

Professional Council Meeting

4.28.26— 4:45-6:15 p.m. — Ed Center BOE Room

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

Meeting begins at 4:45 pm

Agenda:

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- No committee updates due to no committee meetings since the last Professional Council meeting

Timeline for Negotiations

- Last few years we have been able to come to an agreement in May, historically that happened in the fall
- State legislature have not made their financial decisions in terms of weightings and with a decline in enrollment
- Important dates: June 30th and September 20th

Q: How would this impact some of the policies we've been discussing?

A: We could do an MOU to include items that we have an agreement on, it would go through the same process. The last time there was an MOU was in 2022 to ratify calendars before the start of the school year.

- Olathe NEA would like to discuss after the meeting to bring response to the next meeting

ONEA Counter to District Counters

- GBZCDA (Leaves) Blackout Days
 - When reviewing District counterproposal, the overall reduction in Blackout Days went from 29.4% to 20.3%; Olathe NEA proposes to reduce this further by 9 days to be closer to 15% of contract days
 - District counterproposal had reductions in August and May; Increases in October and February; stayed the same in September, December, January, and March
 - Proposed days to change month-by-month
 - ☐ August: No change to district counter; September: No change
 - ☐ October: Agree to no Blackout on professional learning, Monday-Thursday of Conference week; remove Friday
 - ☐ November and December: Agree to no Blackout on professional learning; reduce to 1 day before/after break
 - ☐ January: Agree to one day before/after holiday; reduce to 1 day before/after break

- ☐ February: Agree to no Blackout on professional learning; agree to 1 day before/after holiday; Monday-Thursday only during conference week
 - ☐ March: Reduce to 1 day before/after break
 - ☐ April: Agree to no Blackout on professional learning
 - ☐ May: Agree to last of 187-day contract; Reduce to last 7 student contact days
- GBZCC (Professional Day)
 - Elementary Plan Time
 - Original Olathe NEA Proposal and District Counter Proposal - Clarification to not add the note about the Elementary Scheduling document (this was just to clarify that this language is repeated in the Elementary Scheduling Doc); remove the variance clause that starts the language for elementary, but that language is necessary in the secondary section because there is the 6th hour variance at the secondary level that does not apply to the elementary level
 - Olathe NEA counter to confirm the agreement about the removal of the variance language, and that the intention is clear: elementary educators should receive a minimum of 240 minutes plan time in a 4-day student contact week
 - Both parties agree; can move to a “draft consensus” file
 - SPED Paperwork Days
 - Sharing of experiences from Special Education educators- speaking to the amount of time it takes to write an IEP, evaluation report, and any additional forms that are needed based on each student
 - This experience is fairly universal to many of our special education educators – we have many different types of special education positions; there are a variety of caseloads, needs of students, amounts of paperwork that needs to be completed
 - Counter proposal presented; Note: the text in red is the district counter proposal and the yellow highlighted text is Olathe NEA's additional changes based on feedback received since the last meeting
 - Olathe NEA Counter proposal addition: “To respect the significant instructional planning required for a substitute, every effort will be made to honor scheduled paperwork days; cancellations due to substitute availability will be avoided unless no other operational alternatives exists.””The date of each Professional SPED Paperwork Day will be determined by mutual agreement between the building Principal and the Certified Special Education staff member.
 - This is to acknowledge that situations may arise where the special education educator may need to be in the building on a day that was scheduled due to unforeseen circumstances, the intention is that recalling the special education educator would not be automatic
 - While this is a cost to the district in terms of substitutes, there is a potential cost savings in having a reduction of turnover over time; other districts offer these days (Shawnee Mission has 4; Kansas City KS has 8)

District Counter to ONEA Proposal

- ONEA: GBZBA (Managing Student Behavior)

