying away from difficult conversations or topics
 - If someone feels that communication norms have been broken, we need to feel comfortable respectfully pointing this out.
 - The Council considers this important to deal with at the time and as a group.
 - Have an open mind, being good listeners, treating each other with respect

Processes We Will Use:

- Note taker (Julia) will send out minutes to all Professional Council members for review within a week, OR prior to the next meeting, whichever is sooner.
- Final minutes are submitted to communications department to be both added to the Professional Council website and included in the “In The Know”
- Meetings are noticed in the “In The Know”
- Agenda will be set by Clint and Angie
- Draft Consensus Folder