

## **Holyoke High School (Dean and North Campuses) Operational Plan**

In accordance with the HTA's agreement, *"Each school will implement a process to engage all 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."* School leaders should lead a process to gather input through at least three ways, which includes through meetings (e.g. whole staff, ILT, grade level, climate and culture, focus groups, teachers from the School Site Council, etc.), surveys or written correspondence.

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### **1. Allocation of discretionary funds made available by the principal, including in areas such as: wraparound services for students and families, after-school programs, and school supplies.**

Department Chairs will receive funds allocated to each department from the school's General Fund and Title I accounts, as determined by the Executive Principal, with input from the Instructional Leadership Team.

### **2. School curriculum**

We use a curriculum framework aligned with the Massachusetts State Curriculum Frameworks. Educators can contact the associate principal of curriculum and instruction, department chairs, and/or coaches to access available curricular resources. Teachers may be asked to assist in developing new and improved curricula for their own use and that of other teachers in the building. To the extent possible, teachers will be made aware of curriculum changes in advance and have an opportunity to provide feedback in department and faculty members or through individual conversations with school leaders. Educators are encouraged to refer to the school improvement plan for the instructional improvement efforts.

### **3. Lesson Planning**

Lesson planning is a professional expectation, since it is an essential component of providing our students with a high quality, standards-based learning experience.

- A plan should exist for each course, class or content area taught. Plans should be accessible for coaches and administrators, either digitally or by hard copy upon request .
- The lesson planning process should add value to an educator's ability to deliver high quality instruction. It should not be an exercise in compliance, but rather offer sufficient preparation to provide for a strong learning experience for all students.
- The expectations established by each school should be aligned to a school's improvement plan and priorities as determined by the Instructional Leadership Team.
- Teachers are expected to use the Workshop Model as the basic template for lesson planning. If, in their professional judgment, the workshop model does not fit the day's lesson teachers should have a plan that includes, minimally, the following components: grade level standard, learning and language objective, description of student task/engagement, scaffolds/differentiation and formative assessment of student learning. Teachers should be prepared to explain the change in format.

### **4. Professional development applicable to the school as a body**

(This does not include individualized professional development or coaching of teachers.)

Teachers may be required to participate in professional development activities throughout the school year, including before and after the school day for students, and before or after the school year ends. If

possible, at least one week’s notice will be given to teachers before any required professional development activities. Expected professional development activities include:

- Full day district-directed professional development on the following dates: November 4, November 5, January 30, January 31
- Half day school-based, district-directed professional development focused on the teaching and learning cycle: October 28, January 10, March 9
- Full day school-directed professional development on the following dates: August 20, 21, 22, August 23 (with the afternoon set aside for district convocation), and August 26.
- Weekly professional development before or after the school day: Wednesdays 2 hours

**5. Calendar**

We follow the district’s [school year calendar](#), with the school-determined professional development days as dictated above.

**6. Attendance and Schedule for staff and students**

Staff and students are expected to attend school every day, on time. Our students learn best when taught by their teachers. Staff should refer to the contract for attendance expectations.

**Student Schedule Dean Campus/ North Campus**

	<b>Dean Campus</b>	<b>North Campus</b>
Student Arrival	7:35 - 7:45am	8:00 - 8:10 am
Start Time <sup>(1)</sup>	7:45 am	8:10 am
End Time <sup>(2)</sup>	2:30 pm	2:55 pm
Early Release on Wed	1:40 pm	2:05 pm

<sup>(1)</sup> Start time is defined as the start of the student day. It starts with Breakfast in the Classroom. Students may be allowed in the building prior to this, in order to get to the classroom.

<sup>(2)</sup> End time is defined as the end of the student day. It is dismissal.

**Total High School Hours: 1173 hours per year**

**Teacher Schedule**

Actual Schedule (Include all scheduled time outside of the student learning day; this includes entry/dismissal, collaboration, staff meetings, etc.)

- Both campuses will run on a [7 course, 6 period drop schedule](#). [North/Dean campus bell schedule](#) <sup>(</sup>
- Teachers will carry 5 assigned classes and will have a prep period every day
- Core Freshman Academy teachers on both campuses will have common prep period daily, and no supervisory period. These teachers will be expected to meet as a team 3 days/week during their common prep period
- Core Career Pathway teachers (10th gr) will have common prep period daily, and no supervisory period. These teachers will be expected to meet as a team 3 days/week during their common prep period

**Accounting for the Time**

Category	Length of Time per Session	Frequency	Total Time Per Year	Notes/Details/Dates
Before School Duty	20 min	45 days, organized by quarter	15 hrs	Teachers will be organized by teams to manage opening the building
Teachers are in their classrooms 10 minutes before the start of the student day (8 a.m. North and 7:35 am Dean)	10 min	180 days	30 hrs	Homeroom and Breakfast in the Classroom
After School Duty	10 min	weekly	6.67 hrs	Teachers will be responsible for hallway supervision on the office hours day
Office Hours	1 hr	weekly	38 hrs	Office hours will be 2:40 - 3:40 on the Dean campus or 3:05 - 4:05 at North Campus
Weekly Collaboration	2 hours	37 wks (Wed)	74 hrs	
School based PD Days	6.62 hrs	9	59.6 hrs	8/20, 8/21, 8/22, 8/23, 8/26, 11/4, 11/5, 1/30, 1/31
Open House / Student Showcase	2 hrs	fall & spring	4 hrs	dates TBD
Special Faculty Meetings	10 hrs	As needed	1.3 hrs	
Total Time <sup>(4)</sup>			228.6 hrs	

Total HS time may not exceed 228.6 hours, unless teachers are compensated according to the HPS Professional Compensation Structure.

