

# Professional Council Meeting

4.22.26— 4:45-6:15 p.m. — Ed Center BOE Room

In attendance: Clint Albers, Megan Bricks, Nick Hoffmeier, Chris Pittman, Angie Powers, Trisha Putthoff, Lachelle Sigg, Eric Skoglund, Rick Sola, Julia Wenzel, Laura Wiltanger

Meeting begins at 4:45 pm

## *Agenda:*

### **Committees**

- Appraisal
  - 4/30, 5/28
  - No meeting since last Professional Council meeting, will hopefully have a proposal ready for a future Professional Council meeting
- Calendar
  - 4/29 – Next Meeting
  - Personnel Calendar published on the O-Zone – This draft includes Black Out Days as they currently are written
  - Only calendar remaining is the grading/report dates calendar, which is standard year over year; looking at things that can/should be updated, such as “printing cards”
- Benefits
  - Any shift in health insurance would not start until 2027; this is a regular process
- Conferences
  - The 2 sites that had a variance are putting together reflections/reports to send to conference committee chairs to be included in future agreements beyond a variance/pilot
  - Survey for parents/families has been reopened due to low response rate, principals encouraged to send out; Rick and Julia will follow-up to get data and get that back to the committee to discuss path forward

### **District Response/Questions Regarding Proposals**

- ONEA: GBZCDA (Leaves)
  - Blackout Days: There is a need on student contact days to ensure consistency for instruction and to alleviate ask of substitute services
  - The counterproposal aims to ensure consistency during student contact time, including before and after holiday breaks that can strain substitute services; Provide support for the current Parent/Teacher Conference format and time allotted for meeting with parents outside the contract day in exchange for time off on Thursday and Friday; Recognize educators as professionals in attending professional learning.
  - Month by Month Review (*Information included here reflects changes made to the presentation after the meeting and emailed to Professional Council members on Thursday, April 23<sup>rd</sup>, 2026*)
    - August: Current – August 3-26 as blackout days; Proposed - Proposing that the first three new educator days, and the first two contract days with

students be identified as black out days; The 13 remaining identified days would be eliminated from black out provisions. (August 3-5 and August 13-14)

- Summary: Reduce total identified black out days from 18 to 5 days for new educators, and 2 days for returning educators. A reduction of 16 black out days for returning educators
- September: Current – September 4 and September 8; Proposed - would remain the same
  - Summary: remain neutral on current identified black out days.
- October: Current – October 9, 14, 15; Proposed - the entire Parent Teacher Conference Week be identified as black out days; the 9th, a professional development day, would be eliminated from black out provisions
  - Summary: -Increase the number of black out days during the week of Parent Teacher Conferences from 2 to 5 and eliminate the PD black out day the week before conferences. A total increase of 2 days in October
- November: Current – November 2, 19, 20, 30; Proposed – the student contact days before and after the holiday break remain black out days; the 2nd, a professional development day, would be eliminated from black out provisions
- December: Current – 1, 17, 18; Proposed - December remain neutral for identified black out Day provisions
  - Summary: remain neutral on current identified black out days
- January: Current – January 4, 5, 15, 19; Proposed-January remain neutral for identified black out Day provisions
  - Summary: remain neutral on current identified black out days
- February: Current – February 5, 10, 11, 16; Proposed- The 5th , a professional development day, would be eliminated from black out provisions; Proposing the entire Parent Teacher Conference Week be identified as black out days; Proposing the 16th, a student contact day after President Day holiday, remain a black out day
  - Summary: Increase the number of black out days during the week of Parent Teacher Conferences from 2 to 5, and eliminate the PD black out day on the week before conferences. A total increase of 2 days in February
- March: Current – March 11, 12, 22, 23; Proposed - March remain neutral for identified black out Day provisions
  - Summary: remain neutral on current identified black out days
- April: Current – April 23, 30; Proposed - the 23rd, a professional development day, and the 30th be eliminated from black out provisions
  - Summary: Reduce the 2 black out days identified
- May: Current – May 5-26; Proposed - the last 9 days with student contact time, and the final educator contract day remain identified black out days; The 7 remaining identified days would be eliminated from black out provisions
  - Summary: Reduce total identified black out day from 16 days to 9 days. Reduction of 7 identified black out days
    - Total reduction: 21 days
    - Implement for 2026-2027 and then re-evaluate