- Discuss the things that are already in place and have been implemented in the past several years
 - Professional Learning: student behavior workshop for principals, PBIS workshops/trainings, staff trainings provided by behavior coaches, CW-FIT from PBIS coaches, SCM trainings, SIT trainings, neurodiversity training, student behavior related sessions by PBIS coaches and behavior coaches, student behavior related sessions and summer conference
 - Systems and Programs: PBIS, SWIS, MTSS
 - Staff Support: Instructional coaches, PBIS coaches, Behavior coaches, Autism specialists
 - Continuum of Services: Mill Creek Campus - SOAR, Guided Study Lab, HOPE, Stride
 - Special Education Resource
 - Special Education Social-Emotional Regulation
 - Special Education – Autism
 - Prairie Learning Center
 - Sharing of experiences from middle school and elementary administrators
 - These behaviors are not a surprise, may be difficult in the morning, going back to the behavior plans, learning the student-their likes, interests, what works for them
 - District Level Behavior Team: Leaders from Learning Services, Special Education, General Administration, and Human Resources; meet quarterly to review SWIS data; track individual student data and progress
 - This is where the idea for the COMPASS program came from, based on the needs of what has been observed and tracked
 - The team has continued to meet, team has changed to focus on the COMPASS program on an interdisciplinary team; team is now looking through referrals for the COMPASS program
 - COMPASS Program: A K-8 alternative program opening in Fall 2026
 - Invested approximately \$400,000/annually in the Centegix CrisisAlert Badge System
 - Implemented in the 2022-2023 school year
 - Average 4,795 alerts per year
 - 96% of these alerts were related to a behavior, elopement, or physical altercation
- Summary
 - There are a myriad of resources, trainings, staff, and systems in place in support of educators' management of student behavior

Q: Are there any specific parts of the ONEA language that were an issue?

A: When including definitions, if something doesn't fit within a definition – then it doesn't have to be followed; the phrase “timely response” doesn't guarantee any specific time; need to consider individual students and their behavior plans and their access

- Discussion point: The district counterproposal is to not change any of the original policy that is in the current agreement – is there a way to incorporate the information that was just shared into the policy; we have younger and new educators that may not have been here for

the introduction of many of these programs; there will be a shift in staffing and paraeducator support

- Further discussion will be needed to have a response to this counterproposal

ONEA Proposals

- GBZEB (Salary Schedule Conditions) - Advanced Degrees
 - These are positions that require advanced degrees that require more hours than a typical Masters degree in education fields
 - Adding language to the GBZEB policy, in the same category as those who have an Educational Specialist (EdS) degree, adding a letter “c”
 - Additional language: “When the professional employee earns a master’s degree requiring more than 36 hours without previously earning a master’s degree, including but not limited to Counseling, School Counseling, Social Work, Speech-Language Pathology, or Occupational Therapy, the employee will be placed in the MS +24 column. This will be treated as a degree movement.”
 - Added to created letter “d:” “Anyone earning an Ed Specialist degree or any master’s degree meeting the above criteria after earning a master’s degree that was not credited by the district for salary schedule placement will be placed based on the following criteria.” NOTE: The criteria listed are unchanged from the previous “c.”
 - Add letter “e:” “A professional employee who earned column movement for a degree identified in part c of this policy prior to the 2026-27 school year may apply through Human Resources for a one-time column move reflecting an additional +24 credit hours, subject to the timelines below.
 - Hard to create an estimated costs because it depends on the job category and the program they completed since there is a variation; would require a review of transcripts
 - Many counseling programs are typically 48-60 hours, which is beyond the number required for Masters in Education degrees
- GBZEA (Professional Learning) & Scheduling Documents
 - PLCs: The questions that guided the work- “Does my voice really matter in PLCs?” and “If we are just getting updates, is it really a PLC?”
 - Additional language to Policy GBZEA – in first paragraph that defines the purpose
 - “The purpose of a Professional Learning Community (PLC) is, through District-approved learning standards, data, and the MTSS process, to address concerns or issues and identify opportunities for improvement that support student growth and achievement. The process of successfully developing and implementing PLCs requires commitment to resources such as time and training as well as commitment to reflective practice. PLCs are collaborative spaces which may include but are not limited to team, grade level, subject area, department, and instructional support. PLC sessions are centered on student learning, and discussions are about shared goals and decision-making. They are interdependent and

self-directed. Educators should collaboratively develop PLC agendas with input from administrators, coordinators/facilitators, and/or coaches. All certified/licensed personnel will participate in PLCs. Educators are assigned to required PLCs by the principal/supervisor at their home building during the professional day, and additional districtwide PLCs are optional unless they take place during Professional Learning time.”