- “Up to 160 hours” for additional responsibilities: 160 hours per year
- 9 Scheduled PD days: 6.62 hours x 9 days = 59.6 hours
- 3 school-based, districted-directed half days: 3 hours x 3 days = 9 hours

**HS Paraprofessional Schedule**

Paraprofessionals work 184 days per year: the 180 student days, August 23 (at their school, with district-wide convocation in the afternoon), August 26 (at the school site), and November 4 and 5 (district-based PD). Paraprofessionals do not work January 30 and 31.

Typical Schedule

	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>
Dean Campus	7:30-2:40	7:30-2:40	7:30-1:40	7:30-2:40	7:30-2:40
North Campus	7:55 - 3:05	7:55 - 3:05	7:55 - 2:05	7:55 - 3:05	7:55 - 3:05

<sup>5</sup> School leaders are allowed to stagger paraprofessional schedules, assuming students’ needs and IEPs are met.

**7. Work before and/or after the regular school year**

Returning teachers are expected to report to work on **August 20**

“New teachers (who are new to teaching) are expected to report to work for district induction training from August 5 - 13th. New teachers to Holyoke Public Schools report to work for a Day of Learning on August 14th. New staff orientation, which also includes new teachers and teachers new to Holyoke, is August 15th.”

The final workday for teachers is Tuesday, June 16th, unless snow days require the school days to be extended.

If possible, at least one month’s notice will be given to teachers before any change to the start and end of the school year.

**8. Scheduling of school-wide parent/teacher meetings.**

Student conferences and/or student showcases will be scheduled at least twice during the year - one in fall and one in spring. Faculty will be informed of dates in advance.

**9. Notices and announcements**

Teachers will be notified in advance of special events which will involve students such as health testing, assemblies, etc. Classroom interruptions for notices or public address announcements will be kept at an absolute minimum.

**10. School health and safety issues**

Working with central office, the school will make every effort to provide appropriate materials, space, and technology to support effective teaching and learning. Security of school premises will be maintained and visitors to the school will be required to check in with the main office upon entry. Additionally, ALL staff and visitors will be required to have an HPS Identification visible at all times. Staff is encouraged to support safety and security efforts by questioning anyone in the building without ID that is visible. Every effort will be made to mitigate painting or repairs to buildings while school is in

session, to avoid distractions or interruptions to student learning. Staff should follow the [District Green Cleaning procedures](#).

#### **11. Staff dress code**

Faculty and staff are expected to dress in a manner that models a professional workplace for students. Concerns regarding staff attire will be addressed on an individual basis by administrators.

#### **12. Rotation of duties**

On the day in the schedule where teachers “lose” their prep period they will drop their supervision assignment and use that period for their prep period. Supervisory duties will take into account the number of discrete course preps a teacher has during the semester, and the number of years teaching those courses.

#### **13. Class size**

We commit to ensuring a reasonable class size for students and teachers. Class sizes may be differentiated, to support student learning and teacher development. Target class sizes are defined in the school staffing allocations.

#### **14. Bulletin boards**

As part of our professional culture, teachers may be asked to support the development and maintenance of bulletin boards in hallways.

#### **15. Home Visits**

Staff are highly encouraged to conduct home visits to connect with and learn more about our students and families throughout the school year.

#### **16. Family-Teacher Communication**

As part of our professional culture, teachers are encouraged to have regular communication with families through email, a blog or phone calls home to share what students are learning in class and discuss the academic progress of individual students. Teachers are expected to respond to family inquiries via email, phone or requests for in-person meetings within 2 working days to at least acknowledge receipt and to indicate when they will follow up with more information, if not immediately resolved. Teachers should refer to the School Improvement Plan (SIP) for more details, which will include at least two opportunities for family/teacher conferences and two opportunities for families to learn how to support learning at home (e.g. student showcase, math game night, publishing party, literacy instructional workshop, etc.) Teachers and staff are encouraged to attend school events. When faculty and staff do attend student events like plays, concerts, games, forums, etc... kids and families notice and appreciate.

#### **17. Class Coverage**

All staff members may be required to cover classes as needed, except during teacher’s duty-free lunch, when such incidents as substitute coverage of classes for others who are absent arises. When possible, common planning time should be used when teachers are asked to cover classes, if and when a substitute teacher is not available. To the extent possible, class coverage will be assigned equitably and on a rotating basis.

#### **18. Additional Leadership Opportunities, including practicum teacher assignment practices if applicable**

Teachers should consult with the Principal, TalentEd system and other district communications for additional leadership responsibilities. Teachers may be requested to supervise a student teacher during the school year. Teachers may express preference to the principal in requesting or declining a student teacher placement.

Note: In addition to staff appointed by the Executive Principal, the 2018-19 Instructional Leadership Team will include 6 elected teachers (1 CTE, 1 ELL, 1 Special Education, and 3 general education teachers, with one of the three drawn from the Dean campus and 2 from the North campus. Elections will be held during June before the end of the school year.