

# SCHOOL OPERATIONAL PLANS & INSTRUCTIONAL LEADERSHIP TEAMS

Recognizing and rewarding great teachers

Holyoke Public Schools  
2016-2019



## **SCHOOL OPERATIONAL PLANS**

Each school will implement a process to engage teachers in the development of the school's operational plan. Engagement of teachers must be substantive and allow for opportunities for leadership to both share information and receive feedback from teachers in the building to ensure staff support and buy-in. At the same time, Holyoke Public Schools recognizes that individual schools may develop different approaches for obtaining teacher input based on the unique needs and culture of their schools, including the use of existing leadership bodies within the school.

The parties intend maximum flexibility in school operations under this article. The Holyoke Public Schools shall have sole and final authority to resolve any dispute related to the implementation or execution of a school operational plan. School operational plans will be approved and then shared publicly, if at all possible, prior to the Holyoke Public Schools transfer process. Holyoke Public Schools teachers will receive notification that school operational plans are available to view.

### **Instructional Leadership Team Default Model**

All schools shall have an instructional leadership team as the vehicle for shared decision making at the school level. The Holyoke Public Schools has established a default format for this team but schools may propose modifications to the default, subject to Holyoke Public Schools approval. Association leadership and/or teachers in the school are welcome to observe meetings of instructional leadership teams.

The instructional leadership team shall participate in the development and approval of policies set forth in the annual operational plan, or subsequent revisions to this plan, which appear on the subject matter list below and address teacher working conditions. These policies shall be agreed upon by a majority of the instructional leadership team and also by the building principal. The goal is to reach important decisions impacting the school by mutual agreement. However, if an agreement cannot be reached at the school level, the Receiver/Superintendent shall make the final decision when approving the final school operational plan or subsequent revisions.

Unless schools have received approval to use an instructional leadership team with modifications, an instructional leadership team shall be established at each school as follows: one (1) representative from each grade level selected by the respective grade level team; one (1) specialist selected by the specialists at the school (specialists include all HTA bargaining unit members who do not belong to a grade level team, such as special education teachers, physical education teachers, guidance counselors, etc.); and an additional representative from the HTA bargaining unit designated by the principal. All HTA representatives will be elected by HTA members through secret ballot, except for the representative appointed by the principal. The instructional leadership team shall meet on a regular basis with the principal and the term of office shall be for one year.

### **Instructional leadership team with Modifications**

Schools may modify the structure, format, and composition of the instructional leadership team to meet the needs of their staff and students. So long as the instructional leadership team contains at least three HTA bargaining members selected by their peers, any modification to the team structure, meeting schedule, participants, or any other aspect of the team may be proposed. By way of example, such modifications may be:

- Including two sixth grade teachers on the team instead of a seventh grade teacher because no seventh grade teachers express interest in participating
- Inviting a paraprofessional to participate on the Leadership Team
- Organizing the Leadership Team by content area vs. grade level
- Using a school's instructional leadership team as a baseline but ensure two members of the team are selected by their peers

Annually, schools will submit a one-page instructional engagement plan to the Receiver/Superintendent that outlines how they will engage educators in the development of the annual school operational plan. On this form, schools will indicate whether they will use the default instructional leadership team model or an instructional leadership team with modifications. If schools select an instructional leadership team with modifications, they must also include a written explanation of the model. The Receiver/Superintendent will have sole and final authority in approving modifications to schools' instructional engagement plans.

### **Changes to School Operational Plans throughout the Year**

Once the annual operational plan is developed for a specific school, that document is presumed to govern teacher working conditions at the school for the following school year. Principals may submit a request to the Receiver/Superintendent to alter their operational plans during a school year after engaging their instructional leadership teams and their staff pursuant to their Instructional Engagement Plan. The Receiver/Superintendent will have sole and final authority in approving any school year modifications to school operational plans.