- Addition of “during the professional day” in the description – this was original language but moved into a different spot
- Scheduling documents – the information is the same for all levels (elementary, middle school, and high school)
 - 2nd to last sentence altered to read: “PLC agendas should be collaboratively developed by interdependent teams. PLC sessions should address concerns or issues and identify opportunities for improvement that support student growth and achievement.”
 - This to create clarification and reduce repetition
 - Elementary scheduling document has an additional paragraph that describes when PLCs happen, so it is separated from the description for elementary. The text in italics on the document (also included below) is not additional language or altered, just moved.
 - *Early Childhood educators shall be assigned a PLC on Fridays. Specialists and licensed/certified support staff will be provided with a minimum of 1 hour during times designated on the Professional Learning and Preparation Days Calendar as Application and Implementation Professional Learning-District Directed for PLC meetings. These PLCs will be with specialists in the same field.*
 - Goal is to center educators as leaders within their PLCs, and have PLCs be more a more intentional time that is not a meeting where information is being delivered
- Discussion: Middle school perspective – to provide time that is consistent across the district for singleton electives; there are educators that have multiple disciplines and therefore have multiple PLCs to attend

GBZCA (Assignment & Transfer)

- Work to address the question: “What is going to happen to me?”
- The policy revisions are an attempt to make the process more clear
- Additional language – add a letter “c” to define district seniority, to read: c. District seniority: District seniority is the number of years of continuous service in the district. Approved leaves do not interrupt continuous service; a year of service with a leave of absence of one semester or less will be counted as one year toward district seniority.

- o No changes to definitions or reassignment; policy is clear as it stands
- o Section IV. Transfer
 - o Oracle automatically notifies home principal when a transfer application is submitted
 - Proposed Change to IV. Transfer > A. Employee-Initiated Transfer > c. to read: The same, but strike the sentence “Until June 1, the principal/administrator will be informed of the employee’s application for transfer only with the permission of the employee.”
 - o Proposed Change to IV. Transfer > B. Administrator-Initiated Transfer > STEP 6
 - 6b: Strike language “The employee with the least seniority in the affected area will be considered first for transfer unless the principal/administrator offers to HR a satisfactory rationale for retaining the employee. HR will provide the rationale in writing to the transferred employee upon request. Rationale will be based on the best interest of the district, and may include but is not limited to licensure, endorsement, position specific qualifications, position specific training, assessment of performance, State of Kansas highly qualified requirements, extracurricular and/or academic support assignments.”
 - 6b: Proposed language: “The employee with the least seniority in the affected area will be considered first for transfer. An exception may be made only if the principal/administrator provides HR with a clear, specific, and job-related written rationale for retaining the employee. Any such rationale must be based on demonstrable factors directly related to the position, including licensure, endorsement, position-specific qualifications or training, documented performance evaluations, State of Kansas highly qualified requirements, and relevant extracurricular or academic support assignments. The rationale shall not be arbitrary or based on subjective preference and must be applied consistently across similarly situated employees. Upon request, HR will provide the written rationale to the affected employee.”
 - o Proposed language change to D. Administrator-Initiated Transfer for Other Reasons to 1. a and b
 - Proposed language is to embed more of the process that is found in the Administrator-Initiated Transfer Due to Reduction in Staff to provide clarity of the process
 - When schools are closing or combining, the process of administrator-initiated transfer for other reasons will occur in the following order:
 - o Employees within the affected area(s) and school(s) will be listed in order according to district seniority.
 - o The employee with the least seniority in the affected area(s) and school(s) will be considered first for transfer. An exception may be made only if the principal/administrator provides HR with a clear, specific, and job-related written rationale for retaining the employee. Any such rationale must be

based on demonstrable factors directly related to the position, including licensure, endorsement, position-specific qualifications or training, documented performance evaluations, State of Kansas highly qualified requirements, and relevant extracurricular or academic support assignments. The rationale shall not be arbitrary or based on subjective preference and must be applied consistently across similarly situated employees. Upon request, HR will provide the written rationale to the affected employee.

- Reduction in Force
 - Proposed language change in section B (Procedures for Callback) to Section 1, letter c. to read “District seniority” rather than “teaching experience in the available position within the last five years”

Q: Combining or closing of a school – If a school is closing and rebounding – which schools would be the affected schools? Would it be those who would be receiving the students that were rezoned?

A: That is difficult to answer, and the reality is that we will have many schools that will be affected. Human Resources will need flexibility when making these decisions; this will be difficult to put into practice when multiple buildings will be affected.

Meeting ends at 6:09pm

Upcoming Meetings:

4th Quarter Negotiations’ Meetings: 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