- The district would like to recognize that there are several professional development days included in the proposed reduction. These days were identified as days without student contact time
  - Clarification about October 16 and February 12: They are contract “No School Days”; they are part of the contract as a recognition of the additional hours put in during conference week
  - The district will continue to emphasize the importance of professional development days for all educators. If used as PTO, educators acknowledge they will miss key building and content information and opportunities for re-licensure points. It is important to note that the expectation will remain for educators to learn and apply any missed professional learning
  - Black Out Days will still have the same policy, 2 for 1 reduction of time unless approval form submitted and approved when appropriate
- ONEA: GBZCC (Professional Day)
  - Elementary plan time on four-day weeks
    - Original Olathe NEA proposal and district counterproposal language presented
    - No change in structure, outcome, or intent
    - Extra 30 minutes in the morning was a focus, make a 4 day schedule versus a 5 day schedule so that way it is not a consistent day(s) of the week that is missed, this would make it not connected to a specific day of the week or letter day
    - Remove “Unless a variance is approved by Professional Council” -as all variances have to be approved by Professional Council; it is redundant
- ONEA: SPED Paperwork Days
  - Presentation of Olathe NEA proposal with redline changes and draft proposal
  - Make change to “Certified Special Education staff” rather than “Special Education educators” and that it is based on 1.0 FTE and will be prorated for less than full time; clarifying language that it must be used within the school year and cannot be carried over; the building principal would collaboratively determine with the certified Special Education staff member
  - Add sunset clause that it would be for the 2026-2027 school year and will be re-evaluated
  - Will need to add a category to Frontline; this will be communicated to the administrator so that when the building administrator adds it to the system it will put it in the correct area for terms of tracking and making sure that the costs come from the correct budget items and not being deducted from the educator
- Olathe NEA will review counterproposals and bring questions or items to address to next meeting

## **ONEA Proposal**

- ONEA: GBZBA (Managing Student Behavior)

- 2025 Teacher Engagement and Retention Report, 50% reported “very dissatisfied” or “dissatisfied” with the statement “support for challenging student behaviors/situations”
- 35% of educators reported “very dissatisfied” or “dissatisfied” with “support for student social-emotional needs”
- There is a snowball effect of student behavior based on class/caseload size with the needs of students and the lack of support that is leading to educator burnout; supports that are available are difficult to access and documentation is cumbersome; there have been fears of appraisal consequences based on student social-emotional needs; a fear of “getting behind” when responsive to student social-emotional needs
- Olathe NEA conducted a bargaining survey in December 2025, the #1 selected answer to the statement “As you consider your future in public education, what is the #1 area that could be enhanced in order to increase your likelihood of remaining in Olathe Public Schools?” was “Reduce educator workload so they can focus on meeting students’ needs; #2 response “Prioritize safe and healthy workplaces including increased supports for student behavior”
- 80% selected “Reduce educator workload so they can focus on students” in their top 3 priorities; 55% selected “Prioritize safe and healthy workplaces including increase supports for student behavior” in their top 3 priorities
- Policy GBZBA- Managing Student Behavior proposed changes presented as redline document
  - Proposed language to read: 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 District recognizes its responsibility to support educators with respect to the maintenance of student discipline and an educational learning environment, which includes ensuring individual behavior plans and the Code of Student Conduct are implemented with fidelity. The District will also support 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. In addition, the District will support educators’ ongoing professional learning needs regarding student social-emotional needs and clarity regarding district and building procedures. C. When in the judgment of the educator the student’s behavior requires additional intervention or evaluation, the educator shall request tiered supports for the student from the principal and/or administrator and/or other appropriate professionals. The administrator shall provide timely updates to the educator regarding the status of intervention and/or anticipated timeline for evaluation. D. When a student’s behavior becomes destructive and/or dangerous, the educator should request assistance as prescribed in building procedures. The educator should communicate their and their students’ needs regarding student removal and/or respite after dangerous and/or destructive student behavior. a. “Destructive” is defined as behavior that results in damage to furniture, doors, windows, or other aspects of the learning environment.

This would not include damage to small items such as paper or pencils. b. “Dangerous” is defined as behavior that threatens the safety of others or self, including but not limited to physical aggression, elopement that puts the child at risk of harm, or self-injurious behavior.

- Work on this proposal included connecting the Code of Student Conduct and the other programs used within the district (PBIS, flow charts, behavior plans) to help create clarity
- The intention is not the push students out or to suspend more students, but to allow for time for the educator and student to decompress from big behavior episodes
- This language also helps educators and administrators know a process of what happens when a request for support has been made; terms used were intentionally broad to encompass all supports, not necessarily a particular program
- Note of change to be made, it is called the Code of Student Conduct, *not* Student Code of Conduct

Q: In letter C, what type of timely update would the educator be receiving from the administrator?

A: The updates should be regarding a plan or tiered support based on a specific event, but for the student as a whole. The update would be regarding any progress made in the process to the intervention and/or evaluation process

Q: In letter D, the word “unmanageable” is crossed out, is that different than destructive or dangerous?

A: A lot of feedback was given about this term in particular; it takes away the ambiguity of what “unmanageable” means, the focus is to reduce distractions and dangerous behaviors, not things that may be interpreted different ways by different educators

Q: Black Out Days - What about May 24, 25, 26<sup>th</sup>? Is the intention to include those days as well?

A: Yes, that was an oversight based on a draft of the calendar. Black Out Days would start May 14<sup>th</sup> to make it the last 7 student contact days and last educator prep day. Update will be made to slides, and they’ll be sent out to Professional Council members soon.

Meeting ends at 5:48pm

### *Upcoming Meetings:*

- 4<sup>th</sup> Quarter Negotiations’ Meetings: 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