### **Areas for School Working Conditions**

Each school's annual school operational plan shall include but not be limited to discussion of the following items:

- Allocation of discretionary funds made available by the principal, including in areas such as:
  - Wraparound services for students and families
  - After-school programs
  - School supplies
- School curriculum issues
- Professional development activities applicable to the school as a body
- School calendar

- Schedule for staff and students, provided that teachers will continue to receive duty-free lunch and regular preparatory time
- Scheduling of school-wide parent/teacher meetings
- Work before and/or after the regular school year
- Notices and announcements
- School health and safety issues
- Staff dress code
- Rotation of duties
- Class size
- Bulletin boards
- Other items as designated by the Receiver/Superintendent provided there is no material conflict with other provisions of this document
- Parent-Teacher Home Visit Project, if applicable
- Family-Teacher communication
- Class coverage
- Practicum teacher assignment practices, if applicable

Decisions made in these areas through school operational plans shall be forwarded to the Association President and Receiver/Superintendent and shall be made available to schools.

The Receiver/Superintendent retains final authority over school working conditions as defined in each school's operational plan and this determination shall be final.

### **WORK YEAR**

The work year will be determined as part of each school's operational plan and will be made public if at all possible prior to the Holyoke Public Schools transfer process; we anticipate the plans be available by April 15. Holyoke Public Schools teachers will receive notification that work year schedules are available to view.

The student instructional year will be a minimum of 180 days. Beginning with the 2016-2017 school year, each Pre-K to Grade 8 school's program shall be a minimum of 1330 student contact hours per school year. The Receiver/Superintendent may approve deviations to this provision with reasonable justification.

A Pre-K to Grade 8 teacher will work a 7.5-hour student instructional day, unless stated otherwise in the school operational plan, for 180 student days; "up to" 90 hours per year for additional responsibilities (e.g. before/after school duties, meetings, etc.); and an additional 10 days for professional development; Schools may adopt a longer schedule through the school operational planning process.

A Grade 9-12 teacher will maintain the current student daily instructional schedule of six (6) hours and 37 minutes for 180 student days. In addition, teachers will be available 15 minutes before and after the student day, three (3) hours per month for after-school meetings, and one (1) hour per week for after-school office hours. These hours may be rolled into a lump amount of

160 hours per year to be scheduled by the principal. Grade 9-12 teachers will be required to participate in ten (10) professional development days per school year. Freshman academy may require additional hours, which would be compensated by through a stipend.

With input from staff, the principal has the authority to decide how the “up to” 90 hours for Pre-K through grade eight teachers and 160 hours for grade nine through twelve teachers is distributed throughout the year. By way of example, one school may decide to have teachers arrive 15 minutes before students arrive and depart 15 minutes after students leave.

### **WORK DAY**

Teachers and other professional staff shall devote the time required, consistent with school operational plans, to achieve and maintain high quality education in the Holyoke Public Schools. For example, unless formally excused, teachers and other professional staff shall participate in all regular school functions during or outside of the normal school day, including faculty meetings, parent conferences, department meetings, curriculum meetings, graduations and other similar activities. Teachers will also be afforded regular preparatory time during their work week. Such preparatory time may include common planning periods and professional development. The work day will be determined as part of each school’s operational plan and will be made public if at all possible prior to the Holyoke Public Schools transfer process. Holyoke Public Schools’ teachers will receive notification that work day schedules are available to view.

### **ACADEMIC CALENDAR**

The Receiver/Superintendent will establish a baseline school calendar each year that may include student start date, school vacations and holidays. The Receiver/Superintendent may alter the academic calendar each year as needed. School and professional development sessions will not be held on state and federal holidays, unless agreed upon by a simple majority of teachers. However, supplementary academic programs, including Acceleration Academies, may be held on these days.’

The Receiver/Superintendent will determine the amount of professional development days that are reserved for districtwide and school professional development. The instructional leadership team of the school will propose multiple options for flexibly scheduling school-based professional development. The content of the school-based professional development is to be determined by the instructional leadership team.